



Community Involvement in the Development of Secondary Schools in Jos – South Local Government Area

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Abstract

Education which is the bedrock of any meaningful development in an enlightened society has been one of the areas the government is not giving priority to at the Federal, State and Local Government Levels. It is against this background that the community, that is, other agencies and or group of individuals' aside the government have been given the free hand to make contributions towards education especially at the secondary school level, based on some given guidelines. In the light of this, this research asks if the communities are involved in secondary education?. What area(s) are the communities involved and how have their involvement made better impact on the academic performances of secondary school education? The study employs a survey research design where a sample of schools were selected and studied, the result used to represent the variable in all the Secondary Schools in Jos-South Local Government Area of Plateau State.

Introduction

The society today is getting more and more enlightened and advanced in different areas in technology and general way of life; this is made possible with education. The educational attainment of any given society is determined by its schools. Recent major legislation, such as the Goals 2000: Educate America Act and the Reauthorized Elementary and Secondary Education Act (ESEA), has made parents' involvement in their children's

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education, etc. a national priority. School districts nationwide are being encouraged to re-examine their parents' involvement policies and programme and to demonstrate innovative approaches in order to obtain Federal education support. (Baker, Amy, Soden & Laura, 1998). This Research clearly showed that when parents and communities are involved in the running of schools, the education of their children improves. The benefits derive from parents' involvement in their children education is enormous, principal Jerry Eicholz told Word Education: "I believe it's very important to help parents to understand what it is they can do to help their students to succeed; I try to show parents how to be actively involved" (Peggy, 2009).

Just like it takes a village to raise a child, so it is for a whole community to help prepare children for the complex choices parents must make in this changing world. Parents, career educators, counselors involved in education business, community agencies, churches and others can get involve in education delivery by assisting students with the process of shaping their life careers (Brown & Lankard, 1997).

Career education is the total effort of the education system. The broader community is involved in helping students become familiar with the values of the work oriented society. As to integrate these values into their personal value systems, to be implemented in their lives in such a way that work become possible, meaningful and satisfying to the student and the community. This helps students acquire both positive work values and productive work habits. It is clear that Parents' involvements in the career choices of their students focus on mentoring and work shadowing. It has been estimated that 40-50 percent of what the child learns occurs in the school, and the remaining 60-50 percent comes from the family and the community. Therefore without close articulation of and involvement with the family and the larger community, the schools will ultimately fail (Family involvement partnership for learning, 1996).

Education in Nigeria is an instrument par excellence for affecting national development (NPE, 2004). The role played by education is such a vital one that it should not be left to government alone, rather, all and sundry must be involved in order to achieve the desired goal which is developing and improving the citizens of the country. Hence, not only government should be left with the responsibility of educating its citizenry, but others such as Non-Governmental Organizations (NGOs), agencies, individuals and or the communities.

In the year 2001, the Federal Government of Nigeria held series of conferences and sensitization conference on the matter, and thereafter directed state Government to set up committees that will serve as a platform for communities to participate in the education of delivery. The objectives of these committees were to:

1. Mobilize children in the communities for enrolment and to remain actively in schools up to completion of their school programme.
2. Monitor and maintain physical school facilities.
3. Assist in the provision of some basic school facilities, such as renovation of classrooms, desks, roads, water supply and others.
4. Assist in transmitting certain cultural values, attitudes, and skills that are needed by the communities.
5. Raise funds for maintaining the schools.
6. Accommodate and support the needs of school staff.

In 2007 the state Government in the federation formed the School Based Management Committees in each Local Government Council to assist in the management of their schools (NPE 2004). Contained in the National Policy on Education (NPE, 2004) are the following as it regards to community involvement in education: Government shall ensure full participation of government, communities and teachers' associations in running and maintenance of early childhood education facilities" (pg.12); "welcome the participation of voluntary agencies, communities and private individuals in the establishment and management of secondary schools" (pg.22); it will allow for "close participation and involvement of the communities at the local level in administration and management of their schools (pg.55). From the above quoted sections, it is clear that government has allowed for full participation or involvement of the community in the running of the school in order to achieve the goals of education which are as follows:

- A. The inculcation of national unity;
- B. The inculcation of the right type of values and attributes for the survival of individual and society;
- C. The training of the mind in the understanding of the world around and;
- D. The acquisition of appropriate skills and the development of the individual society (NPE, 2004, pg.8).

In one of the statements listed above, the state government is mandated to prescribe conditions to be met by the communities and others. In Plateau

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State, the government has established the School Based Management Committee (SBMC). The School Based Management Committee (SBMC) refers to administration at the micro school level as opposed to governmental or other organized levels. It also entails the decentralization aspect of decision-making to the school level and it involves the management of human, financial and other resources depending on government preference.

- i. Engender Community's interest in school in their locality with a view to assuring their school.
- ii. Provide mechanisms for more effective management at school level.
- iii. Provide the head teacher with various forms of supports to enhance the administration of schools.
- iv. Provide a platform on which the community and school pull resources together to enrich school management; and
- v. Provide communities and local government education authorities with a new mechanism to demand accountability from school managers among other objectives.
- vi. Collaborating with the community to sensitize and mobilize parents on enrolment, attendance and retention of their children and wards in schools.
- vii. Monitoring staff with regards to attendance at school and effectiveness in curriculum delivery;
- viii. Supporting the head teacher or principals as the case may be in innovative leadership and effective management of schools and;
- ix. Monitoring school physical facilities with a view to ensuring their proper maintenance among others.

The Parent Teachers Association (PTA) is another part of the community that is involved in education. The PTA is an organized association of parents, guardians and teachers to assist in the running of school at different levels. The association has the following as its objectives;

- a. To provide the platform for parents, guardians, sponsors and teachers of students of Nigerian primary, secondary and tertiary educational institutions to meet, exchange views, analyze, make recommendations to take and effectively pursue implementations of decisions on matters affecting education;
- b. To co-operate with and support morally and financially federal, state and local government to achieve high standard of academic performance discipline, morality and services;

- c. To foster mutual understanding, harmonious relationship and co-operation among parents, guardians, teachers in the fulfillment of their common aim; and
- d. To assist materially and otherwise in providing the school with facilities and carry out educational functions among others.
- e.

The association aims to achieve these goals by assisting schools in the provision of school transport, equipment, renovations of existing and construction of new classroom blocks where there are none or renovating the old existing ones. It provides books in school libraries or for teachers' use. Teachers are employed and paid by the community where and when necessary. In some cases, it supplements feeding for students in boarding schools.

It is worth noting the magnitude of efforts made by the community towards improving the standard of education in Nigeria. This research hopes to delve into the extent to which the community has gone in its involvement and seek new ways to improve. In spite of the significance attached to education and the need for community involvement in the smooth running of secondary schools, as stated by the Nigerian National Policy on education, experiences have shown that there seems to be an unseen gap between the Government and the communities.

It seems that parents and other members of the community are not properly enlightened about their role and the type of participation or the level of involvement expected of them by Government. This is evident as experience still shows that most secondary school students still received instructions in dilapidated classrooms with inadequate learning materials. There exist cases of truancy amongst secondary students, parents choosing careers and making choices for their wards. It is against this backdrop that this study is design to investigate the level and significance of community involvement in education and smooth running of secondary schools in Jos South L.G.A. of Plateau State. The study shall among others: Determine the types of community involvement that exist in secondary schools; find out the extent of involvement of the community in the education of secondary school students; and determine the association between community involvement in education and students' achievement in schools.

Concepts and definition of terms

A school is an institution consisting of academic, non-academic staff and pupils/students. The school is an educational institution that trains

individuals to become useful members of the society. Because the school is an institution with specific goals, it has its own rules and regulations, cultural values, norms, and at the same time it is an integral part of a much wider community with individual and social organizations that influence thought and action, Oghuvbu, E, and Okoro, J (2007). The school is not a cultural island separated from the community mainland by the same kind of things that separate fantasy from life. Ogundele & Oluchukwu, (2003). The National Policy on education in Nigeria suggests that the educational institutions should exist from pre-primary, primary, secondary and tertiary institutions, each having its own specific objectives. A society can only be rated high base on its educational advancement; therefore, the school is responsible for the development of any society.

The Concept of Community

A Community can be defined as people in general or a particular group of people living together either because they choose to leave together or by chance and are bounded by shared interest, laws, beliefs or custom that makes it possible for them to live together. The community by definition is the people obliged to one another not because of place of birth, sex, race or religion, but people bound to one another and governed by shared taste, value, specific words for interest, Akubue (1997) in Oghuvbu and Okoro (2007). By implication; a community is not just a collection of certain groups of people with the same affiliation, rather different people from diverse cultures, but have a share value system and live in the same location at a particular time.

The School and the Community as an Ecological System

The Nigerian national initiators of collaborative reform projects in education tend to view the school and its surroundings neighborhood as part of an interdependent social ecology that must be understood as a whole in order to identify problems affecting the education of their wards and develop solutions to (Heckman,1996b; Murnane & Levy,1999;Lewis, 1997), This can help to address the ways that the strengths and difficulties in schools and neighborhood can affect the children in both contexts. Therefore there is need for the school and the community to build relationships based on common concern among educators, parents, community leaders and public officials. Such relationships would eventually foster increased involvement and create resources such as trust and information channels and shared

norms among people that are essential to transforming schools (Coleman,1990).

Functions of School to the Community

From the above, the school is part of the society which performs certain functions to bring about the right atmosphere in which people can live together. First of all, the school is responsible for the inculcation or transmission of social norms and values. Each society has a number of essentials, such as; cooperation and social solidarity, which makes social life possible. A child through education in school is taught how his/her society came about, what values are acceptable in the society and his/her own role needed to be played to maintain social order, without which the child feels isolated. Hence from a school the child develops a sense of commitment to the social group. Secondly, social rules are learned by an individual in the school. Membership of the family is based on kinship relationship and that of peer group is by personal choice. Besides these relationship individuals must learn to relate and co-operated with others who are neither their kins nor friends. It is in the school that such skills are learned. The interaction of individuals with their environment is based on rules which are strictly enforced by the society. Any violation attracts punishment, the ability of the individual to keep to these rules in a smaller society (the school,) helps in maintaining the larger societal rules and promotes social order.

Thirdly, a school is a place where specialized skills are taught to achieve division of labour. In an industrialized and complex society like ours today, there is need for acquisition of skills which will result in division of labour for maximum productivity and efficiency. Social solidarity is based on the inter-dependence of specialized skills; hence, the school transmits both the general values which provide the necessary homogeneity for social survival as well as specific skills, which provide the necessary diversity for social cooperation. Talcott Parsons (1961), an American Sociologist also gave his view concerning the functions of the school. To him the school takes over the focal socializing agency after the primary socialization within the family. The school acts as a bridge between the family and society as a whole, preparing children for their adult roles. The school also prepares young people for transition from particularistic standards into universalistic ones. A child in the family is treated and judged as a particular child, not based on any standard or yardstick. But in every society, there are standards set for every individual to meet or achieve regardless of individuals background. All that is obtained

or achieved through merit as compared to other individuals is geared towards achieving certain standards.

The school is also a mechanism for role allocation. The school provides a platform or avenue for testing and evaluating students, matching their talents, skills and capacities of students, which are later allocated roles in the society based on their performances. Besides the functions of schools enumerated above, there are other schools of thought which have highlighted briefly some roles of school in which individuals learn.

Idealism is a branch of philosophy which believes that what is real and perfect is an idea in the mind, not what is seen in the physical. According to this school of thought, the school provides the right atmosphere for proper spiritual and character development. Good character and mode of behaviour is learned in school. The school stands as a mediator between individuals and society. It interprets and passes on to children the accumulated knowledge and wisdom of past generations. Contrary to what has already been stated above, the realists argue that the school is an institution created by the society to conserve its norms and values by passing on these to the growing generation. Enoch, (1995), states the functions of schools as follows:

The school helps create productive members of the society to ensure that the community remains high in achievement; Develop minds of children to create globally aware and concern citizens; protect children from abuse and ensure that no child is denied right to education, openly communicate and work with parents and the community to guarantee that students have the same support outside of school as they do inside. In the course of discharging the above mentioned functions, schools are faced with diverse problems or challenges, such as: understaffing; lack of quality teachers; lack of physical facilities and equipment; inconsistent government policies; political, ethnic or religious unrest leading to insecurity; lack of welfare on the part of staff/teachers Abdullahi, (1996).

Types of Community Involvement in Education

The developed nations of the world today rose to greatness because of their educational attainments. Therefore, any society witnessing a fall in the standards of education of its citizens often shows concern by embarking on certain initiatives or programmes or projects aimed at seeking ways to improve the quality of the education of its citizens. They do this by ensuring that there is a change of attitude and culture of both school staff and students as well as parents. Once this is achieved, there will be improvement in the quality of relationship between educators (school staff and government), parents and school children in order to improve educational outcomes. This is because when the responsibilities of the school are shouldered by government alone, it cannot solve the problems imported to the schools by the society.

Some school projects are far beyond government; but they need the full attention of other communities, such as; churches, civic groups, N.G.Os, private individuals, etc. to come to the aids of the school in order to improve the standards of education in such schools as well as promoting life in the community by improving the standard of education of their children. The society has different aspects that help in its maintenance of which education is part of, especially formal education. As a result, the community has a stake in the education of the children and other members of the society. Against this background certain roles played by the community/society on behalf of the school will be highlighted. Ukwem (2009) outlines the functions of society towards the school as follows:

Firstly, the society is responsible directly or indirectly in ensuring that its culture, values, traditions and knowledge of the wider world is imparted on its members for meaningful progress and development of such society. Secondly, the society does not only support the government towards ensuring education of the citizenry but initiate projects that would provide good learning and teaching environment. El-Zeki, (2007) also opines that the school Board of Trustees is part of the community which has made influence in school through the roles it performs. The school Board of Trustees (SBOTs) is made up of a group of businesspersons, members of Non-Governmental Organizations active persons in public work, parents and teachers. The roles they play are as follows:

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Helps in the community and field services and provides schools with some of their needs either by the donations given by members themselves or by organizing campaigns for fund raising.

- i. The difficult bureaucratic approvals are obtained due to the positions its members occupy.
- ii. It offers its services readily because members are co-operative and interested in educational processes.
- iii. Takes action on students' behavioural problems such as talkativeness, absenteeism among many others.
- iv. Helps to solve school problems, if any, with the Directorate or any other authorities in the government.

This shows that the society is not only a beneficiary of school products but is actively involved in molding school products, through the provision of needed physical facilities, policy making, curriculum content and serving as a bridge between the government and the school. In performing its functions, like any other aspect of the community, the following problems are encountered. Some decisions taken by the community is hard or not even implemented by school authorities. Most times, the involvement of the community serves as threat to the authority of schools which is due to the lack of the knowledge of the role played by the community.

Mobilization of Students for Enrolment:

For any school to be established by Government, the Community must certify that they have enough student population and that they require the establishment of the school. The community does this by creating awareness to members on the importance of education, and the need for students to be enrolled and retained up to the period of completion of school programmes, especially as it regards to female students.

i. Provision of schools and school facilities; The Community provides lands and even built school structures, renovates existing structures, provides school with school facilities and instructional materials for effective management of student learning.

ii. Regular attendance of school activities; The Community involvement in education by members regular attendance to school activities such as open-days, inter-house sport, PTA meetings as well as fund raising activities, to contribute in cash or kind and to cheer and encourage their students.

iii. Involvement in Career Education; Just like it takes a village to raise a child, so it is for a whole community to help prepare children for the complex

choices they must make in this changing world. Parents, career educators, counselors involved in education business, community agencies, churches and others can get involve in education delivery by assisting students with the process of shaping their life careers (Brown & Lankard, 1997).

iv. Career education is the total effort of the education system and the broader community involved in helping students become familiar with the values of the work oriented society, to integrate these values into their personal value systems, to be implemented in their lives in such a way that work become possible, meaningful and satisfying to the student and the community. This help student acquire both positive work values and productive work habits.

v. It is clear that Parents' involvements in the career choices of their students focused on mentoring and work shadowing. It has been estimated that 40-50 percent of what the child learns occurs in the school, and the remaining 60-50 percent comes from the family and the community. Therefore, without closed articulation of and involvement with the family and the larger community, the schools will ultimately fail (Family involvement partnership for learning, 1996).

v.

Functions of the Parents, Teachers' Association (PTA)

The PTA is an organized body of both parents and teachers of educational Institution. According to Shehu, (1996), The PTA was necessitated as a result of the dwindling education standard. This to him was as a result of government's inability to fund and manage education through the provision of infrastructures, staffing, and funding. So, the PTA came on board to assist in running of schools. The objectives of the association are basically their functions which are:

1. To provide a platform for parents, guardians, sponsors and teachers of students of Nigerian primary, secondary and tertiary educational institution to meet, exchange views deeply, analyzed issues make recommendations and effectively pursue implantation of decision on matters affecting education in Nigeria with the appropriate agencies.
2. Co-operate with and support morally and financially the federal, state, local government and appropriate organization, ministries, institutions and establishments of education to achieve high standard of academic performance, discipline, morality, service and integrity in Nigerian schools;

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3. Foster mutual understanding, harmonious relationship and cooperation among parents, guardians, sponsors and teachers in the fulfillment of their common goal the welfare of the school and the students.
4. Make for a healthy and sympathetic understanding of the education policies and programmes of government and thus influence same to create suitable climate for the reception of the same;
5. Ensure a suitable, uniform and high standard of discipline, both at home and at school;
6. To assist materially and other wise in providing the schools with such additional requirements that will enable it carry out its educational functions adequately and;
7. Assist in the proper and all-round development of the children physically, socially and mentally so that they grow to become useful and law abiding members of the society.

From the above, it is clear that the PTA has and is still contributing to the maintenance and development of education in the country. This is seen in schools in form of:

Enhancing understanding and good rapport between teachers and parents; enabling parents come to grip with the problems of the schools their children attend, complementing government efforts in the provision of infrastructures; maintenance of the schools; encouraging students by showing interest in their school; lobbying government for support in the schools and containing crises that often arise in the schools.

According to the United States National Parents Teachers' Association Mission and Purpose Statement as cited in Uwais, (2004), the PTA promotes the welfare of the child and youth at home, in the school and in the community. It also raise the standard of life at home, secure laws that protect children and youth, bridge gab between home and school and to build and develop efforts connecting educators with the public in securing the highest standards in mental and physical, social and spiritual education. Despite all the above mentioned efforts by the parents' teachers association

in promoting education, there is the challenge of capacity gap and finance which has become a major constraint facing the association.

Alumni Association

The alumni association is the coming together of former students of a school. This association has the following objectives or functions. Firstly, it provides and promotes social interaction, co-operation and exchange of ideas among alumni. Secondly, it assists in the development, stability and progress of the school through policy advice, critique financial aid and participation in management as it may be required from time to time. It also promotes and encourages academic excellence and training within the institution, especially university. It intervenes and mediates in any conflict that may arise between the authorities and students or between authorities and staff as and when appropriate. Furthermore, the association contributes effectively to national issues. Like other associations, the alumni have the following problems facing it in its bit to deliver its functions:

Clash of interest: The alumni association may have clash of interest with the Administration, particularly when the administration does not understand the role of the association in the development of the institution.

Lack of interest by members: Sometimes it is difficult to have alumni participate in its activities which may be due to bad memory of their school days.

Misconception: Most people think that the associations exist only to collect money from members, so discourages alumni from being members.

Leadership problems: If leadership of a particular branch is involved in misappropriation of finances, it becomes difficult for members to still have interest in the group.

Improper recognition by institution administration: Ideally, the National President of any alumni associations automatically becomes a member of the Governing Council which gives room for greater participation, but it is not always the case. Hence, the association relaxes or does not have the mandate to exercise its full responsibility.

The Church

The main objective of the church or early Christian Missionaries according to Fafunwa, (1975) was to convert the heathen to Christianity through

education. With this in mind they established schools in which the clergies and catechists were trained, firstly in English language to be able to read the Bible and sing hymns. The Missionaries who came from different mission bodies established schools. To this present time, the church has been in the path of promoting education by establishing schools and employing staff to give quality education as well as quality graduates.

Local Education Funds:

A Direct Channel for Public Involvement in improving public schools in America. According to Peggy (2009), American's quest for more involvement in improving their local schools formed the local education fund organization which comprises of business and community leaders, school officials, teachers, parent and concerned citizens in a common cause to support public Education. The main aim of the organization is to improve the teaching and learning conditions of public schools in America, by conveying community meetings on education issues, implementing new reform strategies and channeling of resources for school programmes. It also provides health and social services to school children, provide professional training and development of teachers as well as create after-school programmes for pupils in order to achieve high standards. Because of the laudable achievements of this organization, American government has always welcomed any organization that might exist and contribute to the development of its citizens.

Organizations such as local education funds will not only improve the quality of schools but will also create awareness for other community members to be more involved in meeting community needs and solving community problems. When school improvement become the most important civic concern, even parents who have no children in public schools or parents who have no children at all, will consider improving public schools a top issue or a pressing community priority.

Community Involvement in Education

Jerry Eicholz, a principal of Highland Elementary schools in the Riverview Garden School District of St Louis County, Missouri, revealed the following benefits.

1. It enables the school to transmit the right cultural values to the young ones.
2. It creates good relationship between parents, teachers, and the children.

3. It encourages teamwork.
4. It encourages and promotes mentoring spirit among members.
5. It facilitates learning through the aids of project execution, seminar, and prompt provision of instructional material.

Literature showed that the community determines the type of education their children would receive. Therefore, when community members are actively involved in the development of the school, it produces the kind of citizens that the community wants. There are many organizations that can help in the smooth running of secondary school education. When they are aware of the role they can play and are given the opportunity to contribute to the smooth running of the school, they can promote the standard of education in the country at large. Most parents are not aware of their role in development of secondary school education. This may have contributed to the falling standard of secondary education by students. Quality education can be achieved only if both government and the community members are involved in the running of the schools. Community projects have great effects on the quality of the school, and this in turn determines the level of development of such a community. Community participation or involvement in education is not only important in promoting the quality of education but people. Community participation or involvement is not only needed in schools in the developing countries, but also exist in schools in developed countries.

Method and Procedures

The study employs a survey research design where a sample of schools were selected and studied, the result used to represent the variable in all the Secondary Schools in the whole L.G.A. The sample for the study includes four secondary schools in Jos South L.G.A, of Plateau State with the students' population of one thousand three hundred and parents' population of eight hundred and twenty parents. Out of the forty (40) respondents eighteen (18) parents were involved, eighteen (18) teachers and four (4) principals were administered questionnaires.

The simple random sampling technique was used in the selection of schools, for the study. From each school teachers, parents and the principal were used for the study. In obtaining the number of schools, a simple random sampling of all the secondary schools in each district was conducted in order to select one Government Secondary School for the study. The following schools represented their districts. GSS Bukuru, GSS Giring, GSS Gyel, and

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GSS Hwolshe. Out of the schools and districts sampled, GSS Giring with majority of students and staff population have 15 questionnaires, which constitute 37.5% administered there, followed by Bukuru, Gyel and Hwolshe which received 25%, 17.5%, and 20% respectively. A structured questionnaire was used for collection of data for the study. The questionnaires were constructed and distributed by the researcher during school hours; the researcher waited and collected the completed questionnaires for accurate return of completed questionnaires. While the parents questionnaires were distributed on their P.T.A meetings. Again, the researcher waited and collected all completed forms from parents on the spot.

The questionnaires were used to elicit responses from respondents. The close-ended or structured questionnaires were in two sections. Section one contains personal information of the respondents and Section two contains information on the extent of community involvement in secondary school and how it has improved performance. Due to the large size of the study population, the researcher could not administer questionnaires to all respondents in the school. A total of 50 questionnaires were administered to respondents but 40 questionnaires were retrieved representing 80% of the returned questionnaires.

Descriptive statistical techniques such as frequency and percentage were used to describe and summarize the characteristics and distribution of each of the parameters found in the questionnaires. All sampled schools have P.T.A. organizations. 15 teachers agreed that the schools have old student association. While only one teacher agreed that their school had N.G.O. None of the teachers admitted that they had religious organizations which help in the smooth running of the secondary school education. This is an indication that most organizations do not know their role in promoting the development of secondary education.

Community Projects in Secondary Schools in Jos-South L.G.A.

This research revealed that the inputs of the communities to secondary schools in Jos South L.G.A. include classroom provision and renovation, water, electricity, employing and paying of teachers, provision of trophies and awards of scholarship. 20% of respondents claimed that the community is more involved in provision and renovation of classroom blocks than others, but none of the communities knows of donation of trophies to schools and no respondents alluded to this. 25% said that the communities execute other projects. It is evident that there are projects executed by the community.

About 75% agreed that Communities are (involved at times, sometime and when the need arises) while only 25% argued that community's input into schools is not significant. While available information shows that 50% of financial contributions to execute projects comes from community members and 20% comes from private individuals who are members of either the larger or immediate community, 20% comes from N.G.Os and only 10% funds comes from Government. All these are available evidence showing that the communities are involved in the running of secondary school education in Jos South L.G.A. of Plateau State.

Problems Faced in the Execution of School Projects

Our findings reveal several difficulties being encountered in the execution of school projects in Jos South L G A of Plateau State. These difficulties are those of; lack of funding, lack of co-operation between school authorities and members of the community and lack of knowledge of what the schools need. All these and many more constitute the problem.

Other ways that communities involve themselves in the running of secondary school education in Jos South L.G.A. of Plateau State

There is a relationship between the extent of community involvement and student performance. Twenty respondents agreed that they sponsor students to attend competitions such as quiz, Jet club and debates. This has greatly affected the development of students' academic standard. Other areas include construction of new classrooms and renovation of the existing classrooms. These have improved academic performances of students, and it has also improved teachers' conditions of service. 20% of respondents agreed that with construction and renovation of classrooms, better teaching and learning environments have been provided for both teachers and students, hence better performance. 17.5% asserted that the academic performance of students have improved, while 27.5% indicated improved learning conduct among students which shows higher students' performance.

Participation in School Administration

Base on the responses, there are different levels of community involvement in administration. The Community is involved at the level of policy/decision-making, conflict management and disciplinary measures. 30% claimed that they are engaged in policy and decision making, 25% said the community

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involvement is in the area of conflict resolution, while 15% said that community's assistance comes in the way of disciplinary measures. The remaining 30% said that, the community has assisted in all the above areas to boost school and students' performance. 45% of the respondents said the community gets involved in school activities often, 15% said they do so very often while 40% said they do not do so often. 48% of the respondents said the community gets involved in school activities often 15% said they do so very often while 37% said they do not do so often.

Conclusion

The research has discovered that there has been a remarkable impact of communities in secondary school education. The community, through the parents' teachers association, has contributed immensely to student's performances through the provision and renovation of classroom blocks, employment of staff and payment of their salaries and allowances. The parents and the community have also advanced the course of students' performances by getting involved in the policy making processes and disciplinary measures in schools. This has gone a long way in helping both teachers and students to achieve their aim, namely, that of qualitative education. Despite all these achievements, the finding of this research also reveals that there are some challenges facing this move by the community. These challenges range from lack of adequate funds; lack of co-operation between the schools and community members; lack of the knowledge of the most pressing need faced by the schools. It is also discovered that there are other areas which has been neglected in the process of community involvement. They include supply of books and stationary; monitoring of students even at home to ensure consolidation of learning and provision of computers, since we are in an information technology driven era.

From the findings, the following recommendations have been made by the researcher for further research work. As it has been stated above, the community should look into the provision and updating of Information and Communication Technology (ICT) facilities, such as computers, desktops and laptops. In collaboration with government, the community should endeavor to build and equip science laboratories. Science and technology have been discovered to be a vehicle for development and industrialization. Parents should follow up their children academic processes. Student's education should not be left for the teachers alone. Rather it should be both parents and community's responsibilities to see to it that the teachers' burden is reduced. With this, the students will learn what is taught more.

Extra-curricular activities such as sports should be organized and sponsored by well-meaning community members. Education is not all about academic curriculum since the students need to do exercise. Through sports and other extra-curricular activities their potentials and talents could be explored for higher attainment of the students' goals in life. Lastly, there should be a conscious effort made by both school authorities and community members to ensure co-operation, which could result in better performances of students' academics and otherwise. Education is one aspect of our society that deserves more attention, if development must be achieved. Hence all and sundry must take up their educational responsibilities towards the children of society no matter how little they have to do this to ensure the realization of high educational standards especially in secondary schools, being that this is the level of education at which the future of individuals is given a definite direction. Any digression from the right thing to do could mar on future of education as a whole.

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