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ANALYSIS OF THE EMERGENCE OF COMMUNITY SECONDARY SCHOOLS IN ILORIN-WEST LOCAL GOVERNMENT AREA, KWARA STATE (1968-2015).

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Abstract

Access to secondary school education in most communities in Kwara State, Nigeria at the initial time was low. This is because the provision of formal education was exclusively in the hand of the colonial government and religion organisations. Against this backdrop, this study examined the emergence of community secondary schools in Ilorin-west Local Government Area (LGA) of Kwara State. The population comprised all the entire community secondary schools in Ilorin-west LGA of Kwara State. The target population for this study consisted of all principals and teachers of community secondary schools as well as community leaders in Ilorin-west LGA, Kwara State. Purposive sampling technique was used to select all the thirty (30) principals of community secondary schools. Simple random sampling technique was employed to pick ninety (90) teachers from all the selected schools. Also, thirty (30) community leaders were selected using purposive sampling technique. Thus, the total participants of this study were one hundred and fifty (150). A researcher-designed questionnaire with the reliability co-efficient of 0.63 and pro forma were used for data collection while the data collected were analysed using the descriptive statistics of the percentage, mean, rank order, frequency counts and bar chart. The results of the study revealed that communities contributed immensely to development of secondary schools in Ilorin West LGA by funding the construction of classrooms, and toilets, installing and maintaining of laboratories tools and workshop rooms, renovation of dilapidated buildings, among others while factors that necessitated the demand for community secondary education in Ilorin West LGA were; distance to schools, unhygienic facilities in other categories of secondary school, poor supervision of schools, indiscipline among youths in the communities, inadequate and decay infrastructural facilities in other types of secondary schools. It was therefore recommended that there should be adequate funding of community secondary schools in order to make it more efficient to deliver quality education to the students within the community.

Keywords: Analysis, Emergence, Community Secondary Schools.

Introduction

The general aim of education is to produce critical thinkers who should be able to evaluate and analyze diverse issues in the society. Education, the fulcrum of sustainable development, holds the key to social inclusion. It is one of the necessary conditions for advancing quality of life and freedom. Education is the medium by which an individual achieves success in his/her life, in the society and in the world, and it lays the foundation of personality (Federal Ministry of Education, 2009).

Public schools in the Nigerian society are funded by the government. For example, the payment of staff salaries, provision of instructional materials, facilities and infrastructure in public schools are responsibilities of government. However, due to inability of government to live up to her responsibilities as it was observed that some schools lack some of basic facilities. The communities where the schools are located are often taken some responsibilities upon themselves by making provision for some basic facilities and services for the development of secondary schools (Adeleke, 2001).

The broad aims of secondary education according to NPE (2013) include preparation for useful living within the society and preparation for higher education. Secondary education is made up of junior and

senior secondary school level. Secondary school being an institution of learning is usually situated in a community whether rural or urban area. According to Owocyte & Yara (2012) in Nigeria context, the local community of a school is often rural or urban town. The school and the community are expected to be in partnership in the provision of effective, sound and functional education. The school will provide the manpower to move or develop the community, the community provides the support to the school in form of cash or materials or both to compliment government subvention to schools (Ige, 2011).

According to Abdulkareem (2013) every school is situated in a community. This is because the community constitutes the catchment area of the school. The school and the community are expected to form an effective partnership. The community and the school are in partnership to ensure that the school provides a good and quality education. The partners in a community secondary schools includes: parents, teachers, learners and members in the community. Emergence of community secondary schools comes in as a result to solve problems at secondary school level and provide quality education for all (Mariam, 2008). Community fund secondary schools through P.T.A levies, philanthropists, NGOs and organizational donations.

Apart from teaching and learning and other academic activities organized by the school for students and members of staff, other activities such social services are also very important for the development of students and the school environment. These social services refer to the assistance rendered to schools for addressing a number of non-academic issues that can negatively affect their participation and outcomes in school. Communities can deliver social services to schools or refer students and families to outside agencies for assistance (Nakpodia, 2013). Social services can include health care services; welfare services; provision of basic amenities; provision of security; etc. rendered to address material needs such as transportation, shelter, or clothing. Social services such as sports, health and welfare contribute greatly to the social and wellbeing of the students. As a result of this, social amenities such as sporting and health facilities are required in the schools (Obunwo, 2019).

Nakpodia (2013) reported that community schools are currently an important aspect of the educational target policy in Sub-Saharan Africa and are frequently taken up as successful educational missions in developing countries trying to reach universal access to basic education and improve education quality. Historically, community schools were started and managed by communities and churches during the colonial period. With the coming of independence, these schools were taken over by the government and became the basis of the public school education system. Therefore, community schools have a long history in many parts of Africa (World Bank, 2000).

Onsomu & Mujidi (2011) confirm that in majority of Africa countries, schools appear not to accommodate community involvement or entice parents to become more involved. Some of these provide fewer instructions for parents, vary meeting times for parents, find less effective communication mechanisms and do less or no home visits. In support Naidoo and Anton (2013) say that in most cases the family-community are not given chance in doing the business of schooling, create site-based decision making that involves parents and recreate a school structure that is less bureaucratic, less impersonal and less budget-driven and in general overcoming barriers to parent involvement in the broad context of needed systemic changes.

Obunwo (2019) submitted that assisting community schools to become open to working with parents and fostering parent involvement beyond educational borders means more than just mandating curriculum additions to include a parent involvement component at the pre-service level. In their

research, Onsomu and Mujidi (2011) emphasize that East and Central Africa still suffers from almost the same factors namely; first, the schools leadership do not attempt to establish a partnership with the parents, believing that parents were irrelevant to the schooling process, since they did not even know what is being taught. Second, illiteracy level is very high to most parents and therefore has low educational background and negative attitudes and anything to do with school is intimidating to them. Third, the long distances between home and schools, and the cost of travelling inhibit parents from checking on their children at school. Fourthly, most parents believed teachers could do it all alone, and do not see the need to get involved. School-community partnership enables the school and the community to share the responsibility of running the schools and helping the child to achieve the aim of education without which neither the school nor the community can benefit (Obunwo, 2019).

However, having one community school at every ward calls for building strong managerial relationship between different societal organs and academic institutions. As a motivation, they had to make sure that the schools were not only built in their communities but were also run collaboratively in favour of the communities. Since it was impossible that not every member of the community could be directly entrusted in the management of community secondary schools, the Ministry of Education and Vocational Training chose school boards as the community representatives on school management issues. Nevertheless, what was normally seen was that communities were involved during the construction stage whereby the work relied heavily on government arrangements at both wards and village levels. Despite government policies and procedures involving communities in managing schools, empirical evidence shows that the level of involvement of the communities was still marginal (Okam & Bozimo, 2004).

One important task of school management is involving community in decision-making and planning on school matters. It is important to understand that when people are permitted to take part in the formulation of their own school development plans, their morale is boosted. It is believed that good school management is characterized by community involvement in problem solving and decision making, usually through community organs or bodies, as it is not easy for all community members to participate (Onsomu & Mujidi, 2011). Owoeye & Yara (2012) posit that the rationale for involving the community in planning and decision making is based on the belief that citizens have right as well as a duty to participate in determining community needs, in deciding priorities, and in selecting the most appropriate strategy for the allocation of community resources.

Statement of the Problem

Education in every nation is a major right for the citizen irrespective of their ethnics, tribes, and other groups or communities the citizen might belong to but in Nigeria due to neglect of responsibility the government make education expensive because little money are budgeted for the educational sector which it is an improper. Many community dwellers especially rural inhabitants have been excluded from attending school and this led to the creation of community schools. In other words, the emergences of community secondary schools was as a result of community self-help project or program by harness their resources to meet their needs such as creation of schools and other infrastructure/amenities. The general deplorable state of education in Nigeria has been of great concern to all and sundry. From the primary to the tertiary level, it is a tale of woes; the whole system seems to be in the verge of collapse.

Secondary schools which provide the link between primary and tertiary levels of education seem to suffer serious neglect especially in Ilorin-west Local Government Area. Most secondary schools have

inadequate and dilapidated buildings, lack meaningful libraries, scientific facilities and equipment, computers, with inadequate and demoralized teachers and general lack of discipline among the teachers and students. Most of these observed problems have been attributed to lack of funds in the secondary schools.

A lot of researchers have carried out studies related to this present study, for instance, Saidu (2009) worked on development of secondary education in Kwara State: 1987-2007. Lawal and Ayoade (2007) conducted research on the private participation in the provision of secondary school in Oyo State (1994-2000). Alabi (2021) researched on historical development of private secondary schools in Kwara State, Nigeria (1999-2011). However, to the best knowledge of these present researchers, it was obvious that none of the previous researchers worked on the emergence of community secondary schools in Ilorin-west Local Government Area, Kwara State (1968-2015). Thus, this had created a research gap part of which this study filled.

Purpose of the Study

The main purpose of this study was to examine the emergence of community secondary schools in Ilorin-west Local Government Area, Kwara State. The study specifically investigated:

- i. Trend establishment of community secondary schools in Ilorin-west Local Government Area (1968-2015)
- ii. The contributions of community members towards the development of community schools in Ilorin-west Local Government Area (1968-2015)
- iii. Factors that necessitate the demand for community secondary schools in Ilorin-west Local Government Area (1968-2015)
- iv. Challenges faced by community secondary schools in Ilorin-west Local Government Area (1968-2015)
- v. Strategies for improving community secondary schools in Ilorin-west Local Government Area (1968-2015)

Research Questions

The following questions were raised to guide the study.

- i. What were trends of establishment of community secondary schools in Ilorin-west Local Government Area (1968-2015)?
- ii. What were the contributions of community members towards the development of community schools in Ilorin-west Local Government Area (1968-2015)?
- iii. What were the factors that necessitated the demand for community secondary schools in Ilorin-west Local Government Area (1968-2015)?
- iv. What were the challenges faced by community secondary schools in Ilorin-west Local Government Area (1968-2015)?
- v. What were the strategies for improving community secondary schools in Ilorin-west Local Government Area (1968-2015)?

Methodology

This study adopted a historical research design of survey type. The population comprised all the entire community secondary schools in Ilorin-west Local Government Area, Kwara State. The target population for this study consisted of all principals and teachers of community secondary schools in Ilorin-west Local Government Area, Kwara State. Simple random sampling technique was used to select ten (10) community secondary schools for this study. A principal and nine (9) teachers were selected from each of the ten (10) selected community secondary schools in Ilorin-west Local Government Area, Kwara State. Thus, the total sample of one hundred (100) participants was used for this study. A researcher designed questionnaire with the reliability coefficient of 0.63, official

documents and pro forma were used for data collection in this study while the data collected were analysed using the descriptive statistics of percentage, mean, rank order, frequency counts and bar chart to answer the research questions.

Answering of Research Questions

Out of 100% of the participants sampled for this study, 44 (44.0%) of the respondents were male and 56 (56.0%) were female. Also, 10 (10.0%) and 90 (90.0%) of the respondents were principals and teachers respectively

Research Question One: *What is the trend of establishment of community schools in Ilorin-west Local Government Area (1968-2015)?*

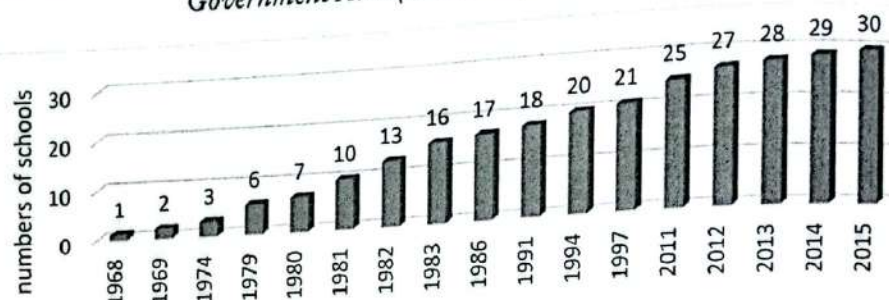


Figure 1: Trend of Establishment of Community Schools in Ilorin West Local Government Area

As revealed in Figure 1, there has been a rise in the emergence of community schools from the year 1968 when the first community secondary school in the Local Government Area was established to 2015 when the last community secondary school was kicked off.

Research Question Two: *What were the contributions of community members towards the development of community schools in Ilorin-west Local Government Area (1968-2015)?*

Table 2: Mean and Standard Deviation of the Trends of Community Secondary Schools in Ilorin West LGA

S/N	Items	Mean	S.D	Remarks
1.	Community members fund the construction of structures such as classrooms, toilet, chairs and tables	2.69	0.31	Affirmed
2.	Community members fund the installation and maintenance of technical workshops, Home economics laboratories, science laboratories	2.73	0.29	Affirmed
3.	Community members fund the renovation of dilapidated buildings and maintenance of functional equipment	2.58	0.44	Affirmed
4.	Community members help to employ teachers for subject that lack teachers in your school	2.66	0.49	Affirmed
5.	Community members support sponsoring school activities like prize giving day, sports festivals and parent's day	2.75	0.40	Affirmed
6.	Community members support sponsoring school academic competitions and other extracurricular activities	2.62	0.39	Affirmed
7.	Community members source for funds for schools from other organizations or wealthy individuals	2.67	0.48	Affirmed

Table 2 shows the contributions of community members towards the development of community secondary schools in Ilorin West LGA. The results indicated that community members were highly involved in the development of community secondary schools in Ilorin West Local Government Area. This is because all the items had mean score of 2.5 and above. This shows that the communities funded the construction of classrooms, and toilets, installation and maintenance of laboratories and workshop rooms, renovation of dilapidated buildings, sponsoring of school sporting activities as well as employment of PTA teachers for subjects without teachers.

Research Question Three: What were the factors that necessitated the demand for community secondary schools in Ilorin west Local Government Area?

Table 3: Mean and Standard Deviation of the Factor Necessitating the Demand for Community Secondary Education in Ilorin West LGA

S/N	Items	Mean	S.D	Remarks
1.	Distance to schools	2.58	0.41	Affirmed
2.	Staff low morale	2.54	0.49	Affirmed
3.	Unhygienic sanitary facilities	2.77	0.39	Affirmed
4.	Incidences of wastage	2.58	0.43	Affirmed
5.	Inadequate and decay infrastructural facilities	2.69	0.51	Affirmed
6.	Poor supervision of secondary schools	2.92	0.47	Affirmed
7.	Indiscipline of students	2.71	0.38	Affirmed
8.	Medium of instruction and quality of education	2.89	0.53	Affirmed

As shown in the table 3 above, the factors that necessitated the demand for community secondary education in Ilorin West LGA include distance to schools, low morale for staff, unhygienic facilities, incidences of wastage, poor supervision of schools, indiscipline among students, inadequate and decay infrastructural facilities. This means that community secondary education was necessitated by the need to ensure adequate supervision and improve infrastructures.

Research Question Four: What are the challenges faced by community secondary schools in Ilorin-west Local Government Area (1968-2015)?

Table 4: Mean and Standard Deviation of Challenges Faced by Community Secondary Schools in Ilorin West LGA

S/N	Items	Mean	S.D	Remarks
1	Inadequate fund	2.51	0.32	Affirmed
2	Inadequate and low-quality teachers	2.65	0.43	Affirmed
3	Inadequate physical facilities	2.72	0.35	Affirmed
4	Negative attitudes of teachers	2.88	0.40	Affirmed
5	Low quality intakes and poor academic performance of students	2.79	0.42	Affirmed
6	Prevalence of examination malpractice	2.69	0.39	Affirmed
7	Inadequate infrastructural facilities	3.00	0.55	Affirmed

Table 4 reveals the challenges faced by community secondary schools in Ilorin West LGA. The results show that all the items were accepted as challenges facing community secondary schools with mean score of 2.5 and above. Hence, the community secondary schools are faced with inadequate fund, inadequate and low-quality teachers, inadequate physical/infrastructural facilities, poor performance of students, negative attitude of teachers and prevalence of examination malpractice. This means that the community schools are faced with developmental challenges of shortage of financial, human, material and physical resources.

Research Question Five: *What are the strategies for improving community secondary schools in Ilorin West Local Government Area (1968-2015)?*

Table 5: Mean and Standard Deviation of the Strategies for Improving Community Secondary Schools in Ilorin West LGA

S/N	Items	Mean	S.D	Remarks
1.	Adequate funding of community secondary schools	2.76	0.41	Affirmed
2	Effective administration of community secondary schools	2.63	0.46	Affirmed
3	Curbing examination malpractices	2.71	0.49	Affirmed
4	Recruitment and training of additional teachers	2.59	0.38	Affirmed
5	Need for commitment and effectiveness of teachers	2.67	0.45	Affirmed
6	Curbing wastage in community secondary schools	2.55	0.38	Affirmed
	Recruitment of quality candidates into secondary schools	2.83	0.42	Affirmed
8	Regular and effective inspection of community secondary schools	2.74	0.37	Affirmed

Table 5 indicates the strategies for improving community secondary schools in Ilorin West Local Government Area. As shown above, all the strategies suggested were accepted with mean score of 2.5 and above. Thus, the strategies for improving community secondary schools include adequate funding of schools, effective administration and regular supervision of schools, recruitment and training of teachers, recruitment good candidates into the schools and reduction in wastages as well as examination malpractice.

Discussion of Findings

The findings of this study revealed that the communities were highly involved in the establishment of secondary schools in Ilorin West Local Government Area by funding the construction of classrooms, and toilets, installing and maintaining of laboratories and workshop rooms, renovating of dilapidated buildings, sponsoring of school sporting activities as well as employing of PTA teachers for subjects without teachers. This finding is in line with Oderinde (2005) who opined that education is monumental for theenlighten and process of successful living in the community. This may however be true because the values, culture and norms of a community could be enhanced and passed to the next generation through adequate education in a community.

The outcome of the study showed that the factors that necessitated community secondary education in Ilorin West LGA included distance to schools, low morale for staff, unhygienic facilities, incidences of wastage, poor supervision of schools, indiscipline among students, inadequate and decay infrastructural facilities. This means that community secondary education was necessitated by the need to ensure adequate supervision and improve infrastructures. This is in line with the assertion of Ige (2011) who averred that secondary school education aims at developing a child than primary school for better citizen. The likely reason for this result is because of communal value which can entrench better discipline in a child. Many children are wayward, but through communal effort such can be revived.

The finding of research question three showed that the community secondary schools are faced with the challenges of inadequate funding, inadequate and low-quality teachers, inadequate physical/infrastructural facilities, poor performance of students, negative attitude of teachers and prevalence of examination malpractice. This means that the community schools are faced with developmental challenges of shortage of financial, human, material and physical resources. This finding disagrees with that of Onsomu and Mujidi (2011) who highlighted distance from home as one of the

challenges of community schools. Many community secondary schools are under-funded and unchecked, thereby resulting in poor performance of students attending such schools.

The outcome of the study revealed that the strategies for improving the state of community secondary schools in Ilorin West Local Government Area included adequate funding of schools, effective administration and regular supervision of schools, recruitment and training of teachers, recruitment of good candidates into the schools and reduction in wastages as well as examination malpractice. This finding supports Okwori and Ede (2012) who opined that effective management of community schools will help in improving the schools. Adequate supervision and efficient management are key to improve the state of community secondary schools.

Conclusions

It could be concluded that the communities were highly involved in the emergence of secondary schools in Ilorin West Local Government Area by funding the construction of classrooms, and toilets, installing and maintaining of laboratories and workshop rooms, renovating of dilapidated buildings, sponsoring of school sporting activities as well as employing of PTA teachers for subjects without teachers. Also, distance to schools, low morale for staff, unhygienic facilities, incidences of wastage, poor supervision of schools, indiscipline among students, inadequate and decay infrastructural facilities were the factors that necessitated community secondary education in Ilorin West LGA. Similarly, the community secondary schools were faced with the challenges of inadequate funding, inadequate and low-quality teachers, inadequate physical/infrastructural facilities, poor performance of students, negative attitude of teachers and prevalence of examination malpractice. However, adequate funding of schools, effective administration and regular supervision of schools, recruitment and training of teachers, recruitment of good candidates into the schools and reduction in wastages as well as examination malpractice were parts of the strategies for improving the state of community secondary schools in Ilorin West Local Government Area.

Recommendations

Based on these findings, it is recommended that there should be adequate funding of community secondary schools in order to achieve their purposes. Adequate and regular funding of the school will make it more efficient to deliver quality education to the students within the community.

There should be provision of educational resources in the community schools such as physical, financial, human and material resources. Adequate provision of these resources will help the schools to grow and develop. Dilapidated infrastructures should be renovated or changed, qualified and adequate staff should be employed to the schools for effective teaching and learning.

Also, there should be effective supervision and management of community secondary schools. Competent hands should be engaged to manage and supervise community schools for better performance. The management team of community secondary schools should be people that are committed and dedicated to the course of the community and are willing to serve so as to improve the state of community schools.

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