

**SCHOOL COMMUNITY RELATIONS STRATEGIES FOR THE EFFECTIVE IMPLEMENTATION OF THE UNIVERSAL BASIC EDUCATION PROGRAMME IN JUNIOR SECONDARY SCHOOLS IN ENUGU STATE OF NIGERIA**

**Uwakwe, Iro Stephen**

Department of Educational Foundations,  
University of Nigeria, Nsukka

**Abstract**

The poor and ineffective implementation of educational programmes in Nigeria indicated by increase in mass illiteracy, high rate of school drop-out, high rate of out of school children, low students' academic achievements and poor educational development is one of the major problems confronting stakeholders today. The problem was caused by the inadequacy or nonexistence of critical resources crucial to policy implementation in most Nigerian secondary schools. This paper seeks to determine school-community relations strategies to enhance community participation in the provision of critical resources necessary to achieve the effective implementation of the UBE programme. It adopted descriptive survey research design. Multi stage sampling technique was used to select the sample of 58 principals and 344 teachers drawn from two educational zones of Enugu state. A 2-part, 12-item, 4-point Scale instrument known as school-community relations strategies questionnaire (SCRSQ) was used to generate data to answer the 2 research questions. Findings reveal among others that communities to great extent provide human and material resources, counseling services to students, land and vigilante for housing and protection of school facilities and that allowing community members use school facilities, organize training and social services for community members, invite community leaders to participate in school activities, among others could enhance community participation in the effective implementation of the UBE program. It concluded that effective school-community relation can be used to achieve the effective implementation of the UBE program. It recommended that efforts be made to encourage community active participation in the effective implementation of the UBE program and academic performance of students.

**Keywords**

School principals; School-community Relations strategies; Community participation in school activities; Educational programme implementation

**Introduction**

## **1.0 Background of the Study**

Nigeria has implemented several educational policies and programmes to give her citizens quality education but these efforts have not achieved the desired results. For example, the Universal Primary Education Programme launched by the Federal government of Nigeria in 1976 was abandoned mid-way in the programme implementation (Adeyemi, 2009), the National Policy on Education that was launched in 1977 and translated into 6-3-3-4 system of education in 1982 (Ajayi, 2007) but much was not done to ensure effective implementation (Adebanjo, 2012), the military government degree 31 of 1988, degree 2 and 3 of 1991 and degree 96 of 1993 (Adegbesan, 2010). These policies and programmes, though put in place to solve one educational problem or the other, suffer poor implementation and failed to achieve its objectives.

Again, on 30<sup>th</sup> September, 1999, the Federal Government again formally launched the Universal Basic Education (UBE) programme. The UBE programme is meant to provide free, compulsory and continuous 9-year education in two levels: 6 years of primary and 3 years of junior secondary education for all school-aged children, nomadic education for school-age children of pastoral farmers and migrant fisherman and literacy and non-formal education for out-of-school children and illiterate adults (UBE digest, 2005). It is envisaged that at the end of nine years of continuous schooling every child that passes through the universal basic education (UBE) programme should acquire appropriate levels of literacy, communication, manipulative and life-long skills and be employable, useful to himself/herself and the society at large, by possessing relevant ethical, moral and civic values (Ayeni, 2012). It is therefore a 9-year programme for children between the ages of 6 and 15. Youths and adults, who were not able to fit into the regular school but have joined adult literacy and non-formal education classes are also integrated into the UBE effort irrespective of their ages (UBEC, 2008).

Schools were set up to provide the physical and human environment necessary for effective teaching and learning to take place in the educational implantation processes (Aruma, 2010), provide curricular and co-curricular activities to help students acquire appropriate level of literacy, numeracy, manipulative, communicative and life coping skills in academic, games and physical development (Adeyemi, 2012) and provide formal and non-formal activities to students aim at equipping recipients with skills, knowledge and attitudes they need to sustain their future economic and social development (Adasu, 2009). One major step in the achievement of these laudable objectives is the enrolment of students into junior secondary school education where they are exposed to the UBE curriculum. According to National Policy on Education (2013) junior secondary education is the education which a child receives immediately after primary education. It is the education received in the first three years of secondary education and is the foundation upon which all other higher levels of education are built. In the context of this study, junior secondary school education in South-East Nigeria refers to first three years of secondary school and an education which a child receives immediately after primary education for the purpose of achieving the aims and objectives of the UBE programme under the headship of the school principal.

The school principal is the administrative head of secondary school, charged with the responsibility of running the day-to-day activities of the school (FME, 2005), takes decisions daily that affect the lives of students and the personnel he/she manages (Shama

& Sandana, 2008), decides what is going to be done, who is going to do it and when it is going to be done (Lumenburg, 2010), promotes conducive environment for teaching and learning to take place (Ogbonnaya, 2004) and in-charge of the implementation activities that go on in a school (Makinde, 2005). In the opinion of the researcher, the leadership role of the school principal is very crucial in the effective implementation of educational programmes in schools. Effectiveness refers to the extent to which goals are achieved (UNESCO, 2005). Effective implementation, therefore, is a measure of the extent of goals attainment (Ogunsaju, 2006), the extent to which the set goals and objectives of the UBE are accomplished (Ovwitho, 2004) and it is when the education at the UBE level is capable of achieving the specific goals of the UBE program as enunciated in the UBEC annual report, (2008) page 34. In the context of this study, effective implementation is the provision and utilization of human and material resources by the school principal to put into practice the UBE curriculum to students in an organized manner to achieve the desired positive change in the behaviour of students and the UBE objectives.

However, seventeen years of the launch of the UBE programme, there are indicators that the implementation of the UBE programme is going like past educational programmes launched in Nigeria that suffered poor implementation and failed to achieve its objectives (Ajayi, 2006). These indicators are infrastructure facilities, equipment, instructional materials, among others needed for effective execution of the U.B.E. are inadequate, and in some places, they are totally absent (Lawanson & Gede, 2011), mass illiteracy and high rate of school drop-out children (Aguba, 2009) and decayed, deteriorating infrastructure, declining male enrolment, absenteeism and truancy by both teachers and students (Igwe, 2007). According to the United State Embassy in Nigeria (2012), Nigerian educational system suffers from deteriorating quality and insufficient investment to keep pace with the country's growing school age population. Unfortunately, the problems have not only remained but have also grown beyond the capacities of schools to resolve.

Research findings have stated that the problem was caused by poor funding and investment in education by government. For example, the federal government of Nigeria expenditure in education seems to be below 10% of its overall budget expenditure (Yusuf, 2010), the financial situation is further worsened by the fact that what is released at the end of the budget year is often lower than the actual budgetary provision (Bagudo, 2014) and the chronic underfunding crises results to poor teaching-learning process as result of the absence of the critical human and material resources necessary for effective implantation of the UBE programme coupled with frequent strikes and disruption of academic calendars in Nigerian secondary schools (Yusuf & Alabi, 2013). Therefore, wherever critical resources crucial to policy implementation are missing in any school system, there is bound to be implementation problem (Edward III, 1980) and the desired educational objectives are far from been achieved (Mathibe, 2007). In the face of inadequate provision of school facilities and its non-existence in some U.B.E. schools, it is difficult for the school principal to effectively implement the U.B.E. program and achieve the desired objectives.

It is obvious that school principals appointed to manage the Nigerian secondary schools are incompetent and lack the capacity to mobilize alternative sources of resources to augment the poor funding by government to the extent that Nigerian secondary school system has been characterised by a number of serious problems, the important ones of

which relate to poor and deteriorating infrastructure, curriculum, out of school children, dropout rates and declining male enrolment. Today, the situation is so bad that schools seem to be teaching without teachers (Obanya, 2010). By almost any measure, junior secondary schools in Enugu State of Nigeria are failing to provide adequate education to students as student achievement, promotion rates, and retention of teachers have all continued to decline and the job of improving schools has been left primarily to the school management alone.

There is no gainsaying the fact that schools situate in a community. Most schools are built by the community and handed over to the government, inputs in the form of funds, personnel, ideas, societal norms, values and ethical beliefs are sent to the school by the community that prescribes conditions for the control of the school activities (Emenalo, 2008). School does not exist in isolation of its community and needs continued support of host community to meet its financial, human and material needs. A symbiotic or mutual relationship needs to exist between the school and its community as neither can do without the other (Okorie, Ememe & Egu 2009). School–community relations is a series of planned public relation activities through which schools seek to learn about their community, inform the community about school programmes, problems and needs and involve the community in school management (Benedetto, 2009), the degree of understanding and goodwill existing between the school and the community (Oboegbulem, 2004) and a two-way healthy symbiotic relationship through which the school and the community cooperate with each other to achieve the school’s objectives (Nwadam, 2005).

Effective school-community relationship raises student persistence and achievement (Nieto, 2004), transforms public education to ensure that it serves all children and prepares them to be citizens, earners, and life-long learners (Abraham, 2003) and is an effective vehicle for building community capacity and plays critical roles in school reform (Henderson, 2002). Through effective partnership the school principal brings together a group of people in a community who are concerned about an issue and mobilizes them to take action and they work to address the range of issues schools face—such as attendance and absenteeism, overcrowding, deteriorating facilities, inadequate funding, high turnover of staff, high rate of school dropout, lack of up-to-date textbooks, and children who perform below grade level (Rogovin, 2001).

Effective student-community relations enhance community participation in school activities. According to USAID/CSPP (2008), Community participation is defined as a social process whereby specific groups with shared needs often living in defined geographic area pursue identification of their needs, make decision and establish mechanism to meet their needs. It is the collaboration between the school and the community with the aim of improving students’ achievement (Schaefer, 2005). Effective community participation in school activities enhances access and provision instructional materials to enhance education quality (UNESCO, 2008), improves teaching-learning process such as creating conducive learning environment, encouraging/rewarding students, helping them with their studies at home, urge their children to behave better and let school staff know what their children are thinking and feeling (Davis & Julia, 2007), promotes the formulation of school policies and practices which are more responsive and sensitive to the needs of the community they serve (Oboegbulem, 2008) and enhances child outcomes, including higher academic achievement, lower dropout rates, and more

positive student attitudes (Nzinga-Johnson, Baker, & Aupperlee, 2009). Nieto (2004) contends that student achievement is positively associated with parent involvement in school, and that schools that encourage high levels of parent involvement outperform their counterparts where there are lower levels of involvement. Epstein (2001) concluded that schools that work well with communities show improved morale, produce higher ratings of teachers by parents and have better reputation in the community. He further stated that where schools are open to parent and community participation in decision-making, teachers implement more innovative practices and students do better academically—at least at the elementary level.

According to Akinsolu and Onibon (2008), Nigeria started School Based Management (SBM) in 2005 to ensure that local communities participate in the school decision-making process. Yet even with the legal and well-defined structure for meaningful community participation in decision-making, community participation in particular schools activities in Nigeria has been very negligible. Research efforts have shown that the gap between the community and the school has remained large, while community involvement in redressing school needs problems remains negligible. The community will not ordinarily come to assist the school in one form or the other if the school principal does not maintain a friendly and respectful relationship with the community. The researcher observed that effective school-community symbiotic relationship hardly exist in the public secondary schools in Enugu State Nigeria and school management hardly interact with its host communities beyond inter-house sports, instead the school misunderstands Parents Teachers Association (PTA) to mean community (Oboegbulem, 2011) due to capacity deficiency.

This suggests that it takes more than an institutionalized structure, such as the local school based management committee, for effective school community relationship to exist and full community participation in school activities to occur. Therefore effective school-community relations depends on the management strategies of the school principal employed to tap the vast untapped educational talents within the community and opportunities outside the traditional formal classroom structure that could be useful to schools (Rogovin, 2001), build trust, goodwill and effective symbiotic collaboration between the school and the host community (Davis & Julia, 2007) and to address the issues of funding, attendance, dropout rate, equity, sustainable school-community collaboration, improves curriculum and instruction and the school climate (UNESCO, 2006) for the effective implementation of the UBE programme. It is in this context of the widening deterioration of quality education schools' can provide and the vast untapped resources in the communities that the researcher decided to study school-community relation strategies school principals can utilize for the effective implementation of the UBE programme and make schools work for their children.

The school principal's strategies determine his/her ability to cope and achieve a compromise between community expectations and available resources. Therefore, the principals must choose strategies to create conditions to achieve the justifications for establishing good school community relations such as the improvement of the overall student-learning (World Bank, 2001), the use of untapped community resources to enrich school work (Rogovin, 2001), an increase in the sensitivity and relevance of schools to the people they serve (Karen, 2004) and sharing of responsibility for student behaviour and learning (Schaefer, 2005). Therefore, to achieve these objectives the school principal

mobilizes, organizes and coordinates the efforts and activities of the various stakeholders to ensure that effective teaching and learning take place in the school. The community will not ordinarily come to assist the school in one form or the order if the school principal, through his/her strategies does not maintain a friendly and respectful relationship with the community and sustain community interest in school activities and programmes.

Therefore, effective school community relations strategies to provide the critical resources necessary for the effective implementation of the universal basic education programme in areas of adequate classrooms, personnel, infrastructural facilities, accommodation for staff and students, among others is lacking in public secondary schools in Enugu state of Nigeria. The problems of these schools are further heightened by decay and dilapidations caused by lack of attention and maintenance of these facilities. The truth is government alone because of lean budgetary allocations cannot provide all these requirements. The result is that schools in Enugu state have not met some of their vital implementation needs. The solution to the problems lies in the school's relationship with the local community and friends of the school to ensure that the needs of these schools in the area of classrooms, personnel, finance, facilities and other resources are met. The challenge in public secondary schools therefore is the school community relations strategies of school principals to improve community participation in the provision of the critical resources required for the effective implementation of the UBE programme in schools. In the light of the foregoing therefore, the determination of the school-community relations management strategies of the school principal for the effective implementation of the Universal Basic Education programme in junior secondary schools in Enugu State, Nigeria is the problem this research intends to solve.

### **Purpose of the Study**

The purpose of this study therefore is to:

- 1) Determine the extent of community participation in the effective implementation of the UBE programme in junior secondary in Enugu State.
- 2) Determine school-community relations management strategies of the school principal for effective implementation of the UBE programme.

### **Research Questions**

The following research questions guided the study;

- 1) What is the extent of community participation in the effective implementation of the UBE programme in junior secondary in Enugu State?
- 2) What are the school-community relations strategies of the school principal for the effective implementation of the UBE programme?

### **Significance of the Study**

The findings of this study will be of immense benefit to the school principals, teachers, students, parents and the entire members of the host community, educational planners, curriculum experts and school management government agencies because it will expose the level of community participation and strategies school principals could utilize to build effective school-community relations management in schools.

### **Research Method**

This research adopted descriptive survey research design. Descriptive survey research design, according to Nworgu 2006 is one in which a group of people or item is studied by collecting and analysing data from only a few people or items considered to be

representative of the entire group. The design was used questionnaire to determine the school-community relations management strategies for the effective implementation of the Universal Basic Education Programme in secondary schools in Enugu state of Nigeria.

The population of the study comprised all the 285 principals and 1724 teachers in public secondary schools in Enugu state, Nigeria. (Federal Ministry of Education Statistics Unit, 2010-2014). The sample of the study was 58 principals and 344 teachers drawn from the two educational zones of Enugu state. Multi stage sampling technique was used to select the sample for the study. In the first stage, two zones were purposively sampled from six educational zones of Enugu state. The next stage was using proportionate sampling technique (20%) to obtain the sample size of 58 principals and 344 teachers from the two zones of Nsukka and Obollo-Afor educational zones. Finally simple random sampling technique, involving balloting without replacement, was used to sample the schools from the two zones used in the study. The 58 principals and 344 teachers make a total of 402 respondents were chosen as the sample of the study.

A 2-part, 12-item, 4-point Scale instrument known as school-community relations management strategies questionnaire (SCRMSQ) was used to generate data for answering 2 research questions. The instrument was face validated by a team of experts at the department of Educational Foundations, University of Nigeria, Nsukka and a reliability value of 0.86 established using Cronbach Alpha method. Descriptive and inferential statistics were used in the analysis of data collected for the study.

The mean of any item obtained in this study is interpreted by the use of limits of real numbers. In taking decision on the mean values, the real limit of numbers was used as follows; 3.5 to 4.00 Very Great extent; 2.50 to 3.49 Great Extent; 1.5 to 2.49 Low Extent; and 0.5 to 1.49 No Extent. The standard deviation was used to determine the closeness or otherwise of the opinion of the respondents from the mean and from one another. Any item with a standard deviation of 1.96 or below indicated that the respondents were close to the mean and therefore valid. Any item with a standard deviation of 1.96 or above indicated that the items were not close to the mean and therefore the item was not valid.

**Results**

The data for answering research questions were presented in table 1 and 2.

**Research Question 1**

What is the extent of community participation in the effective implementation of the Universal Basic Education (UBE) programme in Enugu State of Nigeria?

The data for answering research question one were presented in

table 1 below. Principals

S/ N	Cluster 1: item statement Extent of Community participation in school activities	Teachers		Decision	SD	Decision
		N = 58	N = 344			
		$\bar{X}$	SD	$\bar{X}_t$	SD	Decision
1	Communities provide land for	3.68	.83	3.48	.86	GE

	housing school facilities					VGE			
2	Communities form vigilante to protect school facilities	3.34	.68	GE	3.28	.69	GE		
3	Communities provide accommodation to teachers	2.74	.94	GE	2.50	.59	GE		
4	Community members serve as resource person in the school.	2.80	.68	GE	2.66	.65	GE		
5	Community equips the laboratory for students use.	2.86	.81	GE	1.96	.78	LE		
6	Community employs teachers in core subjects	2.48	.95	LE	2.40	.59	LE		
7	Community equips the laboratory for students use	2.76	.68	GE	2.66	.69	GE		
8	Community donates books to the library.	1.68	.62	LE	1.64	.62	LE		
9	Community gives counseling to students.	2.54	.94	GE	2.50	.59	GE		
10	Community leaders participate through P.T.A in the school's decision making.	3.58	.79	VGE	3.52	.68	VGE		
11	Communities tax themselves to provide funds to school	2.32	.81	LE	1.96	.72	LE		
12	Communities supply water and light to the school	2.28	.86	LE	2.18	.78	LE		

key:  $\bar{X}_p$  = Mean rating of principals,  $\bar{X}_t$  = Mean rating of teachers, SD = standard deviation

Decision: VGE = Very Great Extent, GE = Great Extent and LE = Low Extent  
 N = 402 (58 principals and 344 teachers).

Data in table 1 above show the mean responses of principals and teachers on the extent of community participation in the effective implementation of the UBE programme in Enugu state. The data indicate that Principals rated items 1 and 10 with mean scores of 3.68 and 3.58 respectively which fall within the response category of very great extent, rated items 2 to 5, 7 and 9 with mean scores ranging from 2.54 to 3.34 which fall within the response category of great extent and rated item 6, 8, 11 and 12 with mean scores ranging from 1.68 to 2.48 which falls within the response category of low extent. Data also indicate that teachers rated items 10 with mean score of 3.52 which fall within the response category of very great extent, rated items 1 to 4, 7 and 9 with mean scores ranging from 2.50 to 3.48 which fall within the response category of great extent and rated items 5, 6, 8, 11 and 12 with mean scores ranging from 1.64 to 2.40 which falls within the response category of low extent.

The highlight shows that principals indicate that community contribute to very great extent in the effective implementation of the UBE programme on items 1 and 10, to great extent on items 2 to 5, 7 and 9 and to low extent on items 6, 8, 11 and 12. Also teachers indicate that community contribute to very great extent in the effective implementation of the UBE programme on item 10, to great extent on items 1 to 4, 7 and 9 and to low extent on items 5, 6, 8, 11 and 12.

The twelve items had their standard deviation range from 0.59 to 0.94. This indicated that the respondents were homogenous, not far from the mean and from one



another in their responses on the extent of community contribution for the effective implementation of the UBE programme. This added values to the reliability of the means.

**Research Question 2**

What are the school-community relations management strategies of the school principals for the effective implementation of the Universal Basic Education (UBE) programme in Enugu State of Nigeria?

The data for answering research question two were presented in table 2 below. Principals Teachers

Cluster 1: item statement		N = 58		N = 344		
S/N	School-Community Management strategies of School Principals	$\bar{X}_p$	SD	Decision	$\bar{X}_t$	SD Decision
1	Approves school facilities for communities use	3.58	.74	VGE	3.74	.46 VGE
2	Interpret school programmes to the community	3.44	.62	GE	3.38	.62 GE
3	Holds PTA meetings regularly	2.54	.94	GE	2.48	.32 LE
4	Invite some community leaders to chair some important events in the school.	2.74	.48	GE	2.60	.44 GE
5	Communicate with the parents through pupils, media and group conference	2.96	.68	GE	2.84	.38 GE
6	Solicit help from community for development of the school	3.64	.54	VGE	3.40	.46 GE
7	Invite the community to participate in school activities e.g. inter house sport and send forth	3.46	.62	GE	3.16	.56 GE
8	Provides employment opportunities to members of the community	2.68	.64	GE	2.64	.68 GE
9	Honour invitations from the community	3.54	.74	VGE	3.50	.62 VGE
10	Give proper account to the communities on matters that concern them through P.T.A.	3.68	.54	VGE	3.58	.46 VGE
11	Initiate and organize social services to the host community.	3.32	.66	GE	2.96	.78 GE
12	Establishes recreational programme for students and the community	3.28	.36	GE	3.18	.58 GE

key:  $\bar{X}_p$  = Mean rating of principals,  $\bar{X}_t$  = Mean rating of teachers, SD = standard deviation

Decision: VGE = Very Great Extent, GE = Great Extent and LE = Low Extent

N = 402 (58 principals and 344 teachers).

Data in table 2 above show the mean responses of principals and teachers on the extent school-community relations management strategies of the school principal could improve community participation in the effective implementation of the UBE programme in Enugu state. The data indicate that Principals rated items 1, 6, 9 and 10 with mean scores ranging from 3.54 and 3.68 which fall within the response category of very great extent and rated items 2 to 5, 7, 8, 11 and 12 with mean scores ranging from 2.54 to 3.46 which fall within the response category of great extent. Data also indicate that teachers rated items 1, 9 and 10 with mean scores ranging from 3.50 to 3.74 which fall within the response category of very great extent, rated items 2, 4 to 8, 11 and 12 with mean scores ranging from 2.60 to 3.40 which fall within the response category of great extent and rated item 3 with a mean score of 2.48 which falls within the response category of low extent.

The highlight shows that principals indicate that school-community relations management strategies of the school principal in items 1, 6, 9 and 10 to very great extent improve community participation in the effective implementation of the UBE programme while items 2 to 5, 7, 8, 11 and 12 to great extent improve community participation in the effective implementation of the UBE programme. Also teachers indicate that strategies in items 1, 9 and 10 to very great extent will improve community participation in the effective implementation of the UBE programme while items 2, 4 to 8, 11 and 12 and item 3 to great extent and to low extent respectively improve community participation in the effective implementation of the UBE programme.

The twelve items had their standard deviation range from 0.32 to 0.94. This indicates that the respondents were homogenous, not far from the mean and from one another in their responses on the extent school-community relations management strategies of school principal improve community participation in the effective implementation of the UBE programme. This added values to the reliability of the means.

### **Summary of Findings**

From the data analyzed, the following findings emerged:

- 1) Principals and teachers were of the opinion that Communities to a great extent provide land and vigilante for housing and protection of school facilities respectively, serve as resource persons, provide accommodation to teachers, give counseling to students, equip the laboratory for students use and participate in decision making in the effective implementation of the UBE programme.
- 2) Principals and teachers also were of the opinion that the following school-community relations management strategies could improve Community participation in the implementation of the UBE programme: allowing community members use school facilities, hold PTA meetings regularly, organize training and social services to community members, invite community leaders to participate in school activities, among others.

### **Discussions**

Findings reveal that communities to a great extent participate in the effective implementation of the UBE programme by the provision of land and vigilante for housing and protection of school facilities respectively, serve as resource persons in imparting skills to students, provide accommodation to all categories of staff, give counseling to students, equip the laboratory for students use and participate in decision making in school, among others.

These findings agree with the findings of Nieto (2004) who stated that school depends on the community for a number of things such as water, land, skilled and unskilled manpower, accommodation for staff and sponsorship in times of financial need. Nieto further stated that Schools draw from the rich array of untapped resources in the wider community which increased the educational experiences and opportunities students receive. The findings also agree with the work of Rogovin (2001) who maintained communities work to address range of issues schools face—such as absenteeism, overcrowding, deteriorating facilities, inadequate funding, provision of land for building and housing of school facilities, maintenance of facilities, provision of materials and

furniture. The findings also agree with Emenalo (2010) who stated that communities through their town unions and the PTA engage in the building of secondary schools to make education accessible to the rural dwellers and participate in school's decision making and management. The findings also agree with views of Oboegbulem (2011) who stated that school needs the continuous support of the community in order to carry out its functions of finance, human and material resources' management. It also agrees with the findings of Okorie, Ememe & Egu (2009) who stated that communities have been known to organize social activities and local vigilante groups to protect school property. The findings also agree with the findings of Adewunmi (2005) who stated that the community, through the PTA is involved in the sensitization and mobilization of parents on enrolment attendance, and retention of their children or wards in schools to achieve the UBE objectives.

On the school-community relations management strategies school principal can use to improve community participation in the effective implementation of the UBE programme, principals and teachers agree that allowing community members use school facilities, holding PTA meetings regularly, organizing training and social services to community members, inviting community leaders to participate in school activities, among others are strategies school principals could utilize to improve school-community relations and community participation in school activities. The findings of this study agree with the study of Oredein (2006) who stated that the school should willingly make its hall and classrooms available to the community for adult education classes, church programmes and other community occasions as strategies school principals can use. He further suggested that school field can be used for sporting events and crusades and the community can allow the school to use church halls as classrooms. The community can provide houses for teachers. They can provide land for buildings and farmland for schools. Town hall can be used to supplement classrooms for schools that lack buildings. It is agree with Barbara (2011) who revealed that strategies such as employing nonprofessional staff from the community, decentralization of administrative power to embrace communities, sharing of information and decision making with communities, and involving the P. T. A in school disciplinary committee can be used to involve communities in active administration of secondary schools. Principals who educate the community members, help them (in a facilitating manner) in their community development and cultural activities, encourage them to take a more active role in their children's education, draw community talents and other community resources to the school and allow community members to use the school resources and the like are most likely have healthy and effective school-community symbiotic relationship. The findings of the study also agree with the findings of Koko and Nwiyi, (2006) who stated that organizing school staff and community opinion leaders, a principal can through school community interaction strategies, such as reporting progress, organizing special occasions for parents, employing community talents in the teaching- learning process, involving parents in school based decision-making, forming parent-teacher organizations, establishing networks of community agencies, making parents patrons of secondary schools and inter-community school projects development, among others are some effective strategies for improving community participation. They further stated that donations from clubs, age grades, etc. and launching ceremony are popular ways to raise fund and some of the ways community provide resources, manpower and funds to the

schools in their areas. The above scenario has far-reaching implications for the continuous community assurance of academic performance and the provision of amenities in the school to ensure that effective teaching and learning take place in school, leads to the achievement of the goals and objectives of the UBE programme and the community will be happy for it.

### **Recommendations**

It was recommended that:

1. Communities should be encouraged to actively participate in addressing the major indicators of ineffective implementation of the UBE programme like school enrolment, out of school children, school drop-out rate, drop in male enrolment and other disciplinary problems so as to create comfortable atmosphere for effective teaching and learning in school.
2. Communities should be allowed to supervise and monitor school activities. This will create accountability and ownership of the school and her properties and check incessant school vandalism.

### **Conclusion**

Communities play active roles in the effective implementation of the universal Basic Education programme by making sure that academic performances of students are enhanced by the provision of free accommodation to teachers within the community, provision of counseling services to students and the provision of land and vigilante services for housing and security of school facilities. Communities also provide and equip laboratory and library services and provision of furniture to the students. School principals' strategies is critical in ensuring the success of this kind of school-community relationship and sustainable community contribution to effective school management and the achievement the objectives of educational programmes.

Therefore, strategies like to allow community members use school facilities, hold PTA meetings regularly, organize training and social services to community members, invite community leaders to participate in school activities will result in drawing the members of the community to the school and enhance good school-community symbiotic relationship. The success of this symbiotic relationship depends largely on creating a "welcoming-environment" in schools. Effective school-community relations can contribute a lot towards the achievement of major indicators of effective implementation of educational programmes in school upon which the future Nigerian depends. It is hoped that active community involvements in the effective implementation of the UBE programme in Enugu State will go a long way in addressing the problems of poor implementation of educational programmes in Enugu State.

**References**

- Abraham, N. M (2003). *Educational Administration in Nigeria*. Port Harcourt: Pam Unigue Publishers.
- Abraham, N. M & Leigha, M. B (2007). Developing and sustaining students' interest in the classroom. *Journal of Technical and Science Education*, 16 (1 & 2), 138-144. Retrieved November 2017
- Adasu, D. K. (2009). Correlates of effective principalship in Dekina education zone of Kogi State. Unpublished Ph. D. Thesis, Ahmadu Bello University (ABU).
- Adebanjo, M. A. (2012). Impact assessment of primary education project II on primary schools enrichment in South West, Nigeria. A paper presented during the seventh regional conference on higher globalized world, organized by HERPNET, at University of Ibadan, Nigeria. September 17 - 21
- Adegbesan, S. O. (2010). Establishing quality assurance in Nigerian education system; Implication for educational managers. *Educational research and reviews*, 5(7), 380 – 384. Retrieved ; <http://www.academicjournals.org/err/PDF/pdf%202010/July/Adegbesan>.
- Adeyemi, T O. (2009). The effective management of primary schools in Ekiti state, Nigeria; An analytical assessment. *Educational Research and Review* vol. 4 (2), pp. 048-056, February 2009. Available online at <http://www.academicjournals.org/ERR>
- Aguba, C. R (2009). *Educational administration and management; Issues and perspectives*, Enugu Ton and Tons PDS
- Adeyemi, T.O. (2012), *Renovation and renewal of basic education in Nigeria since independence*. Ibadan Nigeria
- Ajayi, I. A (2007). *Issues in school management*. Lagos: Bolabay publications.
- Arumah, F. E. (2010). *Strategies for effective resource management in Enugu State secondary schools*. Unpublished Ph.D. dissertation. University of Nigeria, Nsukka.
- Ayeni, J.A. (2012). Achieving quality and standards in the management of Nigerian secondary schools; Policy goals, current practice, trends, challenges and opportunities. *International journal of research studies in management*, 1(2),37-45. Dio;10.5861/ijrsm.2012.xli2.46. retrieved September 10, 2014.
- Bagudo, A. A (2014). *Nigeria: Philosophies and policies of education*. A leadpaper presented at the joint ASUU, NAAT, NASU and SSANU National Education Summit in collaboration with Federal and States Ministries of Education, Civil Society Groups held from Monday, 1<sup>st</sup> November; 2014 held at Top Rank hotel, Abuja, Nigeria.
- Barbara, W (2011). Six important management skills for successful leadership. <http://enzyme.Articlecom/?expert-Babarawhite>. Retrieved June 2014
- Benedetto, D. I. (2009). *The small school principal and school-community relations*. Owerri; New African publishing Co. Limited
- Davis, S & Julia, D (2007). *School where everyone belongs: Practical Strategies for Reducing Bullying*. (2nd ed.) USA: McNaughton and Gunn, Inc.
- Emenalo, F. C (2010). *The School and The Community in Anukam*. Basic Text in Education Management. Owerri, Eeheechee Versatile.

- Epstein, J. (2001). School, family, and community partnerships: Preparing educators and improving schools. Boulder. West view press.
- Federal Ministry of Education, (2005). Nigeria education, sector diagnosis. Education Sector Analysis Unit.
- Federal Ministry of Education (2015). Education sector situation analysis, “ Draft 4”. Abuja. NERCD Press.
- Federal Republic of Nigeria, (2013) National policy on education (5th ed.) Abuja: NERDC press
- Igwe, S. O. (2007). *Professional Handbook for Teachers*. Owerri: Milestone Pub.
- Koko, M. N. & Nwiyi, G. U (2006). Educational Management: A Practical Perspective. Port Harcourt: Roli Printing
- Lumenburg, F. C. (2010). The principal and the school: What do principals do? National forum of educational administration and supervision journal, 2012
- Mathibe, I (2007). The professional development of school principals. *South African Journal of Education* 27 (3) 523 – 540.
- Musaazi, J. S. C ( 2005). The theory and practice of Educational Administration. London: Macmillian Press Ltd.
- Nieto, S (2004). Affirming diversity: The socio-political context of multicultural education (4<sup>th</sup> ed.). Boston.
- Nwadium, N. K. (2005). Personnel management needs for the universal basic education programme at the Junior Secondary School Level in Ebonyi State. Unpublished Ph. D Thesis, Department of Educational Foundations, University of Nigeria, Nsukka
- Nzinga-Johnson, S, Baker, J & Aupperle, J (2009). Teacher parent relationship and school involvement among racially and educationally diverse parents of kindergartners. *The Elementary School Journal*, 110(1).
- Obanya, P. A. I. (2010). Nigeria Education Sector Diagnosis. Education sector analysis unit. Ffederal Ministry of Education, Nigeria.
- Obanya, P (2006). Teaching without teachers, 24<sup>th</sup> Distinguished Lecture series, Adeniran Ogunsanya College of Education, Lagos State, Nigeria
- Oboegbulem, A. I. (2004). Staff personnel administration; in Mgbodile, T.O. (ed.) Fundamentals in educational administration and planning. Enugu; Magnet Business Enterprises.
- Oboegbulem, A. (2008). Management of school funds by secondary school principals for effective job productivity. *Lagos Journal of Educational Administration Planning* 3 (1), 109 -116.
- Oredein, A. O. (2006). Improving the quality of Nigerian secondary school education: Indicators for Effective Principal Leadership (INJER) Vol. 1, No. 1, (26-39).
- Ogbonnaya, N. O. (2004). Administrative competency needs of provosts of Colleges of Education. *International Journal of Educational Planning and Administration (IJEP)* Vol. 1 (2), 43-55.
- Ogunsaji, M. (2006). Introduction to educational management. Benin City; Magogun PUBLISHERS
- Okorie, N.C, Emene, O. N. & Egu, R. H. N (2009). School Community Relations in the Development of Secondary Schools: A Focus on Aba Education Zone. African

- journal of Education and Development Studies; 6(1), Sept, 121-129. Retrieved December 2017
- Ovwigbo, Y. M (2004). Educational administration and planning in Nigeria. Benin City Justice-Jeco and Publishers Limited.
- Perrone, V (2009). Working papers: Reflections on teachers, schools and communities. New York: Teachers College Press, Columbia University,
- Rogovin (2001). The research workshop: Bring the world into your classroom. Portsmouth, NH: Heinemann.
- Schaefer Richard. T (2005). Sociology (9th ed.) New York DePaul University McGraw Hill Companies. Inc.
- UBE digest (2005). A Newsletter of Basic Education in Nigeria. Vol. 1 No. 5 December 2005
- UBEC (2008). Universal Basic Education Commission Annual report
- UNESCO (2005). Education for all global monitoring reports. <http://unesco.org/EFA/Reports> (accessed) 12/07/12
- UNESCO (2008). Basic education in African program. <http://ibeunesco.org/images/0116/001611/161193e.pdf>. retrieved august 2011.
- United States Embassy in Nigeria (2012). Nigeria Education Fact Sheet; <http://nigeria.usembassy.gov> retrieved December 2017
- Universal Basic Education Commission (2008). Training manual on the 9-year basic education curriculum. Abuja; UBEC
- USAID/CSPP (2008). Community–School program: Community Mobilization for Education and Health. Addis Ababa: Training manual.
- Yusuf, L. A (2010). Resourceful financial management as panacea for University sustainability in a depressed economy. *Pak. J. Soc, Sci.*, 7: 347-350
- Yusuf, L. A & Alabi, C. O (2013). Enhancing School Effectiveness in the Universal Basic Education programme in Nigeria: Issues and Implications. Vol. 1 (3) pp. 022-025 December, 2013. Retrieved January 2018.