ASSESSING COMMUNITY PARTICIPATION TO SECONDARY SCHOOLS DEVELOPMENT IN NASARAWA SOUTH SENATORIAL DISTRICT, NASARAWA STATE, NIGERIA.

BY

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, NASARAWA STATE UNIVERSITY, KEFFI, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING, DEPARTMENT OF EDUCATIONAL MANAGEMENT, FACULTY OF EDUCATION, NASARAWA STATE UNIVERSITY, KEFFI

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DECLARATION

I hereby declare that this dissertation`` Assessing Community Participation to Secondary Schools Development in Nasarawa State, Nigeria'' has been written by me and it is a report of my research work. It has not been presented in any previous research work for M.Ed. Educational Administration and Planning. All quotations are indicated and source of information were specification acknowledgment by means of references

..... 15/7/021

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CERTIFICATION

The dissertation title "Assessing Community Participation to Secondary Schools Development in Nasarawa South Senatorial District, Nasarawa State, Nigeria", meets the requirement governing the award of Master Degree in Educational Administration and Planning, Faculty of Education, Nasarawa State University, Keffi.

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DEDICATION

This research work is dedicated to the family of late Malam Ladan and my late wife Maʃama Shafa'atu Salihu Yakubu.

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The researcher expressed his gratitude to almighty Allah for creating my person with complete sense with complete sense of thought and for giving to him opportunity and courage to continue his education to post graduate level despite hardship of the country.

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ABSTRACT

The study aimed at assessing community contributions to secondary schools development in Nasarawa South Senatorial District, Nasarawa State, Nigeria, many schools lack the essential infrastructures to enable them operate and function effectively. Majority of our schools both at the urban and rural areas lack portable water, sanitation, electricity among others. The physical state of classroom is deplorable, classroom floors are full of potholes, broken roofs and ceiling in some circumstances, furniture are stolen and classrooms are used indiscriminately for toilets and smoking den by hooligans. Government in ability to procure they require equipment's'/facilities in schools' libraries and laboratories. There is also poor maintenance culture by the government. More so, frequent change of government policy let to poor plan implementation, political instability and non-sustainability of existing projects is another major problem observed by the researcher in the study area. The trained staff/school administrators are seriously inadequate in the study area. Hence, all these and many more resources could not be easily provided by the government, community has to come in to complement government efforts on those areas. In doing this, four research questions and four hypotheses were formulated to be tested at 0.05 level of significance. Descriptive survey design was employed. A sample size of 365 teachers in secondary schools were used as respondents. The researcher structured a questionnaire titled: community contributions to secondary schools' development inventory (CCSSDI). The data was collected by the researcher with the help of research assistants which were coded and analyzed using statistical package for social sciences (SPSS). The research questions were answered using simple percentages while the hypotheses were tested using chi- square at 0.05 level of significance. The major findings of the study were that: Community has significant contribution to development of infrastructure in secondary school in Nasarawa South Senatorial District; Community has significant contribution to financial assistance of secondary schools; Community has significant contributions to social development of secondary schools; Community has a significant contribution to cultural development of secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Every education institution whether public or private may be regarded as social system, existing and related to the larger system that can be called the community. Every student is the bridge between the school and the community because he belongs to both. Therefore, both the school and the community should work hand in hand to educate the child. This helps to promote school-community relationship as a necessary basis for providing good education for the Nigerian child. Education stakeholders have beginning to realize that school alone cannot prepare our youth for productive adulthood. It is evident schools and communities should work closely with each other to meet their mutual goals. School can provide more supportive for students, families and staff when they are an integral part of the community (Odia & Omofonmwan, 2017).

Partnership should be considered as connection between schools and community resources. the partnership may involve use of school or neighbourhood facilities and equipment, sharing other resources, collaborative fund raising and grand applications, volunteer assistance, monitoring and training from professionals and others with special expertise, information sharing and dissemination networking, recognition and public relations, share responsibility for planning, implementation and evaluation of programs and services, expanding opportunities for internships, jobs, recreation and building a sense of community. It is not crystal clear that the government along cannot provide sufficient resources to run school effectively, consequently, government effort has to be augmented by the local community. The government has many sectors which are sustained by its meagre resources. Educational sector is just one of them. It is in this light and the benefits that the community derives from the school that the community makes great sacrifices by

sending large sums of its income in the development and administration of the Schools (Maicibi, 2005).

School does not exist in a vacuum and its development is not only the responsibility of the school authority but it requires the collective efforts of all community members in which the school is situated. Community is a group of people living in the same locality and under same government which includes parents/guardians, residents corporative organizations etc. who are responsible in educating the child, and using the best techniques for applying a new development of the child's capabilities or potentials. The task of upbringing should be tripartite responsibilities involving the government, the schools authority and the parents who are community members (Madumere, 2014).

Involving community members in the development of education refers to switching from the usual practice of schools' relations with parents in the running of schools to the full involvement of parents and community members to contribute ideas, funds and other material resources towards the development of schools. One of the wrong notion currently observed is the notion that the responsibility of running the schools solemnly lies in the hands of the education authorities and that of school management. While educational authorities and school management take their responsibilities seriously, they must also recognize that they cannot do it alone as the success of their effort is depend on the support from community member. As much as it is the responsibility of students to excel in their academic pursuits, it is also important for community members to guide them to excel academically since learning does not stop in the classroom but extends to raise the student's home and the immediate environment. It takes a village to raise a child is popular proverb with a clear message: the whole community has an essential role to play in the growth and development of its young people. In addition to the vital role that parents and

family members play in a child's education, the broader Community too has a responsibility to assure high-quality education for all students (Idike, 2011).

In the past, parent involvement was characterized by volunteers, mostly mother's, assisting in the classroom, chaperoning students, and fund-raising. Today, the old model has been replaced with a much more inclusive approach: school-family-community partnerships now include mothers and fathers, stepparent, grandparent, foster parents, other relatives and caretakers, business leaders and community groups-all participating in goal-oriented, at ball grade levels. The community should be willing to make useful suggestions to both the school administration as well as the governing body of the School such as schools Boards and Ministry of Education. It should likewise suggest workable ways that funds can be raised for provision of basic amenities to supplement government facility deficiencies (Omoregie, 2015).

Philanthropists in the community can also contribute worthily to administration and development of the School by housing the teachers and the students. This in turn, contributes to the smooth running of the School. By this the problems of late coming to School by teachers and students can be reduced because students and teachers would not be travelling long distances in order to come to School since they have been housing nearby. They feel safety and would properly concentrate on and put in their best in school activities. This goes in line with Maslow's physiological and security needs of his hierarchy of needs theory (Omwami & Keller, 2010.

According to Maicibi (2005), members of community contribute to the School administration by allowing their members to serve as members in different committees in the schools. They can also serve as instructors in areas of scarce manpower such as in sciences, mathematics, language teachers and others. Similarly, practicing professionals in various fields can demonstrate the professions to the administration of the School

students. Some students could choose and work towards becoming professionals in such fields themselves. The community provides access to local facilities which may be needed to make leaning concrete such facilities could be used or seen through visits. It could be the local industry, power station, farm, dams, research station, games reserves or wildlife, ports, commercial centres etc.

The concept of community is an important one in education because the school is located in a community and its success in terms of goal attainment to a large extent depends on the level of involvement of the community where it is located. School as a matter of fact does not exist in a vacuum but in a community, hence, school is not an entity that should be separated from a community but an integral part of it. From this perspective, school depends on the community for the sustainability of its existence and ability to discharge its programmes. The programme of the school includes the training of the members of the community towards economic, social, cultural and political development. It therefore follows that the community is under obligation to make substantial contributions towards effective school management in diverse ways. The Federal Republic of Nigeria in the National Policy of Education (2013) realized the indispensable roles play by community towards enhancing effective school development by indicating that:

(a) school should encourage greater participation and involvement of the communities in the administration and management of schools;

(b) effective communication should be maintained between local communities and the state on the one hand and national machinery for policy formulation and implementation on the other hand;

(c) the financing of education is a joint responsibility of the Federal, States or FCT and Local Governments and the private sector. In this situation, government welcomes and encourages the participation of local communities, individuals and organizations in funding of schools;

(d) in demonstration of social responsibility, contractors, consultants, firms and other service providers are to contribute minimum of 1.5% of their interest to a Special Education Corporate Social Responsibility Fund (SECSRF) and

(e) encouragement of formal participation of ALUMNI bodies in the funding of secondary and tertiary education in Nigeria.

A community contributes in different ways towards provision of funds to reduce the financial burdens of secondary school system. A community is expected to contribute to the provision and maintenance of school plants, fund raising and raising the moral tone of the school among other things. A community is expected to contribute to the maintenance of school buildings, equipping of libraries with books, provision of office equipment and stationeries and provision of other range of schools facilities. A community contribute towards raising the moral tone of the school by assisting in checking students indiscipline and participating in the formulation of school rules and regulations. Aziz and Mohd Saeed (2012) noted that community helps in providing resources and counselling services to school children through the advices they give to their children, ensuring adequate family environment, visiting schools as resource persons to counsel children or even liaising with teachers and school counsellors to curb students' maladaptive behaviour.

Etuk (2017) stated that where communities are functional, they built classroom blocks, provide funds for schools activities, recruit staff for schools and participate in schools decision-making. These efforts of the community members could help in the provision and management of both the human and non-human resources in secondary schools.

The function of community towards maintaining and supporting its relationship with school to facilitate effective school management cannot be overemphasized. It is a known fact that there can never be a school where there is no community. As part of the economic contribution, communities normally provide lands in which schools are sited as well as providing children enrolment. Community does not only provide lands for sitting of schools

but they fund schools, provide facilities to schools and help greatly in enhancing effective school management, and contribute towards the general development of education that would encourage of high academic performance among students.

Generally, school utilizes community resources for teaching and learning purposes and at the same time derives its curriculum from the community. Bakwai (2013) opined that community in school management through mobilization of adequate human and material resources needed for effective school management. This is mostly done through the School Based Management Committees and Parent Teachers Associations. When there is any urgent need by the school, the community mobilizes resources from its members. It is through community participation that community members donate a lot of materials to their immediate school like furniture, teaching materials including note books and textbooks, chalk etc. Community members have significant impact on the provision and maintenance of school facilities through PTA and other community based organizations.

Proprietors of schools either public or private may not provide all the necessary educational resources in the school system. The contributions by a community become necessary as it may help to provide supplementary funds for development of schools. Community fund capital projects such as construction of classrooms buildings, provision of laboratory equipment, provision of books in the library and employment of part-time staff known as the PTA teachers for subjects that teachers are lacking in the school among others. Some of these projects if left only in the hands of the school proprietors, they may be completely lacking or ill-provided which may hinder effective teaching and learning. Hence, this study was conducted to assess the contribution of community to the development of Secondary Schools in Nasarawa South Senatorial District.

1.2 Statement of the Problem

Effective community participation is the vehicle through which secondary school objectives could be achieved. Some communities are not lacking in making some contributions

towards secondary schools management. However, some communities especially in Nasarawa South Senatorial District do not contribute towards effective secondary schools management. The attitude of some school managers is characterized by different forms of behaviour ranging from embezzlement, inappropriate budgeting and mismanagement of school funds. These discourage many community members and private sectors from making donations and contributions for secondary schools.

In Nasarawa South Senatorial District, many schools lack the essential infrastructures to enable them operate and function effectively. Majority of our schools both at the urban and rural areas lack portable water, sanitation, electricity among others. The physical state of classroom is deplorable, classroom floors are full of potholes, broken roofs and ceiling in some circumstances, furniture are stolen and classrooms are used indiscriminately for toilets and smoking den by hooligans. Government in ability to procure they require equipment's'/facilities in schools libraries and laboratories. There is also poor maintenance culture by the government. More so, frequent change of government policy let to poor plan implementation, political instability and non-sustainability of existing projects is another major problems observed by the researcher in the study area. The trained staff/school administrators are seriously inadequate in the study area. Therefore, this study was conducted to assess the contribution of community to the development of Secondary Schools in Nasarawa South Senatorial District.

1.3 Research Questions

The following research questions were generated to guide the study;

i. To what extent does community participate to the provision of infrastructures of Secondary Schools in Nasarawa South Senatorial District?

ii. In what ways does community participate to the financial provision of Secondary Schools in Nasarawa South Senatorial District?

iii. To what extent does community participate to the social development of Secondary Schools in Nasarawa South Senatorial District?

iv. In what ways does community participate to cultural development of Secondary Schools in Nasarawa South Senatorial District?

1.4 Objectives of the Study

The main objective of the study was to assess the participation of community to the development of Secondary Schools in Nasarawa South Senatorial District, Nigeria. Specifically, the study sought to achieve the following objectives:

i. Find out the contributions of the community to the provision of infrastructures development of Secondary Schools in Nasarawa South Senatorial District.

ii. Determine the participations of the community to the financial development of Secondary Schools in Nasarawa South Senatorial District.

iii. Ascertain the participation of the community to the social development of Secondary Schools in Nasarawa South Senatorial District.

iv. Examine the participations of the community to the cultural development of Secondary Schools in Nasarawa South Senatorial District.

1.5 Statement of Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

i. Community has no significant participation to the provision of infrastructures in secondary schools in Nasarawa South Senatorial District.

ii. Significant relationship does not exist between community participation and financial provision for secondary schools in Nasarawa South Senatorial District.

iii. There is no significant relationship between community participation and social development of secondary schools in Nasarawa South Senatorial District.

iv. Community has no significant relationship with participation to cultural development of secondary schools in Nasarawa South Senatorial District.

1.6 Significance of the study

The result of this study might be useful in the overall advancement of secondary schools' education on the importance of community participation towards the development 0f secondary schools in Nasarawa South Senatorial District.

The study will help students to be closed to their society and become relevant in solving immediate problems the community faced based on the experience acquired.

Teachers will recognize the importance of relating with their immediate community and will therefore channel their curriculum toward the needs of the society.

For the development of better educational programmes, effective utilization of the funds and school facilities/infrastructure, this study will serve as a guide for the planning to secure, conserve and the effective utilization of funds and sustainability of school facilities.

The study will inspire government review its existing policy on secondary education.

Parents and other stakeholders in the education system might use the study to monitor the progress of their wards in terms of the quality of instruction they received in secondary education.

Finally, it is hope that this study will serve as a bench mark for further studies and investigation in this educational area, will therefore contribute to the nation as a whole as it will bond the relationship between the school and the community.

1.7 Scope of the Study

This study assessed the participation of the community towards the development of Secondary Schools in Nasarawa South Senatorial District. Nasarawa South Senatorial District has 13 local government areas where the population of the study will be drawn from. The study was limited to Nasarawa South Senatorial which consists of 6 Local

Government Areas in order to have manageable population for the study. The major variables which this study covered include community participations and school development. The areas of community participation are infrastructure, financial, social and cultural contributions. The study covered all public senior secondary schools in Nasarawa South Senatorial District of Nasarawa State which involved mixed sex that is, boys and girls.

1.8. Operational Definition of Terms

The followings are definitions of some terms used in the study:

Community Contribution: This can be defined as the social, economic and financial benefits or services voluntarily provided to the school by members, groups or association existing within the community. This contribution includes the following: fund raising, training of special students, and payment of salaries to non-government staff.

Provision of Infrastructures: It entails making construction in the areas of classroom, library or laboratories to enhance efficient teaching and learning in school.

Financial Provision is the raising of funds to by community members to sponsor school projects like construction of classrooms, libraries and laboratories to enhance effective teaching and learning in schools

Social Contributions: This includes provision of security, health centers, construction of roads and provision of accommodation to staff and students by the community.

Secondary School: is an institution designed for the teaching of students between the ages of 11 and 16 or 11 and 19, after primary school and before higher education under the direction of teachers

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Conceptual Framework

The conceptual framework of this study reviews some concepts relevant to the study such as community; community contributions to school development school-community relationship and school development were reviewed.

2.1.1 Community

The term community can be generally described as collection people living in a define area, place or geo-political environment. A community is a group of people located in a given geographical area. A community to refer people living in the immediate locality in which the schools are located. Community has enormous contribution towards the management of educational infrastructure. In many countries in Africa for example, where system restructuring has been going on, it has come to be regarded as a key part of restructuring management of service delivering. The new relationship that is emerging under decentralized governance between central and local government would seem to provide opportunities for how new roles and responsibilities might be conceptualized to provide equitable access to basic education and management of the infrastructure in the communities within which they are found.

It has also been realized that reputable organizations allocate considerable amounts of resources towards community management of the projects provided. As such efficient use of financial and material resources promoted by organizations such as the World Bank and bi-lateral agencies, together with increased political advocacy for greater community ownership and involvement in decision- making have led to efficient management of educational infrastructure. One of the major factors to ensure sustainability of programmes is the availability of found, whether from governments, private institution or donor organizations (Ayeni, 2012).

The important areas where community members need to identify themselves in the development of the school include: Donation of land for building the school and funding and accommodations to teachers. These researchers concluded that communities play active roles in ensuring the academic performance and the provision of amenities in schools. Communities' involvement in the development of schools in Aba Educational Zone has been very visible and hopes to achieve the aim of elevating the status of secondary education in the Zone. They recommend that, Communities should be made to be more actively involved in other areas of school activities, like enforcement of discipline, and that members of the community should be more committed to the affairs of the school and show same by constantly monitoring the academic activities in the school (Adeyemi, 2010).

Communities as in this study include Parents Teacher's Association, Alumni Association and community leaders. All these fund education because funding is an important issue in the Nigerian education system. This is because the various arms of government and their agencies cannot provide all the funds needed for education therefore, the funding of education should be a combined responsibility of the Federal, state and local governments and Local communities. In this regard, since a single state government cannot provide adequate funds and materials for secondary schools for the realization of all educational objectives, it therefore, becomes necessary to involve communities for the actualization and attainment of educational objectives. The concept of community is an important one in education because the school is located in a community and its characteristics to a large degree depend on the character of the community where it is located (Omwami & Keller, 2010).

Local communities where schools are located include towns, villages, and various town and village associations including age grades and women associations. Also Certain traits by which some communities are known and grouped namely technical, political,

religious, social and educational. He explained that communities can be said to be modern or traditional, literate or illiterate, liberal or authoritative, orthodox, and fundamentalist or secular and pluralized, urban or rural. School as a matter of fact, does not exist in a vacuum but in a community or a society, hence school is not a remote element separate from total society but integral part of it. From this perspective, it is agreed that the school depends on the community for the sustainability of its existence and ability to discharge its programmes. The programmes of the school include the training of the members of the community towards economic, social, cultural and political development. It therefore, follows that the community is under obligation to make substantial financial contributions for the development of the school (Alongue & Ekundayo, 2012).

2.1.2 Community Participations to School Development

The concept of community becomes the school community when applied to education. It is an entity holding basic education infrastructures in common and it is consisting of the traditional or political leadership of an area such as the PTA, SMCs, the various religious bodies and the residents. The concept of community is an important one in education because a school is always located in a community and its success in terms of goal attainment to a large extent depends on the level of community contribution towards the success of such school. School does not exist in a vacuum but in a community, hence, school is not an entity that should be separated from a community but rather it should be treated as an integral part of it. As result, school depends on a community for the sustainability of its existence and carry out both its academic and social programmes peacefully (Chux & Ita, 2013). The programme of the school includes the training of the members of the community towards economic, social, cultural and political development. A community is obliged to make substantial

contributions towards effective school management in diverse ways. Community contributes in the following ways towards effective school management:

i. **Community Raise Funds for School Management**

A community helps to raise much-needed funds by organizing and managing various fundraisers throughout the year. The money generated by these fundraisers may be used to buy computers, sports or school uniforms, musical instruments for the band, books and other classroom supplies and materials or to bring in cultural events. Ogbonnaya (2012) wrote that most communities make financial contributions by levying their members and donations from philanthropist's members of the community. The money generated is often used to buy educational materials to promote educational services to the students. Besides, Mgbo (2013) reported that a community complements government's efforts in the provision and maintenance of infrastructures in schools.

ii. **Community Facilitates Effective Communication among Stakeholders**

Community support is critical a factor in the success of a school and the cooperation between teachers and parents to enhance the students' academic performance. Effective parent teacher communication, parent teacher relationships are essential elements in a students' development. When teachers want to know certain things about students, they could get such information from their parents because parents are the students first teachers, they know a lot about their children. Mgbo (2013) also posited that community enhances understanding and good rapport between teachers and parents; lobby government for support in the schools; and curtail crises that often arise in schools.

In other dimension, Alongue and Ekundayo (2012) agreed that community assists in improving the enrolment of schools in their communities; help in maintaining disciplines in the schools; ensure peaceful co-existence, understanding and cooperation between school and community. Community helps in sensitization and mobilization of

parents on enrolment, ensure students regular attendance in school and retention of their children or wards in schools.

iii. **Community Promote Academic Activities**

Community plays an important role in how should school function by sponsoring some academic events. Competition in Mathematics, Science, History, Language and performing arts all help to increase learning and proficiency. A community organizes, promotes and hosts such events. Community members and parents inputs are essential in liaison between the school management and the government.

iv. **Community Sponsor Social Events**

Social events provide an environment which promotes learning. Seasonal festivals and cultural festivals are examples of educational social events; it involves more students and their families in the overall school environment. Social events promote learning by teaching students how to work together in teams to meet shared goals. These and other roles suggest that community contributes immensely towards effective school management (Zheng, Yang & Mclean, 2010).

2.1.3 School-Community Relationship

Community relationship is a term that is used to describe the nature of association between schools and communities. It is also the type of relationship (whether symbiotic or parasitic) that exist between the school which is a learning centre and it immediate community.

Obi (2013) defined school-community relationship as the presence of interactive relationship between teachers, principals and the community where the school is located. School-community is the coordination of efforts of people in the community and those in the school towards the achievement of the broad and specific goals of education. It involves the inter-linkage association and cooperation between a school and the host community. It is also concerned with bringing human resources in the

community and school for effective functional school administration. Through appropriate school-community relationship, the school come into factual contact with community thereby issues are addressed accordingly. Since, schools are established for serving societal needs it becomes necessary that a good relationship must exist between the school and the community it is meant to serve.

2.1.4 School Development

Management of diversification at secondary education level requires active participation by community members through various alternative means, ways, methods, resources, sources, ideas etc in order to obtain or achieve the stated goals or aims of secondary education. The attainment of the goals of secondary education calls for effective supervision of both instructions and personnel by the school principals and community which serve as a 'watch dog' (Chux & Ita, 2013) maintained that communities could contribute through many ways in funding education in Nigeria. They could erect and equip schools and request the government to take them over. In the same vein, Igbinedion (2016). Maintained that, industries, firms and financial institutions are required by law to contribute two present (2%) of their net profit for funding education sector. Some of the money also go to the secondary school system. The government promulgated the Education Tax Decree in 1993 to raise fund for the education sector. Some of the money also go to the school system. The policy is meant to grapple with the escalating problem of funding education in the three levels of education in the country and to arrest the imminent collapse of the public schools.

Low level of community contribution in funding secondary education in the general poverty plaguing the society. Poverty is more pronounced in rural areas than urban areas in the place of study. Resources in rural communities are limited and such affect the community's pattern of contributions. There is scarcity of social amenities like electricity, good water, roads and job opportunities in those communities.

Community involvement in development of education seems to be poor because of inconsistency of government policies in education. The government itself has failed to initiate definite policies on community contribution and participation in educational development. The major contributions of a community in school development include according to Gital (2016):

1. Building new school and renovating the existing ones.
2. Appointing (PTA) teachers. These teachers should be paid by the (PTA)
3. Provision of textbooks. stationeries and exercise books.
4. Construction and supply of chairs, tables and desks
5. Building staff quarters, dormitories, classroom and administrative blocks
6. Maintenance of the existing school furniture.
7) Donation of school bus.
8) Equipping the library and laboratory
9) Provision of uniform and other facilities.

2.2 Review of Empirical Studies

The following empirical studies were reviewed:

Emenalo and Camillus (2013) conducted a study on the Appraisal of Community Involvement in Secondary Schools Development in Okigwe Education Zone of Imo State. The study appraised Community involvement in Secondary School development in Okigwe Education Zone: Descriptive and inferential survey design was adopted for the study. The total population of 156 respondents, i.e. Principals and Chairmen of Board of Governors (BOGs) of Senior Secondary Schools (SSS) were used without sampling. Data were collected using a 20 item researchers made questionnaire with response options of SA, A, D, SD. Four research questions and two hypotheses were used. Mean scores (X) of 2.50 were used to answer the research questions while Z -test statistics tested the hypotheses at 0.05 level of significance. The results show that

communities in Okigwe Zone get involved on the development of their secondary schools through donation of lands, donation of money and payment of school fees for their children in the schools, they equally construct school buildings, provide facilities such as science and sports equipment, library facilities etc. It further revealed that the Communities do not monitor to ensure proper utilization of funds made available to the schools, launching and PTA levies are the major strategies which communities use in raising funds for their schools etc. In the light of these, recommendations were made that Communities should not relax in their effort of school development after their initial involvement in setting up the schools; Principals should develop and adopt good school Community relationship strategies to attract assistance from the community, and have to ensure proper utilization and maintenance of the available school resources etc.

Pudensiana (2013) conducted a study on Involvement of Community in Secondary School Education Management in Selected Community Secondary Schools in Moshi Rural District, Tanzania. The study aimed at examining the involvement of communities in managing community secondary schools in Moshi Rural District. The population of the study consists of 254 stakeholders of secondary education while the sample size of the study consists of 57 respondents. The study threw analytical light on the extent to which power was devolved at local levels in managing secondary education. The study employed both qualitative and quantitative approaches. Data were gathered through questionnaire, interviews and documentary reviews. The study revealed that leaders at community levels were partially involved 43 percent) in some managerial functions except in implementing school plans. Their involvement was limited to preliminary stages of school planning such as mobilization for direct voluntary and obligatory contribution of funds, materials, labour force as well as donation and allocation of construction sites. The concluded that community involvement in managing secondary schools in their respective areas dot not need only

the efforts of school management team but also of the leaders at community levels and their respective community members.

Fusheini (2015) conducted a study on Community Participation in School Development: Understanding Participation in Basic Schools Performance in the Nanumba District of Ghana. The study was an attempt to look at the impact of community participation on the performance of basic schools in Ghana, specifically the Nanumba District of the Northern Region. As a government policy under the decentralization, community members are required to take part in the development of schools which their children attend. The study found out that participation of community in school development depends on the conducive atmosphere created by the school management.

Emenalo (2015) conducted a study on Appraisal of Community Involvement in Secondary Schools Development in Okigwe Education Zone of Imo State The study appraised Community involvement in Secondary School development in Okigwe Education Zone: Descriptive and inferential survey design was adopted for the study. The total population of 156 respondents, i.e. Principals and Chairmen of Board of Governors (BOGs) of Senior Secondary Schools (SSS) were used without sampling. Data were collected using a 20-items researchers made questionnaire, with response options of SA, A, D, SD. Four research questions and two hypotheses were used. Mean scores (X) of 2.50 were used to answer the research questions while Z – test statistics tested the hypotheses at 0.05 level of significance. The results show that, Communities in Okigwe Zone get involved on the development of their secondary schools through donation of lands, donation of money and payment of school fees for their children in the schools, they equally construct school buildings, provide facilities such as science and sports equipment, library facilities etc. The finding of the study revealed that social development depends on the extent to which community contribute towards secondary

school development. It further revealed that the communities do not monitor to ensure proper utilization of funds made available to the schools, launching and PTA levies are the major strategies Communities use in raising funds for their schools etc. In the light of these, recommendations were made that communities should not relax in their effort of school development after their initial involvement in setting up the schools; Principals should develop and adopt good school Community relationship strategies to attract assistance from the community, and have to ensure proper utilization and maintenance of the available school resources etc.

Kashabawa (2013) conducted an assessment of school community relationship among secondary schools in Zamfara State. The population of the study consisted of all the principals, vice principals, teachers and PTA officials of the 89 Senior Secondary Schools in Zamfara State. The research design adopted was descriptive survey and questionnaire was used in collecting data. The questionnaire was administered to principals, vice-principals, teachers and PTA officials. Among the major findings of the study is that school community relationship is very important in Senior Secondary Schools in Zamfara State and that the strategies of visitations, field trips, Speech and Prize Giving Days and News Letters used for managing school community relationship in Zamfara State Senior Secondary Schools are ineffective. Among the conclusions of this research is the conclusion that there are so many agencies in Zamfara State that can be involved in Senior Secondary Schools through school community relationship to support the schools and their programmes. It is recommended that schools should necessarily understand the opinion of communities regarding both broad educational issues and day to day operation of the schools themselves. It is also recommended that vigorous campaign should be launched at both the State and Local government level to sensitise citizens on the need for their participation in the education of their children.

Okorie and Egu (2016) conducted a research on school-community relations in the development of secondary schools with the focus on Aba Educational Zone of the state. The data was collected with the use of 10-item modified 4-points Likert instrument from a sample of 472 teachers and principals which total population were 1888. The data were collected. The purpose of the study was to determine the role of the community in ensuring the academic performance of students in secondary schools in Aba Zone, and to determine the role of the community in the provision of facilities in the school in Aba Zone. The general high means recorded in their study indicated that communities play important roles ensuring the academic performance of students and provision of facilities in schools.

The above research is relevant to this present research because it is conducted at a secondary school level and is concerned with school-community relations. Both researches aimed at developing strategies of managing school-community relations for the development of secondary school. The different between the two studies is the area of study. School-community relations are well developed in Aba Education Zone as indicated by the findings of Okorie, Ememe and Egu (2009). Thus the conclusion cannot be generalized to Nasarawa South Senatorial District where school-community relation is believed to be below that of Aba in Southern part of Nigeria. Despite the difference in time frames, educational advancement, geographical environment and socio-cultural variation, the extent to which this research could benefit this study should not be under estimated. The above study will definitely be of values to this current study.

Akanya (2014) researched on the indices of administrative style efficiency among secondary school principals in Cross-river State. The purpose was to find out effect of leadership styles on school management and community relationship. The research design was the survey design and the instrument used was a 58 items questionnaire.

With a sample of 600 teachers drawn randomly from 107 selected school in the three zones of the state. The method of data analysis was the mean and standard deviation and t-statistics to test the hypotheses. The finding indicated that was a significant positive relationship between levels of effective leadership style efficiency. He concluded that the higher the level of effective communication and appropriate style of leadership exist between the principal, staff, students, and community members, the more efficient the principal was perceived to be. Application of appropriate leadership style was recommended.

In a research conducted by Hassan (2008) titled; "the effects of Admission policy on the management of secondary schools in Funtua Educational Zone of kastina State". The sample consisted of 200 head teachers in secondary schools in Funtua of kastina State. This drawn through proportionate stratified random sampling technique. An instrument named effect of admission policy on the management of secondary school Questionnaire (EAPMSSQ) was developed by the researcher. Reliability test yielded 0.84 which shows a high level of instrument reliability. Mean and standard deviation were used to answer the research question while t-test statistics was employed in testing the hypothesis. The questionnaire contained 20 items for principal and teachers. The result of the study showed that admission policy of a school affects its management. It was also revealed that the inability of the school administration to have a clear policy of admitting student affects the school. The study also found that most common indiscipline and academically poor cases of students in a school emanate because of the effect of admission policy of the school. It was recommended that school should always have a clear-cut policy on how many students they want to admit.

2.3 Theoretical Framework

The study was guided by Community Development Theory by Allison Tan (2009) and System Theory by David Eston (1953)

2.3.1 Community Development Theory by Allison Tan (2009)

The theory of community development is perhaps the most practical framework for social worker seeking lasting change for individuals and the communities and societies in which they live. The theory focuses on the centrality of oppressed people in the process of overcoming externally imposed social problems, social workers at its foundation, and shares much in common with the tenet of community development. Social worker is defined as professional intervention to address situations of personal distress and crisis by shaping and changing the social environment in which they live. Community development is defined as the employment of community structures to address social needs and empower groups of people. The tenets of this theory have implications for the ways clinicians view and engage with clients as well as the ways social workers can seek to make large-scale change within a community.

John Perkins the founder of CCDA and a leading name in community development work nationally, speaks of 3 r's of community development; Relocation, Redistribution and Reconciliation. These tenets, combined with a strong underlying emphasis on the building of indigenous leadership, summarize the model of community development.

i. Relocation from Perkins' original perspective refers to the physical relocation of social worker or other change agent into the community he or she seeks to serve. This means a literal move of residence into the neighbourhood, which harkens back to the history of settlement house movement 'where staff often lived in the settlement house alongside the poor.... Serving people in their locales.

ii. Redistribution is the tenet most widely accepted and cited by other experts and authors on the subject of community development.

iii. Reconciliation; as a CCDA tenet of community development, initially focused the Christian definition of forgiveness and repentance, yet the concept and process of reconciliation has tremendous implications for any social worker engaged in any level of social work intervention with diverse and oppressed people .Reconciliation calls into account the past or present hurt and oppression individual clients or entire communities bring into the helping relationship across racial and class lines as being pre-requisite to genuine progress.

Perhaps the most compelling criticism of community development theory and its relevance to contemporary and future social work practice is the lack of evidence of its effectiveness.

However the theory is very relevance to the study because it emphasised much on the relationship between the community and social workers. More so, on the governmental accountability, the theory emphasised on limited funding resources allocated to rural communities, this may be true in this concern because community development theory focused social service organization to exist and to remain committed to the individual and the communities they serve.

On the aspect of relocating power into oppressed communities, it requires collaboration with community members, an investment and belief in the potential of individual people to solve their own community's problems.

One specific way to relocate power within the community is in the building of what Perkins calls indigenous leadership. Indigenous leaders once empowered educated and trained hold the power to change their neighbourhoods and communities. Thus; the

main topic of research is "Assessing community contributions to secondary schools development in Nasarawa South Senatorial District".

While CCDA's emphasis on relocation refers to this physical change of residence into the community, the tenet of relocation within the theory 0f community development has additional interpretations as well which make it must relevance to the study topic. Relocation within a community development framework ultimately refers to the relocation of power back into the community.

2.3.2. System Theory by David Eston (1953)

The second theory adopted in this study is the system theory. This theory is relevant because its assumptions are in line with the aims and objectives of the study and also would assist in the realization of the study's main objectives. For instance, in its assumptions of the parts (sub-system) contributing to the system (whole) the theory is relevant because investigate the contributions of community to the development of education. The system theory was developed from biology. The system theory exists in different versions and is related to some other fields. Some of these versions include; the General System Theory (GST), the System Approach, Cybernetics and Operational Analysis. David Easton in 1953 popularization the system paradigm for the analysis of political life. According to him, a political system is "that system of interaction in any society through which binding and authoritative allocations are made".

Social interaction is not always a one-way process. It is not a question of how the school can serve the community or how the community can control the school. The inter-relationship between the school and the community, involves a careful understanding of the influence of one upon the other. Hence, the most basic characteristic of the School and the community must be flexibility.

To strengthen this relationship, the school can relate some of its subjects, to community problems and draw upon the community for possible teaching and demonstration materials. Agricultural courses, example can use local plants seeds and tools and draw upon the farming experiences of the community. This kind of approach to learning even more appropriate students can run school farms where they learn by doing schools in urban Centre's may put more emphases on other productive activities with their communities.

The system approach attempts to look at the organization as a unified, purposeful open system with inter-related parts. This is to say, the approach views organization as a social system and thus, it has to be studied in its totality. The approach is built on the idea that in an organized system, the reaction of any part ultimately has some effect on the performance of every other part.

First is the concept of system, which implies an identifiable set of institutions and activities in society which functions to transform demands into authoritative decisions requiring the support of the whole society. Furthermore, it assumed that a system will respond to its environment and will seek to preserve self. This can also be said that, a system is a collection of inter-related parts which receives input, process them into output and has control as a feedback mechanism.

Second is the concept of input, which refers to the forces generated in the environment. According to Easton, the political system functions by getting inputs from the environment. Inputs could be demanding that values be allocated in a particular decision.

From here, the inputs from the environment undergo a conversion process within the political system and come out as outputs. The inputs are said to have been fed into the black box of decision making, otherwise called the conversion box to produce outputs,

which are usually authoritative decisions such as government policies, judicial decisions acts of parliament etc. promulgated by authorities.

Within the system framework, allowance is made for feedback. It is the mechanism through which the output of the political system influence future inputs into the system. Anifowose, et al (1999:291) pointed out that the concept of feedback indicates that public policies (or outputs) may subsequently alter the environment and the demands generated there in as well as the character of the political system itself.

This theory, like others, has been debated and criticized by other scholars. One argument has been that it escapes from reality and is not productive. In a political system, the impression that is conveyed to the effect that policy making proceeds in a systematic way, beginning with input, through process and on to output, can hardly be substantiated in the real world of policy making. Also, while not denying the relevance of the environment for the generation of inputs, the facts remains that demands and support as basic raw materials of policy are sometimes initiated within the political system. Furthermore, a fundamental assumption of systems theory is stability or equilibrium. Therefore, stability becomes a goal which is pursued at all cost even if it means suppressing legitimate demands.

Despite the above stated shorts falls, the system theory is used by the researcher in the study to provide guidelines to the understanding of the research work, as it helps us to understand the cause and consequences of government actions.

In spite of its relevance to this work, the General System Theory has been criticized for being too vague and general, making it difficult to operate and evaluate empirically. Although it provides conceptualization, it is difficult to clearly identify and measure constructs. The theory has also been criticized for its subtle assumption that all parts of a system have equal power (Covington, 1998).

The theory which is deemed most relevant in the study, government is viewed as a system that has sub-systems (the three tiers of government) that exist for a common goal. Local government is a sub-system within the ambit of the wider governmental ambit. The local government is also structure in a systematic manner where every tier of government is saddle with the responsibility of providing rural services in the level it is assigned to it.

The theory stressed that; to strengthen the relationship between the school and community, the school can relate some of it subjects to community problems and draw up the curriculum for possible teaching, learning and demonstration.

However, the inter-relationship between the school and the community involves the careful understanding of the influence of one upon the other. Hence, the most basic characteristic of the school and community must be flexible.

The theory also looks at organization as a system of co-operation whereby people work together for a common goal. School alone cannot succeed without the co-operation of several individuals within the community. Thus the main topic of the research work is "Accessing Community Contribution to Secondary Schools Development in Nasarawa South Senatorial District"

2.4 Summary

The study reviewed the concepts of community; community contributions to school development school-community relationship and school development were reviewed. The study was guided by Community Development Theory by Allison Tan (2009) and System Theory by David Eston (1953)

Emenalo and Camillus (2013) conducted a study on the Appraisal of Community Involvement in Secondary Schools Development in Okigwe Education Zone of Imo State, Pudensiana (2013) conducted a study on Involvement of Community in Secondary School Education

Management in Selected Community Secondary Schools in Moshi Rural District, Tanzania, Fusheini (2005) conducted a study on Community Participation in School Development: Understanding Participation in Basic Schools Performance in the Nanumba District of Ghana, Emenalo (2015) conducted a study on Appraisal of Community Involvement in Secondary Schools Development in Okigwe Education Zone of Imo State, Kashabawa (2013) conducted an assessment of school community relationship among secondary schools in Zamfara State andOkorie and Egu (2006) conducted a research on school-community relations in the development of secondary schools with the focus on Aba Educational Zone of the state, Akanya (2014) researched on the indices of administrative style efficiency among secondary school principals in Cross-river State, Hassan (2008) titled; "the effects of Admission policy on the management of secondary schools in Funtua Educational Zone of kastina State",

The variables that constituted the objectives of this study were not used by the empirical studies. The variables include provision of infrastructures, financial provision, social and cultural development. The gap of the study was also identified in terms of geographical scope as none of the reviewed studies was conducted in Nasarawa South Senatorial District. Hence, this study assessed community contribution on development of secondary schools in Nasarawa South Senatorial District.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

This research adopted a descriptive survey design. The survey design enabled the researcher to sample from the population that can allow inference from generalization to the total population. According to Emaikwu (2008), survey research design employs the use of selected representative sample for the purpose of generalization on the entire population.The design is appropriate for this study as it is structured so that the information collected can be statistically inferred on a population and better defines an opinion held by the target population on community contribution on development of secondary schools in Nasarawa South Senatorial District.

3.2 Population of the Study

This is a target group for the study. Awotunde, UgoDulunwa and Ozoji (2002), see population in research as "the target group, which a researcher is interested in study and about which he intends to obtain information and draw conclusion. The members of the group, of which a population is composed, must have some specified characteristics in common. In this research, the targeted population for the study was 542 secondary school teachers in Nasarawa South Senatorial District, Nasarawa State, Nigeria.

Table3.2: Population Distribution of Public Secondary Schools, Teachers in four (4) different L.G.A in the study area.

S/NO	LGA	No of school	No of teachers
1	Awe	14	185
2	Keana	8	165
3	Obi	10	95
4	Doma	10	97
	Total	42	542

Source: *Planning research and statistic unit, Nasarawa state ministry of Education. (2017)*

3.2.1 Sample and Sampling Techniques

A sample according to Akem (2008) "is that part of the universe which is selected for the purpose of investigation". Sample size on the other hand, is that portion of the population to be observed or study. This has to do with magnitude of such a proportion of the population selected for the study.

To select the sample size for the study, the stratified random sampling technique was employed in selecting sample from the population of students, teachers and parents. This type of stratified random sampling technique adopted is the proportionate stratified random sampling. Teachers were randomly selected in 4 different local governments in Nasarawa south senatorial district using 10% of the total number of respondents in the study area.

Table3.2.1: Shows the number of students in Secondary Schools in four (4) different local government and sample size.

S/NO	L.G.A.	No of Schools	Sample Size	No of Students	Sample Size
1	AWE	12	6	50	10
2	KEANA	8	5	50	10
3	OBI	10	5	50	10
4	DOMA	10	5	50	10
TOTAL		40	21	200	40

3.3 Methods of Data Collection

This section covers instrumentation, validation of instrument, reliability of instrument, administration of instrument.

3.3.1 Instrumentation for Data Collection

In undertaking the study, the researcher used structured questionnaires to elicit responses from the respondents which assisted to obtained data for the study. The questionnaire consisted of

20 items. Section A covers the bio-data of the respondents while section B covers the information on the assessing the community contributions to secondary school development in Nasarawa South Senatorial District.The Researcher's self-developed structured questionnaires on community contributions to Secondary School Development (CCSSCD) was used for data collection

3.3.2 Validation of Instrument

In order to determine the validity of the instrument, after the supervisor vetted and approved it in department, the questionnaire was given to experts in Measurement and Evaluation Unit Nasarawa State University Keffi for corrections, suggestions and approval with the aim of determining the validity index which yielded 0.70.

3.3.3 Reliability of the Instruments

The instrument was pilot tested on 20 teachers in GSS Doma for the purpose of determining the reliability coefficient of the instrument. Cronbach Alpha method was employed to compute the coefficient of internal consistency. This is considered suitable because Cronbach coefficient Alpha is a more general method of estimating internal consistency for instruments with scales that provide responses on a continuum of 'Strongly Agree, Agree, Strongly Disagree, Disagree and Undecided' (Emaikwu, 2011).0.75 was obtained as the coefficient of internal consistency of the instrument.

3.3.4 Administration of Instrument

A letter of introduction was obtained from the Head of Department of Educational Management, Faculty of Education, Nasarawa State University, Keffi to seek the permission of the respondents in the selected local government area and Schools in the study area before administering the questionnaire to the sample of the study. On the whole a total of 365 copies of questionnaires were personally administered on the respondents with the aid of research assistants.

3.4 Technique for Data Analysis

The data obtained from the study were analyzed using descriptive and inferential statistics. Simple percentage was used to answer the research questions while the hypotheses were tested using chi-square statistics at the level of significant of 0.05.

3.5 Justification of Methods

According to Emaikwu (2008), survey research design employs the use of selected representative sample for the purpose of generalization on the entire population. The design is appropriate for this study as it is structured so that the information collected can be statistically inferred on a population and better defines an opinion held by the target population on community contribution on development of secondary schools in Nasarawa South Senatorial District. Awotunde, UgoDulunwa and Ozoji (2002), see population in research as "the target group, which a researcher is interested in study and about which he intends to obtain information and draw conclusion. The members of the group, of which a population is composed, must have some specified characteristics in common.

A sample according to Akem (2008) "is that part of the universe which is selected for the purpose of investigation". Sample size on the other hand, is that portion of the population to be observed or study.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter deals with data presentation and analysis of data.

4.1 Data Presentation

The respondents were asked to indicate on a 5 point Likert Scale. Frequencies and percentages were used to answer research questions with a cut-off point of 5.0 for decision making. Every calculated percentage that fall below 5.0 was taking as having a negative relationship while anyone that was above 5.0 was taken as having positive influence and the four hypotheses of the study were tested using the chi-square statistic at significant level of 0.05.

4.2 Data Analysis and Results

Research Question One: To what extent does the community contribute to the provision of infrastructures of Secondary Schools in Nasarawa South Senatorial District?

Table4.1: descriptive statistics of mean and standard deviation on community contribution to the development of infrastructures in Secondary Schools.

S/N	ITEMS	SA	A	D	SD	Mean	Std	Decision
1	Government efforts are been augmented by the community by providing infrastructure to school only.	24	10	6	0	3.40	1.70	Above
2	Government efforts are been augmented by the community by providing infrastructure to school only.	20	19	2	4	3.90	1.95	Above
3	The performances of students in schools can only be achieved if community provides structures	13	21	3	1	3.40	1.70	Above
4	The responsibility of supplying light to schools in Nasarawa southern senatorial district is shouldered by host community	14	8	10	8	2.20	1.10	Below
5	The supplies of water to Schools were done only by the community not government	28	0	2	10	2.80	1.40	Above
Cluster Mena Score						**3.14**	**1.57**	**Above**

Average Mean Score 2.50

Source: Field work (2020)

Table4.1 shows the community contribution to the provision of infrastructures in Secondary Schools. A close look at the different level of response and various item statements showed that: item1 has a mean score of 3.40 and 1.70 standard deviation indicating that the item

statement was accepted and agreed by the respondents which implies that the mean score is above the cut-off point of 2.50 indicating that, Government efforts are been augmented by the community by providing infrastructure to schools. Item2 has a mean score of 3.90 with 1.95 standard deviation which revealed that the item mean score is above the cut-off point of 2.50 set aside for decision making therefore, the item statement was accepted and agreed. Item3 has a mean score of 3.40 with 1.70 standard deviation implying that the item statement was accepted and agreed by the respondents of the study area. Item4 has a mean score of 2.2 and standard deviation of 1.10 which revealed that the mean score is below the cut-off point of decision making therefore the item statement was rejected and disagreed by the respondents. Item5 has a mean score above the cut off point for decision making because the item statement mean score is 2.20 showing that, responsibility of supplying light to schools in Nasarawa southern senatorial district is not shouldered by host community. Item5 has mean score that revealed that, supplies of water to schools were done only by the community not government with item statement mean score of 2.80 and standard deviation of 1.40 which is above the cut-off point of 2.50 implying that the item statement was accepted and agreed by the sampled respondents of the study.

The finding of research question1 revealed that the respondents agreed that the community contributes highly to the provision of infrastructures of secondary school schools in Nasarawa State. The cluster mean score is 3.14 with standard deviation of 1.57 which is above the cut-off point of 2.50 mean score for decision making therefore the question was accepted and agreed by the respondents.

Research Question Two: In what ways does community contribute to the financial provision of Secondary Schools in Nasarawa State?

Table 4: **Frequencies and percentage on community contribution to the financial provision of Secondary Schools**

S/N	ITEMS	SA	A	D	SD	Mean	Std	Decision
6	The renovation or rehabilitation of existing structure in the School is the responsibility of government not community	24	10	6	0	3.40	1.70	Above
7	The community that assisted teachers to own houses by giving then land or build teachers quarter is a way of encouraging them to stay in rural areas to work effectively	20	19	0	1	3.90	1.95	Above
8	If funds granted by government are duly retired by the School heads without consent of the community members usually cost problem	13	21	3	3	3.40	1.70	Above
9	If funds granted by government are duly utilized by the school heads without consent of the community members without problem	14	8	10	8	2.20	1.10	Below
10	Planning, implementation, operations and maintenance of School projects are handle by the community	2	0	28	10	0.20	0.10	Below
Cluster Mean Score						**2.62**	**1.31**	**Above**

Table4.2 shows the community contribution to the financial provision of Secondary Schools in Nasarawa South Senatorial District based on item by item statement which revealed the mean score of each item and decision taking. Item6 has a mean score of 3.40 and standard deviation of 1.70 which is above the cut-off point of 2.50 implying that, the renovation or rehabilitation of existing structure in the School is the responsibility of government not community indicating that item statement was accepted and agreed by the respondents. Item7 has a mean score of 3.90 and standard deviation of 1.95 which revealed that the item statement was accepted and agreed by the respondents because the mean score is above 2.50 for decision making. Item8 has a mean score of 3.40 and 1.70 standard deviation. Item9 revealed that, funds granted by government are not duly utilized by the school heads without the consent of the community members. Based on mean score of 2.20 and standard deviation of 1.10 which implies that the item statement was rejected and disagreed. Item10 has a mean score of 0.20 with 0.10 standard deviation which is lower than the cut-off point of 2.50 which indicated that the item statement was rejected and disagreed by the respondents that, planning, implementation, operations and maintenance of School projects are not handle by the community.

A close look at the different level of response and various items statement indicated that the cluster on research question2 has a mean score of measurement with their percentages show that111(30.54%)of the respondents agreed that the community contributes highly to the financial provision of secondary schools by providing funds, incentives and maintenance fees.

Research Question Three: To what extent does community contribute to the social development of Secondary Schools in Nasarawa South Senatorial District?

Table 5: Frequencies and percentage on community contribution to the social development of Secondary Schools

S/N	ITEMS	SA	A	D	SD	Mean	Std	Decision
1	The community that assisted teachers to own houses by giving then land or building	24	10	6	0	3.56	1.78	Above
2	The community usually participates in school activities which has great impact in the general administration	20	19	2	4	2.56	1.28	Above
3	The accommodation of staff and students by the community helps reduced late coming to schools	13	21	3	1	2.28	1.14	Below
4	The community that assisted teachers to own houses by giving then land or build teachers quarter is a way of encouraging them to stay in rural areas to work effectively.	14	8	10	8	3.87	1.93	Above
5	The community engages the school in community meetings and security	28	0	2	10	1.94	0.94	Below

Table 5 shows the community contribution to the social development of Secondary Schools. A close look at the different level of response and various items of measurement with their percentages show that 105(28.9) of the respondents agreed that the community does not contribute to the social development of secondary schools.

Research Question Four: In what ways does community contribute to cultural development of Secondary Schools in Nasarawa South Senatorial District?

Table4.6: Frequencies and percentage on community contribution to cultural development of Secondary Schools in Nasarawa South Senatorial District.

S/N	ITEMS	SA	A	D	SD	Mean	Std	Decision
1	The cultural heritage of the host community does not interfere with the School curriculum	24	10	6	0	3.56	1.78	Above
2	The School enrolment increases if curriculum has cultural bearing of the host community	20	19	2	4	2.56	1.28	Above
3	The values of the community helps the school for the transfer of cultural heritage	13	21	3	1	2.28	1.14	Below
4	The school uses community edifice to shape the behaviours of the school	14	8	10	8	3.87	1.93	Above
5	The school uses the community cultural dance troupe to transmit cultural heritage	28	0	2	10	1.94	0.94	Below

Table 6 shows the community contributions to cultural development of Secondary Schools in Nasarawa State. A close look at the different level of response and various items of measurement with their percentages show that 130(35.76 %) of the respondents agreed that the community contribute to cultural development of Secondary Schools in Nasarawa South Senatorial District.

4.2.1 Testing of Hypotheses

The following hypotheses were tested using the chi-square. The results are presented as follows:

Hypothesis One: Community has no significant contribution to provision of infrastructures in secondary schools in Nasarawa South Senatorial District.

The hypotheses were tested using chi square (X^2) of goodness of fit.

Table4.7: Chi-square Testing the Significant contribution of community to infrastructural development of secondary school

Response	Observed	Expected	df	Level of Sig	χ^2	p. value	
SA	-	-	3	0.05	99.84	.000	Signifiant
A	148	91.3					
U	129	91.3					
D	44	91.3					
SD	44	91.3					

χ^2cal = 99.84 df=3, P=0.05>0.000

Table 7 indicated that the calculated chi-square (χ^2) value is 99.84, at 3 degree of freedom and 0.05 alpha level. Hence P=0.05>0.000, the null hypothesis has been rejected, this means that there is a significance. So the null hypothesis which states that Community has no significant contribution to development of infrastructures in secondary schools in Nasarawa South Senatorial District has been rejected and the conclusion is that community has significant contribution to provision of infrastructures in secondary schools in Nasarawa South Senatorial District.

Hypothesis Two: Significant relationship does not exist between community and financial provision for secondary schools in Nasarawa South Senatorial District.

Table4.8: Chi-square Testing the Significant Relationship between community contributions and Financial Provision of Secondary Schools

Response	Observed Freq.	Expected Freq.	df	Level	χ^2	p.value	Decision
SA	6	73	4	0.05	155.28	.00	Significant
A	151	73					
U	88	73					
D	50	73					
SD	70	73					

χ^2cal = 155.28, df=4, P=0.05>0.000

Table 6 showed the calculated chi-square (x2) value is 155.28 at 4 degree of freedom and 0.05 alpha levels. Hence P=0.05>0.000, the null hypothesis has been rejected this mean that there is a significance. So the null hypothesis which states that significant relationship does not exist between community and financial provision for secondary schools in Nasarawa South Senatorial District was rejected. The study therefore concluded that there is a significant relationship between community contributions and financial provision of secondary schools in Nasarawa South Senatorial District.

Hypothesis Three: There is no significant relationship between community contribution and social development of secondary schools in Nasarawa State.

Table4. 9: Chi-square Testing the Significant Relationship between Community Contribution and Social Development of Secondary Schools in Nasarawa State

Response Frequency	Observed Frequency	Expected	df	Level of Sig	χ^2	p. value	Decision
SA	49	73	3	0.05	184.02	.00	Significant
A	35	73					
U	151	73					
D	116	73					
SD	14	73					

χ^2cal = 184.02, df=3, P=0.05>0.000

From table 9, the calculated chi-square (χ^2) value is 184.02, at 4 degree of freedom and 0.05 level of significance. Hence, P=0.05>0.000, the null hypothesis has been rejected this meant that there is a significance. The null hypothesis is rejected and the study therefore concluded that there is significant relationship between community contribution and social development of secondary schools in Nasarawa South Senatorial District.

Hypothesis Four: Community has no significant relationship with contribution to cultural development of secondary schools in Nasarawa South Senatorial District.

Tabl4.10: Chi-square Testing the Significant Relationship between Community Contribution and Cultural Development of Secondary Schools in Nasarawa South Senatorial District

Response	Observed Freq.	Expected Freq.	df	Level	χ^2	p. value	Decision
SA	-	-	3	0.05	139.55	.000	Significant
A	86	91.3					
U	1	91.3					
D	140	91.3					
SD	138	91.3					

χ^2cal = 139.55, df=3, P=0.05>0.000

From Table 10, the calculated chi-square (χ^2) value is 139.55 at 3 degree of freedom and 0.05 alpha level. Hence, P=0.05>0.000, the null hypothesis has been rejected this meant that there is a significance. This means that there is significant relationship between community contribution and cultural development of secondary schools in Nasarawa South Senatorial District.

4.3 Discussion of Findings

The findings of this study were reported and discussed hypothesis by hypothesis. Findings of hypothesis showed that the community had significant contribution to the provision of infrastructures in secondary schools in Nasarawa South Senatorial District. This finding is in agreement with Okorie, Ememe and Egu (2016) who concluded that communities play important roles by enhancing high academic performance of students through the provision of facilities in schools. A community helps to raise much-needed funds by organizing and managing various fundraisers throughout the year. The money generated by these fundraisers may be used to buy computers, sports or school uniforms, musical instruments for the band, books and other classroom supplies and materials or to bring in cultural events. That most communities make financial contributions by levying their members and donations from philanthropist's members of the community. Maintained that social development depends on the extent to which

community contribute towards secondary school development. The money generated is often used to buy educational materials to promote educational services to the students. Besides,

The finding of hypothesis two also showed that Community had significant contributions to financial profession of secondary schools. This finding is in agreement with Agabi, Okorosaye-Orubite, Ezekiel-hart and Egbezor (2015) outlined very important areas where community had identified itself in the development of the school to include: A community helps to raise much-needed funds by organizing and managing various fundraisers throughout the year. The money generated by these fundraisers may be used to buy computers, sports or school uniforms, musical instruments for the band, books and other classroom supplies and materials or to bring in cultural events. Most communities make financial contributions by levying their members and donations from philanthropists' members of the community. The money generated is often used to buy educational materials to promote educational services to the students.

The finding of hypothesis three there is a significant relationship between community contribution and social development of secondary schools in Nasarawa South Senatorial District.This finding is in agreement with Emenalo (2015) who maintained that social development depends on the extent to which community contribute towards secondary school development. PTA levies are the major strategies Communities use in raising funds for their schools etc. In the light of these, recommendations were made that Communities should not relax in their effort of school development after their initial involvement in setting up the schools. Social events provide an environment which promotes learning. Seasonal festivals and cultural festivals are examples of educational social events; it involves more students and their families in the overall school environment. Social events promote learning by teaching students how to work

together in teams to meet shared goals. These and other roles suggest that community contributes immensely towards effective school management

The finding of hypothesis four revealed that is a significant relationship between community contribution and cultural development of secondary schools in Nasarawa South Senatorial District.The finding is in agreement with Nwiyi (2009) who stressed that communities execute programmes that provide resources, manpower and funds to the schools. In keeping with finding of this study, Kenkwo (2002) also advised that communities should work hard and together to provide educational programmes such as counselling and scholarship for the youths. Collaborating further, Agabi,Okorosaye-Orubite, Ezekiel-hart and Egbezor (2005) outlined very important areas where community had identified itself in the development of the school to include: Donation of land for building the school and funding and accommodations to teachers.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study aimed at assessing community participations to secondary schools development in Nasarawa state. In Nasarawa South Senatorial District, many schools lack the essential infrastructures to enable them operate and function effectively. Majority of our schools both at the urban and rural areas lack portable water, sanitation, electricity among others. The physical state of classroom is deplorable, classroom floors are full of potholes, broken roofs and ceiling in some circumstances, furniture are stolen and classrooms are used indiscriminately for toilets and smoking den by hooligans. Government in ability to procure they require equipment's'/facilities in schools' libraries and laboratories. There is also poor maintenance culture by the government. More so, frequent change of government policy let to poor plan implementation, political instability and non-sustainability of existing projects is another major problems observed by the researcher in the study area. The trained staff/school administrators are seriously inadequate in the study area. Hence, all these and many more resources could not be easily provided by the government, community has to come in to complement government efforts on those areas.

In doing this, four research questions and four hypotheses were formulated to be tested at 0.05 level of significance. Descriptive survey design was employed. A sample size of 365 teachers in secondary schools were used as respondents. The researcher structured a questionnaire titled: community contributions to secondary schools development inventory (CCSSDI). The data was collected by the researcher with the help of research assistants which were coded and analyzed using statistical package for social sciences (SPSS). The research questions were answered using simple percentages while the hypotheses were tested using chi- square at 0.05 level of significance. The major findings of the study were that;

i. Community has significant participation to development of infrastructure in secondary school in Nasarawa South Senatorial District.

ii. Community has significant participation to financial assistance of secondary schools.

iii. Community has significant participations to social development of secondary schools.

iv. Community has a significant contribution to cultural development of secondary schools.

5.2 Conclusion

The focus of this study was to assess community participations to the development of secondary schools in Nasarawa State. Specifically, the study sought to find out the contributions of the community to the infrastructural development of Secondary Schools in Nasarawa State, also to find out the contributions of the community to the financial development of Secondary Schools in Nasarawa South Senatorial District, to find out the contributions of the community on the area of portable water supply, sanitation, electricity and maintenance/supply of some hospital facilities/equipment to the development of secondary schools in Nasarawa South Senatorial District, ascertain the contributions of the community to the cultural development of Secondary Schools in Nasarawa South Senatorial District. Based on the findings of the study, the researcher concluded that the community has significant contributions to the development of secondary education in Nasarawa South Senatorial District of Nasarawa state in terms of infrastructures, finance, culture and social development.

5.3 Recommendations

In view of the research findings, the researcher made the following, recommendations.

i. The government of Nasarawa State should make provisions that will allow synergy between the community and schools for better infrastructural development. This can be done through the promulgation of educational laws, ordinances and guidelines on the areas of infrastructures to be provided by community members.

ii. Educational administrators are to invite and engage the community members in school policies, management and fund-raising ceremonies so as to enable the members of the community to give more assistance. This is possible when the administrators are free from accusation of misapplication of school funds as some community members are reluctant to render financial assistants to schools because of the fear the money being diverted for personal use by school administrators.

iii. School administrators need to be trained by the state government through workshops, conferences and seminars on how they should develop the best strategies required for effective school-community relationship to enable community members participate and contribute meaning to the success of school social events like inter-house sports and graduation party.

iv. School cultural day activities should not be limited to only students, as a result, parents should also be encouraged to participate actively by display their cultural practices during the events so to enable schools understand the cultures of their immediate communities.

5.4. Limitations of the Study

The major limitations which the researcher faced in the process of undertaken this study was in the area of having easy access to the respondents as some schools were not willing to grant the researcher the permission to administer the instrument to the respondents, even after the granting the permission, some sample teachers requested for money before they should complete the questionnaire, the inability of the researcher to meet up with their request prompted some of them to respond to rendered the questionnaires in an irrational manner as some questionnaires were rendered invalid. However, the numbers of the invalid questionnaires were insignificant to affect the validity and reliability of the findings of the study.

5.5 Suggestions for Further Research

The following suggestions have been made for future research;

i. Contributions of Non-governmental organization to the development of secondary education in Nasarawa South Senatorial District.

ii. Perceived impact of community towards the procurement of school plant.

iii. This study should be replicated in other states in Nigeria.

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INSTRUMENT

Community contributions to secondary education inventory (CCSEI)

Instruction: Please indicate by ticking (√) in the appropriate column of your choice.

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

S/NO	ITEM	SA	A	D	SD
A	INFRASTRUCTURAL DEVELOPMENT				
1	Government efforts are been augmented by the community by providing infrastructure to school only.				
2	The renovation of dilapidated structures by the community retains students in the School.				
3	The performances of students in schools can only be achieved if community provides structures.				
4	The responsibility of supplying light to school's in Nassarawa southern senatorial district is shouldered by host community.				
5	The supplies of water to Schools were done only by the community not government.				
B	FINANCIAL DEVELOPMENT				
6	The renovation/rehabilitation of existing structure in the School is the responsibility of government not community.				
7	The community that assisted teachers to own houses by giving them land or build teachers quarter is a way of encouraging them to stay in rural areas to work effectively.				
8	If funds granted by government are duly retired by the School heads without consent of the community members usually cost problem.				
9	If funds granted by government are duly retired by the School heads without consent of the community members usually cost problem				
10	Planning, implementation, operations and maintenance of School projects are handle by the community.				
C	SOCIAL DEVELOPMENT				
11	The community that assisted teachers to own houses by giving them land or build teachers quarter is a way of encouraging them to stay in rural areas to work effectively.				
12	The community usually participates in school activities which has great impact in the general administration				
13	The accommodation of staff and students by the community helps reduced late coming to schools				
14	The community that assisted teachers to own houses by giving them land or build teachers quarter is a way of encouraging them to stay in rural areas to work effectively.				
15	The community engages the school in community meetings and security				
D	CULTURAL DEVELOPMENT				
16	The cultural heritage of the host community does not interfere with the School curriculum				
17	The School enrolment increases if curriculum has cultural bearing of the host community				
18	The values of the community helps the school for the transfer of cultural heritage				
19	The school uses community edifice to shape the behaviours of the school				
20	The school uses the community cultural dance troupe to transmit cultural heritage to students				

Frequency Table

Government efforts are been augmented by the community by providing infrastructure to school only.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	49	13.4	13.4	13.4
	D	116	31.8	31.8	45.2
	UD	118	32.3	32.3	77.5
	A	69	18.9	18.9	96.4
	SA	13	3.6	3.6	100.0
	Total	365	100.0	100.0	

The renovation of dilapidated structures by the community retains students in the School.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	36	9.9	9.9	9.9
	D	86	23.6	23.6	33.4
	UD	154	42.2	42.2	75.6
	A	84	23.0	23.0	98.6
	SA	5	1.4	1.4	100.0
	Total	365	100.0	100.0	

The performances of students in schools can only be achieved if community provides structures.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	51	14.0	14.0	14.0
	D	137	37.5	37.5	51.5
	UD	87	23.8	23.8	75.3
	A	86	23.6	23.6	98.9
	SA	4	1.1	1.1	100.0
	Total	365	100.0	100.0	

The responsibility of supplying light to schools in Nasarawa southern senatorial district is shouldered by host community.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	36	9.9	9.9	9.9
	D	98	26.8	26.8	36.7
	UD	152	41.6	41.6	78.4
	A	72	19.7	19.7	98.1
	SA	7	1.9	1.9	100.0
	Total	365	100.0	100.0	

The supplies of water to Schools were done only by the community not government.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	102	27.9	27.9	27.9
	D	67	18.4	18.4	46.3
	UD	87	23.8	23.8	70.1
	A	103	28.2	28.2	98.4
	SA	6	1.6	1.6	100.0
	Total	365	100.0	100.0	

FINANCIAL DEVELOPMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	70	19.2	19.2	19.2
	D	50	13.7	13.7	32.9
	UD	88	24.1	24.1	57.0
	A	151	41.4	41.4	98.4
	SA	6	1.6	1.6	100.0
	Total	365	100.0	100.0	

The renovation/rehabilitation of existing structure in the School is the responsibility of government not community.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	49	13.4	13.4	13.4
	D	119	32.6	32.6	46.0
	UD	69	18.9	18.9	64.9
	A	120	32.9	32.9	97.8
	SA	8	2.2	2.2	100.0
	Total	365	100.0	100.0	

The community that assisted teachers to own houses by giving then land or build teachers quarter is a way of encouraging them to stay in rural areas to work effectively.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	50	13.7	13.7	13.7
	D	47	12.9	12.9	26.6
	UD	119	32.6	32.6	59.2
	A	135	37.0	37.0	96.2
	SA	14	3.8	3.8	100.0
	Total	365	100.0	100.0	

If funds granted by government are duly retired by the School heads without consent of the community members usually cost problem.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	137	37.5	37.5	37.5
	D	136	37.3	37.3	74.8
	UD	35	9.6	9.6	84.4
	A	48	13.2	13.2	97.5
	SA	9	2.5	2.5	100.0
	Total	365	100.0	100.0	

If funds granted by government are duly retired by the School heads without consent of the community members usually cost problem

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	98	26.8	26.8	26.8
	D	34	9.3	9.3	36.2
	UD	87	23.8	23.8	60.0
	A	136	37.3	37.3	97.3
	SA	10	2.7	2.7	100.0
	Total	365	100.0	100.0	

Planning, implementation, operations and maintenance of School projects are handle by the community.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	49	13.4	13.4	13.4
	D	48	13.2	13.2	26.6
	UD	135	37.0	37.0	63.6
	A	118	32.3	32.3	95.9
	SA	15	4.1	4.1	100.0
	Total	365	100.0	100.0	

SOCIAL DEVELOPMENT

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	SD	49	13.4	13.4	13.4
	D	35	9.6	9.6	23.0
	UD	151	41.4	41.4	64.4
	A	116	31.8	31.8	96.2
	SA	14	3.8	3.8	100.0
	Total	365	100.0	100.0	

The community that assisted teachers to own houses by giving then land or build teachers quarter is a way of encouraging them to stay in rural areas to work effectively.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	36	9.9	9.9	9.9
	D	154	42.2	42.2	52.1
	UD	85	23.3	23.3	75.3
	A	85	23.3	23.3	98.6
	SA	5	1.4	1.4	100.0
	Total	365	100.0	100.0	

The community usually participates in school activities which has great impact in the general administration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	69	18.9	18.9	18.9
	D	104	28.5	28.5	47.4
	UD	84	23.0	23.0	70.4
	A	95	26.0	26.0	96.4
	SA	13	3.6	3.6	100.0
	Total	365	100.0	100.0	

The accommodation of staff and students by the community helps reduced late coming to schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	49	13.4	13.4	13.4
	D	34	9.3	9.3	22.7
	UD	120	32.9	32.9	55.6
	A	149	40.8	40.8	96.4
	SA	12	3.3	3.3	99.7
	55.00	1	.3	.3	100.0
	Total	365	100.0	100.0	

The community that assisted teachers to own houses by giving then land or build teachers quarter is a way of encouraging them to stay in rural areas to work effectively.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	105	28.8	28.8	28.8
	D	122	33.4	33.4	62.2
	UD	87	23.8	23.8	86.0
	A	51	14.0	14.0	100.0
	Total	365	100.0	100.0	

The community engages the school in community meetings and security

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	49	13.4	13.4	13.4
	D	48	13.2	13.2	26.6
	UD	152	41.6	41.6	68.2
	A	99	27.1	27.1	95.3
	SA	17	4.7	4.7	100.0
	Total	365	100.0	100.0	

CULTURAL DEVELOPMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	138	37.8	37.8	37.8
	D	140	38.4	38.4	76.2
	UD	1	.3	.3	76.4
	A	86	23.6	23.6	100.0
	Total	365	100.0	100.0	

The cultural heritage of the host community does not interfere with the School curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	51	14.0	14.0	14.0
	D	35	9.6	9.6	23.6
	UD	157	43.0	43.0	66.6
	A	122	33.4	33.4	100.0
	Total	365	100.0	100.0	

The School enrolment increases if curriculum has cultural bearing of the host community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	51	14.0	14.0	14.0
	D	122	33.4	33.4	47.4
	UD	140	38.4	38.4	85.8
	A	52	14.2	14.2	100.0
	Total	365	100.0	100.0	

The values of the community helps the school for the transfer of cultural heritage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	50	13.7	13.7	13.7
	D	31	8.5	8.5	22.2
	UD	119	32.6	32.6	54.8
	A	150	41.1	41.1	95.9
	SA	15	4.1	4.1	100.0
	Total	365	100.0	100.0	

The school uses community edifice to shape the behaviours of the school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	103	28.2	28.2	28.2
	D	120	32.9	32.9	61.1
	UD	86	23.6	23.6	84.7
	A	48	13.2	13.2	97.8
	SA	8	2.2	2.2	100.0
	Total	365	100.0	100.0	

The school uses the community cultural dance troupe to transmit cultural heritage to students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	48	13.2	13.2	13.2
	D	49	13.4	13.4	26.6
	UD	151	41.4	41.4	67.9
	A	104	28.5	28.5	96.4
	SA	13	3.6	3.6	100.0
	Total	365	100.0	100.0	

NPAR TESTS

/CHISQUARE=VAR00026

/EXPECTED=EQUAL

/MISSING ANALYSIS.

NPar Tests

Chi-Square Test

Frequencies

FINANCIAL DEVELOPMENT

	Observed N	Expected N	Residual
SD	70	73.0	-3.0
D	50	73.0	-23.0
UD	88	73.0	15.0
A	151	73.0	78.0
SA	6	73.0	-67.0
Total	365		

Test Statistics

	FINANCIAL DEVELOPMENT
Chi-Square	155.288[a]
Df	4
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 73.0.

NPAR TESTS

/CHISQUARE=VAR00032

/EXPECTED=EQUAL

/MISSING ANALYSIS.

NPar Tests

Chi-Square Test

Frequencies

SOCIAL DEVELOPMENT

	Observed N	Expected N	Residual
SD	49	73.0	-24.0
D	35	73.0	-38.0
UD	151	73.0	78.0
A	116	73.0	43.0
SA	14	73.0	-59.0
Total	365		

Test Statistics

	SOCIAL DEVELOPMENT
Chi-Square	184.027[a]
df	4
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 73.0.

NPAR TESTS

/CHISQUARE=VAR00038

/EXPECTED=EQUAL

/MISSING ANALYSIS.

NPar Tests

Chi-Square Test

Frequencies

CULTURAL DEVELOPMENT

	Observed N	Expected N	Residual
SD	138	91.3	46.8
D	140	91.3	48.8
UD	1	91.3	-90.3
A	86	91.3	-5.3
Total	365		

Test Statistics

	CULTURAL DEVELOPMENT
Chi-Square	139.559[a]
df	3
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 91.3.

NPAR TESTS

/CHISQUARE=VAR00007

/EXPECTED=EQUAL

/MISSING ANALYSIS.

NPar Tests

Chi-Square Test

Frequencies

INFRASTRUCTURAL DEVELOPMENT

	Observed N	Expected N	Residual
1.00	44	91.3	-47.3
2.00	44	91.3	-47.3
3.00	129	91.3	37.8
4.00	148	91.3	56.8
Total	365		

Test Statistics

	INFRASTRUCTURAL DEVELOPMENT
Chi-Square	99.844[a]
Df	3
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 91.3.