

IMPACT OF COMMUNITY PARTICIPATION IN CURRICULUM IMPLEMENTATION IN SECONDARY SCHOOLS IN AFIKPO EDUCATION ZONE, EBONYI STATE, NIGERIA

Agodo, Theresa Chinma

Department of Educational Foundations
University of Nigeria Nsukka

Abstract

The study examined the Impact of Community Participation in Curriculum Implementation in Secondary Schools in Afikpo Education Zone, Ebonyi State, Nigeria. The purpose of the study was to determine how community participation in provision of fund and instructional material has impact on effective curriculum implementation in secondary schools. Two research questions guided the study. The design adopted for the study was a descriptive survey research design. The population of the study consisted of 95 principals and 2100 teachers in public secondary schools in Afikpo Education Zone, Ebonyi State, making a total of 2195 respondents. The sample size for the study was 220 respondents, determined using Nwanna (1981) sample size computation formula which recommends 10% of the population when the population is in thousands. Therefore, 10 principals and 210 teachers were selected using stratified random sampling technique. A researcher's structured questionnaire was used as the instrument for data collection. Mean and standard deviation were used to answer the research question. The study revealed that community participation in funding and provision of instructional facilities played a significant role in improving curriculum implementation in secondary schools in Afikpo Education Zone, Ebonyi State. The study concluded that active community participation in funding and provision of instructional facilities is essential for effective curriculum implementation in secondary schools in Afikpo Education Zone, Ebonyi State. Based on the findings and conclusion of the study, the study recommended among others that community should actively participate in school funding by providing financial support for curriculum implementation.

Keyword: Community, participation, curriculum, implementation, secondary, education

Introduction

There have been multiplicities of challenges that have befallen secondary schools in Afikpo Education Zone ranging from poor school environment, poor family climate, poor school facilities, unmotivated teachers, inadequate provision of educational resources, poor funding, conflict and insecurity. These problems appear to have impact on curriculum implementation in secondary schools in Afikpo Education Zone. According to Igwe (2015) secondary school is a critical part of educational system. Secondary education is critical to the education of a child, being the bridge between primary and tertiary education. Secondary education in Nigeria, Afikpo Education Zone inclusive is designed and expected to play a pivotal role in Nigeria's development, provides a foundation for the effective pursuit of higher education, equip learners at this level with essential basic skills for the nation's workforce and foster critical thinking and problem-solving abilities. Federal Government of Nigeria (2014) in her national policy on education described secondary education as the kind of education given to children after primary education which leads them to tertiary level. Secondary education is that level of education which

children receive after primary education and before the tertiary level. Secondary school level is therefore the bridge between the primary and tertiary level (Abdulkareem, 2014).

The objectives of secondary education cannot be overemphasized. FRN, (2014) stated the objectives of secondary education as follows: Provide the child with diverse basic knowledge and skills for entrepreneurship and educational advancement; develop patriotic young people equipped to contribute to social development and the performance of their civic responsibilities; inculcate values and raise morally upright individuals capable of independent thinking, and who appreciates the dignity of labour; inspire national consciousness and harmonious co-existence irrespective of differences in endowment, religion, ethnic and socio-economic background; offer diversified curriculum to cater for the differences in talents; disposition, opportunities and future roles; provide trained manpower in the applied science, technology and commerce at sub-professional grades; provide entrepreneurial, technical and vocational job specific skills for self-reliance, and for agricultural, industrial, commercial and economic development; foster patriotism, national unity and security education with an emphasis on the common ties in spite of our diversity; and raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour. The success of the above objectives no doubt depends on the curriculum.

Curriculum can be viewed as a plan for learning, which guides teachers to give students worthwhile experiences in the school. Lunenburg and Ornstein (2012) defined curriculum as a plan for action or a written document, which includes strategies for achieving desired goals. Okoro (2013) described curriculum as the means by which school organisations seek to translate the hopes of the society into a concrete reality. Curriculum is the total planned learning experience designed to develop the knowledge, skills, values, and attitudes of students. Fasae and Adeosun (2021) suggested that there is need for educational planners to ensure that the general course contents of the curriculum are structured to provide learners with functional knowledge for productive life and for contributing to national development. Kpee et al. (2012) posited that the curriculum of our dream should develop students to be abreast of economic, social, political, cultural and technological needs of the world as a whole and Nigeria in particular.

Indeed, curriculum should address local realities. According to NERDC (2008) curriculum has been designed to inculcate true and balanced values in the young Nigerian at an age when his or her mental and moral development are at a formative stage, with a view that the inner stability so obtained and guiding principles so learned will help him or her stand in midst of the crosscurrents of ideas and rapid social change which are features of our age. Qasim (2016) observed that curriculum is tailored at developing in a person the following basic social qualities: Respect for law and order, respect for the customs and traditions, recognition of one's right, duties and obligations, recognition of what it takes to earn one's livelihood in an honest way and, recognition of what it takes to be emotionally and mentally sound. These objectives can only be effective where there is effective curriculum implementation. Onyeachu (2018) observed that no matter how well a curriculum of any subject is planned, designed and documented, implementation is important.

Curriculum implementation is a very important aspect of curriculum process. Curriculum implementation is the process of carrying out organized prescribed courses of study, syllabuses, and subjects in the schools. Curriculum implementation is conceptualized by Ogunode and Akimki(2023) as the physical and virtual execution of an

organized and planned learning program in educational institutions. Curriculum implementation involves lecture planning, lecture presentation and teaching, lecture note preparation, assessment via examination, organization of instructional resources for lectures, marking of examination, preparation of report cards etc. (Isife & Nneka, 2016). According to Ivowi (2014), curriculum implementation makes teachers prepare lesson notes, use reinforcement and motivational strategies, classroom control and creation of friendly relationship, application of theories and principles of learning, effective use of evaluation techniques and adequate consideration of learner's cognitive styles. This facilitates the resolution of instructional challenges as well as the achievement of overall goals of education, which is the vision of the 21st century (Okoro, 2010).

There seem to be problems in the implementation of their vital educational blueprint. Many laudable goals of the curriculum have failed to pass the planning stage of the curriculum due to faulty implementation (Okoh, 2019). Well-conceived curriculum ideas have remained virtual inert and dysfunctional. There are many factors affecting the smooth implementation of the curriculum in the school system. Some of these factors include; insecurities, poor supervision, poor funding, inadequate teachers and instructional resources, shortage of facilities and corruption. In Nigeria specifically and Afikpo Zone in particular, curriculum implementation faces multiple obstacles, including inadequate funding, poor learning conditions, lack of adequate time to cover the curriculum, and increased workload due to classroom overpopulation (Olawunmi, 2024). Ohiare-Udebu, Jacob and Sarafadeen (2021) listed the following as the problems facing effective curriculum implementation: inadequate funding; shortage of curriculum experts; inadequate teaching and learning materials; brain-drain; inadequate infrastructural facilities.

In reference to these problems, scholars have opinionated over the issues. According to Abdulkadir and Ahmad (2024), these challenges are magnified exponentially in conflict-affected areas where security concerns force extended school closures, creating a compounding effect on educational quality. Igu (2015) observed that facilities are not adequately provided and in most secondary schools in Nigeria are commonly found dilapidated buildings, leaking roofs, broken chairs and tables for students and teachers to use. In most of them, there are no conventional laboratories but improvised classrooms used as laboratory. Nwachukwu (2015) pointed out that the public sector of senior secondary school level has witnessed great decay in terms of facilities. For him, most schools are a caricature of what schools should be in a modern state because of collapsing buildings, leaking roofs, unkempt surroundings, lack of public toilets, and disdain for aesthetics. Fasinro (2024) opined that Limited funding, lack of infrastructure, and insufficient teaching materials significantly affect the implementation of the curriculum. Budget constraints and access to teaching materials minimize the quality of education (Haque & David, 2022). To ameliorate these challenges, community participation comes to mind.

The concept of community participation is gaining popularity in recent time. Shilpi (2017) averred that community participation has a powerful influence on children's achievement in schools. Community participation has become a central value in many sectors including health, education, environment, international rural development and urban renewal (Ewelenu & Mbara 2016). According to Baiz, (2013), Community participation is the active involvement of parents, families and local communities in the planning, designing, coordinating, executing, supervising, monitoring and evaluation of programmes or projects for better education delivery. Community participation is

imperative for any policy designed to improve educational performance in a country. Community participation is the active, voluntary, and continuous involvement of stakeholders outside the former school system such as parents, town unions, traditional rulers, religious leaders, artisans, alumni, NGOs, and local businesses in Afikpo Education zone. Community participation is one of the five key elements common to school effectiveness models, the others being learning, teaching, responsiveness to children's needs and management (Stephen, 2015). Community participation can be achieved through integrating the schools activities into those of the community within which the school is located; providing the necessary financial support to the school for school development projects such as construction and or renovation of classrooms; provision of instructional facilities, laboratories, libraries among others; provision of school facilities such as plants, equipment, buildings, furniture such as table, chairs and other infrastructural facilities to enhance effective implementation of the curriculum; maintenance of discipline amongst students; maintaining a conducive teaching/learning environment to raise academic standards in the schools and participation in management of the school (Mohammed et. al, 2015).

Community participation in school will have little or no impact if the curriculum is not implemented. Sumarsono et al (2015) revealed that the joint responsibility between parents, community, and schools in improving the quality of education should not be ignored. Kimaro and Machumu (2015) suggested that there is an existence of a positive and significant relationship between parental involvement in the school activities of their children and academic achievement. Federal Republic of Nigeria (2023) established that community participation contributes immensely to improving school infrastructure and maintenance to enhance access, equity, and retention of learners, particularly girls, in schools, as well as the Provision of direct funding to schools to support the realization of school development plans. According to Kwashabawa (2020), community participation in education occurs when a community organizes itself and takes full responsibility for managing its school problems.

Statement of the Problem

The implementation of stated curriculum in schools remains the core of every education sector. Unfortunately, in Afikpo Education Zone, there appears to be problems that hinder the implementation of curriculum in secondary schools. For instance, most of the facilities are not available in the right quantities in many secondary schools in Afikpo Education Zone and this is affecting the implementation of the curriculum as a programme. There is lack of manpower planning, wherein institutions neglect to anticipate and address the demand for qualified educators. The absence of these experts in curriculum implementation studies contributes to a decline in the level of expertise and may result in suboptimal curriculum design, implementation, and evaluation processes. Most secondary schools in the zone do not have adequate instructional materials for the implementation of curriculum. Teaching and learning are done in the most unconducive environment, the libraries have outdated books, new journals and publications cannot be acquired because there is no subsidy, and the laboratories are a mockery of what they ought to be. These problems necessitated the need to examine the impact of Community Participation on Secondary Schools curriculum implementation in Afikpo Education Zone, Ebonyi State Nigeria.

Purpose of the study

The purpose of this study was to examine the impact of Community Participation on Secondary Schools curriculum implementation in Afikpo Education Zone, Ebonyi State Nigeria. Specifically, the study sought to:

1. The impact of Community Participation in provision of fund for curriculum implementation in secondary schools
2. The impact of Community Participation in provision of instructional facilities for curriculum implementation in secondary schools.

Research Questions

The following research questions guided the study:

1. What is the impact of Community Participation in provision of fund for curriculum implementation in secondary schools?
2. What is the impact of Community Participation in provision of instructional facilities for curriculum implementation in secondary schools?

Methods

The study examined the impact of community participation on secondary schools curriculum implementation in Afikpo Education Zone, Ebonyi State Nigeria. The purpose of the study was to determine how community participation in provision of fund and instructional material has impacted on effective curriculum implementation in secondary schools. Two research questions guided the study. The design adopted for the study was a descriptive survey research design. The population of the study consisted of 95 principals and 2100 teachers in public secondary schools in Afikpo Education Zone, Ebonyi State, making a total of 2195 respondents. The sample size for the study is 220 respondents, determined using Nwanna (1981) sample size computation formula which recommends 10% of the population when the population is in thousands. Therefore, 10 principals and 210 teachers were selected using stratified random sampling technique. A researcher's structured questionnaire was used as the instrument for data collection. This questionnaire consisted of items specifically designed to capture the variables under study. The structured questionnaire items were designed in such a manner that responses to them were coded using Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with values 4, 3, 2 and 1 respectively. The instrument was face validated by experts, two from Educational Administration and Planning Unit in the Department of Educational Foundations, one from the Department of Science Education, all from the Faculty of Education, University of Nigeria, Nsukka. The reliability tests were measured using internal consistency through cronbach Alpha technique, yielded reliability indices of 0.84. in analyzing the data, Mean and standard deviation were used to answer the research question.

Results

Research Question one: What is the impact of Community Participation in provision of fund for curriculum implementation in secondary schools?

Table1: Mean and Standard Deviation on responses on the impact of Community Participation in provision of fund for curriculum implementation in secondary schools

S/N	Item Statement	Mean	SD	Decision
1	Community participation enhances teacher motivation.	3.13	1.72	Agree
2	Parents contribute financially to support curriculum	3.38	1.66	Agree

	activities.			
3	Community funding enhances the availability of teaching resources.	3.06	1.74	Agree
4	Community contributions reduce the financial burden on students.	3.19	1.70	Agree
5	Community funding prioritizes critical curriculum needs.	3.44	1.64	Agree
6	Community participation improves accountability in the use of funds.	3.38	1.66	Agree
7	Funding from community members improves school infrastructure needed for curriculum implementation.	3.25	1.69	Agree
8	Community participation in funding helps in organizing workshops and seminars for teachers.	3.21	0.46	Agree
9	Community financial support helps in organizing educational programmes and activities.	3.30	0.43	Agree
10	Financial support from the community improves the quality of teaching and learning in secondary schools.	3.41	0.45	Agree
Cluster Mean		3.28	0.81	Agree

Data in table 1 above revealed the mean ratings and standard deviation of responses on the impact of Community Participation in provision of fund for curriculum implementation in secondary schools. The responses mean values range from 3.06 to 3.44 with standard deviation of 0.43 to 1.72 indicating Agree responses from the respondents. With the cluster mean of 3.28 and standard deviation of 0.81, the respondent agree that community participation in provision of fund has positive impact on curriculum implementation.

Research Question Two:What is the impact of Community Participation in provision of instructional facilities for curriculum implementation in secondary schools?

S/N	Item Statement	Mean	SD	Decision
1	Community assists in providing classroom furniture for effective teaching and learning.	3.36	0.54	Agree
2	Community participation helps in providing laboratory equipment in schools.	2.85	0.58	Agree
3	The community supports the provision of library facilities.	3.53	0.49	Strongly Agree
4	Community participation helps in providing ICT facilities in schools.	3.16	0.36	Agree
5	Community contributes to the provision of teaching aids.	3.75	0.58	Strongly Agree
6	Community members support the construction of classrooms.	3.50	0.50	Strongly Agree
7	Community provides instructional materials for effective curriculum implementation.	3.68	0.60	Strongly Agree
8	Community participation provides adequate classrooms for teaching.	2.99	0.96	Agree
9	Community participation ensures the maintenance of school facilities.	3.51	0.56	Strongly Agree
10	Community members monitor the use of school facilities.	3.64	0.52	Strongly Agree

Cluster Mean 3.40 0.85 Agree

Table 2 shows the mean ratings of principals and teachers on the impact of Community Participation in provision of instructional facilities for curriculum implementation in secondary schools. The mean values range from 2.85 to 3.64 which are above 2.50 bench mark for accepting a variable. With the standard deviation of 0.36 to 0.96 and cluster mean of 3.40 and 0.85 standard deviation respectively, the responses indicate that the respondents agree that Community Participation in provision of instructional facilities for curriculum implementation in secondary schools has positive impact.

Discussion of the Findings

The findings revealed that Community participation enhances teacher Motivation; contribute financially to support curriculum activities enhances availability of teaching resources; reduce financial burden on students prioritizes critical curriculum needs; improves accountability in fund use improves school infrastructure needed for curriculum implementation; helps in organizing workshops and seminars for teachers; helps in organizing educational programs and activities and improves the quality of teaching and learning in secondary school. The finding is in line with Federal Republic of Nigeria (2023) which stated that community participation contributes immensely to improving school infrastructure and maintenance to enhance access, equity, and retention of learners, particularly girls, in schools, as well as the Provision of direct funding to schools to support the realization of school development plans. It also supported Shilpi (2017) who averred that community participation has a powerful influence on children's achievement in schools.

On the impact of community participation in provision of instructional facilities for curriculum implementation in secondary schools, the finding revealed that community participation assists in providing classroom furniture for effective teaching and learning; helps in providing laboratory equipment in schools; supports the provision of library facilities; helps in providing ICT facilities in schools; contributes to the provision of teaching aids; support the construction of classrooms; provides instructional materials for effective curriculum implementation; provides adequate classrooms for teaching; ensures maintenance of school facilities and monitor use of facilities. This aligns with Sumarsono et al (2016) which revealed that the joint responsibility between parents, community, and schools in improving the quality of education should not be ignored. The finding also aligns with Kimaro and Machumu (2015) who suggest that there is an existence of a positive and significant relationship between parental involvement in the school activities of their children and academic achievement.

Conclusion

In conclusion, community participation in both funding and provision of instructional facilities significantly improve curriculum implementation in secondary schools. Schools that receive adequate community funding tend to implement the curriculum more effectively because financial constraints are reduced and teachers are better supported in delivering instructional content. Community participation in provision of instructional facilities has a strong impact on curriculum implementation. Adequate instructional facilities enhance teaching effectiveness, improve students' understanding of subjects, encourage practical learning, and ensure that curriculum objectives are properly achieved.

Recommendation

Based on the findings of the study, the following recommendations were made:

1. School administrators should strengthen collaboration with the community by organizing regular meetings with parents and community leaders to encourage financial support for effective curriculum implementation.
2. Communities should assist in providing instructional facilities such as classrooms, laboratories, libraries and other instructional materials to improve teaching and learning.
3. Community awareness programs should be organized to educate community members on the importance of their participation in funding and provision of instructional facilities in secondary schools.

REFERENCES

- Abdulkareem, A. Y. (2014). *Parents teachers' association and quality assurance in the management of Kwara State Secondary Schools, Nigeria*. Ilorin: University Press Ilorin, Retrieved from <http://www.unilorin.edu.ng/publications/abdulkareemay/parents>
- Baiz, M. K (2013). Parent involvement in education: Possibilities and limitations. *The School Community Journal*, 6(1):Spring/Summer.
- Fasae, B. K. & Adeosun, O. A. (2021). Restructuring the business/accounting education curriculum for sustainable development: Instilling entrepreneurial consciousness into students in tertiary institutions. *International Journal of Humanities, Social Sciences and Education*, 8(9), 1-10.
- Federal Republic of Nigeria (2023). *National school-based management policy (NSBMP)*. Federal Ministry of Education.
- Federal Republic of Nigeria (FRN) (2014). *National policy on education* (4th edition.) Lagos:
- Garba, M. (2014). The critical role of educational resources on curriculum implementation in A.O.K. Noah, D.O. Shonibare, A.A. Ojo, & T. Olujuwon (ed.). *Curriculum implementation and professionalizing teaching in Nigeria*. Lagos: Central Educational Services.
- Igwe, I.O. (2015). Secondary Education Chemistry Curriculum Implementation in Nigeria: Contending issues and innovative approaches for The Future. *IJSAR-Journal of Life and Applied Sciences*, 3(1), 24-33.
- Isife, C. T. O., & Nneka, V. (2016). Curriculum implementation and culture in tertiary institutions as a tool for sustainable development. *International Journal of Social Science*, 19, 20-25.
- Ivowi, U. M. (2014). Curriculum implementation: Implication for school administration. In A. O. K. Noah, D. O. Shonibare, A. A. Ojo, & T. Olujuwon (Eds.). *Curriculum implementation and professionalizing teaching in Nigeria*. Untral educational services. Scientific research publishing. <https://www.scrip.org>
- Kimaro, A. R. & Machumu, H.J. (2015). Impacts of Parental Involvement in School Activities on Academic Achievement of Primary School Children. *International Journal of Education and Research*, 3(8) 1-10.
- Kpee, G. G., Oluwuo, S. O., & Baridam, D. M. (2012). Academic renewal and relevance in South-South Nigerian universities: Curriculum prospects and challenges. *Global Voice of Educators*, 1(1), 1-9.

- Kwashabawa, B. B. (2020). Advocacy Strategy and Community Participation in Basic Schools in North-West Zone, Nigeria. *International Journal of Educational Research and Policy Making*, 3(1), 413-421. <https://doi.org/10.13140/ijerpm.03.01.413> NERDC Press.
- Lunenburg, F. C., & Oenstein, A. C. (2012). *Educational administration* (6th ed.). Wadsworth Cengage Learning.
- Muhammed A, Elijah O, Florence O, Linus M.(2015). Community participation ownership: ActionAid Kenya experiences. Paper presented at the International ACCESS Workshop, Addis Ababa, Ethiopia;
- Ogunode, N. J., & Akimki, I. M. (2023). Addressing challenges facing educational institutions (parastatals, boards and commissions) for sustainable educational administration in Nigeria. *Journal on Modern Research Methodologies*, 2(1), 1-13.
- Okebukola, P.A.O. (2020). Curriculum implementation in Nigeria: Strategies for curriculum delivery. *Journal of the Nigerian Council of Educational Psychologists. Nigeria*, 2(1) 86 – 92.
- Okoro, J. (2013). Ideal quality of university business education curriculum required for successful graduates' employment as perceived by lecturers. *Journal of Education and Practice*, 4(15), 114-118
- Onyeachu, E. (2018). Teachers Characteristics and School Curriculum Implementation in Nigeria Secondary Schools: A Theoretical Review. *Journal of the Nigerian Academy of Education. Nigeria jonahed* (1), 118-120
- Qasim M. I. (2016). Islamic studies teaching in the 21st century: Problems and prospects. National conference on teacher education for the 21st Century. ABU Zaria.
- Shilpi A. (2017). *Community participation in secondary education. Model Districts Education Project*, Columbia Global Centers | South Asia (Mumbai), Earth Institute, Columbia University. Express Towers, 11th Floor, Nariman Point, Mumbai 400021;
- Stephen, M.M (2014). Investigating community participation in the development of secondary education in Tanzania: The case of Ilala Municipal Council. [Unpublished thesis]. Mzumbe University, Dar es Salaam Campus College;
- Sumarsono, R. B., Imron, A., Wiyono, B. B., & Arifin, I. (2016). Parent's participation in improving the quality of elementary school in the Malang of City, East Java, Indonesia. *International Education Studies*, 9(10) 10-20