

**USMANU DANFODIYO UNIVERSITY, SOKOTO
(POSTGRADUATE SCHOOL)**

**COMMUNITY CONTRIBUTIONS TOWARDS THE DEVELOPMENT
OF PRIMARY EDUCATION-IN BOUZA LOCAL GOVERNMENT OF
TAHOUA REGION. NIGER REPUBLIC**

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BY

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CERTIFICATION

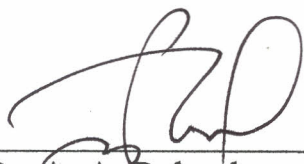
This dissertation by Nassirou Salami (05211408016) has met the requirements for the award of the degree of Master of Education (Admin and Planning) of the Usmanu Danfodiyo University, Sokoto and is approved for its contribution to knowledge.



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DEDICATION

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ABSTRACT

The main purpose of this study was to find out the community contributions to primary education with specific reference to Bouza Local Government Area. With an attempt to address the problem of community contributions in the development of primary schools in Bouza local Government the study employed sample survey research design. It was on this basis that 140 schools were drawn from the 231 schools existing in Bouza local Government. The instrument, the questionnaire was used and was validated and verified. Six research questions were defined and answered. The results were discussed and analysed based on the data collected from the respondents. The information was analyzed using simple frequencies and percentages. It was found that, the lack of awareness of parents, their socio-cultural beliefs have great influences in the contributions to their children education. Meanwhile the community has contributed in some few ways providing schools with some instructional materials, equipment etc. Therefore the researcher recommended that the Government should launch a large campaign of parents sensitization to join their effort both the parents and the government to obtain the goals of education particularly in Bouza local government and in Niger republic in general.

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DEFINITION OF TERMS

FRENCH	ENGLISH
Activite Generatrice de Revenu	Commercial Activity
Association des parents d'eleves	Students Parents' Association
Conseil National de :'Education	National Committee in charge of Education
Conseil Regional de L'Education	Regional Committee in Charge of Education
Conseil sous-Regional de L'Education	Local Govt committee in chare of Education
Comite de gestion des Etablissement scolaires	Comitt. in charge of Edu. in each village
Loi d'orientation du systeme educatif. Nigerien	New Educational System orientation
Ministere del'Enseignement de Base et d'Alphabetisation	Basic Ministry of Education
Organization Nigerienne des Educateurs Novateurs	New Nigerien Educators organization
Soutien pour l'education	Help for Basic Education

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education in every society plays an important role in the development of individual personality. It is a means through which an individual, male or female becomes a useful member of the society in which he or she lives. It is also through that an individual develops the whole personality: physically, spiritually, mentally, socially, emotionally, morally and otherwise. Furthermore, Abdurahman (1997:37) observed that “at the heart of the development of any nation is the level of literacy of its citizens”. This illustrates the adoption of the universal declaration of human rights to education by the United Nations Organisations (UNO) in 1950 which asserted that everyone has a right to education. Moreover, a World Conference on Education For all was held in Jomtien, Thailand from 5th to 9th March 1990 under the joint auspices of the World Bank, United Nations For Development Programme (UNDP), United Nations Educational Scientific and Cultural Organisations (UNESCO) and United Nations International Children Emergency Fund (UNICEF). The resulting document, World Declaration on Education For All a Framework For Action to meet the basic learning needs, has become a blue print for all nations of the world in their efforts to achieve education for all.

In 1961, the Conference of African Ministers of Education that was held in Addis Ababa had declared the year 1982 as a target year for all African

countries to achieve Universal Primary Education (UPE). But there was a great need for financial resources to support the execution of this educational plan which is the foundation of all other educational levels. This sector of education is a crucial sector that requires a lot of financial support and commitment if its set goals are to be achieved. It is, of course, in line with this that the developing countries describe it as the most expensive social service that requires adequate financial provision. Furthermore, they describe financing it as a joint responsibility for all the governments as well as the participation of local communities, individuals and other organisations.

In Nigeria, for example, the Federal Government promised to be responsible for all expenditure involved in the UPE scheme. With the oil boom in the 1970, the government provided the required capital for the funding of primary education. In an attempt to cater for this adequately, the then Head of State, General Obasanjo launched a free and compulsory primary education in April 1976. Consequently, a national policy on Universal Primary Education, which gave every Nigerian school age child the right to free education, was adopted.

Unfortunately, the world wide economic depression of the 1980s caused rapid deterioration in Nigerian economy; hence the various governments support ventures, including education became seriously hit. The Federal government was obliged to go back following the experiences of the western and eastern regional government who introduced the scheme in the

early 1950s. The enthusiasm of many parents was shattered when the scheme died prematurely. This was almost a general phenomenon in the third world countries as Bray and Lillis (1988:60) noted:

The Nigerian experience is similar to Ghana. The Ghanaian government abolished fees in 1961 but encountered a financial crisis and allowed them to creep back within a few months. Similarly, the Kenyan government abolished them in 1974 but had a similar experience. Also shortly after the Tanzanian parents had been told about a free UPE in 1977, they found themselves being required to pay substantial registration charges. (p.60)

In the same vein, Niger Republic had the tradition of free and compulsory education since its independence. With the Uranium boom, the government supported all the expenditure from primary, secondary and tertiary education as there was a low rate of schooling children, only three percent 3% were enrolled (Rapport Aide et Action, 2000). Another reason for this was also the extent of general poverty of parent which was more than sixty percents 60% (AIDE et Action Niger 2000). The government continued to shoulder the burden of education financing till the years of general economic depression of 1980s. During this crisis, the government could no longer provide all funds required for running educational institutions. The budget for education was very limited and the rate of population growth was increasing by 3.4% yearly, (Rapport de Development Humain, 1998). So, the imbalance between the demand for education and the government offer was very wide.

This led to the government failure to finance education adequately despite all the efforts of building 1000 classrooms yearly and recruiting volunteers in education sector (Decennal Program for Educational Development (P.D.D.E) 2002). The crisis of 1980s and the high rate of population placed the country under strain and it encountered serious problems of funding education and the government had suspended the provision of furniture, equipment etc (Mahammadou A. 1988).

Faced with such critical situation, parents from different regions of the country met to examine the issue. They then agreed to support the government efforts in many ways like furniture, equipment, didactic materials, building classrooms, etc. It is in this perspective that the Bouza Local Government community in Tahoua Region decided for an initiative aimed at providing certain essential assistance to primary schools (Rapport IEPD Bouza 1989).

1.2 Statement of the Problem

In Niger Republic, all aspects of social services, such as building schools, infrastructural facilities, equipment, instructional materials, transport fares, school uniforms, feeding, medical attention, paying examination fees have for long, been shouldered by the government since independence. However, as a result of the economic crisis of the 1980s and the rapid growth of population and increasing demand for education, the government cannot single handedly bear the burden of education due to the competing demands

by other sectors, such as : health, agriculture, water supply, and so on. Consequently, the communities from different regions met to examine the issue. They then agreed to supplement government efforts by buying furniture, equipment, materials, and paying teachers salaries. Its become a kind of competition in all the regions. It became a general mobilization of parents. But in Bouza Local Government there are some parents who are still reluctant to support the education of their children (Rapport IEBI Bouza 2006). Hence, it is this serious problem that necessitated me to conduct the research on community contribution to the development of primary education in Bouza Local Government of Tahoua Region in Niger Republique.

1.3 Objectives of the Study

This research was set to find out-

- 1- The nature of rapport existing between the primary schools and the community in Bouza Local Government.
- 2- The level of awareness of the community regarding the problems of developing primary education in Bouza Local Government.
- 3- The readiness of the community to supplement government efforts in the development of primary education in Bouza Local Government.

- 4- The various ways in which the community contributes towards the development of primary schools in Bouza Local Government.
- 5- The factors that hinder the participation of the community in the primary development of education in Bouza Local Government.
- 6- The strategies that could be adopted to enhance community participation in the development of primary education in Bouza Local Government.

1.4 Research Questions

The research was guided by the following questions:

- 1- What degree of rapport exists between the primary schools and community in Bouza Local Government?
- 2- What is the level of awareness of the community regarding the problems of supporting primary schools in Bouza Local Government?
- 3- What is the extent of readiness of the community to supplement government efforts towards the development of primary education in Bouza Local Government?
- 4- In what ways has the community contributed to the development of primary education in Bouza Local Government?

- 5- What are the factors hindering the participation of the community in the development of primary education in Bouza Local Government?
- 6- What are the strategies that could be adopted to enhance community participation in the development of primary education in Bouza Local Government?.

1.5 Significance of the Study

The study is intended to make meaningful help for the development of primary education in Niger.Rep in general and Bouza local government in particular. The outcome of the study should be useful for improving the level of awareness and readiness of the parents in contributing to the development of their children education.

It is equally envisaged that the study will clarify the factors hindering the participation of parents in financing the education of their children and the strategies that could be adopted to motivate them. Then the study will make educational planners and policy decision makers improve their projections on education for more efficient and effective solution to the problem of education in Bouza Local government in particular.

1.6 Scope and Delimitation of the Study

This study focused on primary education where formal type of education (western education) is taught and is limited to Bouza Local Government area of Tahoua Region in Niger Republic. The study considered both the financial and non financial contributions made by the community.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter deals with a review of related literature on the development of primary schools through community contribution. The chapter is divided into the following six sections:

1. Historical origin of community contributions to education
2. Community contributions to Education in some Foreign countries
3. Community contributions in Africa
4. Roles of Parents in the Development of Education in Nigeria
5. Community contributions in Niger Republic
6. Community contributions in Tahoua Region

2.2 Historical Origin of Community Contributions to Education

“Presently, it is still part of the way of life in many rural and urban areas to pool community resources to construct mosques, churches and educational institutions.” (Paden 1986).

This concept of community contribution is very much embedded in the traditional system of education. The child is made to appreciate right from the onset, his role as a member of his immediate and extended family as well as that of the community at large. The new born child immediately becomes the child of every one in the household. Many parents have no objection in taking on other children as wards or apprentices in the field of agriculture, marketing ,

medicine etc. Age- groups generally engaged in community work by helping other members of the group in clearing, planting, harvesting or helping the community in road – building. “Every one is his brother’s keeper” (Fafunwa 1977) .

Moreover, Fafunwa (1977) remarks that various communities were responsible for the overall training of their children prior to the advent of Islam and Christianity .With the advent of Islam , therefore many people became more interested in contributing towards development of education. Muslims contributed Fisabilillah not only to the education of their children but also to the children of others. They realised that one of the Islamic traditions states that the best man is one who learns the Quran and then cares to teach it. Learning in Islam began on this prophetic advice, with the result that teaching religion to others was considered as a duty for which a person should expect no reward. The institution of Almajiri was therefore maintained by the Local communities till nowadays. These contributions of religious bodies to education are well known in most of the Third World Countries, for example the Young Women Christian Association (YWCA) and its young men counterpart founded a number of schools in Botswana and Tanzania (Galabawa; 1985) just as Fafunwa (1977) reported on the activities in Nigeria of the Ansar-ud-deen and Nawar-udeen as well as Ahmaddiyya communities in many parts of West Africa. The Islamic associations such as Ansar-uddeen and Nawar -ul-deen as well as Ahmaddiyya contributed seriously to the

religious development institutions in Nigeria. But with the arrival of Christian missionaries, the educational institution was mostly relied on religious bodies. For example, the young women's Christian Association (Y W C A) and its counterpart funded a number of important activities (building classrooms, furniture, equipment etc).

2.3 Community Contributions to Education in Some Foreign Countries

According to Nigeria Petroleum Development Fund (PDF) Report (1996), most of the third World Countries have serious problems with their educational systems and the quality of education is still lamentable despite all the effort made by the international organizations. Only a minority of non-industrialised countries have yet achieved universal primary education and in the third world nations it is still remains a distant goal. This is due to the high cost of education and the pressure of economic crisis. Thus many governments felt the necessity to seek help from individuals and community to alleviate the burden of education.

Accordingly, studies made by Bray and Lillis (1988) have shown that in Dominican Republic, Panama, Cuba, between 15 and 30 percent of both capital and recurrent costs of primary education are financed through inputs of community. Likewise in Nepal, 60 percent of the labour for school construction is provided free of charge by communities.

Kyi (1977) remarks that due to religious and cultural reasons in Burma, schools are supported by a range of individual and community bodies. They have been responsible for 73.7 percent of school non-salary costs.

While in Philippines families were grouped under the jurisdiction of a headman and made to engage in schools development.

2.4 Community Contributions in Africa

In the 1970s, education made significant progress in the professional and technical sectors. Moreover, the collective participation of both the population and the government in the running of the education system became a priority for all. According to the Niger Ministry of Education Report (M. E. B. A) 2004, this systematic change is due to three factors-

- Incapability of the central power to control all the system throughout the country because of the economic crisis that generated the decentralisation
- High rate of the population demands in the education sector.
- Emergence of new technology and communication in the system of education. (Decentralisation de la Gestion Scolaire M.E.B.A, 2004).

In this regard, most of the African countries adopted the decentralisations as an alternative for a democratic and transparent system of education. They sensitised and encouraged their children is education and many efforts have been done.

In Kenya for example, people are well known for school involvement particularly through the slogan "Harambee" (which means let pull together).

The movement or community assisted in provision of cattle dips, access roads, bridges, pipelines, dams, wells, dispensaries and schools. Harambee schools grew from 483 in 1970 to 1,341 in 1983. Lillis and Ayot [1988]

In Botswana Taylor [1988] has observed there has been a long tradition of community initiative and self reliance in an attempt to secure education for the children. Many institutions were funded by individuals and Local communities and other contributions in forms of Labour, cuttle and cash for the construction of new schools were offered . Similarly, Musaazi(1986) also subscribes to the contributions made by voluntary Muslim and missionary associations of initiating most of the primary schools and more than half of the senior secondary schools as well as nearly all the teacher- training colleges in Uganda.

In the same vein, in Tanzania, (Osuh,1971) stated that Ujamaa Villages are conceived as an extended family in which the members had the notion of Abeing one brother keepers. they are collectively and individually involved in social, cultural, economic and political life of the community .They assist in building schools and in financing their teachers training programmes.

2.5 Roles of Parents in the Development of Education in Nigeria.

Parents are the greatest support children have for their studies (Mgbodile, 1988). Their children depend on them for basic feeding, clothing and shelter. They also depend on them for physical, emotional and psychological support. (Ali, 1991: p81) asserted that among various roles that parents can play in helping their children are:

- a Providing a Healthy Environment for studies
- b. Providing Emotional and Psychological support
- c Taking Interest in their School Work and Providing study support materials
- d Providing Advice, Encouragement and Guidance to their children.

(a) **Providing a Healthy Environment for Studies .**

Effective study can only take place in a healthy environment such environment is one conducive enough to permit studies to go on with maximum satisfaction and minimum discomfort and disturbance. According to (Ali, 1991) a home is said to present a healthy environment for the child when the father and mother live in harmony and love and extend these to their children - In such environments, there is absence of rancour and bickering and an atmosphere of love and care permeates the entire life for attractively set and progressive thoughts.

(b) **Providing Emotional and Psychological Support**

Child education demands active emotional and psychological support of the parents - A child needs emotional stability and a sound psychological adjustment for him to do well in his studies. According to (Ali 1991), Parents have a duty to provide their children with atmosphere free from emotional and psychological distress. starvation of children, constant fighting and garrotting on the part of parents, divorce or seperation of parents, unhealthy personal habits of parents such as excessive smoking, drinking, flirting and long staying

away from home are factors which can bring emotional and psychological stress and imbalance in children.

(c) **Taking Interest in Their School Work and Providing Study Support Materials.**

Parents ought to take interest in their children studies. They need to show their children that they care for their studies and have strong value for them - According to (Ali, 1991) as a matter of interest, parents should inspect their children work materials such as their notes and assignment books to find out what they do in school. They also provide them with necessary study materials such as books, exercise books, pens, pencils etc.

(d) **Providing Advice, Encouragement and Guidance to Their Children**

As first responsible, parents ought to provide their children useful advice, encouragement and guidance which will help them in their studies.

According to Ali, (1991), Parents should have a watchful eye on the company their children keep. It is also their responsibility to make sure that their wards do not keep company with children of questionable character, with loafers and children with low or negative academic aspirations. So parents can do by helping their children to keep company with those who have high academic aspirations and a sound family back ground.

Therefore in Nigerian situation, Musaazi (1982:22) has observed that

“A wide spread system of formal schooling is a condition for more rapid economic growth. The existing system has grown historically through the

efforts of communities and families who realised that there were economic gains to be made for their members from schooling...”.

That is parents are highly interested in spending a lot for their children education. There is a sound educational basic of parents participation in various phases of education in regarding what school should be doing for children, what lead to progress and good achievement in the future for their children. But in order to be successful a good maintenance and a continuous flow of information between parents and the school is very crucial . A lot of dissatisfaction coupled with higher expectations for school is largely due to the information gap and misunderstanding between school and the community.

In their study of school and community relationship, Adesina, Fagbahba, and Talabi (1985) have suggested that The school and home should maintain close contact and exchange views and communication through the PTAs. The periodic meetings between parents and teachers will provide a forum for discussion and taking decisions or matters affecting pupils. Such meetings will also help to enhance the much needed comprehension between teachers and parents as regards pupils progress and problems.

In the southern part of Nigeria , many parents saw education as a key to human development and were determined to send their wards or relatives to school at any cost. The contributions of parents and relatives were almost as important as missionary contribution between 1950 and 1960. Indeed the government contribution was minimal and the missions themselves were

largely supported both morally financially by their Nigerian indigenous members. Moreover, private efforts and initiatives by parents, clubs, organisations and ethnic groups were second in importance to Fourah Bay College in making a major contribution to the development of higher educational opportunities between the mid-nineteenth and the mid twentieth century. (Fafunwa, 1977). These efforts are still continuing as elucidated by some authors.

Igwe (1988) has revealed that, in Imo state, the government has spent fourteen million eight hundred thousands (₦14,800,000) between 1975 and 1978 on renovation and re-equipment of secondary schools, while communities during the same period spent ₦12,939,000 on the establishment of 65 new ones. And between 1976 and 1984, the number of secondary schools increased from one hundred and forty seven (147) to four hundred and seventy six (476) and all the new ones had been initiated and financed by the respective communities.

In Delta State according to News Agency of Nigeria (2008) the Sea Petroleum and Gas Life Foundation (SPGLF) provided basic educational materials for primary schools. The same company promised to provide the foundation with land to build a skill acquisition center. In addition to that the foundation would sponsor the education of indigent children in Nigeria up to secondary school level. This foundation has extended its participation in Edo, Katsina, Anambra and Lagos states and made sure that by 2010, every indigent child in the country had the basic things needed to go to school.

In another study in the Eastern part of Nigeria, communities have been successful in the establishment and financing of schools, for example by 1964 different villages and clan improvement unions had established thirty eight (38) secondary schools throughout the area. In the same period, the total expenditure for primary and secondary education was thirty two million seven thousand three hundred and sixty four naira only (₦32,073,664.00). The government contributed only sixteen million seven hundred and seventy two thousand thirty six naira only (₦16,772,036) or 53% while the sum of fifteen million three hundred and one thousand six hundred and twenty eight naira only or 47% came from local contributions.(Aleyidieno 1991).

Similarly in the Northern part of Nigeria particularly in Sokoto State, the presence of an established voluntary organisation called Sokoto Province Education Development Fund (SPEDF) in the years 1960s whose objectives are to improve the standard of education. According to Dangana (1997), this organisation was owned by about 4.5 million people of the then Sokoto province. All native persons of the province contributed 1/12 of their yearly income in 1966 to raise necessary funds for educational development. All tax payers also agreed on contribution of three shilling each to the fund. To sustain the tempo of funding a general levy of three shillings in 1967 and one shilling 1968 was collected as education rate from all tax payers in the province. These funds are used for the emergency of many primary and secondary schools, for example 102 schools were established within two

years of the inception of the fund in addition to others like comprehensive secondary schools, Farfaru now called Ahmadu Bello Academy Sokoto, Kanta College Argungu, Haliru Abdu College Birnin Kebbi, one secondary school in Yauri and others at Yabo, Kaura-Namoda, Gwadabawa and Dogondaji.

Furthermore, over one hundred and ninety eight communities, PTAs, NGOs and individuals were identified to have contributed towards the development of permanent classrooms, temporary structured renovation of schools, minor repairs, provision of instructional materials, fencing of schools, planting of trees, labour, cash donations, PTA levies, provision of furniture .. etc, estimated at twenty nine million four hundred and eighty thousand one hundred and ninety naira seventy eight kobo twenty nine million four hundred and eighty thousand one hundred and ninety nine naira seventy eight kobo only (N29,480,199.78) Ngwari , (1997).

According to Chindo (1994):

There are various ways by which the communities participate in financing some viable projects with regard to the development of the college. There are monetary contributions that are being made directly or through levies imposed upon people by the Jima/Doko community Development Association for example when the college was transferred from its initial place, the community constructed two blocks of seven classrooms, one office and a store with their meagre resources. The contributions are also made in the form of donations of land and houses. For example before the removal of the college from Gaba, the communities provided free accommodations to students who have come from far places. The communities also render assistance in provision of accommodations to both newly teachers and the NYSC members to the college. The communities used to contribute in the form of free labour for the execution of some viable projects such as the clearing of land for construction, renovation of classroom blocks and even in the construction of road and so on: p52.

In Zamfara state, the state government with assistance of UNICEF have approved three hundred and fifteen million naira (N315, 000, 000) for the rehabilitation of schools. The project included the fencing to reinforce the security in the schools and construction of additional classrooms News Agency of Nigeria (2008).

These examples show that deliberate efforts have been made by the communities towards primary education. Community based programme run by community based rural market, daily urban market centres community - based women cooperative society centres and by some mosques and churches. A home and community based informal low cost and participation initiative is also employed in the provision of education in the primary level.

Other efforts have been made by the multilateral and bilateral agencies in the improvement of supply of instructional materials over the years.

At the introduction of diversified curriculum in secondary schools in the 1980s, the Czechoslovakian government granted a credit line of \$40 millions for the importation of technical education equipment from that country for the equipping of vocational education workshops in secondary schools in Nigeria.

It is stated in Nigeria Petroleum Development Fund Report (PDF) (1996) that in 1993, the British Overseas Development Administration made available a grant of ₦235.6 Million for the repair of secondary schools infrastructure in 25 states out of 31 in the country.

In the same Report it is asserted that the UNDP grant of \$ 17 millions in providing instructional materials and equipment for mass literacy education in all the states of the federation while World Bank credits have provided materials and equipment to universities, polytechnics and primary schools.

The World Bank credit facility (1992-1998) to Nigeria for the primary education project continues to be the main source of assistance in the supply of the textbooks in English language, Mathematics, Primary Science and Social Studies to primary school children. In addition the World Bank extended its assistance to university education project with books and journals.

2.6 Community Contributions in Niger Republic

Niger Republic is no exception among the poorest countries where educational system is facing a number of serious problems that militate against its effective operation.

There has been rapid explosion of the school going age coupled with the global economic crisis and the government could no longer give education to all its citizens.

Another aspect of the problem is the centralisation system which according to Ministry of Education Report (2004), has many consequences such as-

- a Lack of transparency in the running of the education.
- b Lack of public participation in the running of the system of education.

- c Imbalance between the population demands and the government offer.
- d Inadaptability of the school programme and the reality of the country.
- e Lack of control in the use of school materials, furniture, equipments.
- f Lack of manpower control

In order to remedy the situation, the Niger Government has adopted a new system of decentralisation by:

- 1 adopting a new system of orientation in Education (LOSEN) June 1st 1998.
- 2 elaboration of a new decennial programme for the development of education (P.D.D.E)
- 3 creating a National Committee on Education (C.N.E), a Regional Committee of Education (C.R.E.), and a Local Committee of Education (C.S.R.E) and
- 4 creating a committee in charge of control in each school. (C.O.G.E.S) (Decentralisation de la Gestion Scolaire M.E.B.A, 2004).

Under the new educational orientation of the educational system (L. O. S. E. N), the financing of public schools is taking care by the government, collectivities, families and any other donor. The charges are allotted as follows:

The Government provides manuals, furniture, teachers training, teachers salaries, logistics, researches and scholarships.

The collectivities provide equipment, furniture, teachers salaries, scholarships, maintenance, electricity, water, telephone.

The families provide furniture and school care.

The international organisations provide infrastructure equipment, teachers= training, scholarships, logistics.

Other donors provide gift and legs (LOSEN No. 98-12 du 1er Juin, 1998)

In order to improve the quantity and the quality of education, the Niger Government has elaborated the decennial programme for the development of education. This program contains some strategic, quantitative and qualitative objectives as stated in PDDE (2001).

- 1 To improve the recruitment of new students in the rural areas particularly the girls.
- 2 To promote the non-formal education towards the young and the women.
- 3 To improve the professional and technical education.
- 4 To improve the nursery education from 1% in 2001 to 5% in 2012.
- 5 To improve the primary education enrolment from 37% in 2001 to 74% in 2012.
6. To improve the girls primary education enrolment from 29.6% in 2001 to 70% in 2012.
7. To improve the secondary education from 13% in 2001 to 23% in 2012.

To assist the government in the running of the school programmes, the following committees were set of in LOSEN NO.98-12 du 1er Juin, (1998):

- at the national level, the Conseil National de L'Education (C. N. E) took place. This committee is in charge of controlling the execution of the educational programme at the national level.
- at the regional level, there is the Conseil Regional de L'Education (CRE). This committee is in charge of controlling the execution of the educational programme at the regional level.
- at the local level came the Conseil sous Regional de L'Education (C S R E). This committee is in charge of controlling the programme execution at the Local level.
- Lastly, the Commite de Gestion des Etablissements Scolaires (C. O.G.E.S) was formed in each school- this committee is in charge of controlling the programme execution in each school.

Since the creation of, the (C.O.G.E.S), the government adopted a mechanism where the whole community could be brought into the field of funding primary education, especially in the rural areas where communal effort is still held in high esteem and social control of individual members of society is in existence - The government opened a large campaign of sensitization encouraging all citizens to handle the destiny and responsibility of their children education. And just after few years of sensitization, the government could no more receive requests from parents asking for building more schools because they felt that they are responsible for their own communities.

Indeed, many efforts arose from labour organisations, business agencies, cultural and religious bodies and all other members of the communities in providing school infrastructures, equipment, scholarships, maintenance and school care etc. For example in Dosso Region, the community have been successful in establishing and financing many classrooms, water pipes, electricity etc.

In the same vein, the community contributed in 157 schools under the supervision of BERASOFI (Canadian NGO exercising many activities such as :- fencing schools, classroom repairs, furniture etc ... in Tillaberi, Agadez and Zinder regions. [M.E.B.A 2004]

Furthermore, 441 schools were assisted by their respective communities in buying furniture, equipment, and other materials in Maradi, Tahoua, Agadez and Tillaberi regions . [M.E.B.A 2004].

The following table shows us that communities from different Regions in Niger Republic have contributed to the development of Education of their children.

Table 2.1: Number of activities undertaken by different Regions in Niger Republic 2002 to 2004

DREB/ IEB	2002 - 2003	2003 -2004	TOTAL
Agades Region	-	70	70
Dosso Region	-	342	342
Niamey Region	-	711	74
Tahoua Region	-	341	341
Zinder Region	-	320	320
Diffa Region	48	34	82
Maradi Region	204	156	370
Tillaberi Region	226	166	411

Source: MEBA, 2004.

Table 1 shows that individuals, communities ,and religious bodies contributed immensely to the financing of education to complement government efforts as it cannot single handedly provide adequate funds to the sector due to the financial problems coupled with competing demands from other sectors of the economy.

Table 2.2: Types of activities done in a sample of 1177 schools in 2006 in Niger Republic.

Types of activities	Number of activities	Budget (FCFA)
Infrastructure & mobil	1 739	89 352 873
School result	1 723	38 940 494
Hygiene and health	775	12 476 910
Coges activities	618	5 469 875
Security	518	58 876 795
Practical activities	546	11 427 740
Environment	456	7 962 305
School promotion	435	3 279 725
Other activities	66	3 830 850
Total	6 939	231 637 567
Average	5,93	197 718

Source: MEBA 2006

Table 2 shows that individuals, communities, religious bodies contributed immensely to the financing of education to complement governments efforts as it can not single handedly provide adequate funds to the sector due to the financial position coupled with competing demands on the part of other sectors of the economy.

2.7 Community Contributions In Tahoua Region

Since the adoption of the new orientation of the educational system (L. O. S. E. N) by the government, parents in Tahoua Region are mobilised through the (C. O. G. E. S) to handle the destiny of their children education. Many efforts were made in terms of financed, supply of materials, labour, donation of land, and general running of the schools. They assisted the schools in many ways such as stated in Japanese Inter cooperation Agency (J.I.C.A, 2006]. :

- 1 Provision of mills in schools to reduce the retention of girls by their mothers at home.
- 2 Workroom are opened in schools to maintain girls at school during their free time .
- 3 Gardening materials are offered to boys to earn money for some school expenses.
- 4 Uniforms are provided to students whose parents are poor.

For examples, in Illela Local Government in particular the community has contributed six (6) activities per schools estimated at a cost of 362, 577 FC FA in 2005 - 2006. In the same vein in Madaoua Local Government, the community has contributed in 220 schools exercising activities at a cost of 345, 739 FC FA per school. Similar actions were made in Tchitabraden Local Government where people are nomadic with an average of four (4) activities per school corresponding that were worth the sum of 161,442 FC FA.

Other activities are taken by the community assisted by the N . G . Os such as (O. N E .N), (CONCERN), (S. O. U .T. E. B. A), (J.I.C.A).

With the help of the community S. O. U .T. E. B. A intervenes in 91 schools in Keita Local Government - C. O. N. C. E .R .N intervenes in 100 schools in Tahoua Local Government, contributing in many activities with the help of the local population.

(J.I.C.A) intervenes through A. G . R (Activite Generatrice du Revenu) financing two mills in Keita Local Government, one in Tahoua Local Government; constructs two stores with materials in Bouza Local Government and one in Illela Local Government with the help of community in 2005-2006. [J.I.C.A 2006].

Other activities are taken by the community assisted by the N . G . Os such as (O. N E .N), (CONCERN), (S. O. U .T. E. B. A), (JICA).

With the help of the community S. O. U .T. E. B. A intervenes in 91 schools in Keita local government - C. O. N. C. E .R .N intervenes in 100 schools in Tahoua local government contributing in many activities with the help of the local population.

(JICA) intervenes through A. G. R (Activite' Generatrice du Revenu) financing two mills in Keita local government, one in Tahoua local government; constructs two stores with materials in Bouza local government and one in Illela local government with the help of community in 2005-2006.

Table 2.3: Community contribution in Keita local government. (Village of Maini Kelgress).

Activities taken by community	Sum spent per activity	Financing source
One classroom made with grass	29,000 FC FA	A. P. E (C 0 G ES)
Reparation of damaged classrooms	186,000 FC FA	A. P. E (C 0 G ES)
Fencing the teacher's house	14, 100 FC FA	A. P. E (C 0 G ES)
Chalk	7,000 FCFA	A. P. E (C 0 G ES)

Source : Project JICA (E. P. T) Tahoua region :2006

This table shows that community contributed financially in Keita Local Government. Parents made a great effort to finance the education of their children in Keita Local government has shown on the table above.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology as presented in the following scheme:

- 3.2 Research design
- 3.3 Population of the study
- 3.4 Sample and sampling Techniques
- 3.5 Instrumentation
- 3.6 Validity of the instrument
- 3.7 Reliability of the instrument
- 3.8 Administration of the instrument
- 3.9 Method of data analysis

3.2 Research Design

Research design is the blue print, methodology or plan of activities to be implemented by the researcher toward successfully completing his work. Ali (1991) states that, a research design is like the plan of a house which someone intends to build. Such a house plan shows several things and their sizes and number specifications.

This research is descriptive survey in nature because it involves a collection of opinions from a sample in order to determine the level of community contributions the development of primary education in Bouza Local Government of Tahoua Region

3.3 Population of the Study

The population of the study comprises the entire Bouza Local Government teachers estimated to 555 teachers teaching in 231 primary school existing in Bouza local Government.

3.4 Samples and Sampling Techniques

A sample is a sub – unit of the population or total group which the researcher composes and then investigate as part of the study Ali (1991).

Since it is difficult to deal with all the teachers living in Bouza Local Government, the researcher used the random sampling technique. Firstly, the research made the list 231 schools that exist in the local government on pieces of paper and folded them after they are shuffled. Secondly, he asked the assistance of some people to select (140) out of 231 schools randomly. Then from each selected school, two (2) teachers were given questionnaires to fill. So a total of two hundred and eighty teachers (280) were selected.

3.5 Instrumentation

The Instrumentation involves a careful selection of adequate and appropriate tools which was administered in order to collect relevant data concerning the research. For the purpose of this study, questionnaires and were employed.

The questionnaires comprised closed ended as well as the open-ended questions for the fixed alternative question provisions are made for suggested answers but in limited form where the respondents will make their

choices, while the open-ended parts of the (Questionnaires (for teachers, teaching, in Bouza Local Government Area) have no suggested answers but the respondents are allowed to freely air their opinions. The same questions in English are translated into French for the benefit of the respondents.

3.6 Validity of the Instrument

Validity refers to the degree or extent to which an instrument measures what it claims to measure and no instrument possess "all purpose" validity. Ali (1991) this means it may be valid for a particular purpose and for a particular group, but becomes invalid in another setting.

In order to obtain exact and most relevant data for this research work, the research instruments were subjected to examination by the supervisory committee in the Faculty of Education and Extension Services. Thus necessary corrections were made with regards to its validity. Their independent observations and correction were noted and used in getting the final draft of the study.

3.7 Reliability of the Instrument

Ensuring the reliability of an instrument is a major and vital responsibility of an investigation. This is so because the dependability of findings of a study is a function of the instrument used in meeting the criteria to validity and reliability.

In order to ascertain the reliability of the instrument, a pilot test was conducted. A test-Retest was done using 30 selected respondents out of the

sample. An interval of one month was given to ensure that respondents did not exactly remember their previous responses and that the factors to be measured were relatively stable and constant. The scores of the first test were correlated with stability of the scores of the second test using Pearson product Moment Correlation the reliability index of the questionnaires were 0.81.

3-8 Administration of the Instruments

The questionnaires were administered by the researcher and, in company of trained research assistants, one week was given to the subjects so as to enable them to complete the questionnaire.

3.9 Analysis of Data

The techniques used in the interpretation of the collected data included tables, which were used to summarise the data collected in large groups; thereby making a comparison on the various responses based on the research questions asked. The percentages were used to indicate the level of positive or negative community responses on the research questions.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter interprets the data collected during the investigation made to conduct this research. The data was presented, analyzed and interpreted descriptively in the light of the entire points under study in the research. The different points developed in this chapter were derived from the questions raised in the research and each one dealing with a particular research question.

4.2. The Relationship between the school and the community in Bouyza Local Government.

School and community are branches that are supposed to help each other. The school provides skilled and experienced people for the community. These people help the community in the light of many activities such as (health, agriculture, and other resources). The community on the other hand provide materials, infrastructure for the development of education and vice versa. This reciprocity leads to a cordial relationship between the school and the community. Unfortunately this kind of relationship lacks in Bouza local government as shown the data gathered from different teachers during the research. In the total of 280 respondents only 55 respondents were the view that the relationship between the school and the community was cordial while

226 respondents were the view that it was hostile. 27 respondents were undecided. For them the relationship between the school and the community was either cordial nor hostile.

Table 4.2 Relationship between the school and the community.

Types of response	Number of responses	
Hostile	226	81.29%
Cordial and supportive	45	16.18%
Indifferent	7	2.51%
Total	278	99.98%

Source: Field work, 2009.

Table 4 shows that the relationship between the community and the primary schools was not cordial in Bouza Local Government. The high percentage of hostile people 81.29% expresses that people are not interested in school activities so schools have not the chance to be visited by parents and this negative altitude demoralizes the students and their teachers.

4.3 Community Awareness of the Problem of developing Primary Education in Bouza Local Government.

Developing primary education is one of the priority of all the nations nowadays. Meanwhile there is need to raise some questions about this priority in Bouza local government where the degree of awareness of developing primary education is very low. According to the results gathered in this research it reveals that among 280 respondents 199 respondents representing

71.07% were not aware of the problem, of developing primary education. According to this category of people education is exclusively the concern of the government alone. 75 respondents were aware of the problem of primary education while 4 respondents remain undecided.

Table 4.3.1 Community Awareness of the problem of developing primary education in Bouza Local Government.

Types of response	Number of responses	Percentage of responses
Not aware	199	71.07%
Aware	75	26.78%
No idea	4	1.42%
Total	278	99.27%

Source: Fjeld work, 2009.

On table 5 above it can be seen that the community was not able to supplement the government efforts because 71.07% representing the highest frequency of respondents expressed their fear of mismanagement of funds by the schools authorities and the extreme poverty of the parents. This situation led the schools of facing major problems.

Table 4.3.2 showing problems facing schools in Bouza local Government:

Types of problems	number of Resp	Percentages
- Lack desks and chairs	85	30.57%
- Lack of teaching aids	57	20.50%
- Lack of books	43	15.46%
- Lack of classrooms	39	14.02%
- Lack of fences in the schools	25	8.99%
- Lack of teachers	24	8.63%
- Lack of P.T.As	5	1.79%
Total	278	97.96%

Reading this table, it appeared that the problems of desks chairs teaching aids and books have the highest frequency of the respondents.

On this table the degree of unawareness is almost the same to table (5) above. According to the results we can notice that the main cause of the lack of awareness is the ignorance of parents who do not even visit their children to see their performance at schools. Teachers teaching in these schools confirmed that parents do not visit them to know about their children education.

4.4 Readiness of the community to supplement the government efforts in developing primary education.

Most of the countries are set to tackle the challenges of building a high percentage of literate society eagerly. This policy and program would remain a mirage if there is not the active and productive involvement of the

governments, non-governmental organizations, private individuals, corporate and religious bodies who should join the campaign to eliminate illiteracy from the society.

But in Niger Republic, the willingness of the community in supporting the government efforts in the development of primary' education is drastically low particularly in Bouza Local government where according to the data gathered among 280 respondents 211 representing 75.35% were not ready to support the government in developing education. According to the teachers, parents give some reasons for their non readiness among which there were; the mismanagement of funds allocated by some organizations to the education sector (Affaire M.E.B.A). this mismanagement discouraged many people who developed the fear that their contributions will be spent by the school authorities. Another reason is the quality of education. Most of the parents argued that the teachers were not qualified to teach and the curriculum had no relation with their religion and culture. The last reason advanced by these respondents was the economic problem. Since the introduction of Structural Adjustment Program (SAP). they were becoming poorer and poorer because the prizes of products had risen. The parents were not able to provide sufficient means to their families. 59 respondents representing 21.07% were willing to contribute the government efforts when the need arises in the schools. Out of the total number of respondents 9 representing 3.21% declined to make comments reading their readiness or otherwise to contribute in order to supplement government efforts.

Table 6. Readiness of the community to supplement the government efforts in developing primary education.

Response	Number	Percentage
No	211	75.35%
Yes	59	21.07%
Undecided	9	3.21%
Total	278	99.63

Source: Field work 2009.

The table 6 shows that the community was not ready to supplement the government efforts in developing primary education in Bonza Local Government Area.

4.5 Various ways in which the Community contributes toward the development of primary schools in Bouza local Government.

Despite their hostile position against modern education Bouza local Government community contributes timidly in the sense of developing primary education. According to teachers different schools. The list below therefore illustrates the types of items in which the community contributes.

Table 4.5 Types of items contributed by community 2002-2006

	Types of Items provided	No. of respondent	Freq. of Resp
A.	Provision of instructional materials	71	25.53%
B.	Provision of chairs	51	18.34%
C.	Provision of desks	45	16.18%
D.	Repairs of damaged classrooms	37	13.30%
E.	Construction of water closet in schools	25	8.98%
F.	Provision of houses for teachers	20	7.19%
G.	Fencing the schools for security	13	4.67%
H.	Undecided	6	2.15%
	Total	278	96,34%

Source: Fjeld work 2009.

Table 7 indicate that Bouza local government community also supplement the government efforts in the development of primary education. 81 respondents representing 23.21% of the total of 280 respondents were the view to contribute in providing materials. 51 respondents representing 18.21% contribute in the provision of chairs. 45 respondents representing 16.07% were ready to provide desks in primary schools. 37 respondents representing 13.21% express their readiness to repair damaged classrooms. 25 respondents representing 8.92% argued positively for the construction of water closet in their area. 25 respondents representing 8.92% of the respondents were ready to provide houses for teachers while 18 respondents

representing 7.14% expressed their view to secure the schools by fencing them. It results that 6 respondents representing 2.14% were undecided.

4.6 Factors hindering the participation of population in the development of primary schools in Bouza local Government.

In Bouza Local Government the population is tightly linked to some factors which hinder the participation of the community in the development of education. Among these factors according to the teachers view are:

- a. Ignorance (Illiteracy). This factor is the principal cause of all the other coming points because illiteracy is the hindrance to our socio-cultural, economic and political development. In the total of 280 respondents questioned 89 respondents representing 32.01% were the view that illiteracy was the main cause hindering the participation of the population in the development of education. Most of them did not know the performance of their children at school and have never set foot to ask about it. For them the responsibility of education is exclusively the government concern.
- b. Traditional links: The low enrolment of children to school particularly the girls in Bouza Local Government is due to some traditions. A great number of women were the view that the place of girls is at home not to school. For them their daughters should stay at home to help them the housework. 67 respondents representing 23.92%

were the view that the traditional education is better than the modern one.

- c. Religious factor: A great number of religious bodies were complaining that modern education was not including their religion in the schools. 58 respondents representing 20.71% argued that modern education was destroying their religion and the school curriculum should include the religious program in the schools.
- d. Poverty and immigration: the former point causes the latter one it is the poverty which obliges people to leave their homes. 40 respondents representing 14.64% reported that the poverty and immigration are the causes of the non participation in the development of primary schools. When all the men left the villages the responsibility of education remained to women who are extremely poor and couldn't provide the necessary materials to their children.
- e. Early marriage and pregnancies: it becomes a tradition for families to marry their girls in the early age. 15 respondents representing 5.35% were the view that school is delaying their daughters and develop the fear that they will catch pregnancies before the marriage. For them marrying their daughters early is the best way to save the family honour.

- f. Political instabilities: Changing too much the school authorities is one of the factors hindering the participation of the population in the school development. 5 respondents representing 1.78% developed the idea that changing too much the Heads of school led the people to hesitate and develop the fear to give their participation.
- a. Long distance: Long distance discourages people because schools where their children were educated were situated far away from them. 4 respondents representing 1.42% were of the view that long distance is another factor reducing the chance of people participation and leads the children to abandon the schools.

Table 4.6 Factors hindering the community contributions in the development of primary schools in Bouza Local Government.

Types of responses	Number of respondents	Percentage of responses
Ignorance (illiteracy)	89	32.0%
Traditional links	67	23.92%
Religious factors	58	20.71%
Poverty and immigration	41	14.64%
Early marriage & pregnancy	15	5.35%
Political instabilities	5	1.78%
Long distance	4	1.42%
Total	278	99.83%

Source: Field work 2009.

In this table 8 above, we can read that there are many factors which hindered the community contributions to the development of education in Bouza local

Government. Among them the ignorance (illiteracy of parents) the traditional culture and the religious ones are the most influencing. Living under these factors the community cannot help in developing primary education.

4.7 Strategies that could be adopted to influence the community participation in schools in Bouza Local Government .

Most of the people involved in this research were of the opinion that the education was only the government concern. But some of them have interest in the welfare of their children as indicated in the welfare of their children as indicated in the previous point where parents contributed in many ways. This question sought to find out from the respondents on how the community would be influenced to support education for the welfare and advancement of their children.

According to the data for this research, twelve different ways were suggested as ways to influence the community to participate in the development of primary education in Bouza Local Government:

1. Public enlightenment: This is the most important point among the others. 56 respondents representing 15.68% taken from a total of 280 respondents suggested that a massive and intensive campaign of enlightenment should be led by the government in the regions, local governments and villages to encourage the community in the contribution for education. If enlightenment is intensively done, people will be aware of their children education.

2. Empowering local community to act: 43 respondents representing 15.35% suggested that participatory planning and design from the base should be encouraged by the government. The local population should be given the opportunities to express their needs in term of education.
3. Strengthening the school management structures: 37 respondents representing 13.21% argued that the schools should be well structured and responsibilities should be shared from the H.O.Ds to the students. The sense of hierarchy must be restored and incompetent and non functional PTAs should be replaced by other active and motivated people.
4. Building trust in the community: 28 respondents representing 10% claimed that the school authorities should have permanent contact with the population each time the need arises. Important tasks and responsibilities should be attributed to the parents so that they will feel themselves as responsible for the destiny of their children education.
5. Creating Employment opportunities for graduated students; 23 respondents representing 8.21% were the view that the government should encourage the social discrimination between the educated and non educated people. Certain priorities, facilities and

preferences should be allowed to the graduated students to induce others to develop interest in education.

6. Supporting quality of education: 19 respondents representing 6.78% suggested that local initiatives should be encouraged to train the non qualified teachers. For them permanent class visits should be made to control the quality and the competence of teachers. A local committee in charge of controlling the execution of the programme in different schools should be set.
7. Introducing cultural and religious approach in the school program. According to 15 respondents representing 5.35% the religious and cultural approach should be taken into account in the curriculum elaboration. This will motivate undecided people to be active in supporting school education.
8. Monitoring school performance; 13 respondents representing 4.64% were the view that incentives should be given by the government to the best students and parents who played important roles in the development schools.
9. Monitoring school finances 12 respondents representing 4.28% opined that the government should adequately sponsor all the expenditures involved in primary schools and improve the quality of education in such a way that the community become conscious and support education using their own efforts.

10. defining roles and responsibilities of partners; 11 respondents representing 3.92% argued that the government should encourage a cordial relationship with the external agencies as well as the local communities. Local community should be given opportunity to have direct contact with the external donors.
11. develop community leadership and ownership; 9 people opined that experienced and qualified people should be chosen to lead the heads of the schools. For them most of the school failures depend largely on the ruling of these heads.
12. encouraging local economic initiatives 7 respondents representing 2.5% said that the government should encourage local economic strategies by allowing credits to some poor families to boost their incomes.
13. no idea- 5 respondents have no idea.

Table 4.7: Strategies to be adopted to encourage Bouza Local Government community to contribute for Education

Types of responses	Number of responses	Percentage of responses
1. Public enlightenment	56	15.68%
2. Empowering local community to act	43	15.35%
3. strengthening the school management structures	37	13.21%
4. building trust in the community	28	10%
5. creating Employment opportunities for graduated students	23	8.21%
6. Supporting quality of education	19	6.78%
7. Introducing cultural and religious approach in the curriculum elaboration	15	5.35%
8. Monitoring school performance	13	4.64%
9. Mentoring school finances	12	4.28%
10. Defining Roles and responsibilities of partners	11	3.92%
11. Developing community leadership and ownership	9	3.21%
12. Encouraging local economic initiatives	7	2.5%
13. No idea	5	1.78%
Total	278	94/91%

Source: Field work 2009.

4.8 Discussion on the findings:

The lack of cordial relationship existing between the school and the community in Bouza Local Government is a crucial finding made by this study. The school and the community must ideally have a mutual understanding for

any meaningful progress. This means the attainment of goals and objectives of the school system largely depends on the kind of relationship existing with the community where the school is situated. Unfortunately this relationship lacks in Bouza local government as shown by the results in which 226 respondents out of 280 were hostile to this relationship. This means the low record of 55 respondents who considered the relationship as cordial was not enough to have an optimistic view on the development of primary education in Bouza Local Government. This lack of concern on primary education is the result of the non enlightenment of the population by the government.

With the degree of awareness of the community towards primary education the same remark is made as the previous point that efforts have not been made by the government to enlighten the community on the importance of their children education especially during this crucial time where all nations are eagerly fighting against illiteracy. The results of the study revealing 71.07% of respondents who were not aware of the problems of education showed that the people were in total ignorance. Thus in order to remedy the situation the government should formulate a comprehensive policy of enlightenment under which all the regions, as well as the local governments endeavour to enlighten their communities to support education in the same ways they are traditionally accustomed to construction of mosques, cemeteries, roads and welfare facilities voluntarily. This is in line with the ex-ministry of education Ari Ibrahim (2001) who asserted that "our school needs a helping hand under this crucial economic crisis".

On the fourth point of the research it appeared that although Bouza local people were pessimistic to western education, they contributed in various ways as shown by the results of the study. Some of them minded visiting their local primary schools and partook in the activities of their schools in the area. Their contributions in the ways such as instructional materials (23.21%) provision of chairs (18.21%), provision of desk 16% elucidated that there could be comprehensive school community relation and change of attitude from this community if enlightenment has been made.

With the factors hindering the community contributions in Bouza local government the results of the research showed that the principal cause of these factors was illiteracy. As pointed out by prof. Thompson Okuja gu "Illiteracy brings about ignorance, fear and poverty". So the lack of interest in helping or supporting the government in the field of education is due to that illiteracy. As added Thompson (2005) "if we must progress to attain meaningful development in our national psyche, we must rid our society of the scourge of illiteracy"

On the last point of the research which is about the strategies to be adopted in order to influence the community to contribute in the development of education, important solutions were suggested. The first solution among them was the enlightenment. It is seen that a large campaign of enlightenment should be launched to encourage the enrolment of both boys and girls in the schools of the locality. This is in line with what Fidel Castro (1963) who said.

“What should know at least a human being is to read and to write.” The government should also enlighten the community to conjugate their efforts together to support the burden of education, as said Adesina et al (1985) that “the school and the home should maintain close contact and exchange views and communication through the PTA’s meetings between parents and teachers. This will lead to forums for discussion and taking decisions on matters affecting pupils.” P.150 “ Another important point was the quality of education. This point showed that permanent control and training of the non qualified teachers should be done. Because the transmission of knowledge is not an easy task. This is in line with Abdoul Moumouni who asserted that; “However much a curriculum or a syllabus is fluently made, the concret and lively transmission of this knowledge depends largely on the quality of the teacher.” Further more Abdoul Moumouni added. As we have limited means that could not allow us to educate all the masses, let us select qualitatively the minorities.”

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter contains the discussion on the findings, conclusion, as well as the suggestions and recommendations.

5.2 Summary of the findings

This study reveals important findings in line with its research questions and objectives towards the community contributions in the development of primary schools in Bouza Local Government, Tahoua Region, Niger Republic.

The study centered on:

- a. The relationship between the community and the school was not cordial in Bouza Local government.
- b. The level of awareness of the community in developing the primary Education was low.
- c. The community was not ready to supplement government efforts in the development of primary schools in Bouza local government
- d. The ways in which the community had contributed in the development of primary schools in Bouza local government were minor.
- e. The factors hindering the participation of the community in the development of primary schools in Bouza local government.

- f. The strategies to be adopted to encourage the community to contribute in the development of primary schools in Bouza Local Government.

5.3 Recommendations

These are the suggestions/recommendations given by the researcher and if adequately respected could help in encouraging the community involvement in the development of primary schools particularly in Bouza Local government and in Niger Republic at large.

- a. The government should launch an effective campaign of enlightenment in order to make all the members of the community to be conscious of their children education as there was a low percentage of parents who were aware of primary education in Bouza Local government.
- b. The government should give trust in the community and encourage a tight linkage between the community and the schools in the area. This could be done by leading permanent meetings with the parents.
- c. School authorities and Parents Teachers Associations should be well structured. Experienced and qualified people should be given the responsibility to lead the destiny of their children education. The role of the school authorities, parent teacher associations and the parents should be well spelt out by the government

- d. The community should be included in the school activities so that the cultural and religious factors would be taken into account.
- e. The government should provide incentives and prizes to the members of the community who played important roles in contributing to the school development.
- f. The government should encourage the relationship between the schools and the external agencies by organizing important ceremonies which facilitate contact between them.

5.4 Conclusion

From the results of the findings it could be concluded that parents were not aware of developing primary schools in Bouza local government. It is also noticed that the government could no longer handle the burden of education alone – so the government and the community should join their efforts to boost the education sector. Therefore, a great campaign of enlightenment should be made by the government to motivate people to contribute in the development of education. Because the results of the research have shown that with enlightenment there could be change of attitude from this community and education could be really a success in Bouza local government

5.5 Suggestions for further research

The following areas are suggested for further research as additional literature base on the community contributions toward the development of primary schools.

- Strategies for proper management of primary education
- Enlightenment campaign to boost primary education
- Ignorance as key factor hindering the participation of the community in the development of schools.

- Roles of parents towards the education of their children both at school and homes.
- Government responsibilities in funding and providing quality of education
- Roles of external donors in the development of primary schools.

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APPENDIX

Faculty of Education and Extension

Services, Usmanu Danfodiyo university Sokoto

.....

INTRODUCTION

I am a post graduate student of the above named university undertaking a research on Community Contribution towards the Development of Primary Education in Bouza Local Government Tahoua Region Niger Republic.

Attached is a questionnaire which you are required to kindly read and tick write the appropriate answer of your choice. You are assured that your response will be treated only for the purpose of this research and your views will be kept strictly confidential.

Yours faithfully,

Nassirou Salami

QUESTIONNAIRE FOR TEACHERS TEACHING IN BOUZA LOCAL
GOVERNMENT TAHOUA REGION

Occupation of the respondent:-----

Educational qualifications:-----

Name of village or town:-----

Age:----- sex-----

1. do children attend primary school in your village

Yes [] No []

2. Is there parents Teacher Association in your village?

Yes [] No []

3. Have you ever been visited by the Parents Teachers Association?

Yes [] No []

4. How many times have they done so?

For what reasons?.....

5. How would you characterize the relationship between the school and the community?

a. Cordial and supportive

b. Indifferent

c. Hostile

6. Are parents aware of any problems confronting the school in terms of development?

Yes [] No []

7. What are the major problems confronting the school?

- (a) Lack of furniture
- (b) Lack of classrooms
- (c) Lack of enough teachers
- (d) Lack of chairs and desks
- (e) Others (Specify): _____

8. What are the sources of funds for running the school?

- (a) The Government
- (b) Private Organisation
- (c) Parents
- (d) Philanthropists

9. What can you say on the adequacy of funds?

- (a) Very adequate
- (b) Fairly adequate
- (c) Adequate
- (d) Not adequate
- (9) If the funds are not adequate, what can be done to provide adequate funds to the school?

(10) Which of the following items do parents provide to pupils in the school?

- (a) Text books
- (b) Exercise books
- (c) Writing Materials
- (d) School Uniforms
- (e) Chairs
- (f) Desks
- (g) Others (Specify) _____

(11)a Has it always been the practice for parents to provide these items?

Yes [] No []

(b) If no, when and why was it introduced?

(12)a Do you think the government alone should shoulder the responsibility of funding primary education?

Yes [] No []

(b) If yes, what are your reasons?

(c) If No, who else should shoulder primary education?

(13)a Do you think it is necessary that individuals from the community should contribute for the development of education of their children in primary school?

Yes[] No []

(b) If No, what are your reasons?

(C) If Yes, how would the community help the government in the development of primary school?

(14)- In your opinion, how could the community be influenced to contribute to the development of education?

(15)- Which of the following do you feel are most needed in your primary school?

- (e) Enough furniture
- (b) Provision of chairs
- (c) Repairs of dilapidated classrooms

- (d) Construction of new classrooms
- (e) Nothing at all
- (f) Others (Specify):_____

(16)- What kind of support would you be willing to give to your local school?

(17)- In which of the following ways can the P. T. A contribute to the welfare of the school?

- (a) Fund raising
- (b) School administration
- (c) Provision of facilities
- (d) Others (Specify)_____

(18)- What sort of contribution (s) do you think the community would be ready to give to primary schools in this area?

(19)- Suggest how community contribution towards the development of primary schools could be enhanced in Bouza Local Government Area in particular and Tahoua Region in general- (State Briefly)
