

**A STUDY ON THE IMPACT OF COMMUNITY PARTICIPATION IN THE
PROVISION AND MAINTENANCE OF FACILITIES IN SENIOR SECONDARY
SCHOOLS OF DALA ZONAL EDUCATION DIRECTORATE, KANO STATE,
NIGERIA.**

BY

**MUSBAHU ADAMU RABO
SPS/14/MED/00138
B.ED EDUCATION/SOCIAL STUDIES (FCE, KANO) 2012**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES
THROUGH THE DEPARTMENT OF EDUCATION, BAYERO UNIVERSITY, KANO,
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
MASTER OF EDUCATION DEGREE (M.Ed.) IN EDUCATIONAL ADMINISTRATION
AND PLANNING**

**SUPERVISOR:
DR. HAFSAT ABDULLAHI UMAR**

NOVEMBER, 2019

DECLARATION

I hereby declare that this work is the product of my research efforts undertaken under the supervision of Dr. Hafsat Abdullahi Umar and has not been presented anywhere for the award of a degree or certificate. All the sources have been duly acknowledged.

MUSBAHU ADAMU RABO

.....
Signature and Date

SPS/14/MED/00038

CERTIFICATION

This is to certify that the research work for this dissertation and subsequent write-up by Musbahu Adamu Rabo (SPS/14/MED/00038) was carried out under my supervision.

Dr. Hafsat Abdullahi Umar
Supervisor

.....
Signature and Date

APPROVAL PAGE

This research report has been read and approved as meeting the requirements for the award of Master of Education in Educational Administration and Planning of Bayero University, Kano.

Prof. Mani Ahmed
External Examiner

Date

Prof. S. O. Olubadewo
Internal Examiner

Date

Dr. Hafsat Abdullahi Umar
Supervisor

Date

Dr. Kabir Bello Dungurawa
P.G. Coordinator

Date

Prof. Bello A. Bello
Head of Department

Date

Prof. Umar A. Pate
Dean, School of Postgraduate Studies

Date _____

DEDICATION

This research work is dedicated to my lovely parents, wives and children, Juwairiyya, Hafsat, Rukayya, Abubakar and Ibrahim Musbahu Abubakar.

ACKNOWLEDGEMENTS

All praise is due to Allah the Lord of the worlds, the Controller and the Sustainer Who Creates, Controls and Directs everything for giving me the courage to undertake this study and for granting me the health to make this research work successful. Similarly, may the infinite Mercies of Allah be on His Prophet Muhammad (S.A.W).

I thank and appreciate the effort of my supervisor Dr. Hafsat Abdullahi Umar for her guidance, encouragement and support. I am particularly indebted to her for her thoroughness in handling the research work. Her patience, dedication to duty as well as prompt supervision made the successful completion of this research work possible. I wish to acknowledge the assistance and guidance of the following; Professor Garba D. Azare, Professor Abdulganiyu O. Fagbemi, Professor S. O. Olubadewo, Professor Bello A. Bello, Professor Aliyu Dauda, Professor D. A. Maiwada, Professor Auwal M. Lawal and Mallam Umar Kabir at different stages of this research work.

I also wish to personally express my profound gratitude and appreciation to Dr. Danladi Idris for his guidance, correction and support, which contributed immensely toward the success of this research work. My sincere gratitude and appreciation also goes to my parents, brother and sister, wives, children and friends for their prayers and the encouragements given to me which led to the success of this research work.

Finally, I wish to express my profound gratitude to Yunusa Uba Muhammad (Danguguwa), who assisted me with guidance, corrections and support, which contributed immensely toward the success of this research work. May Almighty Allah reward them abundantly. Amin.

TABLE OF CONTENTS

Content	Page
Title page	i
Declaration	ii
Certification	iii
Approval Page	iv
Dedication	v
Acknowledgements	vi
Table of Contents	vii
Abstract	xi

CHAPTER ONE: INTRODUCTION

1.1	Background of the Study	-	1
1.2	Statement of the Problem		4
1.3	Objectives of the Study		5
1.4	Research Question		5
1.5	Significance of the Study		6
1.6	Scope and Delimitation of the Study		8

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1	Introduction		9
2.2	Conceptual Framework		9
2.2.1	Community Participation	9	
2.2.2	School Facilities		13
2.2.3	Types of School Facilities		16
2.3	The Roles of Community in Provision and Maintenance of School Facilities		18
2.4	Community Methods for Effective maintenance of School facilities		22
2.5	Constraints/Challenges to Community Participation in Secondary Schools in Nigeria		25

2.6	Theoretical Framework	26
2.6.1	Communitarian Theory of Participation	26
2.6.2.	Arnstains Theory of Communication Participation	29
2.7	Review of Empirical Studies	32
2.8	Summary and Uniqueness of the Study	39

CHAPTER THREE: METHODOLOGY

3.1	Introduction	41
3.2	Research Design	41
3.3	Population and Sample	41
3.3.1	Population of the Study	41
3.2.2	Sample Size	42
3.4.3	Sampling Techniques	48
3.5	Data Collection Instrument	48
3.5.1	The Questionnaire	48
3.5.2	Observational Checklist	49
3.6	Validity and Reliability of the Instrument	50
3.6.1	Validation of the Instruments	50
3.6.2	Reliability of the Instrument	50
3.6.3	Pilot Study	51
3.7	Procedure for Data Collection	51
3.8	Data Analysis Procedures	52

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1	Introduction	53
4.2	Presentation and Analysis of Data Collected from the Schools Principals	53
4.2.1	Socio-Demographic characteristics of the Respondents	54
4.3	Presentation and Analysis of Data	67
4.3.1	Socio-Demographic Characteristics of the Respondents	68
4.3.2	Opinions of Respondents on the Provision of School facilities by Community members in Senior Secondary Schools in Dala Education Zone.	70
4.3.3	Opinions of Respondents on the Maintenance of School facilities	

by Community Members in Senior Secondary Schools in Dala Education Zone	73
4.3 Analysis of Observational Checklist	75
4.4 Summary of the Findings	80
4.5 Discussions of the Findings	82
 CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
5.1 Introduction	88
5.2 Summary of the Study	88
5.3 Conclusion	89
5.4 Recommendations	90
5.4.1 Recommendations from the Study	90
5.4.2 Recommendations for further Studies	91
References	92
Appendix I: Questionnaire for Principals	98
Appendix II: Questionnaire of Community Representatives	102
Appendix III: School Facilities Observational Checklist (SFOC)	105
Appendix IV: Letter of Introduction (BUK)	107
Appendix V: Letter of Introduction (KSSSSMB)	108
Appendix VI: Introduction Letter (Zonal Education Office, Dala)	109
Appendix VII: Table of Determining Sample size (research advisers) 2006	110

ABSTRACT

This study was conducted on the impact of community participation on the provision and maintenance of facilities in senior secondary schools of the Dala Education zone, Kano state. A descriptive survey design was used. The target population consisted of school principals and community representatives of senior secondary school in Dala with a total number three hundred and fifteen (315), which is made up of thirty five principals (35), two hundred and eighty community representatives (280) with a sample size of two hundred and sixty one (261), which comprised twenty principals (20) and two hundred and forty one (241) community representatives. This was done in line with the table for determining sample size from a given population by Research Advisor. Five objectives and five research questions were formulated to guide the study. A simple random sampling technique was employed in selecting the sample. The instrument used for data collection was two different questionnaires, the first for principals and the second for community members observational checklist was also used. The data collected were analysed using descriptive statistical tools frequency count, percentage means and standard deviation. The instrument was validated by the research supervisor and experts in the test and measurement unit of the Department of Education, Bayero University, Kano. The reliability of the instruments was determined by administering twenty (20) questionnaires to two (2) public senior secondary schools, which were pilot tested using product Pearson moment correlation co-efficient (PPMC) in which a 0.76 reliability co-efficient was obtained for the principals and 0.84 for the community representatives. The outcomes of the study revealed that community members provided schools building such as classroom blocks, toilets, etc. but do not participate fully in protecting the building. The community did not adequately participate in the provision and maintenance of infrastructural facilities such as electricity, drainage, farm/gardens, etc. but participated in providing portable water supply through the construction of boreholes, deep-wells, pipe-borne water and water tanks to the school as well as transport facilities. There is no adequate provision and maintenance of instructional classroom facilities, laboratories/workshops facilities. Majority of the existing facilities were inadequate and not well maintained. Finally, the appropriate recommendations were insinuated in this study and includes the provision of good and adequate instructional materials, school buildings and infrastructural facilities. Participation in the provision and maintenance of laboratory equipment and workshop facilities in schools and also encouraging the awareness of community members to participate more and improve on their level of participation in the provision and maintenance of facilities in secondary schools are called for.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education can be defined as the process of transmitting societal values and desirable attitudes from one generation to another. It seeks to socialize individuals so as to equip them with the desired mode of behavior that is in conformity with the acceptable values of the society in which they live. It can be seen as the process of teaching, training and learning in schools and collages for the acquisition of knowledge and skills so as to prepare individuals to live happily with themselves and others. It is designed to guide and direct them in acquiring culture and moulding their behavior in the tradition of the community. The community plays an important role in seeing to the success of moulding good character in responsible individuals.

For government to achieve these laudable objectives there is theneed for the adequate provision and management of the facilities required to facilitate the implementation of the set goals and objectives at primary, secondary and tertiary levels of education. These facilities include adequate buildings, instructional materials, library services, functional furniture, school supplies, educational resource centers, computer service, qualified teachers and recreational facilities (Abdulaziz, 2013:2).In this regard, communities play a variety of roles in the provision and management of education and learning processes and systems. While often called upon to contribute financially or in kind to the support of schools, communities can participate in a much broader range of functions, including the administrative (e.g. school maintenance), the managerial (such as student and teacher discipline),financial (mobilizing funds and resources), the pedagogical (establishing a preschool), personnel (monitoring teacher attendance).

Community participation, according to the United Nations (1981) is the creation of opportunities to enable all the members of the community to actively contribute to and influence the development process and share equitable in the fruits of the development. According to Shehu (1996), Parent Teachers' Association is an instrument of community participation in education and consists of the parents of students of particular school and the school teachers forming a group with the objective of improving the running of such schools. In the 1960's when schools were not too many in Nigeria, Government was able to effectively fund education and only few PTAs existed. However, with the advent of numerous problems in the education sector, it became necessary for most of the schools to have PTA's to assist in solving their problems. This development is a clear indication that parents would no longer sit and watch education standard in schools continue to fall.

Parents' involvement and community engagement are a critical vehicle through which the promise of quality education will be fulfilled. This is to increase staff efficiency and students' performance. Parents and the community and other members and teachers working together within the teaching and learning process will have a positive impact on the future of students and their success in the system (Williams, 1997:38). The community should have a cordial relationship with the school in promoting and providing facilities that will enhance teaching and learning outcomes. Baker (2006:216) stated that communities make sure that students are in good terms with the school and providing basic facilities for them because they know that positive teacher-student relationships draw students into the process of learning and promote their desire to learn.

The contribution of the community to the development of the education sector is therefore, of paramount importance. It is assumed that such communities' efforts would bring

about changes. According to Tylor (1997:5) the school system acting as a catalyst to arouse a sense of cohesion, purpose and achievement in the education sector. In Nigeria today, the Government has stated that it could not single handedly afford to finance and provide educational facilities in all public schools. This therefore, made the community participation in running of education necessary so as to join hands with the Government for improving the quality of secondary school education in Dala Education Zone.

The location of the school should be central to its local community school. Therefore, it is a learning community within the larger community since, it can share the understanding of belief and values. All members of the community share commitment to the creation of the school ethos (Blandford, 1998: 24).

The Government however envisaged that at whatever level one decides to terminate his education, either at junior or senior secondary school level, the individual should be self-reliant. This, if attained, will go a long way in reducing the expectations of students on government to provide jobs for them. The Government equally envisaged that at the end of senior secondary school education, the graduate may wish to further his education by proceeding to tertiary institution. However, it is worth noting at this juncture that the two broad aims of secondary education, as outlined in the National Policy on Education (2004:13) and pinpointed above, are hardly being met, taking into consideration the number of secondary school students roaming the streets and sometimes being employed as thugs by politicians to cause serious havoc within the society. This is as a result of poor teaching facilities which leads to their inability to obtain good results that will enable them to further their education.

The above situation does not only worry government but also parents. Many are worried that after spending huge amounts of money to train their children in secondary schools for six

years. Their performance in external exams (both WAEC and NECO) does not reciprocate the spending. On the part of Government, the situation is disturbing, as it goes contrary to its objectives at the post primary level, which is to produce students that will not only be useful to themselves but also to their society and the nation at large.

1.2 Statement of the Problem

In Nigeria, the Federal Government has been the main investor in the education industry. This is so because the whole essence of Government is to make life more meaningful and better for the governed. The Government has always put facilities in place which are not always adequate for the growing enrolment of students. Since the Government can no longer provide all the needed facilities for effective and efficient administration, there is need for communities and other stakeholders to be involved and contribute towards the provision of facilities for effective education outcomes. This has been emphasized by the national policy on education (NPE, 2004:55) describes education as a very expensive social service and as such Government alone cannot adequately finance the sector.

Community participation is a critical vehicle through which the promise of quality education will be fulfilled. Ahmed (2003) and Ugwuanyi (2013) observed that in most secondary schools in Nigeria, teaching and learning take place under uncondusive environments, lacking basic materials, thus hindering the fulfillment of educational objectives. Similarly, it was observed by this researcher that Secondary Schools within Dala Education zone are seriously threatened, as most of the facilities provided are inadequate and the available ones overstressed. These problems are compounded by the engagement of unqualified teachers. More serious is the none participation of community members. The deteriorated nature of the teaching and learning process in the senior secondary education system calls for investigation.

The National Policy on Education (NPE, 2004:5 Revised) officially recognizes community participation, that the Government encourages “close participation and involvement of communities at the local level in the provision and maintenance of school facilities”. But one can observe that there is the attitude of negligence by community members in the provision and maintenance of school facilities which is discouraging. Therefore, this study is aimed at examining the impact of community participation in the provision and maintenance of facilities in secondary schools in the Dala Education Zone of Kano state.

1.3 Objectives of the Study

The objectives of the study are to examine the impact of community participation in:

1. The provision and maintenance of school buildings in secondary schools in the Dala Education Zone.
2. The provision and maintenance of infrastructural facilities in secondary schools there.
3. The provision and maintenance of instructional facilities in secondary schools there.
4. The provision and maintenance of laboratory facilities in secondary schools there.
5. The provision and maintenance of sports and games facilities in secondary schools there.

1.4 Research Questions

The following Research Questions were formulated to guide the study:

1. What is the impact of community participation in the provision and maintenance of school buildings in the secondary schools in the Dala Education Zone?
2. What is the impact of community participation in the provision and maintenance of infrastructural facilities in the secondary schools in the Dala Education Zone?
3. Does the community participate in the provision and maintenance of instructional facilities in the secondary schools in the Dala Education Zone?

4. Does the community participate in the provision and maintenance of laboratory facilities in the secondary schools in the Dala Education Zone?
5. Does the community participate in the provision and maintenance of games and sports facilities in the secondary schools in the Dala Education Zone?

1.5 Significance of the Study

At the end of this study, the result will create awareness on the impact of community participation in the provision of facilities to secondary schools. The beneficiaries of the study include: school administrators, teachers, government, policy makers and communities. School Administrators are the primary beneficiaries of this study. The outcome of the study will help them in the acquisition of more knowledge on the way to effectively and efficiently utilize the facilities provide to schools by community members. The findings of the study will also help them greatly in sustaining and strengthening school community relationships which ultimately leads to the development of education. It will also sensitize the principals on the need to adopt result-oriented strategies towards the maintenance of existing school facilities and equipment provided by communities so as to ensure their maximum utilization and benefits. Thereby the knowledge and implementation of these strategies will make them competent principals.

The research will be of immense assistance to teachers. It hoped that the result of the study will enable them to be aware of the strategies adopted by communities in the provision of school facilities. This will sensitize them to participate actively in the school facilities maintenance programmes of their schools.

The study will assist parents in such a way that it will enable them to see the need of assisting the school in procuring basic facilities for the education of their children. It will also be beneficial to Non-Governmental Organizations to know the areas secondary schools need

assistance and assist accordingly. The study will also highlight ways of establishing a close relationship between communities and schools.

To government, this study is significant in the sense that at the end of this research, the various problems militating against community participation in the provision of facilities in secondary schools would have been identified. The solutions to these identified problems will help to reduce the burden of Government shouldering all the facilities needed in our secondary schools. Also, the outcome of this research will be utilized by the Ministry of Education, Kano state and the Kano State Secondary Schools Management Board for the effective planning and implementation of various educational policies and programmes to justify the government's huge material and financial resources to secondary education.

Education policy makers will find this research work very indispensable if published, since it will guide them in initiating the right policy, which will motivate the community to increase their participation in the provision and maintenance of school facilities. When this is done, secondary education objectives will be realized. The result also will serve as a guide to policy makers in its efforts to develop an active interest in community life by promoting the involvement and participation of the school in suitable community activities, such as extra mural classes, adult education programmes, club meetings, sporting activities and so on.

To community leaders, the study if published will be a guide in the management of facilities and reducing embezzlement considerably since the community may like to know how the funds and physical materials they provide are disbursed and preserved.

Finally, future researchers will find this work very useful because it will help them to increase their knowledge in educational administration and management, that is, the human and

materials resources management of educational institutions. It will also be very useful to researchers in providing basic information for further research in related areas.

1.6 Scope and Delimitation of the Study

The study is limited to determining the impact of community participation in the provision and maintenance of facilities in the secondary schools in the Dala Education Zone of Kano state. It is limited to public secondary schools that are Government controlled and managed.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The chapter focuses on the following sub-headings: Conceptual background, theoretical framework, empirical studies and the uniqueness and summary of the literature review. The Concept of community and participation, the Concept of School Facilities, Types of School Facilities, the Roles of Community in the Provision and Maintenance of School facilities, Constraints to community participation in the provision and maintenance of facilities in secondary schools, Theory of community participation, Review of empirical studies and Summary and Uniqueness of the Study.

2.2 Conceptual Framework

2.2.1 Community Participation

A careful review of the literature reveals that 'Community' is not static. There has been different approaches to the definition of the concept. A community could be viewed in terms of all the people or group of people living within a specific geographical area, such as a village, a town, a city, a neighbourhood or even a whole state. Community when conceived in this way is used in two senses, first, as a social unit and second, as a geographical or ecological unit. This implies that such groups of people are closely knitted and organized. This togetherness among the people spells out a common feeling of community (Nakpodia, 2013).

Again, community can be perceived as a people or group of people who share common interest or functions such as a farming group or an agricultural, education, culture or religion group. This group may not include everyone within the geographical area or boundary, but who has a particular interest or functions in common. In a similar vein, community is also referred to

as a legal, political or administrative unit. As a legal unit, it is likened to a municipality, a school district or a nation with a clearly defined social structure. In this sense, a community will feature the formulation of laws to guide the conduct of members. This is what is required to ensure its existence. Regulations or laws are enforced by an administrative unit. As a legal unit, it is likened to a municipality, a school district or a nation with a clearly defined social structure. The school by its nature and operational techniques is a social organization. Society sets it up to preserve, maintain, promote, modify if need be, and the cherished culture and values to be passed from generation to generation. This is done by balancing culture conservation and revolution. To achieve this goal is to ensure very healthy school-community relations. The school manager should be outreaching regularly in contact with opinion leaders and relevant figures and agencies within and outside the community (Watson, 1998).

The community through a healthy working relationship with the school manager and the entire school community will get to know the school strength and weaknesses. Community support becomes easier in this situation. The PTA, Old boys and Old girls (Alumni) Associations, Community Progressive Unions, Youth Wings, etc. could be harnessed by the school manager in this regard. Unfortunately, most school managers are not able to maintain healthy school community relations because of selfishness, poor public image making and rustic behaviour as they seem to be out of tune with changes. The home, therefore, provides the foundation on which the school builds, but some parents believe that as soon as the child starts to go to school, they can hand over his training to teachers.

The formal way of maintaining contact with the community is through the Parent Teachers Association (P.T.A). The principal in such a relationship is a key person in bringing about enthusiasm and zeal in community support for the school to meet up with the

emerging design of education (Idike, 2011). Communities throughout the world have been known to be actively involved in the development of schools within their neighborhood.

The community may want to have a say in almost every aspect of managing and developing the school in terms of administration, finance, planning, staff recruitment, disciplinary matters and public relations. It is no gain-saying that the home influences the education of the child. As contented by Epstein (1995), a child from a home where the parents care for his education has a greater advantage over a child from a home where education is ignored.

Community participation according to the United Nation (1981), is the Creation of opportunities to enable all the members of the community to actively contribute to and influence the development process and share equitably in the fruits of the development. According to Shehu (1996), the Parent-Teacher Association is an instrument of community participation in education. It consists of the parents of students of particular schools and the school teachers forming a group with the objective of improving the running of such schools. In the 1960s, when schools were not too many in Nigeria, governments were able to effectively fund education and only a few PTA's existed. However, with the advent of numerous problems in the education sector, it becomes necessary for most of the schools to have PTAs to assist in solving their problems. As a result of the proliferation of PTAs all over the country, it became necessary to organize them into schools. This development is a clear indication that parents will no longer sit and watch education standards in schools falling.

Idike (2011) view's community participation as all the forms of involvement and support that parents, the collective body of parents and teachers, the local leadership and residents in a school neighbourhood offer to the enhancement of learning and teaching in a school. Community

participation in education in this study is defined to mean the level or extent of community involvement in the decision-making process, management, activities or running schools. That is, the level to which parents and other identifiable community groups contribute towards creating an environment conducive for efficient and effective teaching and learning. In other words, it refers to the involvement by the community in education programmes within the framework of the national development programme.

The nature and areas of community participation in secondary education include activities like the reconstruction of dilapidated school buildings, the provision of office accommodation, classroom and laboratory equipment, the maintenance of existing school infrastructures, plant and equipment, free tuition for all students, granting bursary awards, scholarship schemes for selected indigent students, the construction of new classroom blocks, the establishment of new schools, the provision of science equipment and textbooks for the library, the recruitment and payment of allowances to the PTA staff to fill existing vacancies in schools, etc. (Ugwuanyi, 2013).

Other aspects of community participation include: endowment fund through fund raising ceremonies, alumni support, proceeds from school activities like the sale of school uniforms, textbooks, stationary, and handcrafts, the sale of school farm products, etc; self taxation by communities where Ehiamezor and Aderounmu (1985) recommended inhabitants to pay a uniform rate of tax irrespective of their wealth, and age grades; donations from individuals and charitable organizations; funds raised during founder's day celebrations, cultural activities and sports entertainments, etc.

Egbo (1997) observed that the Parents Teachers Association (PTA) of the school, particularly in primary and post primary levels of education, was formed for the general welfare

of schools. They maintained discipline and support the school financially. The PTA contributes a lot in standardizing secondary schools by raising money and imposing levies on their members and organizing other social events. Aluko (1985) noted that fees are imposed on parents because of their children in school. Despite the fact that school fees are not too high, it has serious effect in changing the financial situation of the school.

Ojedele (1998), agreed that in some schools the PTA contributes more towards laboratory equipments, library volumes, school facilities and building constructions as well as its maintenance. Ogundare (1999), in support of the above view stated that communities render great assistance to schools by giving donations. According to him, those communities who benefit from the school by using its facilities like chairs, tables and classrooms as continuing education centres will have to be encouraged to reciprocate by making generous donations in cash or in kind towards school needs.

The Federal Government, therefore, in its National Policy on Education (2004), welcomes and encourages the participation of local communities, private sectors, individuals and other organizations for the attainment of educational objectives. However, most of the local schools under the zone of the study were built by communities and then handed over to the government for administration.

2.2.2 School Facilities

The quality of education delivered by teachers and the academic achievement of pupils in any school are dependent on several factors of which school facilities are paramount. School facilities are material resources that enhance teaching and learning, thereby making the process meaningful and purposeful. School facilities can be referred to as school plant. Then can be defined as the entire school plant, which school administrators, teachers and students harness,

allocate and utilize for the smooth and efficient management of any educational institution and for the main objective of bringing about effective and purposeful teaching and learning experience (Ahmed, 2014).

School facilities, according to Lawson and Gede (2011), are those things that enable the teacher to do his/her work very well and help the learners to learn effectively. The chalkboard, for example, facilitates the imparting of information on the learner. School facilities also include school buildings e.g. classrooms, assembly halls, laboratories, workshops, libraries, e.t.c. They also include teaching aids, chairs, tables and devices such as modern educational hardware and software in the form of magnetic tapes, films and transparent stripes. School facilities are all the things that are needed for effective teaching learning process to take place. They are designed to enhance the process of teaching. Abraham (2003) posits that “the absence of school facilities implies the non-existence of any set up that may be referred to as school”.

School facilities are the physical resource inputs that make the implementation of the school curriculum easy or simple. In fact, these facilities have been found to enhance the achievement of school goals in the long run and these facilities may be consumable or non-consumable (Olutola, 1998 cited in Ahmed, 2014). They include the school site, classrooms, libraries, toilets, cafeteria, stores, gardens, sport fields, tools, instructional facilities, staffs and pupils furniture, teachers and pupils textbooks, utilities etc. According to Adeboyeje (2000) and Emetarom (2004), school facilities are the physical and spatial enablers of teaching and learning which will increase the production of results. They serve as pillars of support for effective teaching and learning. Okpala (2003) sees school facilities to include permanent and semi-permanent structures, such as machinery, laboratory equipment, the blackboard, teacher’s tools and other equipment as well as consumables.

The qualitative standard of school depends largely on the provision, adequacy, utilization and management of educational facilities. Akinsolu (2004) asserted that the educational curriculum cannot be sound and well operated with poor and badly managed school facilities. From all indications, school facilities are physical resources that facilitate effective teaching and learning. They include blocks of classrooms, laboratories, workshops, libraries, equipment, consumables, electricity, water, visual and audio-visual aids, tables, desks, chairs, playground, storage space and toilets.

School facilities are the material resources that facilitate effective teaching and learning in schools. Jaiyeoba and Atanda (2003) posited that they are things which enable a skillful teacher to achieve a level of instructional effectiveness that exceeds what is possible when they are not provided. The availability of infrastructures and facilities in the right quantity and quality is germane in education provision. A school with inadequate classrooms and facilities, such as chairs, lockers, libraries, textbooks, laboratories and workshops, will be uncomfortable for pupils/students to learn. Unfortunately, there are inadequate infrastructure and facilities in many secondary schools in Nigeria (CBN, 2010). School facilities (in other words school plant) consist of all the types of buildings for academic and non-academic activities, equipment for academic and non-academic functions, areas for sports and games, landscape, farms and gardens, including trees, roads and paths. Others include furniture and toilet facilities, lighting, acoustics, storage facilities and the parking lot, security, transportation, Information and Communications Technology (ICT), clearing materials, food services and special facilities for the physically challenged (Amanchukwu and Ololube, 2015). According to Olutola (1981 in Abdulaziz 2013), the school plant refers to the site of the school, the buildings and provision of physical equipment. It embraces the permanent and relatively permanent possessions of the school

resources, such as machines, chalk, black board, laboratory equipments, etc. The school plant is the specifically controlled environment with the intention of aiding both teaching and learning activities in the school.

2.2.3 Types of School Facilities

School facilities are of different types, as categorized by Lawanson and Gede (2011); Auta (2012) and Ahmed (2014) into the following:

- a) **Infrastructural Facilities:** These consist of buildings, such as the administrative block, (which comprises the Principals' office, Vice Principal and staff rooms, the classrooms) library, laboratories, workshops, hostels, toilets, assembly hall, dining hall, kitchen, stores, sick-bay/clinic, records office, school shop, school bookshop, furniture, music room, cafeteria, security post, staff quarters' and the school farm or garden as well as storage house, road network, electricity, water supply, generator room, sport field, parking lot, etc.
- b) **Instructional Facilities:** These are facilities that are specifically meant for direct teaching and learning. These include books, chalk, chalk boards, cardboards, dusters, audio visual and visual aids, laboratory equipment and apparatus for practical, computers, projectors, typewriters, models, maps, pictures, charts, etc. other facilities are the school bell, school wall clock, and school posters. These facilities bear directly on the teaching- learning process and are, therefore, considered of prime priority among other school facilities.
- c) **Recreational Facilities:** These are spaces, lawns, fields, pitches and equipment for sports, games and general recreation. Games and Sports apart from developing specific skills also develop a good learning socio-psychological as well as mental environment

through relaxation. The importance and level of resources committed to the development and provision of recreational facilities must not exceed their values in facilitating the overall goal of the educational institution.

- d) School Records:** These also consist of administrative files, register, log book, certificate/testimonials, result booklets, duty books, diaries and scheme of works, departmental files, club and societies files, personnel or staff movement book, cash or finance and account book, health record book, Parent Teachers Association minute book, staff minutes book, etc. (Ahmed, 2014).
- e) General Purpose Facilities:** These are facilities that can easily be converted to uses other than those for which they are being used. Such facilities in most cases are made of space facilities. There are basically two types of open space facilities, namely: Developed and undeveloped spaces. Developed Open Space are spaces used as sporting pitches, fields, lawn, school farms, access roads, parking lots and so on. Their uses can easily be modified as occasion demands. The Undeveloped Open Spaces are all the land area within the legal authority of the institution, which are yet to be developed into specific uses (Lawanson & Gede, 2011).

In his own contribution, Abdulkareem (2003) grouped school facilities under seven (7) components as follows:

Table 2.1: School Facilities Components and Items

S/N	Components of School Facilities	Items
1.	Building: (a) Administrative	Head teachers’/principals’ offices, assistant head teachers’ office, vice- principals’ office, guidance counselor’s office, etc.
	(b) Instructional	Classrooms, Libraries, Laboratories, Workshops, arts rooms, auditorium, gymnasium, multipurpose rooms/halls, etc.
	(c) Circulation	Corridors, Lobby, staircases, any other spaces for students’/pupils’ recreation.
	(d) Conveniences	Toilets, dormitories, cafeteria, Stores, custodian (school plant personnel) rooms, staff residential quarters, etc
	(e) Recreational	Parks, garden/school farms fields, courts, lawn, etc.
2.	Machinery	Workshop machine & tools, duplicating machine mowers, tractors,etc.
3.	Transport	Vehicles (school bus and staff bus), tractors, motor bicycles, etc.
4.	Equipment	Laboratory and workshop equipment, sportingequipment, instructional facilities (teaching aids),computer sets, photocopiers, typewriters, etc.
5.	Furniture	Staff furniture and pupils’/ students’ furniture, etc.
6.	Books	Teachers’ and Pupils’/students textbooks, library books, etc.
7.	Utilities: (a) Electrical	Electrical generating sets, air Conditioners, fans, etc.
	(b) Water Supply	Boreholes, deep wells, water tanks, pipe-borne water, etc.
	(c) Communication Gadgets	Public Address System, Radio, Television, Telephone, Telex, Fax Machines, etc.

Source:A. Y. Abdulkareem (2003).

2.3 The Roles of theCommunity in the Provision and Maintenance of School Facilities

Castaldi (1977 cited in Ahmed 2014) observed that before independence in Nigeria, the communityas a whole was keenly interested in providing adequate school infrastructural facilitieswhile school administrators, teachers and students were fully engaged in themanagement of these school facilities. Ironically, the belief by the average Nigerianthat the

business of education is that of government has led to the impression that the government should build schools to take over the existing ones and must stock the schools with personnel and facilities. Unfortunately, education is just one out of the numerous sectors on which government should spread its limited resources. This probably explains why people complain that the standard of education is falling in Nigeria (Abdulkareem, 2003). School facilities are far less than the demand on them. In fact, many adults recall their own school days when teachers were devoted, when classes were small, when facilities were enough for teaching and learning and when overall learning was fun. Such people have expressed concern over the deplorable state of facilities in our schools nowadays (Ahmed, 2014).

It is a common knowledge that communities in the past raised up their voices to agitate for government's presence in their community through the provision of drinkable water, electricity supply and the establishment of primary and secondary schools. Often times, Government has risen up to grant this request because of its recognition of such a community. At the same time, there are occasions when some communities will take upon themselves to satisfy their needs through communal efforts geared towards providing amenities without waiting for the government to provide such. In terms of educational support, some communities prefer to support those schools established in their community by government, while other communities may decide to establish a school for themselves and name it after their community (Baba, 2007). She further stated that community participation may be in terms of the provision of school facilities, such as books, chalk, black board, laboratory equipment, furniture, local security to guard the infrastructure and ensure that they make their wards/ children available for the school while the government takes charge of technical aspect of the school vis-à-vis the provision of infrastructure, teachers; salaries and inspectorate services.

Agbo (2015) asserted that communities in Nigeria are willing to provide the school plant for effective teaching and learning with common interest. She further stressed that for effective teaching and learning to take place, the community must perform certain roles: like erecting buildings such as classrooms, libraries, offices or administrative blocks, toilet facilities and urinals and handing them over to the government; providing desks, chairs and tables for effective running of the school. The author further stated that the community can donate land for building schools and money for the provision of equipment and relevant materials in the school and teachers quarters, among others.

Thus, the impact of the community in providing and maintaining of school plant facilities is vital, because it maintains school facilities by repairing equipment for efficient services to be rendered and provides materials like chalk/ black board, tables, chairs, etc, Community also maintain school facilities by giving people in the school system good orientation to inculcate in them the respect for effective management of school property and the regularity of maintenance is designed to keep the school plant operating at its optimal level so as to reduce the breakdown of equipment.

The community plays an important role in seeing to the success of moulding and raising responsible individuals. Parents' involvement and community engagement are critical vehicles through which the promise of quality education will be fulfilled. This is to increase school efficiency and student learning. Parents, the community and teachers working together within the teaching and learning process will have a lasting impact on the future of students and their success in the system (William, 1997). Communities are making a great impact in enhancing School-Community relations and in the administration and financing of secondary schools. The community being in a cordial relationship with the school in promoting children's well-being

and educational success by providing infrastructure, recognizing students that perform well in class exam, in any game, or competition will boost the morale of those students and encourage others to work hard e.g. Mapping out a day, monthly or termly to clean and take proper care of the school environment. Communities are also increasing rapport with principals and the staff of schools by encouraging, giving prizes and providing them with other facilities that can facilitate learning.

Cibulka (Ndu, Ocho and Okeke 1997) described the community as a people obliged to one another not because of the place of birth, race, sex, religion, but people bound to one another and governed by interest. Communities participate actively by providing funds for education and setting up school buildings, which were handed over to the government to administer. In 1970, the East central state government took over school control and encouraged communities to build schools. The system brought schools face to face with the political, social, economic and religious life of the community.

The impact of the community in the administration and financing of students and staff personnel is very important because it has positive and long lasting implications for the social and academic development of students. Solely improving students' relationships with their teachers will produce gains in achievement. However, those students who have close positive and supportive relationships with their teachers will attain higher levels of achievement than those students with more conflicting relationships. Baker (2006), stated that communities make sure that students are in good terms with the school and provide basic facilities for them because they know that a positive teacherstudent relationship draw students into the process of learning and promote their desire to learn. To him, teachers who foster a positive relationship with their

students create classroom environments more conducive for learning and meet their student's emotional, developmental and academic requirements.

2.4 Community Methods for the Effective Maintenance of School Facilities

As schools are centralized locations where learning is encouraged, the effective and efficient operation and maintenance of school facilities is of critical need for all students, teachers, school administrators, government agencies and community members. School facilities play vital role in actualization of the educational goals and objectives by satisfying the physical and emotional needs of staff and students of the school. School facilities maintenance in secondary schools is the responsibility of everybody associated with the school, such as principals, teachers, students and the general public (Agoha, 2008). In addition, Sa'ad and Sadiq (2014) are of the view that community members have a significant impact on the provision and maintenance of school facilities through PTA and other community-based organizations.

The community methods/strategies for effective school facilities maintenance, according to Agoha (2008), include:

1. Identification of structures and equipment that need repairs: There should be a periodic check on the structures and equipment to ascertain what needs attention.
2. Selection attention: the school administrator has to engage in scale of preferences as regards to repair or replacement of school plant considering the school financial stand. All complex repairs that need very urgent attention should be referred to the professionals while the cleaners can handle the minor repairs.
3. Institution of maintenance workshop: In order to save cost and ensure urgent attention, it is necessary that the school administrator should open a maintenance workshop where

some skilled labourers employed in the school should be posted and cases of damaged furniture referred to them for urgent repairs.

4. Establishment of repair inventory: An inventory book is very important because it helps to assess the level of damage that is going on in the school and the amount of money that has been wasted on repairs and also to determine how careless the group of individuals in the school are and how efficient the maintenance workshop is. This can serve as reference material to the supervisor or Parents Teachers Association.

In addition, Ngoka (2002) agrees with the idea of Agoha (2008) on the identification of structures and equipment that need repairs and the selection, attention and establishment of repair inventory as the procedures for school plant maintenance. The contention above will enable educational administrators to determine the school plant to attend to urgently and the one to keep in view since resources are usually inadequate.

Consequently, the maintenance strategies of the school plant depends on the funds available and the administrators concerned. Based on this assertion, Vickery (Ogunu 2002:134 cited in Agoha, 2008) points out four policy options open to school communities, who are the vital stakeholders considering the maintenance of the stock of school buildings, furniture and equipment. They are:

- a. No maintenance at all: This is a situation when the school administrator or government decides not to effect any maintenance due to the feelings that the cost of maintenance should be borne by mother agent.
- b. Emergency Maintenance: This is a situation where there is no predetermined plan for maintaining facilities and equipment. When there is a disaster, such as the type caused by

a rainstorm, haphazard efforts are made to effect repairs. Money is hardly budgeted for emergency maintenance.

- c. Ad-hoc Maintenance: This is the provision of a general sum of money in the budget, which is used at the discretion of the education authority to finance unplanned maintenance activities. In this type of maintenance, priorities are assigned to the most important plant to be maintained because the resources budgeted for this type of maintenance are always too meager in relation to the work to be done.
- d. Planned or preventive maintenance: This is a planned strategy of maintenance unlike the previous options, which are based on expediency. Maintenance work in accordance with this strategy involves not only occasional repairs but maintenance undertaken at regular intervals with a view to reduce or prevent the future deterioration of items. Planned or preventive maintenance requires regular information on the condition of total stock of school facilities and the organization.

From the foregoing, we can deduce that the Parent-Teachers-Association is a very powerful organ to use to ensure that the school plant is maintained regularly by making funds available. As we all know, lack of funds causes the delay of any project. When funds are provided, skilled men/women should be employed to swing into action for results to be achieved. Therefore, for the effective maintenance of school facilities there should be periodic inspection and repairs of school facilities by community members so as to make teaching and learning worthwhile.

2.5 The Constraints/Challenges to Community Participation in Secondary Schools in Nigeria

FGN/UNICEF (1998) explained that lack of clear a policy on the support of the private sector and community constituted a problem to the community and the private sector. The government has not given a clear policy on how these funds and allocation given to schools through the school administrators or financial committee will encourage the private individuals and communities that fund schools. It was indicated that some private sectors and communities are not satisfied with the attitude of some school administrators and their financial committee. Some of them embezzle and misappropriate school funds. This may discourage the communities and private sector from supporting schools. Government should publish the return of allocations to secondary school in the government magazines so that the private organization and community that support school will be satisfied with the government on the issue of allocation and disbursement. This is most applicable in the communities where private organization and communities fund schools directly.

Enyi (2000) discovered that education is a non-profit making investment; therefore, some individuals who fund schools do not participate fully as supposed because they think that they do not gain anything from it. According to Enyi, individuals are so selfish that they will not put their money in what they cannot gain thereafter. Ajibade (1989) explained that government should provide comprehensive policies and measures on community participation in the establishment and funding of secondary schools. In support of Ajibade, Ogbonnaya (2003) stated that state governments should initiate policies for community and private sector participation in the funding of the secondary schools in their states. Based on their findings communities cannot contribute meaningfully unless certain policies are made by state governments for community

participation. Onyene (2006) in her community study discovered that some of the community strategies for contribution were not satisfactory due to the fact that communities lack awareness and involvement in the provision and management of school facilities.

2.6 Theoretical Framework

Theories of community participation have received considerable academic attention, particularly since the early 1990's but have been a source of debate since at least the 1960s. This study is intended to provide a brief overview of some of the most prominent theories, which have been put forward as a means of understanding and appraising participation structures and practices. It has been prepared in order to provide a theoretical context within which the appropriateness of different approaches to community participation in the provision and maintenance of secondary school facilities in Dala Education Zone, Kano state can be assessed.

2.6.1 Communitarian Theory of Participation

The Communitarian theory of participation was developed by Parry, Moyser and Neil (1992). The theory suggests that one motive, or justification, for taking part or participating is a concern for the community of which a person is a part. In the view of this theory, at the core of democratic theory is the view that where people are highly integrated into the local community and where they identify strongly with it, participation would be greater. This is because under such circumstances, people have a more detailed understanding of local needs and problems and recognize that these needs are often shared with their neighbours. When people perceive their interdependence with others, they will seek to act to sustain their communal relationship. Schools depend on communities for legitimacy as they adapt to their environments while communities need schools for knowledge and skills acquisition.

Parry, Moyser and Neil (1992), noted further in their study that in spite of the long history of this theory, there have been few attempts to establish whether there is, in fact, any such relationship between community and participation. This is because of the difficulty associated with what constitutes a “community”, as noted earlier, in the multiplicity of definitions of the term. All the same, in their view, wider participation may, perhaps, be stimulated where people think of themselves as equals and where they believe their neighbours are mutually supportive. For this reason, it becomes important not only to establish whether people living in a particular area regard it as a community, but whether they share a belief in what makes for a community. From this line of argument, culture becomes very important in analysing the level of community participation and the forms it takes.

Furthermore, Plant (1978 cited in Parry, Moyser and Neil 1992) observes that nowadays people are as likely to feel a sense of communal identity with those who share their interests and life-style than with people who are simply their neighbours. Communities identify with schools their children attend and come together to help to address the needs of such schools. It would, therefore, be a mistake to dismiss the possible effect of local communities in participation. It remains the case that most people’s lives are conducted within the confines of the local community in which they reside. They send their children to the local school, shop locally, attend their local church and, of course, come together to solve their local problems as a group or as individuals.

The proponents of the communitarian model of participation, however, admit that this sense of community identity is greater in smaller, more tightly-knit societies. Further, they submit that it is, therefore, likely that some appreciation of local issues and problems will shape the patterns of participation. In this light, it is important to consider to what degree participation

is driven by interests common to groups and classes across the nation or is moved by specifically local considerations-whether or not these are in turn inspired by an ideal of community, which for some is merely a tempting myth in the modern world or, even worse, a rationalization of what are in reality, sectional local interests (Parry, Moyser & Neil,1992).

The implication of this theory is that communities are seen as rational actors as they get involved so far as such involvement serves the best interest of the community. In other words, communities judge what reasonable choices are. The question that arises is how can communities be mobilised to take education provision and delivery responsibilities in the wake of ensuring equity?

Another theoretical implication is that participation by local communities as a government policy ensures democracy, transparency and efficiency. One cardinal principle of democracy is competition and choice between and among various alternatives. Parents or members of communities should be able to choose between or among various competing schools. This ensures quality and efficiency. It also provides for greater say by communities in schools affairs. Many existing community-based education practices in Nigeria reflect the features of the communitarian perspective.

By implication the Communitarian Theory of community participation maintains that schools are shaped by the communities to which they belong and thus owe them a debt of respect and consideration and tend to cooperate with the school authorities (school managers) who assure them of effective participation in the provision and maintenance of school facilities in their respective communities. By and large, the theory encourages people in their respective communities to actively participate in the management of the schools under their domain. Furthermore, the theory believes that community service/participation is an important part of a

child's education in school. Therefore, schools should provide an active understanding of the common good of the community. By so doing, the community should assume the under listed roles: building / renovation of schools, discipline and supervision of teaching and learning, fund raising, assisting in formulating school routine, mediate between school and government, tree planting and the provision of infrastructure facilities and of textbooks/curriculum development. The theory also advocates that schools should adopt a more democratic structure of operating. On the whole, the theory holds that community participation strategies along with school strategies can result in positive and effective responses to local demands. More precisely, it can be said that the community is what maintains the school facilities that are provided and is simultaneously the provider of the school facilities by which maintenance is to be effected.

2.6.2 Arnstein's (1969) Theory of Community Participation

The second theoretical work on the subject of community participation adopted in this study was developed by Arnstein (1969). The particular importance of Arnstein's work stems from the explicit recognition that there are different levels of participation, from manipulation or therapy Participation: A theoretical context of citizens, through to consultation and to what we might now view as genuine participation, i.e. the levels of partnership and citizen control.

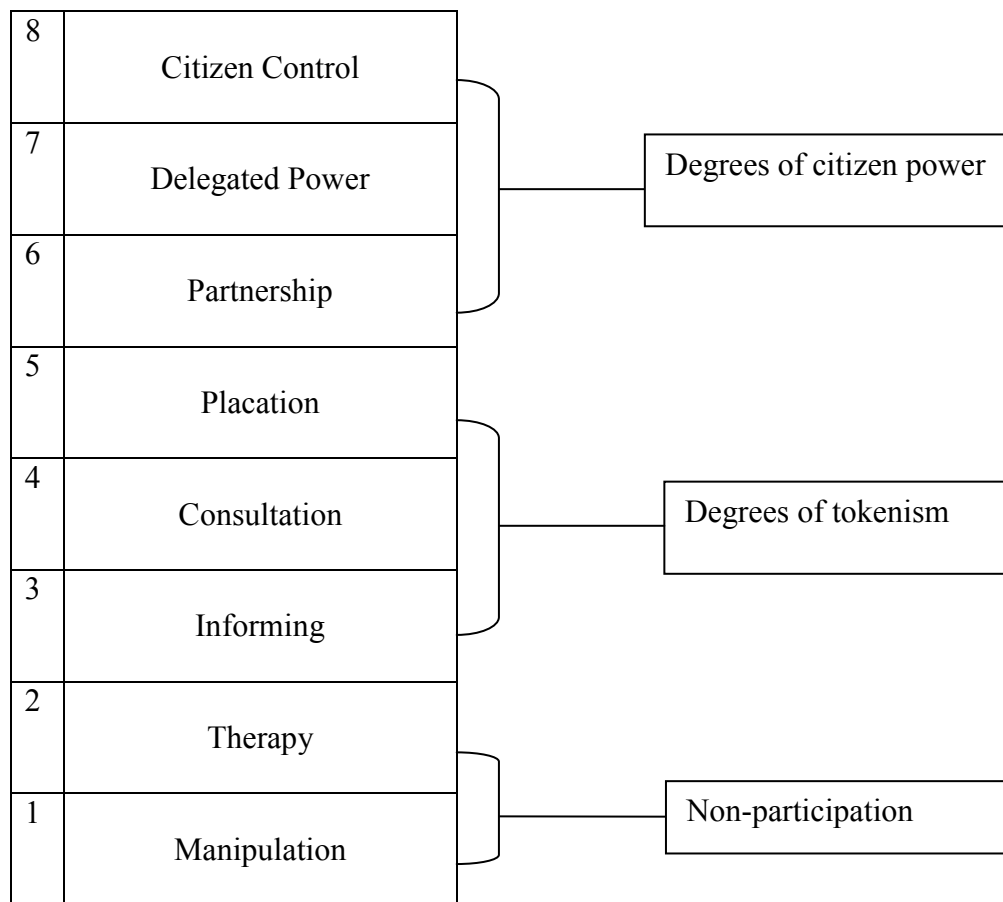
Arnstein (1969) contends that citizen participation is citizen power, but that there is a critical difference between going through the empty ritual of participation and having the real power needed to affect the outcome of the process. This difference was briefly exhibited in a poster painted by French students (in the spring of 1968) to explain the student worker rebellion (in English): "*I participate; you participate; he participates; we participate; you participate . . . They profit*" (Arnstein, 1969). The poster highlights the fundamental point that participation without the redistribution of power is an empty and frustrating process for the powerless. Abbott

(1995) also supports the foundation for a new, more appropriate approach to community participation based upon the concept of community power and control.

According to Arnstein (1969), the ladder of participation consists of eight rungs with the lowest rung depicting the lowest of non-participation level. As the ladder goes up, the level of participation improves with rungs 7 and 8 referred to as delegated power and citizen control, respectively. This framework is used to classify different ways of participation. Arnstein (1969) found that most techniques of public participation can be used in ways that do not authentically engage the citizenry. Her Ladder of Participation depicts citizen participation in community planning and decision making activities, which she characterizes as Nonparticipation, Tokenism and Citizen Power or genuine participation. This ladder shows a distinction between different characteristics and levels of participation made by the low intensity of participation at the bottom and higher intensities of participation end up higher the ladder (see figure 2.1). For this research, all the characteristics are relevant as lenses for evaluating the impact of community participation in the provision of facilities of the selected secondary schools in Dala Education Zone of Kano State.

In order to assess the types of participation and non-participation, Arnstein (1969) suggested a typology of eight levels of participation using a ladder technique:

Figure 2.1: Arnstein's Ladder of Citizen Participation



Source: Arnstein, S. R. (1969:217), *A Ladder of Citizen Participation*.

The limitations of Arnstein's ladder theory of participation are obvious. Each of the steps represents a very broad category within which there are likely to be a wide range of experiences. For example, at the level of 'informing', there could be significant differences in the type and quality of the information being conveyed. Realistically, therefore, levels of participation are likely to reflect a more complex continuum than a simple series of steps. The use of a ladder also implies that more control is always better than less control. However, increased control may not always be desired by the community and increased control without the necessary support may result in failure.

The theory has many relevant implications on community participation with regards to organizational structure, decision making and the functions of education making and functions of the education administrators. Arnstein's theory has played a significant role in assessing fund options in terms of the resources required, stakeholders' action and community mobilization for the achievement of educational objectives. Finally, the theory will enable educational administrators and planners to systematically analyze their job or programme, anticipate the problems and consequences of their actions, predict outcomes and channel their behaviour properly towards the achievement of the goals and objectives of the school organization as well as mobilize communities to contribute effectively for secondary education in the Dala education zone of Kano state.

2.7 Review of Related Empirical Studies

This section reviewed the few available materials or studies in the provision of facilities to secondary education that are related to the present study. These include the works of Okpala (2003), Adam (2005), Onwuasoanya (2005), Obogbulem (2005), Onyene (2006), Ejionwueme (2007), Bagiwa (2007), Abdul'aziz (2013) and Ahmed (2014). Adam (2005) looks at the impact of community participation on the performance of basic schools in the Nanumba District of the Northern Region of Ghana. The study examined the forms and level of participation in two basic schools in the district and its influence on the performance of the schools. It is a comparative study which aimed at ensuring understanding local participation in government policies. Qualitative data were employed. The study adopted the Case Study strategy of doing social research. General theories of participation, especially as it relates to local or grassroots were used to explain the phenomenon. The study found that the Low Community Participation school was due to lack of certain vital resources and facilities that makes teaching and learning very

difficult. On the other hand, it was discovered that the High Community Participation School had a lot of facilities and resources mostly provided by the school community. This situation has made teaching and learning in the school quite smooth.

Adam's study is of interest to this study in that they are all centred on community participation, except that he used basic schools while this study used Senior Secondary Schools.

Onyene (2006) carried out a study on community-based organizations involved in financing secondary schools in Eastern Nigeria. The purpose of her study was to find out the number of community based organizations that contributed fund for secondary education. The population for her study comprised 21 local government areas of Anambra state. Fifteen out of the 21. In the 15, a total of 93 secondary schools were visited. Her instrument for data collection was a questionnaire. The researcher's findings were established that many community based organizations contributed according to their ability and awareness. That these community based organizations required awareness campaigns and sensitizations for effective participation. The researcher contributed very much in identifying the number of community based organizations involved in financing while the present study concentrates on how the community under the umbrella of PTA raises funds for the running of secondary schools in Onyene's study corresponds to this study in that they all centred on the impact of community based organizations in secondary schools. The former concentrated on the impact of community in financing the secondary schools in Eastern Nigeria while this concerned with impact of community in the provision and maintenance of school facilities in secondary schools in Dala Education Zone, Kano state. Also, both the studies adopted a descriptive survey design.

In a similar development, Onwuasonya (2005) carried out a study on private sector participation in the funding of secondary education in Anambra State. The purpose of the study

was to investigate the extent of private sector participation in the funding of secondary education in Anambra State. Four research questions and four null hypotheses were formulated. A structured questionnaire was validated by six experts in education foundations, University of Nigeria, Nsukka. Mean scores were used to answer the four research questions while t-test statistics was used to test the four null hypotheses formulated for the study. The population for the study included all the management staff and subordinates of all the private registered firms that comprised 191 registered firms (144 urban and 47 rural) in Anambra State. The proportional stratified sampling was used to select 100 firms (70 urban and 30 rural) out of the 191 private registered firms in the state. Some of her findings were: That private sector assisted the government in funding schools through the provision of educational facilities and cash to schools by means of cheques to the state ministry of education and school committees. That the assistance from the private sectors was very low due to obnoxious policies of the government against them and the inability of the private sector to generate enough profits. The researcher finally suggested that government should initiate policies which would increase private sector participation by asking them to pay a stipulated amount of money into the education fund and too by incorporating educational development in their programmes of activities.

Onwuasonyia's work is related to this study in its focus on the private sector participation in the funding of secondary education in Anambra State. However, it dwelt more in funding schools through the provision of educational facilities and cash to through school committees. They are differed in the use of an observational checklist.

Oboegbulem (2005) carried out a study on the constraints to voluntary agency participation in the funding of secondary schools in the Owerri education zone. The instrument for her data collection was a questionnaire. Mean and standard deviation were used to

answer two research questions while t-test statistics was used to test the hypothesis at a 0.05 level of significance. Moreover, simple random sampling technique was used to select 60 out of 86 and 99 officials out of the two voluntary agencies. The population for the study comprised all the senior administrative staff of Owerri education zone numbering 86 and the officials of voluntary organization, Lion and the Rotary clubs, that were 47 and 52, respectively. Her findings were that misappropriation and embezzlement of funds constraints the voluntary agencies from funding secondary schools. Her study was based on constraints to voluntary agency participation in funding while the present study is on how the communities participate in the provision and maintenance of Senior Secondary School facilities.

Ejionueme (2007), conducted a research on strategies for involving the private sector in the management of public secondary schools in Enugu State for optimum source delivery. The instrument for the data collection was questionnaire validated by three experts in Educational Foundations, University of Nigeria, Nsukka. Mean scores were employed in answering three research questions. The population for the study was 860 people made up of 283 senior administrative staff of the Post Primary Schools Management Board (PPSMB), 65 Chief Executives of Industries and 512 parents. The research findings were that the private sector should be actively involved in school financial management by providing infrastructural facilities and equipment that are very necessary and important for viable school learning. That since education is not a one-man business and communities and individuals should put hands together to alleviate school problems so as to achieve optimum service delivery. Ejionueme's study was based on ways of involving private sectors in financial management of secondary schools while this study seeks to examine the impact of community participation on the provision and maintenance of school facilities in secondary schools.

Okpala (2003) carried out a study on the extent community involvement in the management of secondary education in Delta State. The research instrument used was a questionnaire. The population used for the study was sixty (60) secondary schools, from which a total of 120 subjects, that consisted of sixty (60) principals and sixty (60) Parents Teachers Association (PTA) chairman were drawn as respondents using simple random sampling technique. Four research questions were formulated for the study. Mean was used to answer them while the t-test statistic was used to test four research hypotheses. Some of her findings were that the best way to improve greater community involvement includes honesty in service, the appointment of right caliber of the people into office, compulsory levying of members, supporting projects embarked upon by local communities, award of prizes to best performed community and the recognition of philanthropic members of the community by honouring them as patrons of the schools. Okpala's study closely related to the this study in that both are concerned with community participation, but they differ in the area of study, while Okpala (2003) used t-test statistics this study used means and standard deviations.

Bagiwa (2007) conducted a research on the impact of community participation on the administration of secondary schools, in the Katsina Zonal Directorate of Education in the year 2007. The population comprises all the community members and school principals as well as teachers of Government Secondary Schools within the Zonal Directorate of Education with a population of about one thousand, two hundred and fifty (1,250). The sample used for his study was 276 school Principal/teachers and 160 community members, respectively. A total of 15 Secondary School principals and 261 teachers was used as well 160 community members. Stratified random sampling technique was used to arrive at the needed sample; sampling the schools was done using a simple random selection to arrive at the presumed sample. The findings

revealed that community participation had not been given adequate attention in the past, largely due to poor encouragement on the part of the school management and Government in promoting serious community participative roles. Some parents on their own part were ignorant and therefore were not aware of community participation in Secondary school education, because they see the management and administration of education as the exclusive reserved of the government. However, there should be a desire for promoting participatory approach in educational management, so that community participation in educational management would continue to lay the foundation for self and self-sustaining process of development of education. She also found out that, like any other level of education programme, secondary level in Nigeria and indeed Katsina faced the problems of community inadequate participation. Some of these issues were the barrier factor inhibiting total community participation. Among such barrier factors include poor encouragement of the community by the government and school management to take part in school management, and critical decision-making, but also an intrinsic requirement for the viability of an organization. Hence, good decision-making should involve all the representatives of all departments and the community, since they are the suppliers of indispensable inputs to education. Hence, in-group decisions greater, a variety of alternatives and solutions are considered since several heads are better than one. So also, there seems to be ignorance or lack of awareness from some of the community and family members, which remain an inherent problem in community participation in secondary school education. Bagiwa (2007) investigated the impact of community participation on the administration of Secondary Schools and this study on the impact of community participation in the provision and maintenance of school facilities.

Abdulaziz (2013) conducted a study on the assessment of community participation in the provision and maintenance of Secondary Schools in Katsina Metropolis, in consideration of the current deteriorating condition of schools nationwide in terms of facilities and maintenance that is very alarming to the extent that with the little available resources the schools could not objectively be maintained and utilized to meet the desirable educational goals of the society. The research sought to answer the questions - what are the ways through which the community will participate in the provision of secondary school facilities and what is the level of community participation in the provision of secondary school facilities in the Katsina metropolis. A descriptive survey design was employed and a sample of 256 respondents used to answer a self-designed validated questionnaire. The findings of the study indicated that the level of community participation in the provision of secondary school facilities was low and as well as that in the maintenance. She concluded that there is room for more ways for community participation in the provision and maintenance of school facilities. Finally, among the recommendations made were that form school/community committees that encourage participation in the construction of school facilities and there is the need to form school/community committees that encourage participation in the maintenance of school facilities. Abdulaziz's study is closely related to this study in the sense that they all focus on community participation in the provision and maintenance of Secondary School facilities,

Ahmed (2014) evaluate the provision and maintenance of infrastructural facilities in boarding secondary schools in the Yola metropolis. The researcher was interested in whether there was appropriate provision of infrastructural facilities to solve the problem of students' overpopulation in classrooms, the provision of laboratories and workshop facilities, the accommodation of students and teachers, games facilities for students sporting activities

andwater and electricity supply in boarding secondary schools. The study was a survey methodthat covered all boarding secondary schools. A questionnaire wasused to collect relevant data. To give a general description of the data, frequency tablesand simple percentages were used. Six (6) hypotheses were formulated and the testing wasdone by using Analysis of Variance (ANOVA). The results showed that school facilities wereinadequately provided and where some were provided they were inappropriately managed. It was revealed that libraries, laboratories and workshops were not well equippedand maintained and therefore, did not facilitate teaching and learning. It was also evident thataccommodation facilities were not enough for both staff and students. There was inadequate supply of water and electricity in the boarding secondary schools. Gamefields were provided in all the schools. However, there were not sporting equipment. Generally, there was lack of maintenance of infrastructural facilities in the schools. Ahmed's study is related to this study in which all the are also featured in this study, with difference in the former conducted among the staff and students of secondary schools while the latter is conducted among Principals and Community Representatives.

2.8 Summary and Uniqueness of the Study

The review of literature has shown that the key position of secondary education in the national education system in Nigeria has made it a target of major concern. Secondary education is regarded in both its consumer and producer status that consumes the product of primary schools and produces candidates for higher education. Kano state government manages and provides facilities for secondary education in the state through the state Ministry of Education (MOE) and Secondary Schools Management Board (SSMB). The funds it provides are used to pay teacher salaries and allowances and to provide physical facilities to schools.

In Kano state, Parents Teachers Association (PTA), School Based Management Committees (SBMCs), religious and Corporate Organizations assist the government in providing facilities to secondary schools. They pay school fees, give donations and provide money for running school programmes. Communities help schools by giving donations, building school blocks and providing physical facilities and equipment that are handed over to the government for administration and management. Indeed, one of the main problems facing secondary education in the country as well as the area of study is that of inadequate facilities. As a result of this problem, the state government encourages community and corporate organization participation in the provision of facilities to secondary schools. It was also discovered that the private sector assists government in funding secondary schools through the provision of educational facilities. These facilities are very few due to the obnoxious policies of the government against them and the inability of the private sector to generate enough profits. The study also revealed that the misappropriation and embezzlement of funds constraints the voluntary agencies from funding secondary schools.

Further review revealed that there had not been any existing work on the strategies for enhancing community participation in funding of secondary schools in Dala Education Zone. Hence, the need to carry out this research work on enhancing and improving community participation in the provision of facilities in secondary schools in the zone.

Finally, this study is unique because most of the studies reviewed were carried out in the southern parts of Nigeria. This study attempts to bridge the gap by investigating the impacts of community participation in the provision and maintenance of facilities to secondary schools in the Dala education zone of Kano state. Another uniqueness of this study is that it is the first of its kind conducted here in Kano state.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the general procedure the researcher employed in conducting this investigation. Specifically, the chapter presented the following sub-headings; Research Design, Area of the Study; Population of the Study, Sample and Sampling Technique, Instrument for data Collection, Validation of the Instruments, Reliability of the Instruments, Pilot Study, Procedure for Data Collection and Procedure of Data Analysis.

3.2 Research Design

This study is a descriptive survey design. Which is one in which a group of people or items are studied and are data collected and analyzed from a few people or item considered to be representative of the entire group (Uzoagulu, 1998). The survey approach is employed because by its nature it is large in scale and very selective in content. It aims at collecting data on a particular problem from a sample in order to gain an estimable dimension of the problem. The study, therefore, evaluates the impact of community participation in the provision of facilities to secondary schools.

3.3 Population and Sample

3.3.1 Population of the Study

The population for the study comprised all the public Senior Secondary Schools in the Dala Education Zone. The target population consisted of School Principals and Community Representatives of Senior Secondary Schools in the zone. Available statistics from the Kano State Senior Secondary Schools Management Board (KSSSMB) and the Dala Zonal Education Directorate (DLZED) at the time of this research shows that the population of public

seniorsecondary school principals is was 35 and community representatives 280(Planning, Research and Statistics Unit, 2016). Altogether, the total population for the study is 315.The researcher considered it necessary to use the principals and community representatives because they hold key positions in administrative functions of the schools. Their responses could provide valuable information for the study.They are in a better position to make reliable responses about the impact of community participation in the provision and maintenance of facilities in secondary schools. The population distribution is presented in Table 3.1 below.

Table 3. 1: Population Distribution of Schools’ Principals and Community/PTA Members

S/N0.	Local Government Areas in the Zone	School’s Principals	Community/PTA Members	Total
1.	Dala	16	137	153
2.	Gwale	19	143	162
Total		35	280	315

Source: Dala Zonal Education Directorate (DLZED), 2016.

3.3.2 Sample Size

The sample size for the study was extracted from the populations.This allows the researcher to make generalization. In order to make the research more meaningful, twenty(20) public Senior Secondary Schools Principalsand two hundred and one (241) community representative were selected. Altogether, two hundred and sixty-one (261) were determinedusing Research Advisor’s Table (2006) as the sample for the study.This is presented in Table 3.2 below;

Table 3.2: Selected Schools with Samples of Principals and Community/PTA Members

S/N Selected Schools		School's Principals			Community Representatives		
		N	S	%	N	S	%
1.	GGSS AISAMI	1	1	5.0	15	10	5.4
2.	GSS GORON DUTSE	1	1	5.0	32	28	11.4
3.	GASS YALWA	1	1	5.0	10	10	3.6
4.	GGC DALA	1	1	5.0	22	19	7.9
5.	GSS GWAMMAJA	1	1	5.0	10	10	3.6
6.	GGSS BULUKIYA	1	1	5.0	10	10	3.6
7.	GGC KANO (WTC)	1	1	5.0	08	08	2.9
8.	GSS GWALE	1	1	5.0	22	19	7.9
9.	GSS KURNA ASABE	1	1	5.0	14	10	5.0
10.	GGSS SANI MAINAGGE	1	1	5.0	20	19	7.1
11.	GGSS DAN DINSHE	1	1	5.0	12	10	4.3
12.	GSS KOFAR RUWA	1	1	5.0	08	08	2.8
13.	GSS KOFAR DAWANAU	1	1	5.0	10	10	3.6
14.	GAC GWALE	1	1	5.0	25	19	8.9
15.	GSS DORAYI KARAMA	1	1	5.0	13	10	4.6
16.	GGSS JANBULO	1	1	5.0	12	10	4.3
17.	GGSS ADAKAWA	1	1	5.0	04	04	1.4
18.	GGSS KOFAR MAZUGAL	1	1	5.0	15	10	5.4
19.	GSS ABDU NA LITI	1	1	5.0	11	10	3.8
20.	GGSS TURAKI HASHIM	1	1	5.0	07	07	2.5
Total		20	20	100	280	241	100
Sample Size		261					

Table 3.2 above presents a summary of the principal and community representative population (N) in the selected schools and their respective sample sizes (S) based on the Research Advisors (2006) Sample Size Table.

3.3.3 Sampling Techniques

To determine the sample size of the study, a simple random sampling technique was employed. A total of twenty (20) principals and two hundred and forty one (241) community representatives were sampled out as the respondents of the study. The rationale for choosing the

random technique is to give equal and fair representation to all the public senior secondary schools in the zone.

3.4 Data Collection Instruments

Two instrumentsa (questionnaire and an observational checklist) were used as instruments for collecting data.

3.4.1 The Questionnaire

The questionnaires is used to obtain information on a number of issues. It can provide information for assessing certain situations, such as community participation in the provision and maintenance of school facilities. In this study two (2) sets of questionnaires, entitled ***Impact of Community Participation in the Provision and Maintenance of School Facilities Questionnaire (ICPPMSFQ)***, were developed, one for school principals and the other for the community representatives (see Appendix I).

The questionnaire adopted the LikertScale formatwith close ended items with the rating scalefeatures of Strongly Agreed (SA) 4 points, Agree (A) 3 points, Disagree (DA) 2 pointsand Strongly Disagree (SD) 1 point. It comprised two sections, I and II. Section I sought to elicit information regarding the personal data of the respondents. Section II consisted of five (5) clusters. Cluster A was made up of six (6) statements on the activities that enhance community participation in the provision and maintenance of facilities in secondary school in the Dala Education zone. Cluster B has six (6) items on methods that could be adopted in the provision and maintenance of facilities to secondary schools. Also, Cluster C was made up six (6) statements on ways the community would adopt in themaintenance of school facilities in secondary schools. Cluster D has six (6) statements on the constraints tocommunity participation

in the provision and maintenance of facilities of secondary school and Cluster E also comprised six (6) statements on the measures that can be initiated by the Government to increase community participation in provision and maintenance of facilities of secondary schools.

3.4.2 Observational Checklist

To support the questionnaire responses, an observational checklist was used as the second instrument for data collection. According to Ololobou (2010), a checklist is a list of items (questions, other statements, events, activities, etc) which is or could be used to check an individual, group or institution to determine the status of the party being checked regarding the demands of the items. The checklist as a research instrument is, therefore, described as a personal observation or evaluation of a performance or artifact. It can be a simple lists of criteria that can be marked as present or absent or can provide space for the observer's comments (Onwuegbuzie, 2010).

For this study, a 5-item checklist, titled "***School Facilities Observational Checklist (SFOC)***", was constructed to provide a guideline for accessing the level of community participation in the provision and maintenance of facilities to secondary schools (see Appendix II). The instrument was used in order to identify/check the presence or absences of facilities provided and maintained by communities in the selected schools. The checklist is divided into Five (5) categories: Instructional Facilities; Classroom Resources; Infrastructural Facilities; Science Equipments/ Apparatus and Sports and Games Facilities.

3.6 Validity and Reliability of the Instruments

3.6.1 Validation of the Instruments

To ensure the validity of the research instruments, the questionnaire and the checklist were presented to the supervisor, lecturers in Educational Administration and Planning, lecturers in English Language and experts in the Test and Measurement Unit of the Department of Education, Bayero University, Kano to examine them. Face and Content validity criterion was ascertained in order to ensure the relevance, appropriateness and adequacy of the items in the instruments. The feedback was used to improve the first draft and a final copy of the instruments was produced.

3.6.2 Reliability of the Instruments

It is necessary to confirm the internal consistency of this research instrument, considering the nature of the study. To do this, a test-retest method for testing stability over time was applied. Also, the Pearson Product Moment Correlation coefficient (PPMC) formula was used to establish the reliability of the instrument. A 0.05 level of significance was used to test the level of significance of the calculated alpha. The obtained reliability coefficient for the Principal's questionnaire was 0.76, while a reliability coefficient of 0.84 was obtained from the Community Representatives questionnaire to suggest a reasonable measure of reliability. This indicates that the items are reliable within the acceptable limits because Uzoagulu (2011) states that "the requirements' for internal consistency is an average value of the correlation coefficient which must be pretty high above 0.70".

3.6.3 Pilot Study

According to Uzoagulu (2011), pilot testing of research instruments is the only way a researcher can be sure that everything will work according to plan. Therefore, in this research, a

pilot study was conducted on two (2) public senior secondary schools in Municipal Education Zone of Kano State. Twenty (20) copies of the questionnaire were administered in the selected schools. After an interval of two (2) weeks, was re-administered again. The two-week interval was to give room for the respondents to remember their previous responses and those factors to be measured will be relatively stable and constant.

3.7 Procedure for Data Collection

After the preparation of research instruments, the researcher obtained a letter of introduction from his Department and presented to the Kano State Senior Secondary Schools Management Board (KSSSSMB). This was to seek permission of the Board to use its management staff as well as the selected senior secondary schools for the purpose of the study. Also, introduction letters were attached to the Community Representatives' questionnaire for their cooperation and cordial attention. The researcher with the help of two (2) trained research assistants administered the instruments on the subjects of the study.

They the direct delivery and retrieval the method in the administration of the questionnaire to the respondents and assistants distributed and collected the completed copies from the respondents on the spot to ensure a high return rate.

Similarly, field observation was adopted in this research to collect the necessary insights regarding the level of community participation in the provision and maintenance of school facilities. In this study, the components that needed to be taken into account during the observations were school buildings, classroom resources, instructional facilities, laboratory and workshops equipment, sports and games facilities. The observation took place in the selected secondary schools in Dala Education Zone and was carried out in twenty (20) selected public schools in the area between 22th November to 8th December, 2017. At the school, a meeting was

held between the school authorities (whether school principals, vice principals or teachers) to introduce the purpose of the research.

3.8 Data Analysis Procedures

The data collected from the field and the questionnaire was analyzed using descriptive statistical tools. That included frequency counts (F), Percentages (%). Mean (X) and Standard Deviations (SD). These descriptive tools described the information collected. For the mean and standard deviation a decision rule was made whether to accept or reject as a factor. The criterion value was determined by summing up the scales and dividing it by the number of values, thus: $4 + 3 + 2 + 1 = 10 / 4 = 2.5$. Therefore, responses were considered positive if the grand mean was equal to or greater than 2.50 and negative if the grand mean was less than 2.50. On the other hand, the data collected from the observational checklist were systematically recorded and analysed by using (✓) to indicate presence of the facilities and (0) the absence of the facilities in the selected schools .

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter deals with presentation, analysis and discussion of the data collected from respondents in respect of community participation in the provision and maintenance of facilities in Senior Secondary Schools in Dala Education Zone of Kano State. The data collected were first presented and analyzed in a tabular form using frequency, simple percentage, mean and standard deviation. This is to give the general description of the data collected. However, the first part of the presentation is based on the questionnaire distributed, properly filled and retrieved from School Principal. The second part of the presentation is based on the questionnaire retrieved from Community Representatives, while the third section of the presentation deals with the analysis of data collected from the observational checklist on the levels of community participation in the provision and maintenance of school facilities. A summary of the findings was later on presented in this chapter for easy understanding and towards drawing a valid conclusion. The chapter ended with a discussion of each of the research findings.

4.2 Presentation and Analysis of Data Collected from School's Principals

This section contains data presentation and analyses of the finding from the survey conducted. Firstly, the socio-demographic profile of the respondents is provided followed by responses on the items of the questionnaire. A total of Twenty(20) copies were administered to the selected School Principals. All were properly filled and retrieved, and represent hundred percent (100%) of the total respondents.

4.2.1 Socio-Demographic Characteristics of the Respondents

Table 4.1: Classification of the Respondents by their Demographic Characteristics

S/N	Variables	Items	Frequency	Percentage
1.	Gender Distribution	Male	10	50%
		Female	10	50%
		Total	20	100%
2.	Age Group	25 – 35 years	01	5.00%
		36 – 50 years	10	50.00%
		50 – Above	09	45.00%
		Total	20	100%
3.	Educational Qualifications	Primary	Nil	0.00%
		Post Primary	Nil	0.00%
		NCE/Diploma	Nil	0.00%
		B.Ed/B.Sc	17	85.00%
		M.Ed/M.Sc	03	15.00%
		Ph.D	Nil	00.0%
		Total	20	100%
4.	Years of Working Experience	1 – 5 years	Nil	5.00%
		6 – 10 years	Nil	50.00%
		11 – 15 years	02	10.00%
		16 – Above	18	90.00%
		Total	20	100%

Source: *Field Survey, 2017*

The result presented in Table 4.1 showed that half of the respondents (10 or 50%) were male principals and the remaining 10 (50%) females. This indicates gender balance. In Item 2, the result showed that majority(50.00%) who participated in the study were within the age bracket of 36 – 50. Nine (45.00%) were between 50 years and above, while only one (5.00%)is between 25 – 35 years. Their educational qualifications of the respondents as revealed in Table 4.1 above shows that majority (85.00%)have First Degree Certificate, i.e B.Ed or B.Sc, while 15.00% had Master’s Degree. None had a Ph.D. In Item 4, the result indicated that (90.00%)

have 16 and above years of working experience, while those with 11-15 years of working experience are 10.00% of the respondents. This clearly shows that all have more than 10 years of working experience. The implication of this distribution is the fact that most of the respondents are qualified teachers and seasoned school administrators. Hence, they are in the best position to provide adequate information regarding their opinion on the impact of community participation in the provision and maintenance of school facilities.

Research Question One

What are the impacts of community participation in the provision and maintenance of school buildings in secondary schools in Dala Education Zone?

Table 4.2: Mean and Standard Deviation scores of Respondents' Opinions on the Impact of Community Participation in the Provision and Maintenance of School Buildings in Senior Secondary Schools in Dala Education Zone.

S/N	Items/Statements	SA	A	DA	SD	Mean	STD
1.	Community donates lands for building schools in Dala Education Zone	3 15.00%	4 20.00%	8 40.00%	5 25.00%	2.25	1.487
2.	Community through the PTA/SBMC raise funds for the buildings of classrooms, office blocks, hostels, laboratories, libraries and workshops in my schools.	8 40.00%	7 35.00%	3 15.00%	2 10.00%	3.05	1.435
3.	School's Old Boys/Girls Associations constructed additional buildings to their Alma-Mata.	7 35.00%	6 30.00%	3 15.00%	4 20.00%	2.80	1.211
4.	Community constructed convenience facilities (toilets) for both students and teachers in my school.	6 30.00%	9 45.00%	4 20.00%	1 5.00%	3.00	1.581
5.	Community periodically renovates dilapidated buildings in my school.	9 45.00%	8 40.00%	3 15.00%	0 00.00%	3.30	1.810

6.	Community repairs school buildings when crack, damage or collapse.	8	6	4	2		
		40.00%	30.00%	20.00%	10.00%	3.00	1.341
7.	Schools are fencing by community to avoid encroachment and trespass.	8	7	2	3		
		40.00%	35.00%	10.00%	15.00%	2.90	1.536
8.	Buildings are painted and decorated by community in order to maintain their aesthetic value and worth.	6	7	1	6		
		30.00%	35.00%	5.00%	30.00%	2.65	1.484
9.	Community members protect school buildings from vandalization, urinating, defecating and indiscriminate paste of posters on the walls in my school.	3	4	7	6		
		15.00%	20.00%	35.00%	30.00%	2.20	1.438
10.	Community members preventing students from damages or defacement of school buildings through indiscriminate writings and drawings on the walls.	5	3	8	4		
		25.00%	15.00%	40.00%	20.00%	2.45	1.414

Source: *Field Survey, 2017*

Table 4.2, sought to find out the impact of community participation in the provision and maintenance of school buildings in secondary schools in Dala Education Zone. Thus, the result from the responses tend to agree with most of the issues raised about their opinions as evidenced by the mean score above the 2.5 as the decision point, the results indicated that responses in Items 2, 3, 4, 5, 6, 7 and 8 have high mean scores of 3.05, 2.80, 3.00, 3.30, 3.00, 2.90 while 2.65, while items 1, 9 and 10 have a mean score of 2.25, 2.20 and 2.45 respectively. This indicated that majority of the principals agreed that community members adequately provided and maintained school buildings. The results also revealed that most of the of them agreed that School PTA's and SBMC's contribute more towards the provision of additional school buildings such as

classroom blocks, office blocks, hostel accommodations, toilets, libraries, laboratories and workshops. So also most of the principals believed that the buildings provided by the community are well maintained.

In like manner, majority of the principals agreed that some of the School PTAs and SBMC contributed in fencing the schools, and recruiting and paying security guards for the maintenance of school facilities provided. But because Items 9 and 10 did not meet the criterion of 2.5 and above at the four point rating scale, it shows that community members do not participate fully towards protecting the school buildings from vandalization, urinating, defecating or the indiscriminate paste of posters on school walls.

Research Question Two

What are the impacts of community participation in the provision and maintenance of infrastructural facilities in secondary schools in Dala Education Zone

Table 4.3: Mean and Standard Deviation scores of Respondents' Opinions on the Impact of Community Participation in the Provision and Maintenance of Infrastructural Facilities in Senior Secondary Schools in Dala Education Zone.

S/N	Items/Statements	SA	A	DA	SD	Mean	STD
11.	Community provides electricity facilities in my school.	3 15.00%	4 20.00%	8 40.00%	5 25.00%	2.25	1.487
12.	Community provide potable water supply through the constructions of boreholes, deep wells, pipe-borne water and water tanks to the schools.	8 40.00%	9 45.00%	2 10.00%	1 5.00%	3.20	1.774
13.	Community provides road network, drainages and culverts in the schools.	0 00.00%	0 00.00%	9 45.00%	11 55.00%	1.45	4.297
14.	Community provides transport facilities to the schools in Dala	6	8	4	2	2.90	1.371

Education Zone.		30.00%	40.00%	20.00%	10.00%		
15.	Community provides school farms/gardens, sporting pitches, parking lots and generating sets to the schools.	2 10.00%	2 10.00%	8 40.00%	8 40.00%	1.90	1.929
16.	All the electricity facilities provided in the schools are well maintained by the community.	4 20.00%	3 15.00%	7 35.00%	6 30.00%	2.25	1.418
17.	Sources of potable water supply are well maintained by the community.	6 30.00%	8 40.00%	4 20.00%	2 10.00%	2.90	1.371
18.	Roads, drainages and culverts provided in the schools are well maintained by the community.	0 00.00%	0 00.00%	11 55.00%	9 45.00%	1.55	2.735
19.	The alternative electricity sources (generating sets) provided in the schools are well repaired when get faults by the community.	3 15.00%	4 20.00%	7 35.00%	6 30.00%	2.20	1.438
20.	Transport facilities provided to the schools are well maintained by the community.	3 15.00%	3 15.00%	8 40.00%	7 35.00%	2.20	1.702

Source: *Field Survey, 2017*

Looking at Table 2.3 in respect to Research Question Two, it is seen that respondents(Principals) mean for Items 11-20 are 2.25, 3.20, 1.45, 2.90, 1.90, 2.25, 2.90, 1.55, 2.20 and 2.20 respectively. This shows that the responses in Items 12, 14 and 17 met the criterion of 2.5 and above at four point rating scale. However, items 11, 13, 15, 16, 18, 19 and 20 did not meet the criterion of 2.5 and above at four point rating scale, indicating that the community does not provide electricity facilities to schools, road network, drainages and culverts in schools, community do not provide school farms/gardens, sporting pitches, parking lots and generating

sets. So also, the results indicate that the electricity facilities provided in the schools are not well maintained by the community, Roads, drainages and culverts provided in the schools are not well maintained by the community; the alternative electricity sources (generating sets) provided are not well repaired when faulty by the community; and the transport facilities provided by community are not well maintained. Similarly, the respondents in respect to Items 12, 14 and 17 agreed that the community participates in providing potable water supply through the constructions of boreholes, deep wells, pipe-borne water and water tanks to the schools; and provides transport facilities. They also agreed that the sources of potable water supply are well maintained by the community.

This result clearly shows that the communities were not adequately participating in the provision and maintenance of infrastructural facilities in Senior Secondary Schools in Dala Education Zone, Kano State. To this end therefore, it could be asserted that infrastructural facilities, such as electricity (light), water supply facilities, road networks, school farms/gardens, parking lots etc are necessary requirements for schools whether day or boarding. Thus, community efforts should be made to see that such facilities are not in acute short supply at any period.

Research Question Three

What are the impacts of community participation in the provision and maintenance of instructional/classroom facilities in secondary schools in Dala Education Zone?

Table 4.4: Mean and Standard Deviation scores of Respondents' Opinions on the Impact of Community Participation in the Provision and Maintenance of Instructional Facilities in Senior Secondary Schools in Dala Education Zone.

S/N	Items/Statements	SA	A	DA	SD	Mean	STD
21.	Community provide classroom facilities such as chairs, tables, boards, chalks, dusters,	8 40.00%	12 60.00%	0 00.00%	0 00.00%	3.40	2.431

	dustbins, brooms etc to the secondary schools in Dala Education Zone.						
22.	Community provides reading materials such as text and exercise books,journals, magazines, newspapers etc in the schools.	9 45.00%	10 50.00%	0 00.00%	1 5.00%	3.35	2.155
23.	Community provides audio materials such as radio, tape-recorders, record players etc in secondary schools.	6 30.00%	7 35.00%	5 25.00%	2 10.00%	2.85	1.274
24.	Community provides visual materials such as maps, graphs, charts, pictures, models etc in secondary schools.	7 35.00%	8 40.00%	4 20.00%	1 5.00%	3.00	1.516
25.	Community provides audio-visual materials such as TV, video tape, computers, and projectors in secondary schools.	10 50.00%	6 30.00%	2 10.00%	2 10.00%	3.20	1.687
26.	All the instructional facilities (teaching aids) provided in the schools are well maintained by the community.	8 40.00%	10 50.00%	2 10.00%	0 00.00%	3.30	1.994
27.	Classroom facilities provided to schools are well maintained by the community.	9 45.00%	10 50.00%	1 5.00%	0 00.00%	3.40	2.147
28.	The floors, doors and windows of the classrooms are well maintained by the community.	8 40.00%	8 40.00%	3 15.00%	1 5.00%	3.15	1.607

Source: *Field Survey, 2017*

Table 4.4 shows respondents views with regards to the impact of community participation in the provision and maintenance of instructional facilities in Senior Secondary Schools in Dala

Education Zone. From the Table, it was discovered that items 21-28 for principals have the mean of 3.40, 3.35, 2.85, 3.00, 3.20, 3.30, 3.40 and 3.15, respectively. The results indicate that all of the 8 items had a mean score above the criterion mean of 2.50. This shows that the items were accepted by all the respondents, as they all agreed that the community participate in the provision and maintenance of instructional/ classroom. This implies that provision of instructional facilities to secondary schools has a great impact on the teaching and learning process. Also, it can be deduced that the classroom environment has a great impact on teaching and learning at all the levels of education. Classroom/instructional facilities in particular make teaching and learning convenient, meaningful and innovative.

Research Question Four

What are the impacts of community participation in the provision and maintenance of laboratories and workshop facilities in secondary schools in Dala Education Zone?

Table 4.5: Mean and Standard Deviation scores of Respondents' Opinions on the Impact of Community Participation in the Provision and Maintenance of Laboratories and Workshops Facilities in Senior Secondary Schools in Dala Education Zone.

S/N	Items/Statements	SA	A	DA	SD	Mean	STD
29.	Community provides adequate laboratories facilities in secondary schools in Dala Education Zone.	4 20.00%	4 20.00%	6 30.00%	6 30.00%	2.30	1.287
30.	Apparatus for science practical lessons are adequately provided in the laboratories by community.	3 15.00%	5 25.00%	7 35.00%	5 25.00%	2.25	1.487
31.	Community provides adequate and functional workshops facilities in my school.	2 10.00%	4 20.00%	8 40.00%	6 30.00%	2.10	1.637
32.	All of the practical apparatus provided and supplied to my school's laboratories are well maintained by community.	3 15.00%	4 20.00%	6 30.00%	7 35.00%	2.15	1.457

33.	All of the workshops facilities provided and supplied to my school are well maintained by community.	2	2	10	6	1.90	2.030
		10.00%	10.00%	50.00%	30.00%		

Source: *Field Survey, 2017*

Table 4.5 sought to find out the impact of community participation on the provision and maintenance of laboratories and workshops facilities in secondary schools in Dala Education Zone. The Table is made up of five items from the questionnaire. Items 1 and 2 were attempted to find out whether the community adequately provides laboratory facilities in the schools and whether the Community provides adequate and functional workshops facilities. Items 3, 4 and 5, attempt to find out if the apparatus for science practical lessons were adequately provided and adequately maintained and if so by community in Dala Education Zone.

The results indicate that all of the 5 items have a mean score between 1.90 and 2.30 which is below the acceptance point of 2.50. These results clearly show that there were no adequate provision and maintenance of laboratories/workshop facilities by the community in most of the secondary schools. This is a very big problem, because if science laboratories and workshops are not provided, there would be no effective teaching and learning of practical lessons. There is a challenge to the management of schools in Dala Education Zone. Thus, community members such as PTA, SBMC, NGO, Philanthropists and others, must create more means of providing and maintaining laboratories and workshop facilities for effective productivity in schools.

Research Question Five

What are the impacts of community participation in the provision and maintenance of sports and games facilities in secondary schools in Dala Education Zone?

Table 4.6: Mean and Standard Deviation scores of Respondents' Opinions on the Impact of Community Participation in the Provision and Maintenance of Games and Sports Facilities in Senior Secondary Schools in Dala Education Zone.

S/N	Items/Statements	SA	A	DA	SD	Mean	STD
34.	Games and sports fields in my school are provided by community.	3 15.00%	4 20.00%	6 30.00%	7 35.00%	2.15	1.457
35.	Sporting facilities are adequately provided in my school by community.	2 10.00%	3 15.00%	7 35.00%	8 40.00%	1.95	1.777
36.	Community provides indoor sport halls in secondary schools in Dala Education Zone.	2 10.00%	3 15.00%	6 30.00%	9 45.00%	1.90	1.849
37.	Track events facilities are provided by community in my school.	1 5.00%	4 20.00%	9 45.00%	6 30.00%	2.00	1.870
38.	Games store is provided by community in my school.	0 00.00%	3 15.00%	8 40.00%	9 45.00%	1.70	2.208
39.	Games and sport fields provided in the schools are well maintained by the community.	2 10.00%	4 20.00%	6 30.00%	8 40.00%	2.00	1.673
40.	Sporting facilities provided in my school are well maintained by community.	3 15.00%	2 10.00%	7 35.00%	8 40.00%	2.00	1.760
41.	The indoor sport halls provided in schools are well maintained by community.	1 5.00%	0 00.00%	12 60.00%	7 35.00%	1.75	2.610
42.	All the track events facilities provided in my school are well managed and maintained by community.	0 00.00%	1 5.00%	11 55.00%	8 40.00%	1.65	2.558
43.	The games stores provided to the schools are well maintained by the community.	2 10.00%	1 5.00%	8 40.00%	9 45.00%	1.80	2.132

Source: *Field Survey, 2017*

Table 4.6 in respect to Research Question Five, sought to find out the respondents views on the impact of community participation in the provision and maintenance of sports and games facilities in secondary schools in Dala Education Zone of Kano State. The result presented revealed that majority of the respondents tend to disagree with all of the issues raised about their opinions on the impact of community participation in provision and maintenance, of as evidenced by all the mean scores. They are below the 2.5 decision point, which shows negative views towards the contributions of community. This is an indication that school have completely disagreed with the impact of community participation in the provision and maintenance of sports and games facilities in secondary schools. Also, the result indicated that the respondents unanimously disagree that community did not adequately providing sporting facilities to the schools. The table also reveals that most of the respondents strongly disagree that most of the available games and sporting facilities, such as indoor sport halls, track events, game store etc provided are not well managed and properly maintained by community members.

This implies that there were no adequate provision and maintenance of sporting equipment, no adequate provision and maintenance of indoor sport halls and no adequate provision and maintenance of facilities for track events in secondary schools. Therefore, it has become necessary for community members to adequately provide sporting equipment, indoor sport halls and track events facilities to the schools. And those that are in charge of the maintenance of the facilities should properly manage the facilities in order to improve teaching and learning Physical and Health Education in secondary schools in Dala Education Zone. Because Sports and games in educational institutions are to make students use their leisure time judiciously and develop in them a competitive spirit, fair play and good citizenship.

4.3 Presentation and Analysis of the Data Collected from the Community Representatives

This sub-section presents the analysis and discussion of the data collected from the community representatives on their contribution or participation in the provision and maintenance of school facilities in secondary schools in Dala Education Zone, Kano State. A total of 241 copies of a questionnaire were administered to the Community Representatives in the selected schools. Out of which 228 were properly filled and retrieved, which represents ninety four Percent (94.61%) of the total respondents. The results of the study are presented in the tables below:

4.3.1 Socio-Demographic Characteristics of the Respondents

Table 4.7: Classification of the Respondents by their Demographic Characteristics

S/N	Variables	Items	Frequency	Percentage
1.	Categories of Community Representatives	PTA	57	25.00%
		SBMC	46	20.18%
		NGO	28	12.28%
		Old Boys/Girls Assc	40	17.54%
		Religious Org.	13	5.70%
		Private Donors	7	3.07%
		Traditional Leaders	21	9.21%
		Politicians	16	7.02%
		Total	228	100%
2.	Gender Distribution	Male	167	73.25%
		Female	61	26.75%
		Total	228	100%
3.	Age Group	25-34 years	34	14.92%
		35-44 years	68	29.82%
		45-55 years	72	31.58%

	Above 55 years	54	23.68%
	Total	228	100%
4. Educational Qualification	Primary	33	14.47%
	Post Primary	46	20.18%
	NCE/ND/HND	67	29.39%
	B.Ed/B.Sc/B.A	53	23.25%
	M.Ed/M.Sc/M.A	12	5.26%
	Ph.D	7	3.07%
	Non-Formal Educ.	10	4.38%
	Total	228	100%
5. Occupational Status	Civil Servants	123	53.95%
	Businessmen/women	46	20.18%
	Farming	27	11.84%
	Artisan	32	14.03%
	Total	228	100%

Source: *Field Survey, 2017*

Table 4.7 showed the socio-demographic data of the respondents. Five variables covering the categories of community representatives, gender, age, qualification and occupational status were selected. A glance at the Table shows that 57 (25.00%) representatives of the community members belong to the Parents-Teachers Associations (PTA), 46 (20.18%) to Schools Based Management Committees (SBMC), 28 (12.28%) to Non-Governmental Organizations (NGOs), 40 (17.54%) were members of the Old Boys/Girls Associations, representatives of religious organizations were 13 (5.70%), private donors were 7 (3.09%), traditional leaders e 21 representatives constituting (9.21%) of the total respondents and lastly 16 (7.02%) were politicians. This implies that every group of community is represented in the study.

The gender distribution as represented in the Table shows that 167 (73.25%) were male, while 61 (26.75%) female. The implication is that both genders are fairly represented. Hence, the

researcher is able to know their reaction to the study. And will make it reliable for decision-making.

Distribution shows that 34 (14.92%) are between 25-34years, and 68 (29.82%) of 35-44 years, 72 (31.58%) 45-55 years and 54 (23.68%) 56 years and above. The implication of this distribution is that majority are still within the working and productive age. These people mostly participate in school-community relations as they strive to provide their contributions in the schools management.

Furthermore, their educational distribution shows that 33 (14.47%) completed their primary education, and 46 (20.18%) possess a secondary school certificate. Also, 67 (29.39%) of either have an NCE, ND or HND certificates, and 53 (23.25%) possess either B.Ed./B.Sc./ or B.A, 12 (5.26%) possess either M.Ed./M.Sc./M.A, 7 (3.07%) possess (Ph.D.) 10 (4.38%) of the respondents has Qur'anic/Islamic Education. The implication of this representation underscores the fact that majority are literate enough to give meaningful contribution to the study.

The occupational distribution indicates that 123 (53.95%) are government workers (Civil Servants), 46 (20.18%) buy and sell (Businessmen/women), while 27 (11.84%). However, 32 (14.03%) are Artisans. The implication of this distribution is the fact that most are government workers and traders. Hence, they are in the best position to provide adequate information as to how the community has played its role in the provision and maintenance of school facilities as well as the management of schools.

4.3.2 The Opinions of Respondents on the Provision of School Facilities by Community Members in Senior Secondary Schools in the Dala Education Zone.

This section presents the analysis and discussion of data collected from the community representatives on how they participate in the provision of school facilities in secondary schools

in Dala Education Zone, Kano State. Ten items were provided in the questionnaire related to this section. Items one, two and three, attempt to find out if lands, funds and instructional/classrooms facilities were adequately provided respectively. Item four attempt to find out if laboratory apparatus were adequately provided. While item five attempt to find out if workshop equipment were provided; item six was to find out if sports and games facilities were provided to the schools. Items seven attempt to find out if transport facilities were provided to the schools. Also, items eight and nine attempt to find out if water supply and electricity(light) facilities were adequately provided and, lastly, items ten solicited the opinions of respondents on whether they provide access roads network to the schools. Their responses were collected, analyzed and presented in the Table 4.8 below:

Table 4.8: Mean and Standard Deviation scores of Respondents' Opinions on the Provision of School Facilities by Community Members in Senior Secondary Schools in Dala Education Zone

S/N	Items/Statements	SA	A	DA	SD	Mean	STD
1.	Provision/donation of land for school constructions.	28	36	83	81	2.05	8.01
		12.28%	15.79%	36.40%	35.53%		
2.	Community raises funds for the construction/erecting of school buildings such as classroom blocks, hostels, toilets etc.	63	65	43	57	2.59	7.29
		27.64%	28.50%	18.86%	25.00%		
3.	Provision of instructional facilities (teaching and learning materials) such as textbooks, chalks, dusters, computers, projectors etc.	118	105	03	02	3.49	10.13
		33.02%	33.02%	33.02%	33.02%		
4.	Provision of apparatus/equipments for practical lessons to laboratories.	84	87	35	22	2.94	8.12
		38.84%	38.16%	15.35%	9.65%		

5.	Provision of machines/tools to school's workshops for practical lessons.	43 18.86%	51 22.36%	68 29.82%	66 28.94%	2.31	7.37
6.	Provision of sports/games facilities to the schools.	65 28.50%	76 33.33%	43 18.87%	44 19.30%	2.71	7.43
7.	Provision of transport facilities such as motor vehicles, motorcycles etc. to the schools.	78 34.21%	73 32.02%	39 17.11%	38 16.67%	2.84	7.58
8.	Provision of potable water supply to schools such as construction of bore-holes, deep wells, water tanks etc.	88 38.60%	107 46.93%	17 7.46%	16 7.01%	3.17	8.97
9.	Provision of electricity facilities in the schools	59 25.88%	74 32.46%	52 22.81%	43 18.85%	2.65	7.35
10.	Provision of access road networks to the schools	07 3.07%	20 8.77%	106 46.49%	95 41.67%	1.73	9.35

Source: *Field Survey, 2017*

From Table 4.8 above, it was discovered that for community representatives, items 2, 3, 4, 6, 7, 8, and 9 met the criterion of 2.5 and above at the four-point rating scale. This is because the respondents in respect to Items 2, 3, 4, 6, 7, 8 and 9 are of the opinions that community participate in the provision of funds for the construction/erecting of school buildings, such as classroom blocks, hostels, toilets, etc.; provides instructional facilities (teaching and learning materials), such as textbooks, chalks, dusters, computers, projectors etc.; provides apparatus/equipment for practical lessons to laboratories; provides sports/games facilities to schools; provides transport facilities, such as motor vehicles, motorcycles, etc. to the schools; providing potable water supply through the constructions of boreholes, deep wells, pipe-borne water and water tanks to the schools and also provides electricity facilities in secondary schools. Furthermore, Items 1, 5 and 10 did not meet the criteria of 2.5 and above at four point rating scale showing that

community members did not provide/donate land for school constructions. It also shows that the community does not participate in the provision of machines/tools to school's workshops for practical lessons in secondary schools in Dala Education Zone. So also, the results showing that community in Dala Education Zone do not participate in provision of access road networks to the schools.

From the findings, majority of the respondents believed that community members in the Dala Education Zone participated in the provision of school facilities especially buildings, such as classrooms, toilets, laboratories, etc; provides potable water supply through the constructions of boreholes, deep wells, pipe-borne water and water tanks, provides transport facilities, such as motor vehicles, motorcycles, etc and other roles, as indicated on the Table. That is why in some communities, one will notice that schools are better than in other communities, because they believed that, since the school is established by the government, then it should be responsible in catering for all the needs of the schools. It is the opinion of this researcher that such communities with these lukewarm attitudes should be given campaign awareness on the importance of their role to the provision of the school facilities in their domains.

4.3.3 The Opinions of Respondents on the Maintenance of School Facilities by Community Members in Senior Secondary Schools in the Dala Education Zone.

This section from Item 11-20 of the Community Representatives questionnaire presents the opinions of members of the community on their roles in the maintenance of school facilities in terms of periodic checks on the facilities provided and repairing broken chairs, windows and doors, renovations of dilapidated buildings, fencing schools, employing security guards to secure the facilities provided, etc. Thus, Table 4.9 gives details responses of the respondents.

Table 4.9: Mean and Standard Deviation scores of Respondents' Opinions on the Maintenance of School Facilities by Community Members in Senior Secondary Schools in Dala Education Zone

S/N	Items/Statements	SA	A	DA	SD	Mean	STD
11.	Period check on the facilities provided	84	80	39	25	2.98	7.91
		36.84%	35.09%	17.14%	10.96%		
12.	Identification of facilities and equipment that needed repairs.	61	73	55	39	2.68	7.38
		26.75%	32.02%	24.12%	17.14%		
13.	Repairs of the broken chairs, windows and doors.	96	103	15	14	3.23	9.08
		42.11%	45.18%	6.58%	6.14%		
14.	Reconstruction and renovation of the dilapidated school buildings.	77	82	40	29	2.91	7.78
		33.77%	35.96%	17.54%	12.72%		
15.	Engaging in scale of preference with school administrators as regards to repairs and replacement of school facilities.	68	74	49	37	2.76	7.45
		29.82%	32.46%	21.49%	16.23%		
16.	Fencing of schools to avoid encroachment or trespass.	86	76	34	32	2.95	7.84
		37.72%	33.33%	14.91%	14.04%		
17.	Institution of maintenance workshops in schools.	32	43	69	84	2.10	7.76
		14.04%	18.86%	30.26%	36.84%		
18.	Employing skilled labourers to manage and maintained the laboratories and workshops facilities.	26	41	87	74	2.08	7.98
		11.40%	17.98%	38.16%	32.46%		
19.	Employing watchmen/women to secure the facilities provided	38	34	71	85	2.11	7.81
		16.67%	14.91%	31.14%	37.28%		
20.	Generating funds for the maintenance of school facilities.	92	99	18	19	3.16	8.77
		40.36%	43.42%	7.89%	8.33%		

Source:Field Survey, 2017

The result on the respondents' opinions on the maintenance of school facilities in the secondary school in Dala Education Zone of Kano State shown in Table 4.9 shows that Items 11, 12, 13, 14, 15, 16 and 20 met the criterion of 2.5 and above at the four point rating scale. However, items 17, 18 and 19 did not meet the criterion of 2.5 and above, indicating that community members do not institute maintenance workshops in schools, do not employ skilled labourers to manage and maintain the laboratories and workshops facilities and also do not participate in employing watchmen/women to secure the facilities and resources provided. On the other hand, the items meeting the criterion of 2.5 and above at the four point rating scale shows that those communities participate in periodic checking on the facilities provided and identified facilities and equipment that needed repairs, Repairs of broken chairs, windows and doors, the reconstruction and renovation of the dilapidated school buildings, engaging in scale of preference with school administrators as regards to repairs and replacement school facilities, fencing of schools to avoid encroachment or trespass and also generating funds for the maintenance of school facilities.

From the foregoing analysis, it could be deduced that community members are involved in maintaining school facilities, such as buildings, furniture and equipment as far as possible in their original condition. Based on that, community members in collaboration with school authorities must all be involved in the maintenance of school facilities. They should monitor and supervise the use of the facilities they provided to schools, especially by students. Where necessary like in laboratories and workshops a checklist/inventory of all equipments should be taken and adequate maintenance adhered to. This may involve simple cleaning to general servicing or the replacement of faulty parts. Classrooms, games, the library and accommodation facilities should

likewise be monitored and reported to a committee instituted for that purpose. Most times certain persons are charged with these responsibilities to report to the school principal on regular basis.

4.3 Analysis of the Observational Checklists

As stated earlier, the observational checklist was constructed to gain information on community level participation in the provision and maintenance of school facilities. Field observations were undertaken at 20 selected schools between 22nd November and 8th December, 2017 in the Dala Education Zone. Of these schools, 10 were in Dala Local Government Area and the other 10 in Gwale Local Government Area, respectively. The provision of school facilities in the school was evaluated by field observations. The components of the school facilities checked were instructional facilities (textbooks, charts, graphs, maps, atlas, radio, TV, computers, projectors, artworks, models, implements, etc); classroom resources (tables, chairs, boards, chalk, dusters, brooms, dustbins, etc); infrastructural facilities (classroom blocks, hostels, laboratories, libraries, toilets, gardens, fences, transports, roads, water, electricity, etc); laboratory equipment (bulletin boards, opened and closed shelvings, demo tables, ventilation fume hood, chemicals, gases, vacuums, microscopes, hand globes, etc) and sports and games facilities (footballs, hand balls, volley balls, field or court, javelins, hurdles, skipping ropes, jerseys or sport-wear, boots etc). Details of the checklists of the school facilities are given in the Table below:

Table 4.10: Checklists of the School Facilities Provided and Maintained by Community in Dala Education Zone

School Facilities	Schools and the Condition of the Facilities																																									
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15		16		17		18		19		20			
Instructional Facilities	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M		
Reading Materials	√	√	√	0	√	√	√	√	√	0	0	0	√	√	√	√	√	√	√	√	0	√	√	√	√	√	√	√	√	√	√	√	0	0	√	0	√	√	√	√		
Audio Materials	0	0	0	0	√	√	√	√	√	√	√	0	0	0	0	0	0	√	√	√	√	√	√	√	√	0	0	0	0	0	0	0	0	√	√	√	0	0	0	0		
Visual Materials	√	√	√	√	√	√	√	√	0	0	0	0	√	√	√	√	√	√	√	√	0	√	√	√	√	√	√	0	0	√	√	√	√	√	√	0	0	√	√	√	√	
Audio Visual Materials	√	√	0	0	0	0	0	0	0	0	0	0	√	√	√	√	√	√	√	√	√	√	0	√	√	0	0	0	0	0	√	0	0	0	0	0	√	0	0	0	0	
Relics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Classroom Facilities	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M
Tables Chairs Desks	√	√	√	√	√	√	√	√	√	√	0	0	√	√	√	√	√	√	√	√	√	√	√	√	√	√	0	√	0	√	√	√	√	√	√	√	√	√	√	√	√	√
Boards	0	√	√	√	√	√	0	0	0	0	√	0	0	√	0	√	0	0	0	0	0	√	0	0	√	√	0	0	0	0	√	√	√	√	0	0	0	0	0	0	√	√
Chalks Makers	√	√	√	√	√	√	√	√	0	0	√	√	√	√	√	√	0	0	√	√	√	√	√	√	√	√	√	0	0	√	√	√	√	√	√	√	√	√	√	√	√	√
Dusters	0	0	√	√	√	0	0	√	√	√	√	0	0	0	0	0	0	0	0	0	0	√	√	√	√	0	0	0	0	√	√	√	√	√	√	√	√	0	0	0	0	
Dustbins	√	√	√	√	√	√	0	0	0	0	√	√	√	√	√	√	0	0	0	0	0	√	√	√	√	√	√	√	√	√	0	0	√	√	√	√	0	0	0	0		
Brooms	√	√	√	√	0	0	√	√	√	√	0	0	√	√	√	√	0	0	0	0	0	√	√	√	√	√	0	0	0	0	√	√	√	√	0	0	√	√	0	0		

Microscope	√	√	√	√	√	√	0	0	√	√	√	√	0	0	0	0	0	√	√	0	√	√	√	√	√	0	0	√	√	√	0	0	0	0	√	√	√			
Ventilation Fume Hood	0	0	0	0	0	0	0	0	0	0	√	√	0	0	0	0	√	0	√	√	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
Hot and Cold Water	√	√	√	√	√	√	√	√	0	0	0	0	0	0	√	√	√	0	0	0	√	√	√	√	0	√	0	0	√	√	√	0	0	√	√	0	√	√		
Fire Extinguisher	0	0	√	√	0	0	√	√	0	0	0	0	√	√	√	0	0	√	√	√	0	0	√	0	0	√	√	0	0	√	0	0	√	√	√	√	√			
Opened/Closed shelving	√	√	√	√	0	0	0	0	√	√	√	√	0	0	√	0	√	√	0	√	√	√	√	0	√	√	√	√	√	√	0	√	√	0	√	0	0			
Demo Tables	√	√	√	√	√	√	√	√	0	0	0	0	√	√	√	√	0	0	√	√	√	√	√	√	0	0	√	√	√	0	√	0	√	0	√	√	√			
Sink	0	√	√	0	√	√	√	0	0	0	0	0	√	√	√	√	√	√	0	0	√	√	√	0	√	0	√	√	√	0	√	√	0	0	0	0	√			
Vacuums	√	√	√	√	√	0	0	√	√	√	√	√	√	√	√	√	0	0	√	√	√	√	√	√	0	0	√	√	√	√	√	√	0	0	0	0	√	√	√	0
Lab Coats	√	√	√	√	√	√	√	0	0	√	√	√	0	0	0	0	√	√	√	√	√	0	0	√	√	√	√	√	0	0	√	√	√	√	0	0	√	√		
Hand Gloves	√	√	√	√	√	0	√	√	√	√	√	√	√	√	0	√	√	√	√	√	0	0	0	0	√	√	√	√	√	√	√	√	√	√	0	√	√	√		
Emergency Showers	√	√	0	0	0	0	√	√	√	√	0	0	√	√	√	√	√	0	0	√	√	√	√	√	0	0	√	√	√	√	√	0	0	0	0	0	0	√		
Darkening Provisions	0	0	√	√	√	√	√	√	√	√	√	0	0	√	√	√	0	0	0	0	√	√	√	0	0	0	0	√	√	√	√	0	0	√	√	√	√	√		
	Specimens	√	√	√	0	0	√	√	√	√	√	√	0	0	0	0	√	√	√	√	√	√	√	0	0	0	√	√	√	√	√	√	√	√	√	0	0	√	√	0
	Sports and Games Facilities	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P	M	P		
	Foot Balls	0	0	0	0	0	0	0	0	0	0	0	0	0	√	0	0	0	0	0	0	0	0	0	0	0	√	√	0	0	0	0	√	√	0	0	0	0		
	Hand Balls	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		

Keys:

- Numbers 1-20 represents the names of schools as provide in table 3.2
- Letter P represents the provision of facilities in the schools visited
- Letter M represents the maintenance of the in the schools visited
- (√) indicate presence of the facilities and (0) indicate absence of the facilities.

From the field observations, the school facilities that were not provided include relics, libraries, laboratories, workshops, hostels accommodation, school's farms/gardens, sporting pitches, access roads, games and sporting facilities. These facilities need to be provided in order to meet the needs of students and schools for effective teaching and learning. In general, majority of the existing facilities were inadequate and not well maintained. And alsosome of the school facilitieswere not in a good condition such as there was some nonfunctioning like toilets, poor lighting and inadequate ventilation in the classrooms, and some walls suffered from the peeling paint and crumbling plaster.

The issue of maintenance was a priority for schools. In almost allof those visited, it was observed that there were shortages of laborersto clean and maintain the facilities provided in the checklists. It was observed the toilet areas were unsatisfactorily dirty. Furthermore, in all most of the schools visited, in the majority of facilities with the exception of the newer built ones, maintenance wasrequired. Generally, the situation is commonly blamed on students damaging facilities. Hence, the provision of more durable and better quality facilities will limit the maintenance need of the schools.

Similarly, it was observed in some schools theauthority employed laborers to clean and maintain facilities and were supervised by senior masters. In some other schools,the facilities provided by the community were very well maintained and cleaned to an acceptable standard.

Furthermore, other schools used a roster system either for students, teachers or parents. This was done via the prefects or PTA/SBMC in some instances. The school then supervised and checked to ensure this was done. It was also observed in schools, without constant electricity, that the PTA/SBMC was heavily relied upon to organize parents to assist the schools by repairing electrical facilities. Rosters rely heavily on the participation of the community and the motivation of the school to organize it. Finally, in schools without laborers or roster's they used the "*clean when it's dirty*" system. In this system parents, teachers and students all were involved in the maintenance of school facilities. This system showed the least success, because in many schoolstoilets were blocked and unclean and the surrounding environment did not encourage safe and hygienic practices.

4.4 Summary of the Findings

From the data collected, analysed and interpreted, the following findings emanated from the study:

1. That majority of the principals agreed that community members via PTA and SBMC adequately provided and maintained school buildings, such as classroom blocks, office blocks, hostel accommodations, toilets, libraries, laboratories and workshops in senior secondary schools in Dala Education Zone of Kano State. Also, the Principals believed that community members do not participate fully towards protecting the school buildings from vandalization, urinating, defecating or the indiscriminate paste of posters on school walls.
2. The opinions of principals in Table 4.3 shows the disagreement with most of the Items 11 to 20 listed the community do not adequately participate in the provision and maintenance of infrastructural facilities, such as electricity, road network, drainages and culverts,

farms/gardens, sporting pitches, parking lots and generating sets to the schools community did not provide school farms/gardens, sporting pitches, parking lots and generating sets to Senior Secondary Schools in Dala Education Zone, Kano State. But they agreed that community participated in providing potable water supply through the constructions of boreholes, deep wells, pipe-borne water and water tanks to the schools and transport facilities to the schools. They also agreed that the sources of potable water supply are well maintained by the community members.

3. In Table 4.4, the opinions of the principals also shows agreement on the provision and maintenance of instructional/classroom facilities. This tells us that community members participate in the provision of chairs, desks, tables, windows, doors, chalks, books, markers, boards, dusters, etc to the schools, so also repairs of broken chairs, desks, windows, doors and roofing as well as renovation and painting of dilapidated classrooms.
4. On the issue of community participation on the provision and maintenance of laboratories/workshops facilities, the respondents (Principals) disagreed with the all items provided in Table 4.5. Therefore, the results clearly show that there is no adequate provision and maintenance of laboratories/workshop facilities by the community in most of the secondary schools in the Dala Education Zone. In Table 4.8, the community representatives also agreed that they participate in period checking on the facilities provided, identification of facilities and equipment that needed repairs, repairs of the broken chairs, windows and doors, reconstruction and renovation of the dilapidated school buildings, engaging in scale of preference with school administrators as regards to repairs and replacement of school facilities, fencing schools to avoid encroachment or trespass and also generating funds for the maintenance of school facilities.

5. On the opinions of respondents (principals) on games and sports facilities, the result shows their disagreement with all of the items provided. This means no adequate provision and maintenance of games and sporting facilities by community members for both the students and staff in Senior Secondary Schools in Dala Education Zone. Similarly, on their opinions (Community Representatives) on the provision of school facilities, the results showed that the community participates in the provision of funds for the construction/erecting of school buildings such as classroom blocks, hostels, toilets, etc.; provides instructional facilities (teaching and learning materials), such as textbooks, chalks, dusters, computers, projectors etc.; provides apparatus/equipments for practical lessons to laboratories; provides transport facilities such as motor vehicles, motorcycles, etc. to the schools; provides potable water supply through the constructions of boreholes, deep wells, pipe-borne water and water tanks to the schools and also electricity facilities in secondary schools. But they agreed it does not participate in the provision of machines/tools to school's workshops for practical lessons. So also, the results show that community in Dala Education Zone did not participate in provision of access road networks to the schools.

From the field observations, it was revealed that the school facilities were not adequately provided in most of the schools visited. In general, majority of the existing facilities were inadequate and not well maintained. And also, some of the school facilities are not in a good condition, such as libraries, laboratories, workshops, hostels accommodation, school farms/gardens, etc. There are some non-functioning like toilets, poor lighting and inadequate ventilation in the classrooms and some walls suffered from peeling paint and crumbling plaster.

4.5 Discussions of the Findings

This section discusses the findings of the study in respect of the five (5) research questions analyzed above. Question 1, solicited the responses of the respondents on the impact of community participation in the provision and maintenance of school buildings in secondary schools in Dala Education Zone. The result revealed that majority of the respondents (principals) agreed that community members adequately provided and maintained school buildings. The finding also revealed that most of the principals agreed that School's PTA's and SBMC's contribute more towards the provision of additional school's buildings such as classroom and office blocks, hostel accommodation, toilets, libraries, laboratories and workshops. So also, most of the principals believed that the buildings provided by the community are well maintained. In like manner, majority agreed that some of the School PTAs and SBMCs contributed in fencing schools and recruiting and paying security guards for the maintenance of the school facilities provided. On the other hand, the findings from the field observations shows that community members do not participate fully towards protecting school buildings from vandalization, urinating, defecating or the indiscriminate paste of posters on school walls.

The above findings correspond with those of Baba (2007); Idike (2011) and Ahmed (2014), who found out in their respective works that the community provides school buildings (classrooms blocks, offices, hostels, laboratories, etc) through Parents Teachers Associations (PTAs), Non-Governmental Organizations (NGOs), Old Boys/Girls Associations, traditional and leaders, private donors. And also in some instances, it provides watchmen to oversee/secure the facilities provided in the schools. But the study is in disparity with the findings of Abdul'aziz (2013), who found out that community participation in the provision and maintenance of secondary school facilities in Katsina Metropolis is low and discouraging. It is foreseen that

inadequate of physical structures in any educational system can set the tone of what the school is made up of. At least, a conducive environment can be enjoyed while students' learning can be exposed to a wide range of opportunities which one can tap.

The respondents agreed that the community does not provide electricity, road network, drainages and culverts, school farms/gardens, sporting pitches, parking lots and generating sets. So also, the findings revealed that the electricity, roads, drainages and culverts, alternative electricity sources (generating sets) and the transport facilities provided in the schools are being maintained. Similarly, they agreed that the community participates in providing potable water through the construction of boreholes, deep wells, pipe-borne water and water tanks to the schools and also transport facilities to the schools. They also agreed that the sources of water supply are well maintained by community members. To support the respondents' views, the findings from the field observations revealed that in most of the schools visited there are evidences of community participation in the provision and maintenance of sources of water supply, such as boreholes, deep wells, tap water, reservoirs, safe tanks, buckets, etc.

From the findings, it is believed that the community did not adequately participate in the provision and maintenance of infrastructural facilities in Senior Secondary Schools in Dala Education Zone, Kano State. To this end, therefore, it could be deduced that the participation of communities in the provision and maintenance of infrastructural facilities of secondary schools remains very low. Moreover, to justify the views of the principals the findings from the field observations revealed that majority of the existing infrastructural facilities were inadequate and not in good condition. In addition, it was noted that in most of the schools visited doors and windows were broken as a result of playing football in the school environment. Thus, community efforts should be made to see that such facilities are not in acute short supply at any period.

Adesina (1981) and Adam (2005) stated that the adequate provision and maintenance of infrastructural facilities such as electricity (light), water supply facilities, road networks, school farms/gardens, parking lots etc are necessary requirements for schools whether day or boarding. This shows that schools are to be equipped with necessary infrastructural facilities, so that students can be proud of their school and have an impressive influence on their performance at school.

Question Three deals on the way the community participates in the provision and maintenance of classroom facilities in secondary schools in Dala Education Zone. The results indicated that all the respondents agreed that community members participate in the provision and maintenance of instructional/ classroom facilities in Senior Secondary Schools. From the findings, it is ascertained that provide chairs, desks, tables, windows, doors, chalks, books, markers, boards, dusters, etc to the schools. The findings also revealed that participated in the maintenance of classroom/instructional facilities through repairing broken chairs, desks, windows, doors and roofing as well as the renovation of dilapidated classrooms. Thus, this finding is consistent with those Adams (2005); Baba (2007); Agoha (2008); Idike (2011); Sa'ad and Sadiq (2015), who in their respective works, reported that the community provided and maintained classroom facilities to schools via raising funds through the Parents Teachers Association (PTA) and alumni old boys and girls of the school, wealthy members of the community and soliciting donations from local industries. But the finding differs from those of Ahmed (2014), who found that classroom facilities, were not adequately provided and maintained, in boarding secondary schools in Yola Metropolis of Adamawa state. Similarly, from the field observations, the findings revealed that classroom facilities such as audio-visual materials, computers, projectors, typewriters, bells, wall clocks and classroom floors were

not properly maintained thus resulting a dilapidated condition. Therefore, these facilities need to be improved to provide a pleasant environment for the school community.

Research Question Four deals with the way the community participates in the provision and maintenance of laboratory facilities. The findings in respect to this question clearly show that there is no adequate provision and maintenance of laboratories/workshop facilities by the community in most of the secondary schools in Dala Education Zone. This is a very big problem, because if laboratories and workshops are not provided in the schools, there would be no effective teaching and learning. There is a challenge to the management of schools in the Zone. As such, community members, such as PTA, SBMC, NGO, Philanthropists and others must create more means of providing and maintaining laboratories and workshop facilities for effective productivity in schools. This view is in line with Ogbonnaya (2005) and Onyene (2006), who suggested that for the effective teaching of science and technology in schools, the community must be involved in the provision of laboratory equipment and workshop facilities in secondary schools. Similarly, the finding is in line with suggestion of Auta (2012), who states that in order to enhance higher productivity in schools, good and adequate science laboratories apparatus and workshop equipment should be provided to schools. Lack of these will continue to make students fail in examinations.

Lastly, the findings in respect to Research Question Five revealed that there is no adequate provision and maintenance of sporting and game facilities in secondary schools in Dala Education Zone. In line with the respondents' views, the field observations proved that game and sporting facilities were not provided to the schools by community members. Therefore, it has become necessary for them to adequately provide, indoor sport halls and track events facilities to the schools. Because if a school is provided with games fields, gymnasium and well equipped

with games facilities properly maintained, it will provide the learners with the needed physical health activities, relaxation and other extracurricular activities, and also help to foster their intellectual and social development. This finding is in agreement with those of Ahmed (2014), who reported that games facilities were not adequately provided and well managed in the schools.

In summary, the study shows that the impact of community participation in the provision and maintenance of schools facilities varies as to the role expectation of the community in secondary school management. Due to this disparity, the level of participation is low and the participation of the communities in schools management is lower than is expected. Hence, community participation in the provision and maintenance of school facilities is inadequate in the Dala Education Zone of Kano State. As observed by this researcher, there are contributing factors militating against community participation in school facilities as religious and ethnic differences, ignorance, lack of awareness, the poor management system by some schools managers and the non-challant attitudes of the community themselves and illiteracy.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter presented the summary of the study, draw a conclusion and made recommendations from the study and then gave others for further study.

5.2 Summary of the Study

The study was carried out to evaluate the impact of Community participation in the provision and maintenance of facilities in senior secondary schools in the Dala Education Zone of Kano State, Nigeria. Specifically, the objective of the study was to examine the provision and maintenance of the following:

- School buildings
- Infrastructural facilities
- Instructional/classroom facilities
- Laboratories and workshops facilities
- Sports and Games facilities

Five research questions were raised to provide a frame work within which an investigation was carried out. Significance of the study as well as its scope and limitation of the study are presented in the chapter.

In Chapter 2 the study reviewed the relevant literature to find out what other researchers have to say on the study.

Chapter Three dealt with the methodology of the study. Descriptive survey research design was adopted and a total of twenty (20) principals and two hundred and forty one (241) community representatives were sampled out as the respondents of the study. The

instruments used for the data collections are a questionnaire for school principals and community members, while an observational checklist was used to check the presence or absence of the facilities provided by the community. Descriptive statistics was employed in the analysis of data.

Chapter Four dealt with presentation and analysis of data. The responses from the questionnaire were statistically analyzed using frequency counts (f), percentage (%) mean (X) and standard deviations (SD) and the data from the checklist analysed by using (✓) to indicate presence of the facilities and (0) to indicate absence of the facilities.

Lastly, in Chapter Five a summary of findings is presented, followed by a conclusions and recommendations and others for further study suggested to be used by other researchers.

5.3 Conclusions

The National Policy on Education (2004) recognized that education is very expensive social service and, as such, Government alone cannot adequately manage and finance the sector. Based on that, the policy further welcomes the contributions of voluntary agencies, communities and private individuals in the establishment and management of schools alongside the governments at all levels. This study established that community participation in the provision and maintenance of secondary schools in the Dala Education Zone is minimal. This is because secondary schools still lack basic facilities to carry out their programme of activities. So, it can be concluded that secondary education in general still has problems of meeting the need for which it was set up.

However, it was discovered from the study that most of the schools in the zone do not have adequate provision and maintenance of essential facilities, such as classrooms, offices, laboratories, libraries, hostel accommodation, games and water and electricity supply for effective teaching and learning. The study also identified that community members show negative

attitudes on the adequate provision and maintenance of school facilities. And finally, it was discovered that there are major hindrances to this poor state of affairs including poor school-community activity relations, misappropriation of funds by school project organizers, inadequate information of school matters by the community members and illiteracy among parents.

5.4 Recommendations

5.4.1 Recommendations from the Study

On the basis of the findings and conclusions of the study, the following recommendations are made:

- i. Community members should redouble their efforts to provide schools with adequate school buildings and infrastructural facilities that will facilitate teaching and learning in secondary schools.
- ii. In order to enhance higher productivity in schools, good and adequate instructional materials, such as radios, videos, projectors, computers with internet facilities and constant electricity supply, should be adequately provided to schools and also repairs to damage ones by the community.
- iii. For effective teaching of science and technology in secondary schools, communities should fully participate in the provision and maintenance of laboratory equipment and workshop facilities lack of these facilities will continue to make students fail in examinations. Schools managers on their part should also try to maintain and manage the available laboratories and workshop facilities provided by the community members.
- iv. From the field observations in the course of study, it was discovered that games and sporting facilities were not provided to the schools by community members. It is against this background that they should adequately provide sporting equipment, indoor sport

halls and track events facilities. This will help students to foster their intellectual and social development. Thus, the Kano State Government should try to provide adequate games fields, gymnasium and all the necessary facilities for sporting activities to secondary schools.

- v. Community members should be encouraged by the State Government, Senior Secondary Schools Management Board (SSSMB), Ministry of Education and spirited individuals to participate more and improve on their level of participation in the provision and maintenance of facilities in secondary schools.

5.4.2 Recommendations for further Studies

The following recommendations are made for further studies:

- i. A study of this nature should be replicated in other education zones of the state or in other states of Nigeria in order to confirm or disapprove the findings in this study.
- ii. A Research should be carried out on maintenance culture as a means of keeping secondary school facilities in their original state.
- iii. It is recommended that seminars, workshops and conferences should be conducted in the Dala Education Zone as well as Kano State in general on the impact of community participation in the provision and maintenance of school facilities.

REFERENCES

- Abbot, J. (1995). *Sharing the City: Community Participation in Urban Management*. Landon: Routledge.
- Abdul'aziz, L. S. (2013). *Assessment of Community Participation in the Provision and Maintenance of Facilities in Secondary in Katsina Metropolis*. An M.Ed Dissertation submitted to the Department of Educational Foundation, Usman Danfodio University, Sokoto.
- Abdulkareem, A.Y. (2003). An Analysis of the Provision and Management of Facilities in Kwara State Primary Schools. *Abuja Journal of Education*, 5(1): 183-200.
- Abraham, N. M. (2003). *Educational Administration in Nigeria*, Port Harcourt: Pam Unique Publishing Company Ltd.
- Adam, F. (2005). *Community Participation in School Development: Understanding Participation in Basic School Performance in the Nanumba District of Ghana*. An M.Phil. Thesis submitted to the Department of Administration and Organization Theory, University of Bergen, Ghana.
- Adesina, S. (1977). *Planning and Educational Development in Nigeria*. Lagos: Educational Industries Limited.
- Agbo, P. N. (2015). Initiatives Required by Stakeholders in provision of School Plants in Primary Schools in Enugu Education Zone. *Creative Education*, 6 (1): 1790-1796. Online source available at <http://dx.doi.org/10.4236/ce.2015.616182>
- Agoha, R.C. (2008). *Administrative Strategies for School Plant Maintenance in Secondary Schools in Okigwe Education Zone of Imo State*. Unpublished M.Ed Dissertation submitted to the Department of Educational Foundations, University of Nigeria, Nsukka.
- Ahmed, R. S. (2014). *Evaluation of Provision and Management of Infrastructural Facilities in Boarding Secondary Schools in Yola Metropolis of Adamawa State, Nigeria*. Unpublished M.Ed Thesis, Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria.
- Ahmed, T.M. (2003). Education and National Development in Nigeria. *Journal of Education Studies*, 10 (3):35-46.

- Ajibade, A. (2006). *Effects of Interactive Instructional Compact Disc Package on the Performance of English Language Learners in Schools of Science in Osun State*. Unpublished Ph.D. Dissertation, Faculty of Education, Obafemi Awolowo University, Ile-Ife.
- Ajibade, E.S. (1989). Ownership of Schools revisited: Problems, prospects and implications of rebirth of private ownership of secondary school in Nigeria. *International Journal of Educational Research*, 4(3):26-32.
- Akinsolu, R.A. (2004). Provision and Management of Facilities in Nigerian Primary Schools. In E.O. Fagbemiye, J.B. Babalola, M. Fabunmi and Ayeni (eds). *Management of Primary and Secondary Education in Nigeria*. NAEAP publications.
- Aluko, O. (1985), *Educational Management*, Enugu: Fourth Dimension Publishing Company Limited.
- Amanchukwu, R. N. & Ololube, N. P. (2015). Managing School Plant for Effective Service Delivery in Public Secondary Schools in Rivers State of Nigeria. *Human Resource Management Research*, 5(4): 95-102. DOI:10.5923/j.hrmr.20150504.02.
- Arnstein, S. R. (1969). A Ladder of Citizen Participation. *Journal of the American Institute of Planners*, 35 (4): 216- 224.
- Auta, R. I. (2012). *Impact of School Facilities of Teaching and Learning in Nigerian Airforce Secondary Schools*. Unpublished M.Ed Thesis, Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria.
- Baba, M. S. (2007). *An Assessment of Community Participation in the Management of Primary Education in Kaduna State*. Unpublished M.Ed Thesis, Department of Education, Ahmadu Bello University, Zaria.
- Bagiwa, Z. L. (2007). *The Impact of Community Participation on the Administration of Secondary Schools in Katsina Zonal Directorate of Education*. An M.Ed.Dissertation Submitted to the Department of Education, Bayero University Kano.
- Baker, J. A. (2006). Contributions of Teacher-Child Relationships to Positive School Adjustment during Elementary School, *Journal of School Psychology*, 44(3), 211–229. Retrieved on 12th April, 2016, from: <http://trace.tennessee.edu/internationaleducation/vol44/iss/3>.
- Blandford, S. (1998). The Community for School Improvement. Online source available at ebook.umaha.ac.id/.../275ii. Retrieved on 22/04/2016.
- Bray, M. (1986), *Community Financing of school in less developed countries*. In Craig, J.H. (ed). *Community Development Journal*, 21(3). Oxford University press, England.

- Central Bank of Nigeria (2010). *Statistical Bulletin*. Abuja: Federal Government Press.
- Chinelo, O.D. (2011). Falling standard in Nigeria education: Traceable to Proper Skills Acquisition in Schools. *Journal of Educational Resources*. 2(1):803-808.
- Egbo, E.O. (1997). *Community Development Efforts in Igbo Land*. Onitsha: Etukokwu press Publishers.
- Ehiametalor, E. T. & Aderonmu, W. O. (1985). *Introduction to Administration of Schools in Nigeria*. Ibadan: Evans Brothers (Nigeria) publishers Ltd.
- Ejionueme, L.K. (2007), Strategies for involving the private sector in the management of public secondary schools in Enugu State. *Optimization of Service Delivery in the Education sector*. Nsukka: University Trust Publisher Ltd.
- Emetaron, U.C. (2004). Provision and Management of Facilities in Primary Schools in Nigeria: Implication for Policy Formulation. In E.O. Fagbemiye, J.B. Babalola, M. Fabunmi and Ayeni (eds). *Management of Primary and Secondary Education in Nigeria*. NAEAP Publication.
- Enyi, D. (2000), Financing Universal Basic Education in Nigeria: Measuring Impact of Community Involvement. *Nigerian Journal of Professional Research in Pedagogy and Psychotherapy*, 2 (6): 51.
- Epstein, J. L.(1995). *School/Family/Community Partnership: Caring for the Children we Share*. Phi Delta Kappan, 76 (9) 701 - 712.
- Fafunwa, A. (1974). *History of Education in Nigeria*. Great Britain: George Allen and Unwin Ltd.
- Federal Government of Nigeria (2009). *Annual Abstract of Statistics*. Abuja: Federal Government Press.
- Federal Republic of Nigeria. (2004). *National Policy on Education*. Abuja: Nigerian Educational Research and Development Council (N.E.R.D.C.) Press.
- FGN/UNICEF (1993). *Situation and Policy Analysis of Basic Education in Nigeria: National Report*. Lagos: Federal Ministry of Education and Youth Development.
- Idike, J.S. (2011). *Strategies for enhancing Community Participation in Funding of Secondary Schools in Nsukka Education Zone of Enugu State*. An M.ED. Dissertation submitted to the Department of Educational Foundations, University of Nigeria, Nsukka.

- Ige, A.M. (2011). Myths and realities of falling standard of education in Nigeria: The way forward. *Nigeria Journal of Professional Teachers*, 2 (1):36-48.
- Jaiyeoba, A.O., & Atanda, A.I. (2003). Community Participation in the Provision of Facilities in Secondary Schools in Nigeria. Unpublished Paper presented at the Skills Improvement Programme for Effective Performance of Teachers in Nigerian schools at Ondo State, Nigeria.
- Lawanson, O. A. & Gede, N. T. (2011). Provision and Management of School Facilities for the Implementation of UBE Programme. *Journal of Educational and Social Sciences Research*, 1 (4): 47-55.
- Nakpodia, E. D. (2013). School Community Relations as Panacea for Community Involvement in Secondary Schools Development in Nigeria. *Journal of Research in Education and Society*; 4 (1): 20-29
- Ndu, A. N, Ocho, L.O & Okeke, B.S. (1997). *Dynamics of Educational Administration and Management: The Nigerian Perspectives*. Awka: Meks Publishers Ltd.
- Oboegbulem, A.I. (2005), Constraints to voluntary agency participation in the funding of schools. *Deregulating the provision and management of Education in Nigeria*. Jos: M.P. GIWA Concept Ltd.
- Ogbonnaya, N.I. (2000), *Foundations of Education Finance*. Onitsha: Cape Publishers Ltd.
- Ogbonnaya, N.I. (2001). Administrative Measures for Involving Communities in Funding Secondary School Education in Abia State, *Teacher Education Journal*, 1(3)67.
- Ogundare, S.F. (1999). Community utilization of schools: Aspects of school community relations in Nigeria. *Journal of the National Institute for Educational Planning and Administration*. Nigeria, 2 (1):203.
- Ojedeke, P.K. (1998). An Assessment of Principals' perception of parental inputs to secondary schools in Oyo State. *Journal of the National Institute for Educational Planning and Administration in Nigeria*, 1(2): 23-31.
- Okpala, D.U. (2003). *Community Involvement in the management of secondary education in Delta State*. Unpublished M.Ed. Thesis, University of Nigeria, Nsukka.
- Ololobou, C. O. (2010). Measurement and Evaluation in Social Studies Education. In Ololobou, Y.P.S. (Ed), *Social Studies for Effective Citizenship*. Kano: Kano-Zaria Social Studies Collective.

- Onwuasonya, B.U. (2005), Strategies for enhancing private sector participation in the funding of secondary Education in Anambra State. *Deregulating the provision and management of Education in Nigeria*. Jos: M.P. GIWAC Concept Ltd.
- Onyene, V.E. (2006), A study of community Based Exigency Services towards a Restitution of Secondary schools in Eastern Nigeria. *International Journal of Educational Research*, 1 (1) 148-158.
- Osho, E.O., & Osho, I. (2000). The National Policy on Education and Functionality: The Case of Junior Secondary School (JSS). *Knowledge Review*, 2(2):79-84.
- Owuegbuzie, A. J. (2010). *Checklists for Qualitative Analysis Notebook (Version 4)*. Thousand Oask; CA: SAGE Publication.
- Parry, G., Moyser, G. & Neil, D. (1992). *Political Participation and Democracy in Britain*. Great Britain: Cambridge University Press.
- Sa'ad, T. U. & Sadiq, A. M. (2014). The Relevance of School Community Relationship on the Development of Primary Education in Azare Metropolis of Bauchi State, Nigeria. *Journal of Research and Method in Education*, 4(6): 23-29.
- Shehu, U.A. (1996). *Parents-Teachers Association (PTA) As an Instrument of Community Participation in Education*. Unpublished Paper Presented at a Conference organized by Parent-Teacher Association, Kaduna State Chapter, held at Kongo Conference Hotel, Zaria on 21th December, 1996.
- The Research Advisors (2006). *Sample size table*. Retrieved August 10, 2016 from <http://www.research-advisors.com/tools/samplesize.htm>.
- Tylor, R. (1997). Family and Community Engagement in School System. Online source available at www.schoolcommunitynetwork.org/.../753. retrieved on 22/04/2016.
- Ugwuanyi, F.N. (2013). *Community Participation in the Administration of Secondary Schools inNsukka Education Zone of Enugu State*. An M.ED Dissertation submitted to the Department of Educational Foundations, University of Nigeria, Nsukka.
- Ukeje, B. O. (1991). *Educational Administration*. Enugu: Fourth Dimension Publishing Co. Ltd.
- UNESCO (2006). UNESCO National Education Support Strategy (UNESS) for Nigeria: 2006-2015. Abuja, Nigeria.
- United Nations (1981). *Popular Participation as a Strategy for Planning Community Level Action and National Development*. New York: United Nations Publications.

- Watson, J. K. P.(1998). Community Schooling: The Rhetoric and Reality of Community Involvement in English Education. *Educational Review*, 31 (3), 191-203.
- Williams, J.H. (1997). Improving School-Community Relations in the Periphery. In Nielson, H.D. and Cummings, W.K. (Eds), *Quality Education for All: Community-Oriented Approaches*. New York: Garland Publishing.
- Yusuf, H.O. (2009). Strategies for Improving the Teaching of Reading Comprehension in Primary Schools. *Journal of Education Research and Development*, 4(3):63-68.

APPENDIX I

QUESTIONNAIRE FOR PRINCIPALS

Impact of Community Participation in the Provision and Maintenance of School Facilities Questionnaire (ICPPMSFQ)

Department of Education,
Faculty of Education,
Bayero University, Kano.

Dear Respondents,

I am postgraduate student of the above mentioned institution conducting a research for the partial fulfillment of the award of Master's Degree (M.Ed.) in Educational Administration and planning, on the topic *“The Impact of Community Participation in the Provision and Maintenance of Facilities to Secondary Schools in Dala Education Zone, Kano State, Nigeria”*.

Please, I would like you to answer the questions herein with all objectivity, as this is purely for academic purposes. You are assured that all information provided by you shall be treated with absolute confidentiality.

Yours Faithfully,
Musbahu Adamu Rabo
(Researcher)

Instruction: Please indicate your response by ticking (✓) in the box as appropriate.

Section A: Personal Data

1. Name of School:.....
2. Gender: (a) Male () (b) Female ()
3. Age Group: (a) 25 – 35 years () (b) 36 – 50 years () (c) above 50 years ()
4. Educational Qualification: (a) Primary () (b) Post Primary () (c) NCE ()
(d) B.Ed/B.Sc () (e) M.Ed/M.Sc () (f) Ph.D ()
5. Years of Working Experience: (a) 1 – 5 Years () (b) 6 – 10 years ()
(c) 11 – 15 years () (d) 16 years and Above ()

Section B: Items/Statements of the Questionnaire

Instruction: Please answer the following questions, the possible response options are:

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

The scores are Strongly Agree 4 points, Agree 3 points, Disagreed 2 points and strongly disagreed 1 point.

Cluster A: Community Participation in the Provision and Maintenance of School Buildings in Senior Secondary Schools Dala Education Zone.

S/N	Statements/Items	SA	A	D	SD
1.	Community donates lands for building schools in Dala Education Zone				
2.	Community through the PTA/SBMC raise funds for the buildings of classrooms, office blocks, hostels, laboratories, libraries and workshops in my schools.				
3.	School's Old Boys/Girls Associations provide additional buildings to their Alma-Mata.				
4.	Community constructed convenience facilities (toilets) for both students and teachers in my school.				
5.	Community periodically renovates dilapidated buildings in my school				
6.	Community repairs school buildings when crack, damage or collapse.				
7.	Schools are fencing by community to avoid encroachment and trespass.				
8.	Buildings are painted and decorated by community in order to maintain their aesthetic value and worth.				
9.	Community members protect school buildings from vandalization, urinating, defecating and indiscriminate paste of posters on the walls.				
10.	Community members preventing students from damages or defacement of school buildings through indiscriminate writings and drawings on the walls.				

Cluster B: Community Participation in the Provision and Maintenance of Infrastructural Facilities in Senior Secondary Schools Dala Education Zone.

S/N	Statements/Items	SA	A	D	SD
1.	Community provide electricity facilities in my school.				
2.	Community provide potable water supply through the constructions of boreholes, deep wells, pipe-borne water and water tanks to the schools.				
3.	Community provide road network, drainages and culverts in the schools.				
4.	Community provide transport facilities to the schools in Dala Education Zone.				
5.	Community provide school farms/gardens, sporting pitches, parking lots and generating sets to the schools.				
6.	All the electricity facilities provided in the schools are well maintained by the community.				
7.	Sources of potable water supply are well maintained by the community.				
8.	Roads, drainages and culverts provided in the schools are well maintained by the community.				
9.	The alternative electricity sources (generating sets) provided in the schools are well repaired when get faults by the community.				
10.	Transport facilities provided to the schools are well maintained by the community.				

Cluster C: Community Participation in the Provision and Maintenance of Instructional/Classroom Facilities in Senior Secondary Schools Dala Education Zone.

S/N	Statements/Items	SA	A	D	SD
1.	Community provide classroom facilities such as chairs, tables, boards, chalks, dusters, dustbins, brooms etc to the secondary schools in Dala Education Zone.				
2.	Community provide reading materials such as textbooks, journals, magazines, newspapers etc in the schools.				
3.	Community provide audio materials such as radio, tape-recorders, record players etc in secondary schools.				
4.	Community provide visual materials such as maps, graphs, charts, pictures, models etc in secondary schools.				
5.	Community provide audio-visual materials such as TV, video tape, computers, projectors in secondary schools.				

6.	All the instructional facilities (teaching aids) provided in the schools are well maintained by the community.				
7.	Classroom facilities provided to schools are well maintained by the community.				
8.	The floors, doors and windows of the classrooms are well maintained by the community.				

Cluster D: Community Participation in the Provision and Maintenance of Laboratories and Workshops Facilities in Senior Secondary Schools Dala Education Zone.

S/N	Statements/Items	SA	A	D	SD
1.	Community provide adequate laboratories facilities in secondary schools in Dala Education Zone.				
2.	Apparatus for science practical lessons are adequately provided in the laboratories by community.				
3.	Community provide adequate and functional workshops facilities in my school.				
4.	All of the practical apparatus provided and supplied to my school's laboratories are well maintained by community.				
5.	All of the workshops facilities provided and supplied to my school are well maintained by community.				

Cluster E: Community Participation in the Provision and Maintenance of Games and Sports Facilities in Senior Secondary Schools Dala Education Zone.

S/N	Statements/Items	SA	A	D	SD
1.	Games and sports fields in my school are provided by community.				
2.	Sporting facilities are adequately provided in my school by community.				
3.	Community provide indoor sport halls in secondary schools in Dala Education Zone.				
4.	Track events facilities are provided by community in my school.				
5.	Games store is provided by community in my school.				
6.	Games and sport fields provided in the schools are well maintained by the community.				
7.	Sporting facilities provided in my school are well maintained by community.				
8.	The indoor sport halls provided in schools are well maintained by community.				
9.	All the track events facilities provided in my school are well managed and maintained by community.				
10.	The games stores provided to the schools are well maintained by the community.				

Thank You.

APPENDIX II

QUESTIONNAIRE FOR COMMUNITY REPRESENTATIVES

Impact of Community Participation in the Provision and Maintenance of School Facilities

Questionnaire (ICPPMSFQ)

Department of Education,
Faculty of Education,
Bayero University, Kano.

Dear Respondents,

I am postgraduate student of the above mentioned institution conducting a research for the partial fulfillment of the award of Master's Degree (M.Ed) in Educational Administration and planning, on the topic *“The Impact of Community Participation in the Provision and Maintenance of Facilities to Secondary Schools in Dala Education Zone, Kano State, Nigeria”*.

Please, I would like you to answer the questions herein with all objectivity, as this is purely for academic purposes. You are assured that all information provided by you shall be treated with absolute confidentiality.

Yours Faithfully,
Musbahu Adamu Rabo
(Researcher)

Instruction: Please indicate your response by ticking (✓) in the box as appropriate.

Section A: Personal Data

1. Name of School:.....
2. Name of Association/Organization/Group:.....
3. Gender: (a) Male () (b) Female ()
4. Age Group: (a) 25 – 35 years () (b) 36 – 50 years () (c) above 50 years ()
5. Educational Qualification (a) Primary () (b) Post Primary () (c)
NCE/ND/HND () (d) B.Ed/B.Sc/B.A () (e) M.Ed/M.Sc/M.A () (f)
Ph.D () (g) Non-formal Education ()

6. Occupational Status: (a) Civil Servants () (b) Businessman/women ()
(c) Farming () (d) Artisan()

Section B: Items/Statements of the Questionnaire

Instruction: Please answer the following questions, the possible response options are:

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

The scores are Strongly Agree 4 points, Agree 3 points, Disagreed 2 points and strongly disagreed 1 point.

Question One: Which of the following school facilities does your Organisation/Association/Group provided to the Secondary Schools in Dala Education Zone?

S/N	Statements/Items	SA	A	D	SD
1.	Provision/donation of land for school constructions				
2.	Provision of funds for the construction/erecting of school buildings such as classroom blocks, hostels, toilets etc.				
3.	Provision of instructional facilities (teaching and learning materials) such as textbooks, computers, projectors etc.				
4.	Provision of apparatus/equipments for practical lessons to laboratories.				
5.	Provision of machines/tools to school's workshops for practical lessons.				
6.	Provision of sports/games facilities to the schools				
7.	Provision of transport facilities such as motor vehicles, motorcycles etc. to the schools.				
8.	Provision of potable water supply to schools such as construction of bore-holes, deep wells, water tanks etc.				
9.	Provision of electricity facilities in the schools				
10.	Provision of access road networks to the schools				

Question Two: How does your Organisation/Association/Group participate in the maintenance of school facilities in Dala Education Zone?

S/N	Statements/Items	SA	A	D	SD
1.	Period check on the facilities provided				
2.	Identification of facilities and equipment that needed repairs				
3.	Repairs of the damaging facilities				
4.	Reconstruction of the dilapidated school buildings				
5.	Engaging in scale of preference with school administrators as regards to repairs and replacement of school facilities				
6.	Fencing of schools to avoid encroachment or trespass				
7.	Institution of maintenance workshops in schools				
8.	Employing skilled labourers to manage and maintained the laboratories and workshops facilities				
9.	Employing watchmen/women to secure the facilities provided				
10.	Generating funds for the maintenance of school facilities				

Thank for your cooperation!

APPENDIX III

SCHOOL FACILITIES OBSERVATIONAL CHECKLIST (SFOC)

Name of School: _____

Date: _____

Observer: _____

S/N	Categories of Facilities	Type of Facilities to be Checked
1.	Instructional Facilities	<p>a. Reading Materials: Textbooks <input type="checkbox"/> Journals <input type="checkbox"/> Magazines <input type="checkbox"/> Newspapers <input type="checkbox"/> Pamphlets <input type="checkbox"/> b. Audio Materials: Radio <input type="checkbox"/> Record-Players <input type="checkbox"/> Tape-Recorders <input type="checkbox"/> c. Visual Materials: Graphs & Charts <input type="checkbox"/> Maps <input type="checkbox"/> Globes <input type="checkbox"/> Pictures <input type="checkbox"/> Calendars/posters <input type="checkbox"/> d. Audio-Visual Materials: TV Video Tapes <input type="checkbox"/> <input type="checkbox"/> Video-Recorders/Players <input type="checkbox"/> Film Projectors <input type="checkbox"/> e. Relics: Art Works <input type="checkbox"/> Implements <input type="checkbox"/> Models <input type="checkbox"/> Utensils <input type="checkbox"/></p>
2.	Classroom Resources	<p>Tables <input type="checkbox"/> Chairs <input type="checkbox"/> Boards <input type="checkbox"/> Chalk <input type="checkbox"/> Dusters <input type="checkbox"/> Dustbins <input type="checkbox"/> Brooms <input type="checkbox"/></p>
3.	Infrastructural Facilities	<p>Classrooms <input type="checkbox"/> Laboratories <input type="checkbox"/> Libraries <input type="checkbox"/> Hostels <input type="checkbox"/> Workshops <input type="checkbox"/> Gardens <input type="checkbox"/> Fences <input type="checkbox"/> Toilets <input type="checkbox"/> Transports <input type="checkbox"/> Roads <input type="checkbox"/> Water <input type="checkbox"/> Electricity <input type="checkbox"/></p>

20 4.	Laboratory Equipments	Bulletin Boards <input type="checkbox"/> Opened and Closed Shelvings <input type="checkbox"/> Demo Tables <input type="checkbox"/> Ventilation Fume Hood <input type="checkbox"/> Chamicals <input type="checkbox"/> Gases <input type="checkbox"/> Hot and Cold Water <input type="checkbox"/> Sink <input type="checkbox"/> Vaccums <input type="checkbox"/> Fire Extinguishers <input type="checkbox"/> Microscopes <input type="checkbox"/> Blankets <input type="checkbox"/> Hand Globes <input type="checkbox"/> Emergency Showers <input type="checkbox"/> Darkening Provisions <input type="checkbox"/>
5.	Sports and Games Facilities	Foot Balls <input type="checkbox"/> Hand Balls <input type="checkbox"/> Volley Balls <input type="checkbox"/> Basket balls <input type="checkbox"/> Table Tennies <input type="checkbox"/> Hockey <input type="checkbox"/> Javelins <input type="checkbox"/> Hurdles <input type="checkbox"/> Skipping Ropes <input type="checkbox"/> Jersies/Sport Wears <input type="checkbox"/> Boots <input type="checkbox"/> Trophies <input type="checkbox"/>