

**IMPACT OF COMMUNITY PARTICIPATION IN THE PROVISION AND
MANAGEMENT OF FACILITIES IN SENIOR SECONDARY SCHOOLS OF ZONAL
QUALITY ASSURANCE OFFICE MALUMFASHI, KATSINA STATE, NIGERIA**

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May, 2019

DECLARATION

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

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CERTIFICATION

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ABSTRACTS

This study examined the impact of community participation on the provision and management of facilities in senior secondary schools of Malumfashi education zone. The main objectives of the research were: to find out whether or not communities participate in the provision of facilities; to find out whether or not communities participate in the management of school facilities; to identify the facilities provided and managed through community participation; to examine the impact of community participation in the provision and management of facilities and to find out the extent of school commitment in the encouragement of community participation on the provision and management of facilities in Malumfashi Zonal Education Quality Assurance Office. Literature related to the study was reviewed based on conceptual and theoretical frameworks. Survey design was used in conducting the study. The population of the study consisted of thirty five (35) principals of Senior Secondary Schools of the Malumfashi Zone. Stratified random sampling technique was used to select twenty eight (28) principals out of 35 in the study area in line with Research Advisor (2006) recommendations. Researcher designed questionnaires were used in gathering data. Test-retest was conducted in order to determine the reliability of the questionnaire and Pearson Product Moment Correlation was used to compute the reliability index of 0.54. Percentage frequency was used in the analysis of data. All the research questions were answered using percentage frequency counts. The findings of the study showed that communities participate in the provision of facilities; that communities participate in the management of facilities; that communities participate in the provision and management of different kinds of facilities; that community participation yielded different kinds of impacts and that there is lesser encouragement of the community by school authorities toward participation in the Malumfashi education zone. The research has some contributions to the knowledge, such as: schools and communities should take a collaborative or collective approach to all the issues pertaining to senior secondary schools; schools should provide a welcoming environment for parents and other community members apart from PTA, SBMC and old students in order to reinforce community-school relationships; there should be a mounting awareness campaign directed towards change in attitude by schools in which philanthropists, politicians and old students participate in the provision and management of school facilities in the schools under their domain.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Education, the fulcrum of sustainable development, holds the key to social inclusion. It is one of the necessary conditions for advancing quality of life and freedom. In other words, universal access to knowledge and skills ensures that everybody has an equal opportunity to play a part in the society (Inonda and Riechi,2010). It is thus essential for integrating the marginalised and vulnerable in the society into the development process. Promoting equity and active citizenship through a well-developed education and training system, therefore, needs to occupy the centre-stage of the development agenda in every society.

Though majority of people of the then northern part of Nigeria did not accept or send their children to schools, because the schools were established and managed by Christian missionaries and the area was dominated by Muslim communities, this created fear that their children would be converted to Christianity. Therefore, the people of the area put lesser or no emphasis on education (western education). At that time, they were being forced to send their children to school without their interest by the Native Authority (NA), which was in charge of education at that time. Education is for the public good that calls for greater attention by all and sundry (Ayeni, Attanda, Akinsolu, 2005:135). They went further to stress that its importance leads to increasing demand for it.

Any generation that is not able to give education its desired attention for its quality and sustainability, according to Igwe (2006:200), “stands the obvious risk of drifting into anarchy and subsequent disintegration because the bye / end product would become inhuman, miscreants, that would become ferocious than the wildest tiger because they lack those refined human values that allow inter-subjectivity and alchemic living ” These observations of the relevance of

education to the individual and the society at large have shown that education should be pursued with all the necessary means coupled with vigor towards the realization of educational goals and objectives. The relevance of education to individuals and the nation at large, as further stressed in the National Policy on Education (FRN,2004:7) by the government that:

“For the philosophy to be in harmony with Nigeria’s National goals, education has to be geared towards self-realization, better human relationship, individual and national efficiency, effective citizenship, national consciousness, national unity as well as towards social, geared cultural, economic, political, scientific and technological progress”

Despite the relevance of education, as shown above, the provision and management of facilities in secondary schools of Malumfashi education zone, particularly the senior secondary schools are on the verge of collapse. The near collapse of the institutions and system may be partly due to poor attention given by both the state and local governments under whose domain of governance the schools are situated. Secondly, the society misconception of schools as “government’s property”, which is assumed as not belonging to anybody, to a large extent, leads parents and communities to regard themselves as outside the educational system. When the child misbehaves at home, parents usually used to comment that “is this what you have been taught at school?” Worst still for anyone misbehaving, they would always indicate to the child, “I am going to report you to your teacher. “ This kind of attitude put the onus of responsibility on the teacher. Teachers too did not see parents and the community as instruments which could be used to advance their activities, as indicated by Farrant (1980). “Traditionally, schools have tended to keep parent out, using the argument that a professional skill such as teaching must be carried out

without interference. Today, this attitude is changing and schools are trying to encourage parents to take a greater interest in the school.””

In short, the school was considered as something outside of parents and communities' responsibilities. Nevertheless, Akpaku (2005:206) noted that in spite of this misconception and neglect of schools by communities, the duo (government and community) still remain the two most important institutions in the developmental life of children.

Ajayi (1999) also posited that the effective administration of schools could be hampered where the Parents Teachers Association (PTA) does not perform its roles as expected. Also, Ajayi (2007) posited that the school and the community are interdependent and interrelated and for the relationship between them to be meaningful, worthwhile and productive, they must be willing to assist each other to achieve their respective goals in the atmosphere of love, mutual trust and cooperation. Therefore, community participation is something new in education delivery. However, it did not suddenly appear as the panacea to solve complex problems related to education. In fact, not all communities have played a passive role in children's education. For instance, Williams (1994) stresses that, until the middle of the last century, the responsibility for educating children rested with the community. There were places where communities organized themselves to operate schools for their children. Today, community participation in education has not been fully recognized nor extended systematically to a wider practice.

It is therefore imperative that school programmes and activities are fashioned in such a way that will bring about the most effective ways of community participation in the programmes. Community participation in the provision and management of facilities in school is extremely important now than ever before in view of the government inability to proffer solutions to all the emerging problems of school facilities due to the socio-political, economic and religious factors

prevailing in our society. There have been increases in students' enrolment, culminating in the problems of the inadequacy of facilities, shortage of human resources, poor funding and emerging behavioral problems of students, among others.

On the other hand, the efficient provision and management of school teaching and learning facilities is crucial in order to make the school a pleasant, safe and comfortable centre that will increase students' attendance, motivation and willingness to participate adequately in both curricula and co-curricula activities. Hallack (1990) observes that learning and teaching facilities form one of the potent factors that contribute to academic achievement in the school system. They include school buildings, classroom, accommodation, libraries, laboratories, furniture, recreational equipment, apparatus and other instructional materials. He further notes that their availability, relevance and adequacy contribute to academic achievement. However, he quickly adds that unattractive school buildings and overcrowded classrooms, among others, contribute to poor academic attainment.

Schneider (2002) pointed out that school facilities have a direct effect on teaching and learning and those poor conditions of school facilities make it difficult for teachers to teach or provide adequate education to their students. These poor conditions like crumbling plaster, unroofed toilets and broken furniture cause teachers to leave their schools and leave the teaching profession. Earthman (2002), reporting on California, showed that comfortable classroom temperature and smaller classes enhance teachers' effectiveness and provide opportunities for students to receive more individual attention, ask more questions, participate more fully in discussions, reduce discipline problems and perform better than students in schools with substandard buildings by several percentage points. To minimize all these problems is through community participation in which they contribute in the provision of lacking and unavailable

facilities in senior secondary schools within the community and the management of available facilities in senior secondary schools through rehabilitation, repairing, cleaning, etc. Government efforts need to be complemented by the community purposely for a qualitative and sustainable educational system. This will encourage local communities to participate in the provision and management of schools facilities, especially in the study area.

1.2 Statement of the Problem

The general deplorable state of education in the Malumfashi Zonal Quality Assurance Office has been of great concern to all and sundry. From the Primary to the Tertiary level, it is a tale of woes; the whole system seems to be on the verge of collapse. Secondary schools which provide the link between Primary and Tertiary levels of education seem to suffer serious neglect, especially in some schools of the Malumfashi Zonal Office. Most senior secondary schools have inadequate and dilapidated buildings and lack meaningful libraries, scientific facilities, classrooms, workshops, examination halls, staff quarters, students' seats, toilets, staff' desks, etc. Most of these observed problems have been attributed to overcrowded classes, the inability of students to conduct practical even in science schools; lack of good or available seats for both teachers and students; inadequate instructional materials, etc. One begins to wonder what communities are doing to help and whether some of these schools, built through community efforts, are being managed by community members or are abandoned by both government and community members. However, one does not lose sight of the fact that poverty or the financial state of most people or community could influence community participation in senior secondary school development.

Moreover, students' value for education has been changing over the years, especially among the youth of the study area. It is painfully disheartening to note that these changes in value have

been more in the negative direction than the positive. This ugly development poses a lot of troubles to school heads that, by extension, demand the intervention of community members in form of PTA, SBMC, old students, philanthropists, politicians and other stake holders in education. In reference to the above mentioned problems, the research would find out the ways that community could participate to provide and manage the needed facilities in the study area and at the same time encourage communities to understand the roles they would play in eradicating or minimizing the problems in the Malumfashi zonal quality assurance office.

1.7 Objectives of the Study

The study has the following as its objectives:

- (i) To find out whether or not communities participate in the provision of facilities in the senior secondary schools in the Malumfashi Zonal Quality Assurance Office.
- (ii) To find out whether or not communities participate in the management of facilities in senior secondary schools in Malumfashi Zonal Quality Assurance Office.
- (iii) To identify the facilities provided and managed through community participation in senior secondary schools of Malumfashi Zonal Quality Assurance Office.
- (iv) To examine the impact of community participation in the provision and management of facilities in senior secondary schools of Malumfashi Zonal Quality Assurance Office.
- (v) To find out the extent of school commitment in encouraging of communities to participate in the provision and management of facilities in the senior secondary schools of the Malumfashi Zonal Quality Assurance Office.

1.4 Research Questions

The study has the followings as its research questions:

- (i) How do communities participate in the provision of facilities in the senior secondary schools of the Malumfashi Zonal Quality Assurance Office?
- (ii) How do communities participate in the management of facilities in senior secondary schools of Malumfashi Zonal Quality Assurance Office?
- (iii) What are the facilities provided and managed through community participation in senior secondary schools of Malumfashi Zonal Quality Assurance Office?
- (iv) What is the impact of community participation in the provision and management of facilities in senior secondary schools of Malumfashi Zonal Quality Assurance Office?
- (v) How does the school commit itself through the encouragement of communities to participate in the provision and management of facilities in the senior secondary schools of the Malumfashi Zonal Quality Assurance Office?

1.5 Significance of the Study

The research is important because of the inadequacies in provision of virtually all the resources, human and materials, required for education service delivery in the Malumfashi zonal quality assurance office. It is hoped that this study would contribute to the academic literature on the relevance of school community relationship for the effective provision and management of facilities in senior secondary schools. It would also help to remind school heads of the importance of community participation in schools.

It is hoped that the study would create understanding in the community on the need to accept a greater responsibility for the quality of their children's education.

The findings of the research would provide adequate information to school managers, the government and community to enhance of community participation in their areas. The findings would shed light on school community relationship. They will also provide information to the Ministry of Education in the area of cooperative in the provision and management of facilities between communities and institutions of learning in their domain. Finally, the research finding would be significant for further research in the area of community participation in the provision and management of facilities in schools.

1.6 Scope and Delimitation of the Study

The research was designed to find out the impact of community participation in the provision and management of facilities in senior secondary schools of Malumfashi Zonal Education Quality Assurance, Katsina state. It has twelve (12) zonal education headquarters situated at different local government areas across the state. These are: Baure, Daura, Dutsin-ma, Faskari, Funtua, Kankia, Katsina, Malumfashi, Mani, Musawa, Rimi and Safana Education zone. But the research was limited to the Malumfashi Zonal Education Quality Assurance only. It comprised three local government areas, these are: Malumfashi, Kankara and Kafur. This study was, however, limited to the public and community senior secondary schools in the study area.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter discusses some works related to the study. It contained the conceptual framework, the concept of community participation, the concept of school facilities provision and management and the theoretical framework that guided this research. It, therefore, discussed empirical studies and presents a summary and the uniqueness of the study.

2.2 Conceptual framework

2.2.1 Concept of Community participation

A careful review of the literature on the subject revealed that the term “community” is not static. This explains the difficulty involved in pinning down a universally acceptable definition of a community. According to Mathie and Cunningham (2003), community is a slippery concept. It is used in a range of senses, such as denoting actual groups of people as in a village, neighborhood or ethnicity boundary. It can also refer to particular qualities expected among people as in ‘a sense of community’. Bray (2000) quoting Hillery (1955) contends that there are 94 alternative definitions of community and observes that the list is still not exhaustive. Without going too deeply into the matter, it is useful based on the observation by Wolf et.al(1997 in Bray, 2000) to note that a community has at least some common features, such as a network of shared interests and concerns, a symbolic or physical base, an extension beyond the narrowly-defined household and has something that distinguishes it from other similar groups. For the purpose of this study, I defined a community as referring to people living in a defined locality and/or other people or organizations outside the local community who share common interests with the local people.

Young (1978) defines community as a world in which human beings have social relationship with others. Young points out that if a person cannot bear another's burden, then they do not have the same community. 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, neighborhood or even a whole state. Community when conceived in this way is used in two senses.

First, community may be considered as a social unit and, second, as a geographical or ecological unit. This implies that such a group of people is closely knit and organized. This togetherness among the people spells out a common feeling of community. Again, community can be perceived as people or group of people who share common interests or functions, such as farming or farming group or an agriculture group, education, culture or religion. This group may not include everyone within the geographical area boundary, but only those individuals who have a particular interest or common function. A common objective brings such people together to develop some awareness of and feeling for the need to work together towards solving their common problems out of interest.

Approaches to the study of community

There are various approaches to community study. Sanders (1966) has defined some of these approaches as: the qualitative, the ethnographic and the sociological.

(i) The qualitative approach:

This looks at the community as a place to live in. The emphasis is to discover how good such an environment can be as a habitable area. Sanders (1966) defined livability in this context as the sum total of the qualities of the community environment which tend to induce in citizens or dwellers the feeling of well-being and satisfaction. The quality approach, therefore, seeks to

discover the major characteristics of a community in order to measure its standard and assess its quality as a habitable locality.

(ii) The ethnographic approach:

This approach looks at the community as a way of life. It strives to give insight into the total culture of the community. It emphasizes ties in giving expression to the institution, pattern and mental attitudes, which form the social and cultural life of the community. The approach therefore strives to reveal the core of community values. Ottaway (1962) explains that this would include the people's ways of eating food, wearing clothes, using language, making love, getting married, getting buried or playing games; looking at the community's ways of reading literature, listening to music, looking at the works of painters and sculptors etc. The ethnographic approach often reaches out to present the community as a mirror of the whole society of which it is but a part. Sanders (1966) however maintains that the extent to which it succeeds in portraying such a picture depends on the degree of representatives, completeness, inclusiveness and cohesiveness, which the community can commend in relation to the demographical and other grouping in the society.

(iii) The sociological approach:

This approach studies the community as a social system. This concentrates on the relationships which are patterned into groups and larger social systems. These social relationships are reviewed not as random expressions of human activity, but as part of a systemic arrangement of the social units found in the geographic area that we call the community. The continuity of the community as a system requires continuous adjustment and acceptable of innovations, as well as shifts in structure and in individual attitudes. This adjustment is often

worked out within a set of community checks and balances, which are meant to uphold the community structure (Maclver 1965).

2.2.1.1 The Nature of the Community

Communities can be defined by characteristics that the members share, such as culture, language, tradition, law, geography, class and race. As Shaeffer (1992) argues, some communities are homogeneous while others are heterogeneous; and some united and others conflictive. Some communities are governed and managed by leaders chosen democratically who act relatively autonomously from other levels of government and some are governed by leaders imposed from above and represent central authorities. Zenter (1964) points out three aspects of communities. First, a community is a *group structure*, whether formally or informally organized, in which members play roles, which are integrated around goals. It is not intended to exclude other Bank education projects that focus on community participation in education.

In fact, there are some besides the ones examined in this study. First, those are associated with the problems of collective occupation and the utilization of habitation space. Second, members of the community have some degree of *collective identification* with the occupied space. Lastly, the community has a degree of *local autonomy and responsibility*.

Bray (1996) presents the three different types of communities applied in his study on the community financing education. The first is a *geographic community*, which is defined according to its members' place of residence, such as a village or district. The second type is *ethnic, racial and religious communities*, in which membership is based on ethnic, racial or religious identification and commonly cuts across membership based on geographic location. The third is *communities based on shared family or educational concerns*, which include parent associations and similar bodies that are based on families' shared concern for the welfare of students.

The community as a social system is an area of common life, the focus of social living. Maclver (1965) explains that its sources are embedded in common interest. The pursuit of these interests brings people into contact and they are likely to pursue their interests in common under regulated social conditions. In the process a socializing force is created. A community viewed in this conspectus may refer to a group of people gathered together in any geographical area united by common interests. Steiner (1930) is of the opinion that a community may be regarded in a more limited sense, as made up of groups of people living in a more or less continuous area so situated with reference to other areas. That social organization in one form or another arises within it in order to provide for mutual protection and welfare. In all the stages of its life cycle therefore, a community consists of a population.

Warner (1941) has made the point that community denotes a number of people sharing certain interests, sentiments, behavior and objects in common by virtue of their belonging to a social group in a given territory. They partially transform their territory for the purpose of maintaining the physical and social relations directly or indirectly with others. These social relations are ordered and their totality forms the social structure of the community. The emphasis on people and their interaction depicts that people in a community live in a specified area and their interaction is regulated through social organization. The dynamics of a community therefore are found in group life and associations. In them is embedded the relationship, which renders the community as a network of an implicit social phenomenon.

2.2.1.2 Participation

The term “participation” can be interpreted in various ways, depending on the context. . According to Cornwall (2008, 269), participation can be used to “signify almost anything that involves people”. Mikkelsen (2005) quoting the World Bank defines it as a process through

which stakeholders have an opportunity to influence and share control over development initiatives and make decisions over the use and control of the resources that affect them. According to Dale (2000), participation may refer to the involvement of a range of various stakeholders, who may have different interests and abilities in a project.

Shaeffer (1994) clarifies different degrees or levels of participation and provides seven possible definitions of the term, including:

involvement through the mere use of a service (such as enrolling children in school or using a primary health care facility);

involvement through the contribution (or extraction) of money, materials and labor;

involvement through ‘attendance’ (e.g. at parents’ meetings at school), implying passive acceptance of decisions made by others; *involvement* through consultation on a particular issue;

participation in the delivery of a service, often as a partner with other actors; *participation* as implementers of delegated powers; and *participation* “in real decision making at every stage,” including the identification of problems and the study of feasibility, planning, implementation and evaluation.

Shaeffer stresses that the first four definitions use the word *involvement* and connote largely *passive collaboration*, whereas the last three items use the word *participation* instead, implying a much more active role. Shaeffer further provides some specific activities that involve a high degree of participation in a wider development context, which can also be applied in the education sector, including:

(a) collecting and analyzing information; (b) defining priorities and setting goals; (c) assessing available resources; (d) deciding on and planning programs; (e) designing strategies to

implement these programs and dividing responsibilities among participants; (f) managing programs; (g) monitoring progress of the programs; and (h) evaluating results and impacts.

2.2.1.3 Community Participation in Education

Education takes place not only in schools but also within families, communities and society. Despite the various degrees of responsibilities taken by each group, none can be the sole agent to take 100 % responsibility for educating children. Colleta and Perkins (1995) were on the view that parents and families cannot be the only group of people for children's education as long as their children interact with and learn from the world outside their families. They also emphasized that communities and society must support parents and families in the upbringing, socializing and educating their children. Schools are institutions that can prepare children to contribute to the betterment of the society in which they operate, by equipping them with skills important in society. Schools cannot and should not operate as separate entities within society. Since each group plays a different role in contributing to children's education, there must be efforts to make a bridge between them in order to maximize the contributions. Education takes place most efficiently and effectively when these different groups of people collaborate. Accordingly, it is important to establish and continuously attempt to develop partnerships between schools, parents and communities. Many research studies have identified various ways of community participation in education, providing specific channels through which communities can be involved in children's education.

Colletta and Perkins (1995) illustrate various forms of community participation: (a) research and data collection; (b) dialogue with policymakers; (c) school management; (d) curriculum design; (e) development of learning materials; and (f) school construction. Heneveld and Craig (1996) recognized parent and community support as one of the key factors to determine school

effectiveness in Sub-Saharan Africa. They identify five categories of parent and community support that are relevant to the region: (1) children come to school prepared to learn; (2) the community provides financial and material support to the school; (3) communication between the school, parents and community is frequent; (4) the community has a meaningful role in school governance; and (5) community members and parents assist with instruction.

Models of Education

Williams (1994) argues that there are three models of Education and Community. These are:

Traditional community-based education

In this model, communities provide new generations of young people with the education necessary for transmitting local norms and economic skills. In this model, education is deeply embedded in local social relations and school and community are closely linked. The government, being of little use in meeting the specialized training needs of industrialized economies, plays a minor role, providing little basis for political integration at the national level.

Government-provided education

In this model also, governments have assumed responsibility for providing and regulating education. The content of education has been largely standardized within and across countries and governments have diminished the role of the community. However, lack of resources and management incapability has proven that governments cannot provide the community with adequate educational delivery, fully-equipped school buildings and a full range of grades, teachers and instructional materials.

The collaborative model

The two models above conclude and trigger the collaborative model in which the community plays a supportive role in government's provision of education.

Epstein (1995, 1997) seeks ways to help children succeed in school and in later life and focuses on the partnerships of schools, families and communities that attempt to:

- (a) Improve school programs and school climate; (b) Provide family services and support;
- (c) Increase parents' skills and leadership; (d) Connect families with others in the school and in the community; and (e) Help teachers with their work.

2.2.1.4 Community participation in schools

There are various reasons that scholars gave in connection with the question, why does the community participate in schools? For instance, according to the World Bank (2007a), quality and timeliness in the delivery of services will be enhanced where clients can hold providers accountable. This principle undergirds a lot of the thinking around the benefits of community involvement in schools. Watt (2001) argues that accommodating “the concerns, needs and interests of communities in education planning and management can help to generate strong demand for education, and improve enrolment, attainment and achievement”. The relationships forged as part of community and parental involvement also go a long way in determining the culture, pedagogy and overall perception of students (Epstein, 1997; Noguera, 2001). These findings are supported by Henderson and Mapp (2002), who found, in the USA, “a positive and 17 convincing relationships between family involvement and benefits for students, including improved academic achievement.” which hold regardless of student age or family background. Another benefit which Colley (2005) observed in rural Gambia is a “few disciplinary problems” – a finding of the parent involvement research from the US as well as. However, probably of the greatest interest to resource constrained developing countries is the potential of community participation to lower costs to the state of providing education by diversifying the funding base and shifting some costs to communities. The participation of communities seems to hold the

potential to fulfill the rights to education. However, Anderson (1998) suggests that access to governance structures, which community participation provides, might not affect decision making but results in contrived collegiality, reinforced privilege and greater control of participants. However, participation is not by its nature 'in egalitarian'; the problem rests with the distribution of social resources based on level of participation in contexts where participatory mechanisms do not allow for equity in access.

2.2.1.5 School-Community Relations in Nigeria

In Nigeria, the School-Based Management Committee was set up to increase citizen participation in school management; this is part of the efforts of school reform. According to Dakar Framework of Action (2000), the experience of the past decade has underscored the need for the better governance of education systems in terms of efficiency, accountability, transparency and flexibility, so that they can respond more effectively to the diverse and continuously changing needs of learners. Reform of educational management is urgently needed to move from highly centralized, standardized and command-driven forms of management to more decentralized and participatory decision-making, implementation and monitoring at lower levels of accountability. Although observation has shown albeit erroneously that some school managers, particularly head teachers, see the role of SBMC as a relegation of school autonomy, whereas SBMC is to promote the autonomy of schools. SBMC has been defined in different ways by different writers and authors. For example, Cheng (1996) sees school based management (SBM) as tasks that are set according to the characteristics and needs of the school itself and, therefore, school members have a much greater autonomy and responsibility for the use of resources to solve problems and carry out effective education activities for the long-term development of the school. Caldwell & Spinks (1988) see school based management as a school system of education to which there has

been decentralized a significant amount of authority and responsibility to make decisions related to the allocation of resources within a centrally determined framework of goals, policies, standards and accountabilities.

The definitions show that in schools which practice the SBMC policy, the transfer of authority takes place, giving schools some degree of decision making. The goals of School Based Management Committee programmes vary according to each country but they typically include:

- (i) increasing the participation of parents and communities in schools,
- (ii) empowering principals and teachers
- (iii) building local level capacity, and perhaps most importantly,
- (iv) improving quality and efficiency of schooling, thus raising student achievement levels.

The school belongs to the community, which forms the grassroots stakeholders in management. Decentralization will make it possible for the community to participate in the decision making of the school. Murphy & Beck (1995) noted that a central feature of SBM is the SBM committee.

While the committees, on the other hand, the Parents-Teachers Association (PTA) contributes fully in the development of schools in their domain. According to Mariam (2008), the steering committee in developing the Commonwealth Education Fund (CEF) strategy in Nigeria identified the National Parents Teachers Association of Nigeria (NAPTAN) as one of its strategic partners in the effort to ensuring that civil society supports government to ensure that all Nigerian children have access to good quality education by 2015. This is based on the realization that in the delivery of education there are four principal actors; the state as the duty bearer, the child as the right holder, the parent as the first educator and the teacher as the professional instructor. It is common knowledge that for rights to be enforced, there is the need for advocacy or demand for the implantation of such rights. The Parents Teachers Association has been

known to be one of the earliest civil associations advocating for the rights of children, especially within the school environment. However, the community participation role in secondary school administration beyond the provision of resources and finance has not been defined and the role of parents and community members remain as such.

According to the United States' National Parents Teachers Associations mission and purpose statement, the PTA seeks to promote the welfare of the child and youth at home, in the school and in the community (Prew, 2012). The PTA has also sought to raise the standard of life at home, secure laws that protect children and youth, bridge the gap between home and school and build and develop efforts connecting educators with the public in securing the highest standards in mental and physical, social and spiritual education. The Commonwealth Education Fund, therefore, organized a round table with Parents Teachers Associations in Nigeria to determine the role of the PTA in Education for All Planning Proses. The meeting ensured that the responsibility of education delivery was that the government and the PTA's role to be supportive, specifically one ensuring the welfare of the child within the school environment and the home (Fiore, 2011). In carrying out the role the PTA will need to develop its capacity in the area of policy and advocacy, it will need to increase its understanding of the Education for All frameworks and other education standards to be able to partner with the government. To support this, the Economic Organization of the West African States (ECOWAS) as part of the activities marking the 2004 *Global Week of Action* requested the Secretary General to use his good office and request presidents and heads of states within West African Sub-region to:-

- a) Expedite action in developing National EFA Plans and commit them to its implementation.
- b) Ensure that all hidden costs of education (user fees, PTAs Subscriptions, development levies and others) are removed and education is free in the real sense.

c) Ensure a clear and improved national budgetary allocation to education that reflects commitment to achievement the education for all (Naidoo and Anton, 2013).

2.2.1.6 School-Community Partnerships

School and Community must joined hands together for the successful development of schools. This has been observed by many scholars, such as Lonsdole (2012) who rightfully observed that several educationists have tried to explain the meaning of school community relations. The underlying consensus is that it refers to sharing responsibilities and cooperation and working together for the promotion of educational progress. There is the need for a two way communication in the school community. Information gained through school-community contact will help the teacher to coordinate school activities with those of other agencies, thus avoiding conflict as well as endorsing appropriate supervision to ensure a smooth liaison of the two. De Grauwe (2013) says that where parents have become participants in their own children's learning, the children's school performance has invariably improved quite significantly. The community is the source of learners, that is, the catchment area. There is every need for teachers and education officials to understand the children's background, environment and cultures for them to appreciate the learners in order to improve other proces of teaching and learning. McLaren (2009) in his presentation of the CIES conference in USA identified the following as avenue for partnership. The community can participate:-

- (a) Taking care of buildings and maintaining school plant. (b) Planning school policies
- (c) Employment of staff. (d) Monitoring performance. (e) Safeguarding school finances
- (f) Discipline of students.

It can be pointed out that school–community partnership enhances education achievement and others improve education standards to the benefit of the community. Schools cannot isolate

communities and it is this knowledge and conviction that has created interest in researcher to find out what exactly is the partnership situation in the Malumfashi Zonal Education Quality Assurance and how it can provide a positive impact in the provision and management of facilities. Duhou (2013) in his report cited neighborhood conditions and the strategies employed the administrators as some of the factors influencing school–community partnerships in most African countries. It states that neighborhood function as the social and culture webs linking families and children to a set of norms, routines and traditions. What the child knows and experiences in the neighborhood will have an impact on his/her behaviour and learning in school. This means community participation plays an integral part in the schooling process of a child and thus cannot afford to be omitted as part of school administration for the benefit of both the school and the community. School administrators need to understand the child’s upbringing and the values he/she has when being enrolled in school. The kinds of families, economic status, single parents and divorce cases all influence behavior. The strategies of partnerships, employed by school administrators, are also a factor that enhances or inhibits successful partnership. School administrators should provide avenues that encourage parental involvement. They should see the community and partners in education. The community is not involved in spending even the funds they have helped to raise. According to him, most teachers felt that community members would not be able to assist as required because they lack knowledge. Community members themselves also have resigned to the thought that they are not able to provide assistance. What he doesn’t clarify, however, is the kind of assistance. Do parents need to have gone to school for them to be able to supervise cleaning schools? Cook for the students during national examinations and strategies for the security of the school property? But Kinyanjui (2009) agrees that it is wrongly assumed that community support should be only academic like

giving lectures on topics given. There are varied avenues for partnerships where every member of the community has something to offer as assistance, if provided the opportunity. The partnership is not a one off thing, but rather a cultivated effort that should be reviewed and improved continuously. The Michigan Department of Education (Alatorre, 2009) in a research found out that, where there is parental involvement, there is higher grades and graduation rates for students, better school attendance and discipline and increased motivation for staff and community. Fiore (2011) agrees that the home of the child serves as the child's induction phase to the school. Mutual understanding and partnership between school and community would help teachers, parents and other community members to identify areas in which they can work together for the benefit of the child.

2.2.1.7 Community Participation in Katsina State Schools

The school as an organization is established to accomplish certain goals the attainment of which is not possible without productive interaction among the three compounds of an organization be it the people, the task and environment. It is only when these vital components are integrated, harmonized, controlled and well-coordinated that the school and indeed any other educational system can produce any meaningful results. School administrators are charged with the responsibility of planning, controlling and reshaping human, material and financial resources for the realization of the educational objectives.

A school is basically an open system, which interacts with its environment. And it relies heavily on its environment in sourcing its input. It is a school environment which could also be extended to community and even society that supplies to the school materials, teachers, pupils/students, managers and supporting staff. Students as the backdrops of any school system are processed via teaching, counseling services and other school activities and later released as

output to the community's different capacities. Hence, it's only natural that the community owns the right to be fully and not partially involved in school activities, right from the planning stage up to the implementation process.

Though parental or community participation and integration in the administration system of education are fundamental thus any education system may experience better result without the cooperation of parents. As such, community members, such as individual households, religious organizations, philanthropists, commercial houses, Old Boys' Associations, Parents' Teachers Associations (PTA) Nongovernmental Organizations (NGOs) and the School Based Management Committee (SBMC) have roles in order to provide the lot of the school.

Moreover, apart from the conventional funding approach in Katsina, where government still carries out capital and some recurrent expenditure through the Ministry of Education, principals in the state are mandated to receive Running Cost from Ministry for school maintenance as well as other school activities. Currently, Katsina is exercising a free education programme in the state, where students do not pay school fees. However, the situation does not seem to improve, as principals still complain that funds are not being paid on time. Although finance is very vital in and essential towards the successful implementation of educational policies, money is needed to purchase instructional materials and rehabilitate of existing structures, as well as the construction of new ones. The issue here is that government alone will not be able to undertake the great task of senior secondary school administration.

The problem brings about the search for alternative sources through which school oriented projects can be undertaken through contribution from Non-Government sources within and outside the country, Community Based Organizations (CBOs), Parents Teachers Association (PTA), Philanthropists, Alumni Associations and Religious Organizations. These contributions

could be in form of voluntary contribution by members of the community or personal sponsorship, levies on community members, launching, the sales of community properties, proceeds from community income generating projects, external sources, etc.

However, there are a number of approaches that could be employed to enhance community participation in managing education in katsina, especially at the senior secondary school level and could be summarized as follows:

1. Community Participation in Selecting and Developing School Workforce

Personnel, otherwise known as employees, and human resources are the key ingredients of the successful attainment of school goals and objectives. They are also building blocks of any organization. Teaching and nonteaching staff, as well as other supporting staff members, are the backbone of the school system, not even in Nigeria but all over the world. Community participation in this exercise could give them the chance of contributing in getting the best staff for their schools. Sometimes the school needs more than the staff posted from the school board. Therefore, the community will try its best to employ more staff, so that they can provide the manpower needed in the school.

2. Participation in the Provision and Maintenance of School Facilities

The school as an organization cannot function effectively without the necessary buildings, infrastructural facilities and other vital materials. One of the functions of school managers, especially at the senior secondary school level, is to source finances for either purchase or the restoration of a number of school facilities. The community has a potential role to play in the procurement and maintenance of school facilities, such as classrooms, laboratories, workshops, etc. and materials such as instructional materials, text-books, sitting materials etc.

The management should therefore devise the means through which parents should be fully engaged in funding some of the expenses of the school.

3. Participation in Planning School Policies and Decision Making

Decision making is described by Nwachukwu (1992:47) as one of the most crucial activities of management. Ogunsaju (1990:70), on the other hand, defines it as selection among several alternatives in making a course of action. Decision making is one of the everyday pre-occupations of senior secondary school managers, especially those concerned with solving disciplinary problems and other vital issues. Community participation in decision making and planning is highly recommended.

2.2.2 The Concept of Facilities Provision

The teaching and learning process is to bring about desirable change in learner behavior through critical thinking. This process does not take place in a vacuum but rather in an environment structured to facilitate learning. Therefore, these things that facilitate learning are called school facilities. They have been defined by different scholars with different views. Olagboye (2004) stated that educational facilities consist of instructional resources, such as audio and visual aids, graphics and printed display and consumable materials. According to Osahon (2001 cited in Ogbodo 1996), educational facilities are those material things that facilitate teaching and learning processes in the school. Some of the reasons for the inadequacy of facilities and equipment in Nigerian schools has been the sudden increase in the enrolment of children in schools and the reduced level of local support for the schools. By nature, educational facilities have been positively linked with students' academic

performance and educational efficiency (Osahon,1994).

School facilities can be defined as those things that enable the teacher to do his/her work very well and help learners to learn effectively. School facilities also include school buildings e.g. classrooms, assembly halls, laboratories, workshops, libraries, etc. 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. The absence of school facilities implies the non-existence of any set up that may be referred to as school.

Also, Adesina (Abraham 2003:160) posits that “the quality of education that our children get bears direct relevance to the availability or the lack of physical facilities and overall atmosphere where the learning takes place. Also in the words of Castaldi (2001) is this wise saying, “Excellent school facilities and dedicated teachers are basic ingredients of good educational programme”. The desire for education attainment is on the high side. The consumers of education therefore expect the attainment of standard and quality education that will give them a sense of belonging, fulfillment and satisfaction.

2.2.2.1 The Nature and Types of School Facilities

According to Propst (1972, p.107) the useful types of resources to be contacted by planners and the management team are acoustical design engineering, audiovisual design engineering, behavioural sciences, building systems design, community and press relations, ecological studies, electronic data processing of hardware

specifications, electronic data processing for programme development and use of facilities training and financial planning. This implies that facilities management is a collective responsibility of the federal, state, local government authorities, staff and students of individual schools and the community where the school is located. The Federal Government through the Federal Ministry of Education provides the policies that guide the educational system and also oversees the implementation of these policies at the State level. On the other hand, the State Government ensures the actual implementation of the National Policy on Education by providing the enabling environment for effective teaching and learning. The school plant is a major component of the school facility. Knezevich (1975, p.562) described it as “the space interpretation of the school curriculum”. He emphasized that the curriculum finds its physical expression in the construction and arrangement of the school plant, which is a controlled environment that facilitates the teaching and learning process and also protects the physical well-being of occupants. He further stated that since teaching and learning does not take place in a vacuum, school facilities give meaning to

planned curricula and extra-curricular activities. A discussion of the school plant starts with the conceptualization of the educational programmes to be offered in the school.

The

nature and types of the educational programme will determine the nature and types of

the

school plant to be provided. Unruh (1974) emphasized that both teachers and students need places to search, read, write, confer, interact, view, listen, think, experiment and record. Students need places to transact student affairs or to gather for social purposes.

Teachers need office space, conference rooms for team planning, facilities for diagnosis of pupil's needs and facilities for preparing instructional presentation. New views of the teaching-learning process that move beyond memorizing knowledge toward the involvement of students in applying, analyzing, synthesizing and evaluating knowledge stress the need for the flexibility of space in schools. The complexity of the learning environment requires flexibility in the design of the school plant. Modern facilities are designed for diverse academic and social activities.

The multipurpose facilities used for academic activities during school hours may be available for community use during or after school hours. Such facilities may be used for continuing education programmes, social activities and recreation. Through appropriate scheduling, multipurpose facilities may be accessible to the community during school hours. This will eliminate the burden of the duplication of such facilities as conference halls, the gymnasium, library, theatre and sporting facilities. Such integrated effort is cost effective and brings the community closer to the school. Some buildings are over fifty years and, therefore, require modern facilities for teaching and learning. The renovation and modernization of old and dilapidated buildings should be carried out to ensure that facilities for team planning areas, office space, clerical space, workrooms, professional development libraries, faculty dining area, storage space, students conference areas, guidance services area for large group instruction, spaces for instructional media, library resource centers, science facilities, arts and music studios, individual study area and physical education facilities.

School equipment is available in various forms. The equipment may be fixed or movable and they serve various purposes in the educational system. They are used in classrooms, laboratories, offices, workshops, cafeteria, toilets, laundry and the library and for sports etc. The supplies are the accessories for the operation of different equipment. Furniture is also available in classrooms, offices, cafeteria, laboratories and workshops, outdoor, residential halls, common rooms and those designed for the physically challenged. Information and Communication Technology (ICT) facilities also include among other software on classroom management, facility management, inventory control, maintenance management, online procurement, food services and general management.

Types of School Facilities

There are different types of school facilities that perform different functions in the school system

Some of them are:

Instructional Facilities

These are facilities that are specifically meant for direct teaching and learning and include

classrooms, classroom seats, laboratories, libraries, experimental equipment, chalkboard, audio-visual learning equipment, zoological gardens and experimental agricultural farms. These facilities bear directly on the teaching learning process and are, therefore, considered of prime priority among other school facilities.

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.

Residential Facilities

These include hostels and hostel facilities, refectory and refectory facilities, staff quarters and other associated facilities meant to provide residential convenience for staff and students.

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. Undeveloped Open Spaces are all the land area within the legal authority of the institution, which are yet to be developed into specific

2.2.3 Concept of Facilities Management

The responsibility of the management of facilities requires collective efforts. Fenker

(2004) stated that facilities management is a process that ensures that buildings and other technical systems support the operations of an organization. The International Facilities Management Association (2002) described facilities management as the practice of the co-ordination of the physical work place with people and of the organization. According to Maduagwu (2004), the specific role of the parent-teachers-association in the effective management of public schools include: assisting school by complementing government efforts in the provision of equipment, facilities and fund; assist schools in dealing with students disciplinary problem, mobilizing support for school administration from disposed individuals and government: assisting school heads in accessing government provisions for schools; assisting schools to develop positive image in the community and general public; assisting school heads in resolving head/teaching face off, enhancing parents cooperation with school in achieving set objectives and to assist in enforcing compliance and adherence to school orders (Mullins 1996).

Management processes, which involve planning, organizing, decision making, leading, coordinating and controlling, are applied in facilities management. Broadened educational goals and objectives, as a result of changes in socio-economic

development, have necessitated the involvement of several minds in the facilities management process. It requires expert input from a wide range of stakeholders. Collaborative efforts bring into facilities management new ideas and perspectives. Over the years, school managers have emphasized that physical facilities available for academic and non-academic activities are grossly inadequate. This issue is very sensitive and demanding because it bears a direct relevance to the funding of education and most importantly to the quality of the outputs of the educational system. Available facilities in most schools may well be regarded as obsolete in terms of quality and quantity. These facilities were provided when the student population in the school was reasonably low when compared to the population of the same school presently using the same facilities. According to the report of the educational facilities laboratories (1968, p.27) the adjectives used to qualify such facilities are rigidity, inaccessible, sterility, formality, isolation, starkness, immobility and permanence. These facilities no longer satisfy present day needs.

With a quantum leap in school enrolment, an increasing number of academic

programmes and limited resources, flexibility must be an integral part of the planning process. Facilities should be established such that they will serve new functions in future. In facilities planning, Caudill (1954, p.18), emphasized that “more specific terms like expansible space that can allow for ordered growth, convertible space that can be economically adopted to programme changes, versatile that serves many functional and malleable space that can be changed at once and at will should be used”. For these to be achieved, Regnier (1980, p.102) advocates “team efforts of facilities planners and capital budget analysts, administrators, academic staff, fiscal and institutional research personnel”. According to the Planning Guide for Maintaining School Facilities, effective school facility maintenance plan can:

- Contribute to an organization’s instructional effectiveness and financial wellbeing
- Reduce the operational costs and life cycle cost of a building
- Help staff deal with limited resources by identifying facilities priorities proactively rather than reactively

- Extend the useful life of buildings
- Increase energy efficiency and help the environment

Types of Maintenance

Management always deals with the maintenance of provided facilities in schools.

Therefore, there are three types of maintenance services, which include the following:

Regular maintenance

This type of maintenance is given to special equipment in the school on a periodic basis. For example: servicing machines like the typewriter, vehicles, generators, computers, etc. These routine services are aimed at keeping the equipment working and minimize cases of the total breakdown of the equipment.

Emergency Maintenance

This is the type of maintenance that is more common in the system. It simply means that service men are called in when the equipment is out of use or broken down. eg. the wall of class or hostel may crack and this crack requires urgent repairs to avoid total breakdown of the building.

Prevention Maintenance

This is a programme for servicing machines, systems and structure devices to prevent a breakdown of the system or one of its components. This allows an equipment or building to remain in original useful life. Maintenance is carried out before there is a malfunction of the equipment. Manufacturers usually indicate parts of the equipment to be replaced at intervals to avoid breakdown and give the equipment a maximum useful life.

2.2.3.1 Stages in Facilities Management

There are two stages identified in the management of facilities in secondary schools. They are provision and utilization stages. In the process of utilization, two other stages emerge. They are maintenance and improvement stages

(a)Utilization ofEducationalFacilities

Adeboyeje (2000) stated that utilization is the degree or extent to which an item has been put into effective use. According to him, various degrees of utilization include non-utilization, underutilization, maximum utilization, optimum utilization and over-utilization. Non-utilization occurs when a facility is not put into use at all. When a facility is not used in its full capacity, underutilization occurs. There is over-utilization when a facility is used more than its capacity. These degrees of utilization constitute a waste of resources and are counterproductive. On the other hand, maximum utilization occurs when facilities are put into effective usage in line with primary objectives. Optimum utilization occurs when facilities are used for many purposes by

the school and members of the community resources put into maximum and optimum usage are not wasted. They are likely to enhance the achievement of educational objectives.

(b) Maintenance of Education Facilities

Facilities tends to depreciate as soon as they are provided-and put into use. Therefore, there is the need for maintenance through repair and servicing components in order to restore their physical condition and sustain their working capacity. Maintenance enhances performance and durability. It also prevents wastages. There are preventive, corrective, breakdown and shutdown maintenance services (Adeboyeje,2000).

Preventive maintenance occurs regularly by checking and rechecking the available facilities and taking the necessary measures to prevent the mal functioning or non-functioning of a particular facility. Prevention is not only better: it is also cheaper than any other measures. It is proactive in nature. Corrective maintenance involves the reactivation or replacement of facilities in order to normalize their performances. When a facility or equipment breaks down completely, a major repair or replacement may be needed. There may be a time when the institution may need to close down in order to allow a major repair to be carried out. Flood, fire or wind disaster may warrant the closure of an institution for a major repair to be effected.

(c)Improvement of educational facilities

Apart from depreciation, facilities tend to be outdated as a result of the changing needs of the society which necessitate a change in the school curriculum. In this regard,, facilities will need to be improved in different periods. The improvement of facilities implies the alteration or modification of facilities to suit a new demand, a new situation or a new programme. Whenever there are changes in any part of the education system, the existing facilities will require modification or replacement.

2.2.3.2 Importance of school facilities

Facilities are materials designed to serve specific purposes. In the school system, there are a multiplicity of facilities, which facilitate teaching and learning. Ntukidem (1992) maintains that attractive school plants with superior lighting, attractive decoration, comfortable seating and useful service facilities, such as libraries, multi-purpose rooms, e.t.c stimulate learning. Students in the attractively decorated school will perform better with all the advantages derived from school plants. A student sitting on a comfortable seat is prone to produce a better handwriting than a student writing while sitting on a broken chair and table (Nwogu 1997). Therefore, school facilities can serve different functions in different areas like:

(1) To illustrate concepts

(2) Provide opportunity for firsthand experience

(3) For experimentation and demonstration

(4) For scientific investigation and discovery

(5) To provide diversity of thoughts

(6) For observation and inquiry

(7) For development of scientific attitudes and skills

(8) To protect the individual and also provide comfort

Indirect or teaching support facilities, such as offices, cafeteria, acoustics, toilets,

laundry, mowers, residential halls, common rooms, cleaning materials ground and similar

items satisfy the individual's physical and emotional needs. They are used to:

(1) Increase instructional effectiveness

(2) Improve the cleanness, orderliness and safety of facilities

(3) Reduce the operational cost and life cycle cost of a building

(4) Extend the useful life of a building

(5) Increase efficiency and effectiveness of the staff and students

(6) Improve building appearance

2.3 Theoretical framework

2.3.1 The System theory

This research was built on the theoretical postulation that the school is basically a system in itself. The system theory was adopted and used in conducting the research, because it focuses and sees organisation as a complex social system responsive to a number of interdependent and important variables (Cole 1993). In its most general sense, a system is a group of components integrated to accomplish a purpose. Alabe (1999) defined system as:

“An assembly of components connected in an organized Way. The components are affected by being in the System and behaviour of the system is changed if they leave it. This organised assembly does something and has been identified as of particular interest”

Furthermore, Cole (1993) defined system as “the collection of interrelated parts that form a whole.” A system may be closed or open. Closed systems are those that for all practical purposes are completely self-supporting and, as such, did not interact with their environment on which they depend for obtaining needed input and for the discharge of their system output. It should be noted that the components of open system are:

1. They receive input that includes people, materials, information, finance etc. from their respective environment.
2. They convert these inputs to outputs.
3. They discharge their outputs into the environment.

Every system is made up of sub-systems for the system to function effectively. According to Wilson (1996), organizations are social systems made up of structures, technology, human beings and environment. Thus, a school as an organization is a social system in which energetic returns reactivate the system. Thus, secondary schools as an open system relate and exchanges matters with their environment. It concentrates on operational economy and efficient handling inventory maintenance culture to satisfy the patrons and organizational control (Taylor 1993).

From the foregoing, it could be deduced that the school could be compared with the energy system. These inputs include pupils or students, teachers, materials, information and finance. After receiving these inputs from the environment (community), the school usually converts it into services rendered in the form of teaching students, teacher-students rapport and other formal and informal interaction between the larger environment or the community and the expected output would be educated individuals. Put differently on the basis that the school recruits teachers, admits and secures other results from the environment, the school as an open system has a circle of events. It is made up of different parts as departments, such as teaching

staff, non-academic staff, students body, parents/teachers and community board and is also a system comprising a various sub-systems.

It should be noted from the foregoing that the school as a social system consists of a clearly defined population that is teachers, students and other personnel work to achieve the general goals of the school. It is also a system of social interaction comprising of interdependent parts. Such social interactions include community cooperation, participation and competing with the community. It is composed of a network of social relationships. There is differentiation from its environment, which is outside the boundaries of the school system. Thus, the school as an open system is affected by forces from the environment, such as values, policies and history of the community. Other ways by which the schools are affected by its environment includes:

1. Their interdependence with their environment for existence.
2. Their interdependence with parents and community.
3. Their functioning is affected by the family background of the students.
4. Possess its own unique culture, such as shared belief and orientation, including values, social norms and roles.

It should be noted at this juncture that the system theory forms the framework or background upon which this study is based. This is because it highlights the possible effects of school/community relationship as poised by the National Policy on Education (2004 revised), saying that government encourages “close participation and involvement of communities at the local level, in the administration and management of schools”

2.4 Review of Empirical Studies

Various researches have been conducted in relation with the current topic and many authors have used the same methods in different titles and, finally, their findings suggest different things. Some of these researches had been taken as empirical studies of this study:

1. Wunti (2012) in his research published in Bayero Journal of Education in Africa, titled: “Community participation in primary education management in Bauchi local government, Bauchi state.” used the following as his methodology;

He used a survey approach. The population of the study comprised a total of 2110 headmasters, teachers and parents out of the 341,758 people of the Bauchi local government area. Data were collected from a sample of the population for intensive study and analysis. Mail questionnaires as a means of gathering data were administered on the subjects. Research questionnaires were designed for headmasters, teachers and parents to guide the study.

His major findings are that

- (i) Parents participate to some extent in the management of primary education.
- (ii) The school has a close working relationship with the community.
- (iii) Among the areas where the community frequently participated in decision making process are disciplining students, school admission, curriculum instruction and physical facilities.
- (iv) There is poor encouragement on the part of government to stimulate effective participation of family and community groups in primary education management.
- (v) Headmasters are adequately aware of the channel of communication with the Parents-Teachers Association during end of the year events through media or supporting events.

It further shows that the Association is committed to the management of the school Authority.

(vi) The socio-economic status of the community and family members has remained a factor inhibiting community participation in primary school management.

2. Another research was conducted by Wedam, et al. (2015) in the University of Developmental Studies, Ghana with the title: Community participation in educational infrastructure development and management. The researchers used the following as their methodology:

They used descriptive survey design; data were collected by focus group discussions, observations and interviews. They also used systematic random sampling for sampling the population. Their populations were the District Chief Executive, the District Director of Education and Heads of selected schools and teachers.

Their major findings are that

(i) Local communities have been initiating educational infrastructure for a long time.

(ii) Local communities have been making significant contributions in the provision of educational infrastructure; however, in many instances, lack of resources has considerably hindered the ability to these communities to continuously increase their support.

(iii) Communities are encouraged to participate in the development of school through all phases, including planning, construction and operation.

3. A research was conducted by Ajayi et al (2009) in the University of Ado-Ekiti, Nigeria on, "Parents' involvement in school administration as a correlate of effectiveness of secondary schools in Nigeria" published in Journal of Education Administration and Policy Studies."

The researchers used the following methodology: In their study, they adopted a descriptive survey design. The population of the study consisted of all the teachers and principals as well as parents of the students in public secondary schools in South-West Nigeria. Multi-stage, simple and stratified random sampling techniques were used to select the sample. They used questionnaires for teachers and parents, but proforma was also used for principals in order to collect students' result.

They have the following as their major findings;

(i) Parents and schools worked hand-in-hand in order to ensure that the students were disciplined.

(ii) Parents were always informed of the progress their children were making in the schools. They were appointed members of committees. Their parents in school activities would create strong and cordial home-school relationship required for the growth and development of secondary schools.

(iii) There was no significant relationship between parents' involvement in school administration and secondary school effectiveness. Considering the level of the participation of parents in school activities, it could be expected that this involvement would enhance the tone of the school and contribute to its effectiveness but this study has proved that otherwise.

4. In another research conducted by Muthoni (2015), titled "Impact of community involvement in public secondary schools management, a case of Machakos County, Kenya" in Kenyatta University, Nairobi, she used the following as her methodology: She used descriptive design and the stratified random sampling technique to sample the number of secondary schools as her population of the study. The population was principals, teachers, parents and community

members, students and government agents. She also used a questionnaire for different groups, for principals, for teachers, for students, for parents and for government agents.

Some of her major findings of the study were:

- (i) Majority of the parents responded to the invitations to school. This is an indication of their eagerness and willingness to be involved in the school activities
- (ii) Visits to schools were initiated by different stakeholders, for different reasons. The school administration sent invitations to annual general meetings, prize giving days and fund raising and in case a student was sent home for disciplinary reasons then parents accompanied them for a meeting with the disciplinary committee. Also, on a few occasions, students initiated their parents' visits to the schools.
- (iii) Parents visited schools or classes during the various occasions, as provided for by the schools. On visiting days as set out by individual schools, parents go for a social visit with their children or for the schools' Annual General Meeting (AGM), which all the school principals indicated they expected every parent to attend. The other occasions were academic clinics, which were usually organized as per class /form basis and on prize giving days.
- (iv) Apart from teachers, students had also been taught in class by other persons. Senior students in Form Four, especially in case a certain subject teacher is absent and quite often when students wanted a repeat of a particular concept, they often requested a student in a senior class for assistance.
- (v) In most cases, schools need to create and maintain a good relationship with the nearest hospital or health center. This makes it convenient for the schools to access good health care for both students and staff.

(vi) Other community members (non-parents) are invited to school during various occasions.

At annual general meeting and prize giving days that happen only once a year in all the schools, some of the community members are invited as guest speakers or simply to attend, to fund activities and provide financial support for improving, expanding and maintaining the existing infrastructure.

5. In a research conducted by Eldeeb (2012) at the British University in Dubai, titled “The impact of parent involvement on academic student achievement.” he used the following as his methodology: He used descriptive survey design and also nonprobability sampling technique, his population are parents of Grade Four in Al-Bawadi School in Abu Dhabi and he also used a questionnaire for parents and an interview.

Some of his major findings are:

- (i) There was a positive correlation effect between academic achievement and parental involvement. On the other hand, participants’ response showed that the school current program for “parents-school interaction” has many defects, which need to be reformed to bring more attention to parents’ involvement topic and be able to attract them for more involvement.
- (ii) The participants’ responses showed that the school current program for “parents-school interaction” has many defects, which need to be reformed to bring more attention to parents’ involvement and be able to attract them for more involvement.

6. In another research conducted by Akpan (2014) in the University of Calabar published in the International Journal of Education and Research on “Perception of principals on parents’ involvement in school based management in Cross River state, Nigeria. ”He used the following as his methodology;

The descriptive survey design was adopted for his study; stratified random sampling method was used to sample 200 principals out of a population of 232 in 232 public secondary schools in the study area. He also used a questionnaire for collecting data.

Some of his major findings are:

- (i) Generally, parents to some extent are involved in school-based management practices.
- (ii) Parents were highly involved in working with school authorities to maintain students' discipline.
- (iii) Financial support to schools is rated least by school principals. This finding could be attributed to the high inflation rate in the country and the poor socio-economic status of parents.
- (iv) Principals rated parental apathy generally as the major challenge to involving parents in school management.

7. In another research conducted by Rafiq et al. (2013) published in the International Journal of Humanities and Social Sciences, with title: "Parental involvement and academic achievement; A study on Secondary School Students of Lahore, Pakistan." They have the following methodology: The research adopted descriptive survey designed and used secondary level school going students studying in the 9th class of public and private secondary schools as their population. They also used simple random sampling where 4 schools were randomly selected. Therefore, due to the small number they used the whole students as their sample size. A survey questionnaire was used as a tool for the data collection. The researchers have the following as their findings:

- (i) Parental consultation with teachers about their children's academic performance might have positive effects on the children's academic activities and performance.

- (ii) Parents helped their children in doing homework.
- (iii) The overall extent of parental involvement in their children's academic activities might play a positive role in the better academic achievement of their children.
- (iv) The parents of the majority of the respondents were moderately involved in their academic activities.

2.4 Summary and uniqueness of the study

This chapter discussed some of the works that are related to this study. The chapter therefore, discussed the theoretical framework that guided this research. It also discussed the concept of community in education, the types of community, approaches to the study of such a community, the nature of the community, the concept of participation, community participation in education, community participation in schools, school-community relations in Nigeria based on SBMC and PTA, School-community partnerships, the concept of school facilities, the nature and types of school facilities, the provision and management of facilities, the importance of school facilities, community participation in Katsina state secondary schools, review of empirical studies and a summary and uniqueness of the study. The research is unique in the sense that the method adopted by the researcher is different from all the methodologies used by researches reviewed. The research is also unique apart from the research design because the researcher adopted a different design from the reviewed ones. Moreover, the population of the study made the research unique from others reviewed, in the sense that some researchers used principals, teachers, parents, students and government agents as their population, like Muthoni (2015). In another research only principals were used as the population, like Akpan (2014). And Eldeeb, (2012) used parents as his population and a nonprobability sampling technique. But this research used principals as the population of the study and confirmed its uniqueness. The

research is also unique in the area it covered, the location and even the statistical method used in analyzing data.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter essentially describes the procedures and techniques designed for carrying out the investigation on the topic of the research. These procedures and techniques include Research design, Population, Sample size, Sampling Techniques, Data collection instrument, Scoring procedure, Validation of the instrument, Reliability of the instrument, Procedure for data collection and Procedure for data analysis.

3.2 Research Design

The research design employed for the conduct of this study was descriptive survey. Lofters and Weaver (1999) are of the view that descriptive survey has proved useful in describing, predicting or explaining the behavior of a particular population. According to Ajala (1996), descriptive survey design is a kind of study that attempts to picture or document current conditions or attitudes, which describe what exist at the moment. Akuezuilo (1993) reported that a survey of people or item is studied by collecting and analyzing data from only a few people or items considered being representative of the entire group. Therefore, the researcher employed survey research design that enabled him to obtain appropriate information from respondents, who represented the entire population of the study.

3.3 Population and Sample

3.3.1 Population of the Study

The population of the study was the senior secondary schools in Malumfashi Zonal Education Quality Assurance, Katsina State. Therefore the researcher used the principals of these schools as the population. The Malumfashi zonal quality assurance office has thirty five (35)

senior secondary schools that were found within three local government areas of Malumfashi, Kankara and Kafur.

Table 1 Showed the list of Senior Secondary Schools of Malumfashi Zonal Education Quality Assurance Office

S/N	School	Year established	Location	Gender
1	Govt. Unity Sec. School, Malumfashi	1968	urban	Boys
2	Govt. Girls' Sec. School, Malumfashi	1972	urban	Girls
3	Govt. Day Sec. School, Malumfashi	1978	urban	Co-education
4	Govt. Day Sec. School, D/Rimi MLF	1979	urban	Co-education
5	GOVT. Day Sec. School, Kankara	1979	urban	Co-education
6	Govt. Day Sec. School, Dankanjiba	1981	Semi-urban	Co-education
7	Govt. Day Sec. School, Dayi	1982	Semi-urban	Co-education
8	Govt. Day Sec. School, Zangon Pawwa	1982	Rural	Co-education
9	Govt. Day Sec. School, Burdugau	1982	Rural	Co-education
10	Govt. Day Sec. School, Dutsen-Kura	1982	Rural	Co-education
11.	Govt. Day Sec. School, Karfi	1984	Semi-urban	Co-education
12.	Govt. Pilot Day Sec. School, Kafur	1984	Urban	Co-education
13.	Govt. Day Sec. School, Yari-bori	1984	Rural	Co-education
14	Govt. Day Sec. School, Mahuta	1984	Semi-urban	Co-education
15	Govt. School For Deaf, Malumfashi	1988	Urban	Co-education
16	Comm. Day Sec. School, Makaurachi	1999	Rural	Co-education
17	Comm. Model Qur'anic College, MLF	1999	Urban	Co-education
18	S A M Comm. Arabic and Isl. Stu. MLF	2001	Urban	Co-education

19	Comm. Day Sec. School, Mabai	2004	Rural	Co-education
20	Govt. Day Sec. School, Gozaki	2005	Rural	Co-education
21	Comm. Coll. Arabic and Isl. Stu. Kafur	2005	Urban	Co-education
22	Comm. Day Sec. School, Tsamiyar-Gino	2005	Rural	Co-education
23	Govt. Day Sec. School, Dansarai	2006	Rural	Co-education
24	Govt. Day Sec. School, Ketare	2006	Semi-urban	Co-education
25	Govt. Day Sec. School, Tudu	2006	Rural	Co-education
26	Govt. Day Sec. School, Rugoji	2006	Rural	Co-education
27	Govt. Day Sec. School, Ruwan sanyi	2008	Rural	Co-education
28	Govt. Day Sec. School, U/Gambo	2008	Rural	Co-education
29	Govt. Day Sec. school, Gurbi	2008	Rural	Co-education
30	Govt. Day Sec. School, Sabuwar Kasa	2008	Rural	Co-education
31	Govt. Day Sec. School, Gamzago	2008	Rural	Co-education
32	Comm. Coll. Of Arabic and Isl. Stu. KKR	2008	Urban	Co-education
33	Comm. Day Sec. School, Katoge	2012	Rural	Co-education
34	Comm. Day Sec. School, Pauwa	2012	Rural	Co-education
35	Govt. Girls' Day Sec. School, Kafur	2016	Urban	Girls

Source: Zonal Education Quality Assurance Office, Malumfashi

3.3.2 Sample Size

Akuezuilo (1993) refers to sample as a portion of the population selected for a study. Nworgu (1991:69) defined sample as a “small group of elements drawn through a definite procedure from specified population.” The sample of principals that was taken was 28, as shown below using the Research Adviser (2006) table of sample selection.

3.3.3 Sampling Technique

Akuezuilo (1993) refers to sample technique as a method of selecting the sample from the population. Therefore, for this study stratified random sampling was used to arrive at the sample. In this method, the researcher divided the population into strata or subgroups based on year of establishment, urban or rural, public or community and boys or girls schools. The researcher then used stratified random sampling to select the appropriate sample size from each stratum or subgroup based on the criterion mentioned earlier. In this case, 28 senior secondary schools were selected. The schools were selected from each local government area, such as Malumfashi 10, Kankara 10 and Kafur 8 senior secondary schools.

Below are three Tables showing a sample of twenty eight selected public and Community senior secondary schools in study area:

Table 2 shows Selected Senior Secondary schools in Malumfashi local Government Area

S/N	School
1.	Govt. Unity Secondary School, Malumfashi
2.	Govt. Girls' Secondary School, Malumfashi
3.	Govt. Day Secondary School, Malumfashi
4.	Govt. Day Secondary School, Danrimi Malumfashi
5.	Govt. Day Secondary School, Dayi
6.	Govt. Day Secondary School, Karfi
7.	Govt. School For The Deaf, Malumfashi
8.	Govt. Day Sec. School, Ruwan sanyi
9.	Govt. Day Sec. School, Ung./ Gambo
10.	Comm. Day Sec. School, Makaurachi

Table 3 Shown Selected Senior Secondary schools in Kankara local Government Area

S/N	School
1.	Govt. Day Secondary School, Kankara
2.	Govt. Day Secondary School, Burdugau
3.	Govt. Day Secondary School, Ketare
4.	Govt. Day Secondary School, Gurbi
5.	Govt. Day Sec. School, Zangon pauwa
6.	Community. Day Sec. School, katoge
7.	Community Day Sec. Sch. Tsamiya Gino
8.	Comm. Coll. Of Arabic Studies Kankara
9.	Community Day Sec. Sch. Mabai
10.	Community Day Sec. School Pauwa

Table 4 Shown Selected Senior Secondary schools in Kafur local Government Area

S/N	School
1.	Govt. Day Secondary School, Dankanjiba
2.	Govt. Pilot Day Sec. School, Kafur
3.	Govt. Pilot Day Sec. School, Kafur
4.	Govt. Day Secondary School, Yari-bori
5.	Govt. Day Secondary School, Rugoji
6.	Govt. Day Sec. School, Gamzago
7.	Comm. Coll. Of Arabic Studies Kafur
8.	Govt. Girls' Day Sec. School, Kafur

3.4 Data collection Instrument

For the purpose of this study, the researcher used community participation in the provision and management of facilities questionnaire (CPPMFQ), which was administered to principals of the senior secondary schools of the area under study.” A questionnaire is a set of questions relating to the aims and objectives of the study which respondents are required to answer by writing their responses” (Akuezuilo, 2002:71). It should be noted that the questionnaire that was used was researcher developed. And it was developed for school principals of the area under study.

3.5 Validation of the instrument

The research instruments was tested for validity and reliability, so that the information obtained through the use of the instrument served its purpose in drawing the correct conclusions through the data obtained.

3.5.1 Validity of the instrument

According to Asika (1991:68), validity is the degree to which a measuring instrument measures what it is designed to measure. Imoisili (1996:80), on the hand, opined that “validity is defined as an extent to which the data collection are relevant to the problem of the research”.

In order to ensure the validity of instrument, the researcher used the following technique in order to avoid ambiguity and ensure adequate balance of the questionnaire, as well as the validity of the content. To ensure this, the questionnaire was presented before experts in the Department of Education, Bayero University, Kano among whom is the supervisor of the Research. Content face validity was assessed based on this exercise. The final copy of the instrument was produced.

3.5.2 Reliability of the Instrument

According to Imoisili (1996:80), reliability stands for the consistency of measurement. In order to establish the reliability of the instrument, a pilot study was conducted in Funtua Zonal Education Quality Assurance. Two schools were selected in Danja local Government: Government Day Secondary School, Danja and Government Day Secondary School, Dabai. These Schools are out of those selected for the final research.

The initial instrument designed for this study was amended after the pilot test was conducted. The test-retest technique was used in which respondents were scored manually by the researcher for the consistency of the results. The responses were analysed after a one week period and the same questionnaires were also administered to the same respondents and analysis done. The results were recorded accordingly. Using Pearson product-moment correlation coefficient, the researcher concluded the result was 0.54. This showed that the instruments were reliable.

3.6 Procedure for Data Collection

In the case of the questionnaire, which was used in the study, the procedure the researcher used was face to face procedure in which the researcher administered the questionnaire to the respondents, that is, the principals of the senior secondary schools of the Malumfashi zonal education quality assurance office. The researcher used face to face procedure to administer the questionnaires to the respondents in order to ensure the percentage of it was returned highly up to 100%. This enabled the researcher to identify the respondents to whom the questionnaire was administered. The data collected from the field were analyzed with the use of descriptive statistical tools. The descriptive statistical tools used by researcher was simple percentages.

3.7 Procedure for Data Analysis

The researcher employed descriptive analysis in analyzing the data collected. Thus the use of percentage and categorized all the responses in the context of the research questions. That is, the data that were collected from the field of the study was subjected to meaningful interpretation by the use of simple percentage.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presented the summary of Data presentation, Data analysis, Answers of the research questions, Summary of the findings and Discussion of the findings. The sample of the study was the senior secondary schools of the Malumfashi zonal education quality assurance office. The study examined the impact of community participation in the provision and management of facilities of the senior secondary schools of the Malumfashi zonal education quality assurance office.

4.2 Data presentation

The total number of questionnaires distributed to the respondents of the study, who were principals of senior secondary schools were twenty eight in number and twenty eight questionnaires were also returned with none mortality. The questionnaires were administered face to face to the respondents, that is why non got missing. Data were collected using a researcher-developed questionnaire.

Table 5: Shows the Distributions of Questionnaire to the Respondents

S/N	Respondents	Number of questionnaires distributed	Number of questionnaires returned
1	School principals	28	28
2			

4.3 Data Analysis

4.3.1 Answers to Research Questions

The research has five research questions, which were answered according to the design of the questionnaire that contained tables of variables, percentage of yes, undecided and no responses.

Research Question one:

Do communities participate or not in the provision of facilities in the senior secondary schools of the Malumfashi Zonal Education Quality Assurance Office?

Responses were collected from sampled school principals of the study area. Closed ended questions were employed and responses were analysed in Table 6 below:

Table 6: Community Participation in Provision of Facilities

S/N	Variables	YES Frequency	Undecided frequency	NO Frequency	Total number of frequency
1	The community in which your school is situated participate in provision of school facilities	18 (64.3%)	0 (0%)	10 (35.7%)	28
2	Community members participate in provision of various facilities through PTA and SBMC in your School.	19 (67.8%)	0 (0%)	9 (32.2%)	28
3	Community participate in provision of facilities in my school through communal effort	10 (35.7%)	0 (0%)	18 (64.3%)	28
4	Philanthropists, old students and other members of community participate actively in provision of school facilities in your school.	14 (50%)	0 (0%)	14 (50%)	28
5	Summary of the items	61 (54.5%)	0 (0%)	51 (45.5%)	112

Table 6 shows that community members participate in the provision of facilities in the senior secondary schools. The responses showed that the YES opinion has 64.3% and NO 35.7% and

the Undecided option 0%. Item Two of this section response indicates that community members participate through PTA or SBMC with the YES opinion being 67.8%, Undecided 0% and NO 32.2%. In item Three, responses show that there is less participation through communal effort in the study area, with only 35.7% of responses saying the YES and NO has a high frequency of 65%, which indicates communities are not participating through communal effort, while Undecided scored 0%. Item Four, responses show that philanthropists, old students and some individuals participate in provision of school facilities while half of the respondents suggested there is no such participation in the schools of the study area with 50% YES and 50% NO but Undecided 0%.

In conclusion, research responses show that the community members participated in the provision of facilities through PTA and SBMC, but the participation through communal effort is low, as indicated by the research. Philanthropists, old students and other members of community their participation seems to be partially all right. Therefore, the research shows that the community participated in the provision of facilities in the Malumfashi Zonal Education Quality Assurance Office.

Research Question two:

Do communities participate or not in the management of facilities in the senior secondary schools of the Malumfashi Zonal Education Quality Assurance Office?

Responses were collected from respondents in the study area and result analysed below in Table

7:

Table 7: Community participation in Management of Facilities

S/N	Variables	Frequency of YES	Frequency of Undecided	Frequency of NO	Total number of frequency
1	Community members participate in maintaining school facilities in your school.	20 (71.4%)	0 (0%)	8 (28.6%)	28
2	Community members participate in repairing some damage or broken facilities in your school.	21 (75%)	0 (0%)	7 (25%)	28
3	Community members participate in supervision of school facilities in your school	8 (28.6%)	4 (14.3%)	16 (57.1%)	28
4	Community members participate in utilising some school facilities in your school.	6 (21.4%)	0 (0%)	22 (78.6%)	28
5	Summary	55(49.1%)	4 (3.6%)	53 (47.3%)	112

Table 7 shows the community participation in maintaining school facilities in which the responses show those who answered YES have the high responses of 71.4%, NO 28.6% and Undecided 0%. However, item Two shows that community members participate fully in repairing some damaged or broken facilities by responding YES (75%) against 25% of the NO option while Undecided has 0%. The third item in this section shows that community members have lesser participation in the supervision of school facilities in which only 28.6% of the responses ticked YES while 71.4% of the total selected NO while the Undecided have 7.2% of the responses. A part from utilizing some school facilities by community members, responses show that there is lesser utilization of school facilities in senior secondary schools by 21.4% of the YES responses, and 78.6% of NO responses.

Conclusively the responses show that the community participated actively in maintaining and repairing some damaged or broken facilities but also that communities were not participating fully in the utilizing and supervision of school facilities. Therefore, the community participated in the management of facilities in the Malumfashi zonal education quality assurance office.

Research Question three:

What are the facilities provided and managed through community participation in the senior secondary schools of the Malumfashi Zonal Education Quality Assurance?

Table 8 shows the responses of the variables and their percentages of YES, UNDECIDED and NO options for facilities that are being provided and managed by community members.

Table 8: Facilities Provided and Managed through Community Participation

S/N	Variables	Frequency of YES	Frequency of UNDECIDED	Frequency of NO	Total number of frequency
1	Community members participate in provision facilities such as classrooms, laboratories, toilets etc. In your school.	19 (67.9%)	0 (0%)	9 (32.1%)	28
2	Community participate in provision of sitting materials such as students' chairs and tables, black or white board	15 (53.6%)	0 (0%)	13 (46.4%)	28
3	Community members participate in provision of science and technical equipments in your school.	8 (28.6%)	0 (0%)	20 (71.4%)	28
4	Community members participate in maintaining and rehabilitation of school facilities like classrooms, staff quarters, toilets, library, laboratories, etc	13 (46.4%)	0 (0%)	15 (53.6%)	28
5	Community members participate in repairing and supervision of items like students' seat class doors and windows, generator and other facilities	20 (71.4%)	0 (0%)	8 (28.6%)	28
6	Summary	75 (53.6%)	0 (0%)	65(46.4%)	140

Table 8 illustrates the facilities provided and managed through community participation. The responses collected show that 67.9% of the respondents choose the option YES and 32.1% of the total responses in community participates in the provision of infrastructure, such as classrooms, laboratories, libraries, toilets, etc. In the second item of this section, responses show that there is community participation in the provision of students' seats and tables and black and white boards in the study area, because those who said YES have a high number of responses (53.6%), and those who said NO community participation 46.4% of the total responses. In Item Three, the responses show that there is lesser participation in the provision of science and technical equipment in the study area with the 46.4% option of YES, and 53.6% NO. In Item Four, the responses show that the maintenance and rehabilitation of school facilities, such as classrooms, workshops, laboratories, toilets, libraries, etc. is minimum at 46.4%. While those who said NO are 53.6%. In Item Five, the responses also show that the community participates in repairing items, such as broken doors and windows, school generators and other facilities that aid teaching and learning in the study area with 71.4% of the YES responses and 28.6% NO.

The responses revealed that the community participated in the provision of classrooms, laboratories, toilets, etc. and sitting facilities, such as chairs, benches, tables and black and white boards. But the provision of science and technical equipment was very low in the study area. The communities participation in maintaining and rehabilitating school facilities, such as classrooms, staff quarters, libraries, was also low compared to repairing items like students' seats, classroom' doors and windows and generators, which was high. Hence, the community participated in the provision and management of the above mentioned facilities.

Research Question Four:

What are the impacts of community participation on the provision and management of facilities in the senior secondary schools of Malumfashi Zonal Education Quality Assurance?

Table 9 showed variables and the percentages of responses on benefit of community participation in the provision and management of school facilities.

Table 9: Impact of Community Participation in Provision and Management of Facilities

S/N	Variables	Frequency of YES	Frequency of UNDECIDED	Frequency of NO	Total number of frequency
1	Community participation promotes mutual relationship between school and community members	25 (89.3%)	0 (0%)	3 (10.7%)	28
2	Community participation speeds up students' enrolment in school.	18 (64.3%)	0 (0%)	10 (35.7%)	28
3	Community participation improves students' academic performance through availability of facilities needed in teaching and learning	23 (82.1%)	0 (0%)	5 (17.9%)	28
4	Summary	66 (78.6%)	0 (0%)	18 (21.4%)	84

Table 9: above shows responses on the benefit of community participation in the provision and management of facilities, items and their percentages. Item One shows that there is a mutual relationship between schools and community members of the study area in which the responses of that item are 89.3% YES, and 10.7% NO school will develop without mutual relationship with community in which the school is situated. The second item shows that the participation of community members enhances students' enrolment with 64.3% of the responses. Those that selected the NO option are 35.7%. The third item from this section suggests that the participation of the community improves students' academic performance with 82.1% for YES, and NO, 17.9%.

Responses show that community participation promoted mutual relationship between school and community in their domain and it also speeded up students' enrolment and even students' academic performance through the availability of the facilities provided and managed by communities. Conclusively, the research showed that there was significant impact of community participation in the provision and management of facilities in the Malumfashi zonal education quality assurance office.

Research Question five:

Does the school commit itself through the encouragement of communities to participate in the provision and management of facilities in senior secondary schools of the Malumfashi zonal education quality assurance office?

Table 10 below shows the items, percentages of YES, UNDECIDED and NO responses of how schools encourage community members to participate in the provision and management of school facilities.

Table 10: Extent of Schools' commitment in the Encouragement of Communities to Participate in the Provision and Management of Facilities

S/N	Variables	Frequency of YES	Frequency of UNDECIDED	Frequency of NO	Total number of frequency
1	Community members are encouraged by school to participate in provision and management of facilities in one way or the other	27 (96.4%)	0 (0%)	1 (3.6%)	28
2	School has cordial relationship with community members in which the school is situated	28 (100%)	0 (0%)	0 (0%)	28
3	School used to invite community members to participate in different kinds of issues like staff general meeting, annual school budget, supervision of school facilities contract, etc.	18 (64.3%)	0 (0%)	10 (35.7%)	28
4	Summary	73 (86.9%)	0 (0%)	11 (13.1%)	84

The above Table shows the responses of Section Five of the questionnaire. Item One shows that community members were encouraged by the school authority to participate in the provision and management of facilities by scoring high responses of YES (96.4%) and those that selected NO meant no schools were encouraging community members to participate in the provision and management of facilities. Item Two shows that there was a cordial relationship between the school and the community members of the study area with 100% of the YES option. The last item from this section shows that the school authority invited community members to participate on different occasions and in activities with YES responses of 64.3% and NO 33.7%.

Conclusively, the responses show that communities were encouraged by school authorities to participate in the provision and management of facilities. The school has a cordial relationship with communities in their domain and schools invited communities to participate in different issues in the Malumfashi zonal education quality assurance office.

4.4 Summary of Findings

The findings of the study were summarized below:

1. Communities participated in the provision of facilities in senior secondary schools of the Malumfashi zonal education quality assurance office.
2. Communities participated in management of facilities in senior secondary schools of the study area.
3. Classrooms, toilets, chairs and desks, etc were some of the facilities provided and managed through community participation in Senior Secondary Schools.
4. Community participation has significant impact in the provision and management of facilities.
5. Schools' commitment in the encouragement of community members to participate in the provision and management of facilities in the Senior Secondary Schools of Malumfashi zonal education quality assurance office is very low.

4.5 Discussion of the findings

The study revealed that communities participated in the provision of school facilities in different schools in the study area, especially in the schools run by community members. It was also revealed that communities participated mainly through PTA or SBMC. Therefore, PTA or SBMC contributed mainly in community participation in the provision facilities in such schools, especially community-owned schools of the area. But the research showed that community members participated in the provision of facilities in Malumfashi. In this sense, the research concluded that PTA or SBMC has a large contribution toward the provision of facilities in senior secondary schools of the study area. The study also revealed that, apart from community participation through PTA or SBMC, there were many members of communities that used to participate; at this juncture, there is participation among philanthropists and old students enough to satisfy community needs in the provision of school facilities in the study.

The study observed that the community members participated in the provision of facilities in senior secondary schools in the study area. Therefore, in our effort to find out whether or not the community participates, the study revealed that communities participated in the management of school facilities in many schools, especially in community schools. This finding was similar to that of Wunti (2012) and Akpan (2014).

The participation that communities involved themselves in included repairing some damaged or broken items or furniture. Although participation in the management of facilities included supervision of such facilities, concerning this issue the study found out that majority of the community members did not participate in the supervision and utilization of such facilities that may lead their being broken or mismanaged by the school authority.

The study revealed that community participated in the provision of infrastructure, such as classrooms, laboratories, libraries, workshops, toilets, etc. classroom furniture such as students

chairs and tables, black and white board etc. The study also found out that community members were not participating well in the provision of science and technical equipment. Apart from the management of facilities, the research also found out that community members participated in maintaining and the rehabilitation of some school facilities like classrooms, libraries, laboratories, toilets, staff quarters, etc. The research also revealed that the community participated in repairing items, such as classroom doors and windows, students' seats, generators, etc. Therefore, different kinds of facilities were provided and managed through community participation in the schools under the study domain. The research also concluded that the area where the participation is too low is in the provision of science and technical equipment.

The research findings revealed that community participation yielded different kinds of impacts to both schools and communities, such as the promotion of mutual relationships between them. This was in conformity with Wunti (2012), who said 'it reveals that the school has close working relationship with community'. This finding is also similar to that of Muthoni (2015). The study also enhanced students enrolment in schools since the community has close relationships with the school. This gives room for parents to send their children to school without any fear. Research also found out that community participation improves students' academic performance. This finding is also similar to Rafiq's (2013) who revealed that "the overall extent of parental involvement in their children's academic performance which might be play a positive role in better academic achievement of their children".

The study revealed that there was a cordial relationship between schools and community members which leads to the school encouraging community members to participate in the provision and management of facilities. Apart from this, the school encouraged community members to participate in the provision and management of such facilities. The research has also

found out that the cordial relationship between schools and community members made them invite community members to participate in different kinds of activities and programmes, such as speech and prize-giving day, contract inaugurating ceremony and other school activities. These findings are in line with those of Wunti (2012) and Muthoni (2015).

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter discussed the following concepts: summary of the whole work done in the research, conclusion drawn from the study, recommendation done in different perspectives, such as recommendation from the study and, finally, recommendations for further study. All these concepts were discussed in the chapter.

5.2 Summary

The research investigated the impact of community participation in the provision and management of facilities in senior secondary schools of the Malumfashi Zonal Education Quality Assurance, Katsina state. Based on the research title, the research started with a background of the study, which explained the emergence of community participation and its origin toward the development of education and its relevance. It further stated the study's statement of the problem in which it mentioned some ways to overcome these problems faced by senior secondary schools in the provision and management of the school facilities in the study area. The study also stated the objectives of the research and stated what it achieved. The study therefore stated the research questions in accordance with what was expected to be answered. The study also explained its significance, which shows the beneficiaries of the research it also stated the scope and delimitations of the study in which it dwelled in the Malumfashi Zonal Education Quality Assurance, which comprised three local government areas: Malumfashi, Kankara and Kafur local governments.

The research also discussed the review of the related literature, which started with a theoretical framework of the research that uses the system theory. It also employed the conceptual framework in which it began by explaining the concept of community in education followed by the approaches to the study of the community in education, such as the qualitative, the

ethnographic and the sociological. The research discussed the concept of participation and its models, such as traditional community-based education, government –provided education and the collaborative model. The research also discussed community participation in schools, school community relations in Nigeria based on SBMC and PTA, the concept of school-community partnerships, school facilities, the nature and types of school facilities, the importance of school facilities, the provision and management of facilities, the stages in facilities provision and management and community participation in Katsina state secondary schools. The researcher concluded with a review of empirical studies, which consisted of some research done by different researchers related to this research and closed the chapter with a summary and the uniqueness of the research or study.

The third chapter started with a research design for which the researcher used descriptive survey design and then proceeded with population and sample which consisted all the principals of the senior secondary schools of Malumfashi zonal education quality assurance, and a sample size of 28 principals based on recommendations of Research Advisor (2006). For then sampling technique he used stratified random sampling based on each local government. The research also explained the data collection instrument where it used questionnaires, then the validation of the instrument where validity of the instrument was presented to experts in the education department among whom was the supervisor of the dissertation. Content and face validity were assessed. For the reliability of the instrument, a pilot test was conducted at two secondary schools Funtua Zonal Education Quality Assurance. Procedure for data collection was also discussed where face to face was used. Then the researcher moved to the procedure for data analysis and adopted descriptive analysis by using simple percentage and tables.

Chapter Four started by an introduction and then discussed data presentation and moved to data

analysis where he discussed the answers to research questions. The summary of the findings was also stated and finally, a discussion of the findings was also discussed.

In Chapter Five, the researcher summarized the whole work and concluded that there is community participation in the provision and management of facilities in the senior secondary schools of the Malumfashi zonal education quality assurance office.

5.3 Conclusion

This study concluded that community participation was being provided mainly through PTA and SBMC. But there is lesser participation through communal effort, philanthropists, old students, etc. The research also concluded that community participation was functional apart from maintaining school facilities in terms of repairing damaged or broken down facilities, but they were not participating in taking care of these facilities provided. They also participated in the provision of facilities, such as classrooms, laboratories, toilets, etc. and sitting materials, such as chairs and tables, black and whiteboards. But they do not participate in the provision and maintaining science equipment in most schools in the study area. The research also concluded that community members had lesser participation in the rehabilitation and renovations of some schools facilities in the zone. The research also concluded that community participation established mutual relationship between school and community members and also improves the level of students' enrolment and even their academic performance. Based on the research findings, schools encouraged community members to participate in different kinds of issues such as the supervision of facilities, contracts in the schools, speech and prizes giving day, etc. This creates cordial relationships between schools and community members.

Therefore, all these mentioned aspects above need special consideration towards the development of education in provision and the management of facilities with the hope to

contribute to improving community participation in general.

5.4 Recommendations

5.4.1 Recommendation from the study

Based on the findings of the study, it was recommended that:

1. Schools and communities should use a collaborative or collective approach to all the issues pertaining to senior secondary school education. All the parties responsible for the provision and management of facilities in the secondary school level should work together in achieving the designed goals.
2. Schools should encourage parents and other members of the community apart from PTA and SBMC in order to reinforce community-school partnership.
3. Schools should also try their best in involving community members in communal efforts toward the development of schools provision and management of facilities in different kinds of schools.
4. There should be a mounting awareness campaign directed towards a change in attitude by schools, so that philanthropists and old students can participate in the provision and management of facilities in school under their domain.
5. There should be a collaborative effort in schools where community members should established a committee that will maintain school facilities that are always needed in the schools, such as chairs and tables, for students and desks for teachers
6. There should be an extensive re-organisation in our educational system in Nigeria in order to ensure increased community participation in the provision and the management of facilities. Hence, there is the need for the formation of advisory committees or groups beyond the usual PTA or SBMC, which are to operate at

various levels within the system. Their main function is to make recommendations and serve as liaison between school and community.

7. Community members should be encouraged not only in the provision or management of facilities but supervisions of these facilities but they must be involved, being community members as the beneficiaries of the any project done in the school.
8. School administrators should try their best to take up the responsibility of creating mutual understanding and partnership between schools and the community which would help teachers, parents and all community members to identify areas in which they can work together for the benefit of students

5.4.2 Recommendations for further study

The following recommendations were made for further research:

1. A similar study should be conducted in all the zonal education quality assurance offices to assess the impact of community participation in the provision and management of facilities in senior secondary schools.
2. A study of Junior Secondary schools in Malumfashi zonal education quality assurance office to establish the impact of community participation in the provision and management offacilities.
3. Finally, it is recommended that this is not all encompassing. There are still more facts to be revealed in relation to the roles of the community in senior secondary schools in the provision and management of facilities. As such, it is suggested that further studies should be carried out to replicate the results of this one and reveal more facts.

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DEPARTMENT OF EDUCATION

BAYERO UNIVERSITY, KANO

QUESTIONNAIRE ON COMMUNITY PARTICIPATION IN PROVISION AND MANAGEMENT OF FACILITIES

Dear Principal,

I am a post graduate student at Bayero University, Kano pursuing a Master's Degree in Education with Specialisation in Administration and Planning. I kindly request you to assist with some information by filling this questionnaire. The information you will give will be treated with utmost confidentiality and will be used for this study only. Do not write your name or the name of your institution. Please answer the questions as honestly and truthfully as possible by ticking appropriate option in the spaces provided. Your responses are to be used to derive conclusion on Community Participation in provision and management of facilities in Senior

Secondary School of Malumfashi Education Zone.

Section one: Background Information

1. Respondent gender: Male () Female ()
2. School type: Public () Community ()
3. School location: Urban () Rural ()

Section Two: Main items

S/N	Item	YES	Undecided	NO
Section 1. community participates in the provision of facilities in senior secondary schools				
1	Community members in whom your school situated participate in provision of school facilities.			
2	Community members participate in provision of various facilities through PTA or SBMC in your School.			
3	Community members participate in provision of facilities my school through communal effort			
4	Philanthropists, old students and other members of community participate actively in provision of school facilities in your school.			
Section 2. community participation in management of school facilities				
5	Community members participate in maintaining school facilities in your school.			

6	Community members participate in repairing some damaged or broken facilities in your school.			
7	Community members participate in supervision of school facilities in your school.			
8	Community members utilise some school facilities in your school.			
Section 3 Facilities provided and managed through community participation				
9	Community members participate in provision of infrastructure such as classrooms, laboratories, toilets etc. In your school.			
10	Community participate in provision of classroom furniture such as students' chairs and tables, black or white board			
11	Community members participate in provision of science and technical equipment in your school.			
12	Community members participate in maintaining and rehabilitation of school facilities like classrooms, staff quarters, toilets, library, laboratories etc.			
13	Community members participate in repairing of items like students' seat class doors and windows, generator and other facilities.			
Section 4 Benefit of community participation in provision and management of facilities.				
14	Community participation promotes mutual relationship between school and community members.			
15	Community participation enhances students' enrolment in school.			
16	Community participation improves students' academic performance through availability of facilities needed teaching and learning.			
Section 5. Government encourages community members to participate in provision and management of facilities.				
17	Community members are encouraged by			

	government to participate in provision and management of facilities.			
18	School has cordial relationship with community members in which the school is situated			
19	School invites community members to participate in different kinds of activities such as annual speech and prize-giving.			

Thanks for responding,

Aminu Dankanjiba Umar

Department of Education
P.M.B. 3011
Kano State
Head: Prof. Auwal M. Lawal
Email: awwalboss@yahoo.com
Date:

B.U.K.
Bayero University, Kano

Dear Sir,

LETTER OF INTRODUCTION

This is to certify that AMINU DANKANJIBI UMAR


With Registration Number SPS/14/MED/00035 is our

Student in the Department of Education, Bayero University, Kano.

Kindly render any assistance he/she may require from you.

Thank you,

Yours faithfully,


Prof. Auwal M. Lawal
Head of Department

Required Sample Size†

Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

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