

## Assessment of Community Participation in Provision of Instructional Materials and Infrastructural Facilities in Public Senior Secondary Schools in Katsina State

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### Abstract

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The study assessed the Community Participation in Provision of Instructional Materials and Infrastructural Facilities in Public Senior Secondary Schools in Katsina State, Nigeria. Specifically, the study was set to assess the community participation in provision of instructional materials and to assess the community participation in provision of infrastructural facilities in public senior secondary schools. Two research questions were raised as well as two null formulated hypotheses in line with the stated objectives. The study adopted descriptive research using survey design. The population for the study comprised 1218 public senior secondary schools' teachers, 250 SBMC and 30 ZEQA officials in Zonal Education Quality Assurance, Katsina. A stratified simple random sampling technique was used where 236 teachers, 50 SBMC and 20ZEQA officials were sampled as the respondents for the study. A self-designed (structured) questionnaire was used as instrument for data collection. The instrument was structured on a four (4) point rating scale. The instrument was validated and pilot tested where the reliability index of 0.83 and 0.79 was obtained using Cronbach Alpha technique. Descriptive statistics involving frequency counts, percentage, mean and standard deviations as well as inferential statistic of ANOVA were employed for data analyses, which were processed with the aid of SPSS version 23.0. The findings revealed that although there was active participation of community in providing the schools with relevant instructional materials, the study found out that there was little or no active participation of community in supporting (providing) the schools with infrastructural facilities in Public Senior Secondary Schools in Zonal Education Quality Assurance, Katsina, Katsina state. Therefore, the study recommended that;the school authorities should liaise with the school-based management teams such as PTA and SBMC to reawaken the community on the frantic needs to support public secondary schools with instructional materials to augment the existing ones for easy facilitation of learning; and the school authorities during their PTA, SBMC meetings, Speech and Prize given days should sensitize and encourage the community to contribute meaningfully in amelioration of infrastructural decay prevalent in public secondary schools for the improvement of teaching and learning activities in the zone.

**Keywords:** *Assessment, Community Participation, Instructional Materials, Infrastructural Facilities.*

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### **Background to the Study**

According to the National Policy on Education of Federal Republic of Nigeria (2013), education has been described as an instrument for national development and transformation which has intrinsic and extrinsic values to both individuals and the society at large. In support of this, Ohaeri (2009) stressed that no element of national life is worthier of attention, support and concern than education, for no element has greater impact on the careers, personal growth and happiness of many citizens than education. He also added that no element is of greater importance in improving the knowledge and leadership on which the vitality of democracy and strength and national economy depends than education.

Community participation refers to the people's engagement in activities within the educational system. Community participation in management of public schools, according to Akpaku, (2005) is an effort to ensure the building of commitment and action bridges across various communities in order to guarantee their constructive engagement in extending the boundary provision of educational provision through result oriented implementation of educational programs and activities. Community participation can be loosely defined as the involvement of people in a community in projects to solve their own problems. People cannot be forced to 'participate' in projects which affect their lives but should be given the opportunity where possible. This is held to be a basic human right and a fundamental principle of democracy. Community participation is especially important in emergency sanitation programmes where people maybe unaccustomed to their surroundings and new sanitation facilities (Farrant, 2009).

Education is a social institution and as such its sustainability and success depend on the complementary participations of different social forces, one of which is the community. The cardinal purpose of education is to among others, prepare individuals for service and social acceptance. As the nation's population increases, increase demand in education by the citizens may become imperative. As it is a capital-intensive project, educational sector cannot easily and adequately be taken care of by the government alone. Community being the direct recipient of educational programs their participation in system becomes imperative. Community plays an important role in the educational system in Nigeria. Mamman (2016) stated that students, teachers and parents believed that participation of community remains vital to the success of school and individual students. He further posited that community plays a leading role in the provision and management of education and learning process.

Udoh (2011) posits that the state of infrastructural facilities in Nigerian schools is deplorable. Community is therefore assisting government in providing infrastructural facilities to schools for teaching and learning. Infrastructural facilities like buildings, science laboratories, toilet facilities and water are often provided by community to schools. Naidoo (2005) rightly observes that in many public secondary schools beside the fact that these facilities are lacking, they are often broken down completely because of lack of maintenance in some schools particularly in the rural area where the situation is so

bad that two different classes are housed in one single classroom, with one class backing the other. Two teachers are forced to teach their individual classes at the same time with the help of a moveable chalkboard. One is therefore left to wonder how children can assimilate anything in such an environment. Community readily assists in the provision of infrastructural facilities especially in secondary schools. Yusuf (2010) observes that every year various school projects and infrastructural facilities are provided by community through fund-raising and rehabilitation of infrastructures in schools. According to Gubesa (2008), community intervention enhances the provision of infrastructural facilities like laboratories which have the following roles to play in effective teaching and learning in secondary schools.

According to Ada, Chioma and Maduewesi (2009), instructional materials vividly represent those alternative channels of communication which a teacher can use to communicate information. Obanya (2009) stated that for efficiency schools require instructional materials for day to day administrative work. That school devoid of these materials cannot operate successfully. Whether one is a principal or a teacher, inadequate provision of instructional materials affect job performance negatively.

In this regards, Maduewesi in Ibekwe (2012) pointed out that no school can operate effectively without community interest, understanding and participation, since the community supplements the educational opportunities offered within the community. Similarly, Akindele (2000) stated that the achievement of effective and efficient education for Nigerians in the foreseeable future should come from the increased participation of community and private sector. Community participation in education development could take different forms since it will be unrealistic to leave the development of education to government alone. It is against this backdrop that the present study is set to assess the community participation in the provision of instructional materials and infrastructural facilities in public senior secondary schools in Zonal Education Quality Assurance, Katsina, Katsina State.

### **Objectives of the Study**

The following objectives were formed to guide the study to:

1. Examine community participation on provision of instructional materials in public senior secondary schools in Katsina state.
2. Assess community participation on provision of infrastructural facilities in public senior secondary schools in Katsina state.

### **Research Questions**

The following research questions were raised to guide the study

1. What is the opinion of respondents regarding community participation in provision of instructional materials in public senior secondary schools in Katsina state?
2. What is the opinion of respondents regarding community participation in provision of infrastructural facilities in public senior secondary schools in Katsina state?

## **Research Hypotheses**

The following null hypotheses were postulated to guide the study:

- Ho<sub>1</sub>:** There is no significant difference in the opinions of stakeholders regarding the non-participation of communities in provision of instructional materials in public senior secondary schools in Katsina;
- Ho<sub>2</sub>:** There is no significant difference in the opinions of stakeholders regarding the non-participation of communities in provision of infrastructural facilities in public senior secondary schools Katsina state.

## **Methodology**

The study adopted descriptive research using survey design to enable the researcher to assess the impact of community participation on the provision of instructional materials and infrastructural facilities in public secondary schools in Katsina Zonal Education Quality Assurance. The population for the study comprised one thousand two hundred and eighteen (1218) public senior secondary schools teachers, two hundred and fifty (250) SBMC and thirty (30) ZEQA officials in Zonal Education Quality Assurance, Katsina. A stratified simple random sampling technique was used where two hundred and thirty six (236) teachers, fifty (50) SBMC and twenty (20) ZEQA officials were sampled as the respondents for the study. A self-designed (structured) questionnaire was used as instrument for data collection. The instrument was structured on a four (4) point rating scale. The instrument was validated and pilot tested where the reliability index of 0.83 and 0.79 was obtained using Cronbach Alpha technique. Descriptive statistics involving frequency counts, percentage, mean and standard deviations in answering the research questions as well as inferential statistic of ANOVA were employed for testing the hypotheses at 0.05 level of significance, which were processed with the aid of SPSS version 23.0.

**Research Question 1:** What is the opinion of respondents regarding community participation in provision of instructional materials in public senior secondary schools in Katsina state?

**Table 1:** Descriptive Statistics of Respondents' Opinion Regarding Community Participation in Provision of Instructional Materials in Public Senior Secondary Schools in Katsina State

S/N	Item Statement	Respondents	N	SA	A	D	SD	Mean	STD
1	Community participates in provision of text books in the schools.	Teachers	227	64	98	55	10	3.00	.8017
		SBMCs	46	10	24	9	3	2.50	.6324
		ZEQAs	20	4	16	4	1	2.98	.5786
2	Community participates in the provisions of library equipment in the schools.	Teachers	227	110	123	25	7	3.26	.7360
		SBMCs	46	9	27	8	2	3.40	.5164
		ZEQAs	20	6	6	2	2	3.54	.6565
3	Community participates in provision of mobility/ vehicles to the schools.	Teachers	227	52	134	36	5	3.21	.7585
		SBMCs	46	11	25	9	1	3.31	.5164
		ZEQAs	20	4	12	3	1	3.21	.6543
4	Community participates in the provisions of laboratory equipment for science students in the school	Teachers	227	65	127	35	16	3.15	.7980
		SBMCs	46	8	22	11	5	3.20	.6324
		ZEQAs	20	2	13	3	2	2.89	.4356
5	Community participates in provision of office stationeries in the school.	Teachers	227	77	107	36	7	3.19	.7456
		SBMCs	46	12	16	14	4	3.00	.8165
		ZEQAs	20	6	8	3	3	3.10	.6453
6	Community participates in the provisions of writing materials in the school	Teachers	227	52	115	46	14	3.08	.7584
		SBMCs	46	13	27	4	2	2.90	.5676
		ZEQAs	20	3	12	2	3	3.00	.4937

**Grand Mean and Standard Deviation 3.16 .4656**

The result (analysis) presented in table 1 indicates 1-6 items response of the respondents regarding the community participation in provision of instructional materials in public senior secondary schools in Zonal Education Quality Assurance, Katsina, Katsina State. The Grand Mean value of 3.16 falls above the Decision Mean value of 2.50. This implies that the respondents have agreed with the fact that community actively participation in provision of instructional materials such as textbooks, exercise books, facilities and equipment as well as, office stationery for the development of teaching and learning in public senior secondary schools in the Zone.

**Research Question 2:** What is the opinion of respondents regarding community participation in provision of infrastructural facilities in public senior secondary schools in Katsina state?

**Table 2:** Descriptive Statistics of Respondents' Opinion Regarding the Community Participation in Provision of Infrastructural Facilities in Public Senior Secondary Schools in Katsina State

SN	Item Statement	Respondents	N	SA	A	D	SD	Mean	STD
1	Community donates plots for building more classrooms to my school.	Teachers	227	10	58	122	37	2.29	.1213
		SBMCs	46	3	12	26	5	2.24	.1012
		ZEQAs	20	2	4	8	6	2.18	.0223
2	Community donates chairs and tables to the schools.	Teachers	227	13	43	107	64	2.34	.1163
		SBMCs	46	1	9	24	12	2.18	.1103
		ZEQAs	20	0	4	11	5	2.42	.2145
3	Community renovates classes in the school	Teachers	227	22	32	81	92	2.49	.1268
		SBMCs	46	6	9	22	4	2.38	.2123
		ZEQAs	20	2	5	8	5	2.32	.3122
4	Community renovates school laboratories for the science students in the school.	Teachers	227	46	27	101	53	2.49	.2381
		SBMCs	46	2	10	19	15	2.28	.4112
		ZEQAs	20	0	6	11	3	2.14	.1132
5	Community renovates schools' mosques in the school.	Teachers	227	13	42	104	68	2.41	.0132
		SBMCs	46	1	8	22	15	2.23	.1243
		ZEQAs	20	0	4	8	8	2.02	.2211
6	Community renovates toilets in the school.	Teachers	227	21	68	99	39	2.46	.2231
		SBMCs	46	4	6	32	4	2.20	.1054
		ZEQAs	20	2	4	9	5	2.10	.2421

**Grand Mean and Standard Deviation 2.15 .1730**

The result (analysis) presented in table 2 above indicates 7-12 items response of the respondents regarding the community participation in provision of infrastructural facilities in public senior secondary schools in Zonal Education Quality Assurance, Katsina, Katsina State. The Grand Mean value or score of 2.15 falls below the Decision Mean value of 2.50. This implies that the respondents have agreed with the fact that community do not actively participate in provision of infrastructural facilities in public senior secondary schools in ZEQA, Katsina such as, donation of plots for the construction of classrooms, renovation of school's structures and building among other things for the development of teaching and learning were not given adequate support by the community.

**Hypothesis One:** There is no significant difference in the opinions of stakeholders regarding the participation of community in provision of instructional materials in public senior secondary schools in Katsina state.

**Table 3:** Summary of the Analysis of Variance (ANOVA) on Respondents' Opinion Regarding the Community Participation in Provision of Instructional Materials in Public Senior Secondary Schools in ZEQA, Katsina

Status	Sum of Squares	df	Mean Square	F	P-value
Between Groups	12.223	2	6.111	.207	.301
Within Groups	1468.064	290	5.062		
<b>Total</b>	<b>1480.287</b>	<b>292</b>			

In table 3 regarding the difference in stakeholders' opinion of community participation in provision of instructional materials in public senior secondary schools in Katsina Education Quality Assurance Zone, from the table, the result shows that F-cal = .207 and P-value = .301. Now since the P-value of .301 is greater than the Alpha value of .05, the null hypothesis which states that there is no significant difference in the stakeholders' opinion regarding the community participation in provision of instructional materials in public senior secondary schools is retained. Thus, this implies that there is no significant difference in the opinion of stakeholders regarding the community participation in provision of instructional materials in public senior secondary schools.

**Hypothesis Two:** There is no significant difference in the opinions of stakeholders regarding the participation of communities in provision of infrastructural facilities in public senior secondary schools in Katsina state.

**Table 4:** Summary of the Analysis of Variance (ANOVA) on Respondents' Opinion Regarding the Community Participation in Provision of Infrastructural Facilities in Public Senior Secondary Schools in ZEQA, Katsina

Status	Sum of Squares	df	Mean Square	F	P-value
Between Groups	471.116	2	235.558	.210	.000
Within Groups	4807.471	290	16.577		
<b>Total</b>	<b>5278.587</b>	<b>292</b>			

In table 4 regarding the difference in stakeholders' opinion of community participation in provision of infrastructural facilities in public senior secondary schools in Katsina Education Quality Assurance Zone. From the table, the result shows that F-cal = .201 and P-value = .000. Now since the P-value of .000 is less than the Alpha value of .05, the null hypothesis which states that there is no significant difference in the stakeholders' opinion regarding the community participation in provision of infrastructural facilities in public senior secondary schools is rejected. Thus, this implies that there is significant difference in the opinion of stakeholders regarding the community participation in provision of infrastructural facilities in public senior secondary schools.

### **Discussion of the Findings**

The findings of the study revealed that communities actively participate in providing the public senior secondary schools with instructional materials to improve teaching and learning activities in ZEQA Katsina, Katsina state. The responses indicated that schools receive donations of instructional materials such as textbooks, library and laboratory equipment, office stationery as well as teaching aids from the community for effective facilitation of teaching and learning in the schools. This is not in agreement with the findings of Ugwuanyi (2013) whose findings revealed among others that; several roles which the communities were expected to play in secondary schools administration were done at minimal level and not done adequately; there is need for the communities to be actively involved in funding, decision making, infrastructural facilities provision, control of acts of indiscipline and security of the schools.

It is however revealed that communities do not actively participate in providing the public senior secondary schools with infrastructural facilities for the improvement of teaching and learning activities in ZEQA Katsina, Katsina state. Descriptive analysis result in table three indicates, the respondents' responses indicate disagreement with the items regarding the community participation in provision of infrastructural facilities to public senior secondary schools in the Zone. The responses further indicated that the provision of infrastructural facilities such as construction or renovation of classrooms accommodations, laboratories, library, conveniences (toilets), tables and chairs and among others are left solely in the hands of government without community participation. In other words, the responses proof that the burden for financing and procuring of infrastructural facilities in the schools rest on government as little or no contribution in this regards come from the hosting communities.

This finding is in contrast with that of Nwachukwu (2013) and Udensi (2003) who found that in Enugu and Lagos States communities to a great extent provide funds for the construction of structures in schools such as classroom, toilet as well as setting aside funds for the renovation of dilapidating buildings and maintenance. The finding is in contrary with that of Suleiman (2008) who found that communities participate in schools' management through liaising with the government to offer assistance to the schools in the areas of financing projects, provision of instructional materials and other vital needs in the school. Based on the above discussion, it is concluded that public senior secondary schools in Katsina Education Quality Assurance Zone do not receive support (assistance) from the community in areas of infrastructures.

### **Conclusions**

The study concludes that,

1. There was active community participation in provision of instructional materials in public senior secondary school in ZEQA, Katsina however it is important to note that instructional materials needs constant supply and good management.
2. Infrastructural facilities such as classrooms, toilets, libraries and laboratories receive negligible community participation as such were not adequately provided in public senior secondary school in ZEQA, Katsina.



## Recommendations

From the findings of obtained, the study recommends that,

1. The school authorities should liaise with the school-management teams such as PTA and SBMC to reawaken the community on the frantic needs to support the public secondary schools with more instructional materials so as to augment the existing ones for easy facilitation of learning.
2. The school authorities during their PTA, SBMC meetings, Speech and Prize given days should sensitize and encourage the community to contribute meaningfully in amelioration the infrastructural decay prevalent in public secondary schools for the improvement of teaching and learning activities in the zone.

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