



COMMUNITY PARTICIPATION IN THE PROVISION AND MAINTENANCE OF SCHOOL FACILITIES IN JUNIOR SECONDARY SCHOOLS IN BAUCHI STATE, NIGERIA

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Abstract

The study investigated community participation in the provision and maintenance of school facilities in secondary schools in Bauchi State, Nigeria. The study used descriptive survey research design to carry out the research work with 1,256 participants as study population. The study used deliberate, purposive and simple random sampling techniques. Research Advisor (2006) was used to select 296 out of 1256 participants. A Researcher Designed questionnaire titled: Community Participation in the Provision and Maintenance of School Facilities Questionnaire (CPPMSFQ) was used to collect data and four (4) modified Likert scale rating such as Strongly Agreed (SA), Agree (A), Disagreed (D) and Strongly Disagreed (SD) was used to measure participants' responses. Content validity of the research instrument was done by experts in Educational Administration and Planning and 0.81 reliability index was obtained using Cronbach alpha after a pilot study was conducted. The study used descriptive statistics such as percentages (%), mean (\bar{x}), tables and frequency counts to analyze data collected through questionnaire. Results of the analysis indicated that community participated in the provision of school facilities through community fund raising. It was concluded that provision of school facilities such as school building was done through community fund raising. The study recommended that government should make a policy that would encourage and enhance community to continue participating in the provision of school facilities.

Keywords: *Community participation, School facilities, Community, Secondary Education*

Introduction

Education is the function of sustainable development that holds the key to social inclusion and it is one of the necessary conditions for advancing quality life. In other words, universal access to quality knowledge and skills ensures that everybody has an equal opportunity to play a full part in work and society (Inonda & Riechi, 2009). Education likewise offers individuals opportunities to develop their abilities and skills to the fullest through the school systems (including secondary school system) which focus on the learners for maximum self-development and self-fulfillment (Nworgu, 2013).

Education at secondary school level is defined by Federal Republic of Nigeria (2013) as the form of education children receives after primary education and before the tertiary stage. The broad aim of secondary education as stated in the Federal Republic of Nigeria (2013) includes preparation for useful living within the society and preparation for higher education. In the policy document, it is stated government welcomes the participation of voluntary agencies and communities participation in the provision and maintenance of school facilities in secondary schools in Nigeria.

The idea of community participation in the provision and maintenance of school facilities in secondary schools and community development project generally, is universal and in the case of Nigeria, predated the era of colonialism. Thus, before the advent of colonialism in Nigeria, many communities had at one time or another come together at family, clan, village or district levels to identify and execute projects of common socio-economic interests. It was through community efforts that projects as the construction of village squares, markets, living houses and paths leading to streams and farmlands were undertaken. The current situation in Nigeria persistent call for community participation in education is not only to spread the burden of educational financing, but a full realization of the historical and actual role the communities have played in the development of education in Nigeria. Implicit in these roles is that our communities actually have the capacity to participate in any education programme including provision and maintenance of school facilities to achieve the goals of secondary education (Hanson, 2008). The provision and maintenance of school facilities in Nigeria secondary schools according to Okafor (2008) has been greatly relieved by community support. Community plays an important role in the educational system in Nigeria. Mamman (2016) states that students, teachers and parents believe that participation of community remains vital to the success of school and this is because community plays a leading role in the provision and maintenance of school facilities in secondary schools in Nigeria.

Udoh (2011) posits that the state of school facilities in Nigerian schools is deplorable and community is therefore assisting government in providing and maintaining school facilities to schools for effective teaching and learning. Yusuf (2010) stated that every year various school projects and infrastructural facilities are provided by community through fund-raising and rehabilitation of infrastructures in schools. Gubesa (2008) who states that community intervention enhances the provision of infrastructural facilities such as laboratories which have the vital roles to play in effective teaching and learning in secondary schools. 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 (2018) stated that the achievement of effective and efficient education for Nigeria in the foreseeable future should come from the increased participation of community. Community participation in the provision and maintenance of school facilities could take forms since it will be unrealistic to leave the development of education to government alone. It is against this background that the present study is set to investigate community participation in the provision and maintenance of school facilities in secondary schools in Bauchi State, Nigeria.

Statement of the Problem

Community involvement or participation in the provision and maintenance of school facilities in their areas is critical now following rapid increase in enrolment rate in Nigerian secondary schools. Manga (2016) notes that community input to school systems was a response to lack of government action and community in these situations feel that the main responsibility for education lies with their government. Many secondary schools today have become more shells of their old establishment, lacking such basic facilities as classrooms, seats, libraries, gaming and sporting equipment and so on. Naldoo (2015) rightly observed 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 areas where the situation is so bad that two different classes are housed in one single classroom, with one class backing the other. Similarly, Okoro (2008) found that most of the school facilities in many Nigerian secondary schools are grossly inadequate. He further revealed that two classes are placed in one room and the classroom and classroom spaces are not in most cases adequate. Okpala (2005) stated that it is disheartening that most secondary schools in Nigeria, particularly in rural communities are characterized by dull uninviting sagging roof and colorless

dilapidating walls. Okenwa and Igbo (2013) revealed that most secondary schools in the rural communities are lacking physical facilities, as a result of high enrolment rate. The problem of provision and maintenance of school facilities in secondary schools have contributed to students' poor academic performance at both internal and external examinations, as well as teachers' ineffectiveness. This necessitated the question, how community participation has improved provision and maintenance of school facilities in secondary schools in Bauchi State, Nigeria.

Objectives of the Study

The following objectives are to find out:

1. The opinions of the participants on community participation on provision of school facilities in secondary schools in Bauchi State.
2. The opinions of the participants on community participation in maintenance of school facilities in secondary schools in Bauchi State.

Research Questions

This study was guided by the following research questions:

1. What are the opinions of the participants on community participation in provision of school facilities in secondary schools in Bauchi State, Nigeria?
2. What are the opinions of the participants on community participation in maintenance of school facilities in secondary schools in Bauchi State, Nigeria?

Conceptual Framework

The word "community" has several definitions. Community as described by Ogbuvbu and Okoro (2007) are people obliged to one another not because of place of birth, race, sex, religion, but people bound to one another and governed by shared taste, value, specific norms for common interest. Community according to Ogbonnaya (2012) is a group of people, in a certain territory that share a mode of life. The author saw community as people with common interest who live to achieve a common goal. According to Obodoechi (2009), communities are grouped into three, namely; the village or rural community, the urban community and the semi-urban community.

Community participation as defined by the United Nations (2015) involves the creation of opportunities to enable all members of a community to actively contribute to and influence development process and share equitably in the fruits of development. Community participation according to Ersten (2017) is

the active engagement of individuals within a community to solve problems, influence policies and programmes designed towards improving the quality of their lives. Community participation means active involvement of all citizens (men, women, youths and children) in the community, irrespective of age, nature of citizenship, socio-economic status, political affiliation, religion, level of education and others in planning and implementing programmes and projects that are of benefit to the people (Onyenemezu, 2014). Thus, it can be said that community participation entails the involvement of the people or their representatives in the formulation and development of proposals, planning of programmes and its implementation.

School facilities comprises the physical expression of the school curriculum in the construction, internal and external arrangement of the buildings, equipment, grounds, surroundings, general appearance which include the flower beds, paths, orchards, shrubs, playgrounds, classrooms, assembly hall, dining hall, desks and school farms (Uko, 2015). According to Uko, school facilities provide a comfortable atmosphere for the achievement of educational goals. Asiabaka (2008) also described school facilities as all types of buildings for academic and non-academic activities, equipment for academic and non-academic activities, areas/spaces for sports and games, landscape, farms and gardens including trees, roads and paths. For the purpose of this study, school facilities are defined as those useful amenities found in the school environment that motivates both students and teachers to have a positive attitude towards teaching and learning.

Theoretical Framework

This study draws upon Ludwig van Bentalanffy (1968) in Manga (2014) known as System theory. According to the theory, a system can be said to consist of four things. First a system includes objects elements or variables within the system. Second, a system consists of attributes, the qualities or properties of the system and its objects. Third, a system has internal relationships among its objects. Fourth, system exist in an environment, a system then, is a set of things that effect one another within an environment and from a larger pattern that is different from any of the parts (Infant Rancer and Wommack, 1997).

This study was guided by the system theory because education constitute an open system operating within environment where the teaching learning process is looked at as a process used to transform inputs (students) into output (graduates). Meadow and Wright (2008) pointed that system theory consists of more than just the sum of its parts and are mode of three parts which are elements, interconnection and purpose (Hanson, 2008). A school system is

made of subsystems such as students, teachers, principals, central office administrators, parents and community. Every educational institution, whether private or public, may be regarded as a social subsystem existing and related to a larger social system than can be called the community.

The Bertalanffy tried to explain the existence of different interrelated parts such that the interaction of any part affects the whole system. The performance of a system depends on how the various elements in the system work together. The system theory emphasizes the interdependency of various units that make up a system. The non-interaction of one unit might result to non-performance of the whole system. Based on this, system theory is relevant to this study because this study is interested in ascertaining whether community participation in the provision and maintenance of school facilities should work hand in hand to make adequate provision and maintenance of school facilities. This would help to promote school community relationship, as it is necessary to provide quality education for the students.

Review of Related Empirical Studies

This section presented review of related empirical studies.

Abdirahman, Muturi and Samantar (2018) investigated influence of community participation in provision of school facilities in secondary schools in Garowe district, Nairobi County Kenya. The study used descriptive survey research design to probe the opinion of the participants regarding community participation in provision of school facilities in secondary schools. The study population consisted of 5,364 participants and Research Advisor (2006) was used to select 365 out of 5,364 participants using purposive, deliberate and simple random sampling techniques. The study used self-constructed questionnaire titled: Community Participation in Provision of School Facilities Questionnaire (CPPSFQ) to collect data. Five (5) Likert scale rating such as Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D) and Strongly Disagree (SD) which was coded 5, 4, 3 and 2, and to measure their responses. Content validity of the research instrument was done by experts in Educational Administration and Planning, as well as other experts in Educational Psychology. The study obtained 0.68 reliability index using Cronbach alpha. The study used independent t-test to test null hypotheses. The results of the analyses indicated community participation in the provision of school facilities was found to be key determinants of improving teaching and learning, as well as conducive working conditions. The study concluded that improvement in teaching and learning was as a result of community participation in the provision of school facilities in schools. The study recommended that Ministry

of Education through school administrators should intensify efforts to maintain school-community relations to ensure continuous participation of community in the provision of school facilities in secondary schools.

Ajibade (2016) investigated school facilities maintenance and teachers' job performance in secondary schools in Oyo State, Nigeria. Descriptive survey research design was employed to conduct the research with 6,782 participants. A self-constructed questionnaire titled: School Facilities Maintenance and Teachers Job Satisfaction Questionnaire (SFMTJSQ) was used to collect data. Four (4) modified Likert scale rating, such as Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1 was used to measure participants' responses. The research instrument was validated by experts in Educational Management and other experts in Science Education. After adjustments and corrections, the research instrument was adjudged to have content validity. 0.81 reliability index was obtained using Cronbach alpha and the data collected was participantsed to analysis using single regression analysis. The results of the analysis indicated that adequate maintenance was found as a basis of improving teachers' performance in school. The study concluded that community participation in the maintenance of school facilities has significantly improved teachers job performance in school. The study recommended that school administrators should beef up school-community relationship to encourage them to continue participating in the maintenance of school facilities that would improve teachers' job performance in school. In Bauchi state, not many studies have been carried out by researchers on how community participation in the provision and maintenance of school facilities. Therefore, create a gap to find out whether or not community participation in the provision and maintenance of school facilities has significant improved level of performance in school.

Methodology

The study adopted descriptive survey research design and this is because the study probed the opinion of the participants regarding community participation in the provision and maintenance of school facilities in secondary schools in Bauchi State, Nigeria. The study population consisted of 1,256 participants and Research Advisor (2006) was used to select 291 out of 1,256 participants in Bauchi state with the aid of purposive and simple random sampling techniques. The study used Researcher's designed questionnaire titled: Community Participation in the Provision and Maintenance of School Facilities Questionnaire (CPPMSFQ) to collect data using four (4) modified Likert Scale rating such as Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and

Strongly Disagree (SD) = 1 to measure participants responses. Content and construct validity of the research instrument was done by experts in Educational Administration and Planning and other experts in Language Education. 0.81 reliability index was obtained using Cronbach alpha after test re-test. The study used descriptive statistics such as percentages (%), mean (\bar{x}), tables and frequency count to analyze data collected through questionnaire.

Answer to Research Questions

This section presented and analyzed data collected through administration of questionnaire using descriptive statistics.

Research Question 1: What are the opinions of the participants on community participation in provision of school facilities in secondary schools in Bauchi State, Nigeria?

The research question was answered and presented in Table 1.

Table 1: Opinion of the participants on community participation in the provision of school facilities in secondary schools in Bauchi State

S/N	Item Statements	Agreed		Disagreed	
		Freq.	%	Freq.	%
1.	Community participates in the provision of school security for maximum protection of school facilities.	162	81%	38	19%
2.	Community participates in the provision of medical facilities for teachers and students in school.	122	61%	78	39%
3.	Community participates in the provision of instructional materials to facilitate teaching and learning in school.	104	52%	96	48%
4.	Community participates in the construction of school building facilities to enhance teaching and learning in school.	110	55%	90	45%
5.	Community participates in the provision of constant power generating sets and supply of water in school.	102	51%	98	49%

6.	Community participates in the provision of furniture facilities such as tables, chairs, cupboards to facilitate teaching and learning in school.	106	53%	94	47%
	Mean (\bar{x})	118	59%	82	41%

Source: Field Survey, 2021

Table 1 indicated community participation in the provision of school facilities in secondary schools in Bauchi State. Item 1 indicated that 81% of the participants agreed that community participate in the provision of school security for maximum protection of school facilities while 19% of the participants disagreed with the opinion. Item 2 indicated that 61% of the participants agreed that community participate in the provision of medical facilities for teachers and students in school while 39% of the participants disagreed with the opinion. Item 3 indicated that 52% of the participants agreed that community participate in the provision of instructional materials to facilitate teaching and learning in school, while 38% of the participants disagreed with the opinion. Item 4 indicated that 55% of the participants agreed that community participate in the construction of school building facilities to enhance teaching and learning in school, while 45% of the participants disagreed with the opinion. Item 5 indicated that 51% of the participants agreed that community participate in the provision of constant power generating sets and water supply in school, while 49% of the participants disagreed with the opinion. Item 6 indicated that 53% of the participants agreed that community participate in the provision of furniture facilities such as chairs, tables, cupboards and desks to facilitate teaching and learning in school while 47% of the participants disagreed with the opinion. The analysis above indicated that majority of the participants representing 59% agreed that community participate in the provision of school facilities to the growth and development of the school that would enhance teaching and learning, while 41% of the participants disagreed with the opinion.

Research Question 2: What are the opinions of the participants on community participation in maintenance of school facilities in secondary schools in Bauchi State, Nigeria?

The research question was answered and presented in Table 2.

Table 2: Opinion of the participants on community participation in the maintenance of school facilities in secondary schools in Bauchi State

S/N	Item Statements	Agreed		Disagreed	
		Freq.	%	Freq.	%
1.	Community participates in the renovation of school building facilities to keep the quality of the structure.	123	62%	77	38%
2.	Community participates in the repairing and mending broken chairs tables and desks to facilitate teaching and learning.	119	60%	81	40%
3.	Community participates in the maintenance of school plant facilities.	109	55%	91	45%
4.	Community participates in the maintenance of sports and health facilities to improve health service delivery.	110	55%	90	45%
5.	Community participates in the maintenance of laboratory equipment to keep them functioning.	103	52%	97	48%
6.	Community participates in the road maintenance leading to school for easy movement of people and vehicles.	116	58%	84	42%
	Mean (\bar{x})	113	57%	87	43%

Source: Field Survey, 2021

Table 2 indicated community participation in the maintenance of school facilities in secondary schools in Bauchi State. Item 1 indicated that 62% of the participants agreed that community participate in the renovation of school building to keep the quality of the structure, while 38% of the participants disagreed with the opinion. Item 2 indicated that 60% of the participants agreed that community participate in the repairing and mending broken chairs, tables and desks to facilitate teaching and learning in school, while 40% of the participants disagreed with the opinion. Item 3 indicated that 55% of the participants agreed that community participate in the maintenance of school plant facilities while 45% of the participants disagreed with the opinion. Item 4

indicated that 55% of the participants agreed that community participate in the maintenance of sports and health facilities to improve health service delivery, while 45% of the participants disagreed with the opinion. Item 5 indicated that 52% of the participants agreed that community participate in the maintenance of laboratory equipment to keep them functioning, while 48% of the participants disagreed with the opinion. Item 6 indicated that 58% of the participants agreed that community participate in the road maintenance leading to school for easy movement of people and vehicles, while 42% of the participants disagreed with the opinion.

The analysis above indicated that majority of the participants representing 57% agreed that community participate in the maintenance of school facilities such as renovation of school buildings, road maintenance, school plant maintenance to keep them functioning for smooth academic activities in school while 43% of the participants disagreed with the opinion.

Summary of the Major Findings

The following are the summary of the major findings:

1. Community participation in the provision of school facilities such as construction of school buildings, instructional materials, furniture facilities and power generating set and water supply was found to be done through community fund raising.
2. Community participation in the maintenance of school facilities such as renovation of school building, repairing of school furniture, as well as maintenance of laboratory and health equipment was found to be done in conjunction with the school principals.

Discussion of the Major Findings

This section further discussed findings from the study:

First finding indicated that community participation in the provision of school facilities such as construction of school buildings, instructional materials, furniture facilities, as well as power generating set and water supply was found to be done through community fund raising. This finding collaborated with Abdirahman, Muturi and Samantar (2018) who found that community participation in the provision of school facilities was a key determinant of improving teaching and learning, as well as conducive working environment. The finding was in tandem with Alabi (2012) who found that community participation in the provision of school facilities such as construction of administrative blocks, building of classrooms and medical centres has created conducive teaching and learning in school. The finding agreed with Baiz (2013)

who found that community participation in the provision of school facilities has positive effect on teaching and learning.

Second finding indicated that community participation in the maintenance of school facilities such as renovation of school buildings, repairing of school furniture as well as maintenance of laboratory and health equipment was found to be done with in conjunction with the school principals. This finding agreed with Ajibade (2016) who found that community participation in the maintenance of school facilities was a basis of improving teachers' performance in school. The finding is also in consonance with Ismael (2016) who found that community participation in the maintenance of school facilities was in collaboration with the school principals. The finding agreed with Omeh (2016) who found that school administrators supported community participation in the maintenance of school infrastructural facilities through school-community relationship.

Conclusion

The study concluded that community participation in the provision of school facilities such as school buildings, basic amenities and teaching facilities was done through community fund raising. This was considered as part of efforts to assist government to contribute to the development of the school in their locality. The study concluded that community in conjunction with the school principals actively participated in the maintenance of school facilities to keep them functioning to ensure smooth academic activities.

Recommendations

The following are the recommendations of this study:

1. Government through Ministry of Education should make a policy to create enabling environment that will enhance community participation in the provision of facilities and school financial management that will enhance teaching and learning in school.
2. School administrators should continue to maintain school-community relationship to encourage readiness and willingness to actively participate in the school facilities maintenance to ensure smooth academic activities in school.

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