



ABSTRACT

The study investigated the "Impact of School Community on the Management of Educational Facilities in Public Secondary Schools in Rimi Zonal Education Quality Assurance, Katsina State". Two objectives were postulated in line with research questions and hypotheses. The research design employed in this study was descriptive survey design. The population for

IMPACT OF SCHOOL COMMUNITY ON THE MANAGEMENT OF EDUCATIONAL FACILITIES IN PUBLIC SECONDARY SCHOOLS IN RIMI ZONAL EDUCATION QUALITY ASSURANCE KATSINA STATE, NIGERIA

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Introduction

Government's inability to adequately provide public secondary schools with educational facilities, resulting in the need for school community support, is crucial for understanding the challenges facing the education sector. This issue underscores the importance of collaboration and active involvement of various stakeholders in addressing gaps in the education system. The lack of sufficient educational facilities in secondary schools has far-reaching consequences on the quality of education provided to students. In many cases, government funding may fall short of meeting the increasing demand for educational resources, such as classrooms, libraries, laboratories, and other infrastructure necessary for a conducive learning environment. This shortfall can have a direct impact on the learning outcomes of students and impede their overall educational experience.



the study is 767 and a total of 248 used as sample size. The data obtained were analyzed using percentages, descriptive statistics and Analysis of Variance (ANOVA) statistics. Finding of the study shows that School community members gives less impact on the management of infrastructural facilities in public secondary schools in Rimi Zonal Education Quality Assurance, Katsina state for the improvement of teaching and learning activities in the zone; the findings, also concluded that School community members gives less impact on the management of equipment in public secondary schools and this has negative effects in the development of teaching and learning activities in Rimi Zonal Education Quality Assurance, Katsina state. It was recommended among others that, the school authorities during their Parents Teachers Association (PTA), School-Base Management Committee (SBMC) meetings, Speech and Prize given days should sensitize and encourage the school community to contributes meaningfully in amelioration of infrastructural decay prevalent in public secondary schools for the improvement of teaching and learning activities in the zone. Furthermore, school community should contribute meaningfully in the procurement of essentials equipment needed to ease teaching and learning process in public secondary schools in the zone.

Key Words: school community, educational facilities, management of facilities, infrastructure, equipment, Learning Materials, Furniture

Government being unable to provide adequate educational facilities has been a longstanding challenge in many countries around the world. This lack of proper infrastructure, resources, and support from government authorities has often led to communities taking matters into their own hands to ensure that their children receive a quality education. In response to the government's shortcomings, school communities have had to come together to provide the necessary support and resources for their schools (Essuman, 2018). This can include fundraising efforts to build new classrooms, purchase books and supplies, and hire qualified teachers. In some cases, parents and community members have even volunteered their time to help with maintenance, cleaning, and other essential tasks to keep the school running smoothly. The need for school community support highlights the resilience and determination of local communities to prioritize education despite



the challenges they face. By coming together and pooling their resources, communities are able to overcome the limitations imposed by the government and ensure that their children have access to the education they deserve. This grassroots effort not only demonstrates the importance of education to these communities but also the power of collective action in addressing systemic issues and working towards positive change.

International Aid agencies and other development partners such as Adolescent Girls Initiative for Learning and Empowerment (AGILE), National Information Technology Development Agency (NITDA), Nigerian Content Development and Monitoring Board (NCDMB) among others have put so much effort in funding and supporting programmed such as, text books provision, ICT and infrastructural development to enhance access, retention and good management in education (World Bank, 2019). Onsomu and Mujidi (2017) argued that though the government has endeavored to address challenges in the education sector, the situation is not conducive, issues on bad management are still haunting many schools. Otwoma (2017) notes that as a trend community involvement in education has largely been in the provision of finances and facilities in most schools. Parents are involved in Annual General Meetings (AGM) and Speech and Prize Giving Day.

Despite various reasons that have been advanced in relation to community involvement in the management of public secondary schools, most of the reasons given stem from opinions and general views of the public as well as the media. Yet the few studies done on this area have not particularly focused on impact of school community on provision and management of educational facilities in public secondary schools but rather this comes in, as an auxiliary concern. Therefore, this study focus on the impact of school community on the management of educational facilities in public secondary schools in Rimi zonal education quality assurance, Katsina state and establish the solutions which will help in educational policy making and planning.

Statement of the Problem

The issue of the government's inability to provide secondary schools with sufficient educational facilities has become a pressing concern in recent years. As a result, many schools are facing challenges in delivering quality education to their



students. Without the necessary resources, teachers are struggling to effectively educate their students and provide them with the tools they need to succeed.

The issue of educational facilities in secondary schools is a common issue faced by many institutions worldwide. Some key challenges include inadequate classroom space, outdated or insufficient equipment and technology, limited access to essential resources such as books and supplies, poorly maintained buildings, and a lack of specialized facilities for subjects like science or vocational training. These deficiencies can have impact on the quality of education students receive and hinder their overall learning experience. Finding sustainable solutions to improve and expand educational facilities in secondary schools is crucial in ensuring that students have access to the facilities they need to succeed academically.

Most of the public (government-owned) schools do not have enough facilities for students, sometimes classes may not accommodate the available students on ground, or you find the schools with classes needed to be renovated. In the state you will find a class that contains over 150 students taking lessons under one roof. How can good and qualitative education be administered with such problems on the ground? how can we brighten the future of our children?. Most schools and institutions in Nigeria are in very bad conditions (Bem, 2021). In most states, the teaching environment is not conducive. The buildings are in bad shape and most of them lack teaching /learning materials. Schools lack practical or technical facilities. Lack of standard and up-to-date facilities makes education to be rather theoretical and quantitative than qualitative.

There is also a problem of shortage of instructional materials which are used for imparting knowledge to the students. Instructional materials in secondary schools is very important, because without them, transmission of knowledge to students may be very difficult or it may be too difficult give it out without instructional materials. Students cannot be taught without exercise books, classroom boards, pencils and biros among other, all this constitute instructional materials that are useful in secondary schools. Instructional materials are brought into play along the line to enhance educational achievement whenever they are properly used. Nevertheless, it has been realized that there is a need for a coordinated source of information for pre-service teachers on the preparation and utilization of instructional materials. This will help to reduce most of the problems in the teaching and learning process.



The statistical facts proved that, organization with the problem of poor funding, may not achieve its objectives. Katsina state educational sector faced lots of problems in terms of poor funding. According to World Bank Report (2019) recommended that 26% of the nation's budget should be allocated to the educational sector. In this way, the educational sector will have a good impact on the national development. According to Tondeur (2013) stated that the the joint expenditure of the federal and 36 state governments on education is 8.44% of their total budget. Also, there is a huge gap in the funding of education at the different levels of the government. Government ultimate goal is to make education free at all levels. The financing of education is a joint responsibility of the federal, state, local governments and the private sector. In this connection, government welcomes and encourages the participation of local communities, individuals and other organization (National Policy on Education, 2014). It is based on these problems, the researcher conducted a study on the impact of school community on the management of educational facilities in public secondary schools in Kimi zonal education quality assurance, Katsina state.

Objectives of the Study

The following are specific objectives raised to guide the study, which are:

1. Assess the impact of school community on the management of infrastructural facilities in public secondary schools in Rimi Zonal Education Quality assurance, Katsina State.
2. Assess the impact of school community on the management of equipment in public secondary schools in Rimi Zonal Education Quality assurance, Katsina State

Research Questions

The study was guided by the following research questions:-

1. What is the impact of school community on the management of infrastructural facilities in public secondary schools in Rimi Zonal Education Quality Assurance, Katsina state?
2. What is the impact of school community in the management of equipment in public secondary schools in Rimi Zonal Education Quality Assurance, Katsina state?



Research Hypotheses

The following null hypotheses are formulated to guide the study:

- Ho¹:** There is no significance impact of school community on the management of infrastructural facilities in public secondary schools in Rimi Zonal Education Quality Assurance, Katsina State.
- Ho²:** There is no significance impact of school community on the management of equipment in public secondary schools in Rimi Zonal Education Quality Assurance, Katsina State.

Literature Review

Concept of School Community

A school community is a vital component of a student's educational experience, encompassing teachers, students, parents, and staff who collaborate to create a supportive and enriching learning environment. This concept emphasizes the importance of fostering strong relationships and communication among all stakeholders to promote academic success, social-emotional growth, and overall well-being. The impact of a positive school community on student outcomes. A study by Aghenta (2010) found that students who feel connected to their school community are more likely to engage in their learning, exhibit higher academic achievement, and develop essential social skills. Moreover, Abiodun-oyebanji (2014) emphasized the role of school communities in promoting inclusivity, diversity, and equity, creating a sense of belonging for all students.

In practice, schools are adopting various strategies to enhance their community, such as implementing parent-teacher associations, organizing community events, and promoting open communication channels. For example, the implementation of restorative practices, as suggested by Ayodele (2012), has been shown to strengthen relationships within the school community, resolve conflicts constructively, and promote a positive school culture. The concept of a school community is instrumental in shaping a nurturing and supportive educational environment for all stakeholders. By actively fostering relationships, promoting inclusivity, and prioritizing communication, schools can cultivate a sense of belonging and empowerment among students, ultimately leading to improved academic and social outcomes.

Edwards and Mullis (2016) posited that school community refers to a collaboration and partnership between school and the larger community in which it is located.



It recognizes the mutual benefits that can be derived from such partnerships and the positive impact it can have on the education and well-being of students. The school community is a dynamic interaction that involves various stakeholders, including parents, caregivers, community organizations, local businesses, government agencies, and individuals. This partnership goes beyond traditional parent-teacher associations and involves establishing a supportive and inclusive environment in which all members of the community are engaged in the educational process. The school community is a vital component of a successful education system. It strengthens the overall learning environment, enhances students outcomes, and contributes to the overall well-being of students (Ahmad, 2019). By fostering collaboration between schools and communities, a more holistic and comprehensive approach to education can be achieved.

Management of Educational Facilities

The management of educational facilities involves maintaining and overseeing the physical infrastructure of schools, colleges, and universities to create a conducive learning environment. This includes areas such as building maintenance, security, procurement of supplies and equipment, scheduling of events, and ensuring compliance with safety regulations. Effective management of educational facilities is essential for providing students and staff with a safe and comfortable environment to learn and work in.

The management of secondary school educational facilities is a crucial aspect of ensuring a conducive learning environment for students. It involves the planning, maintenance, and utilization of physical resources such as classrooms, libraries, laboratories, and sports facilities. Asiabaka (2015) proposed the following in managing secondary school facilities which include:

- a) **Maintenance and Upkeep:** Regular maintenance of facilities is essential to ensure safety and functionality. This includes repairs, cleaning, and upgrades as needed.
- b) **Space Utilization:** Efficient use of available space is important to accommodate the needs of students and staff. This involves proper allocation of classrooms, common areas, and specialized facilities.
- c) **Safety and Security:** Ensuring the safety and security of students and staff is a top priority. Measures such as emergency preparedness, surveillance systems, and secure access control should be in place.



- d) **Sustainability:** Implementing eco-friendly practices to reduce energy consumption, waste generation, and overall environmental impact is increasingly important in facility management across public schools.
- e) **Technology Integration:** Incorporating technology in facility management can streamline operations, enhance communication, and improve the overall learning experience for students in public schools

School facilities management refers to the systematic approach of maintaining and managing the physical assets and infrastructure of educational institutions to support academic and administrative activities effectively.

Research Methodology

The methodology employed in this study was designed to assess the impact of school community on the management of educational facilities in public secondary schools in Kimi zonal education quality assurance, Katsina state Nigeria. A mixed-methods approach was adopted to gather quantitative and qualitative data, providing a holistic understanding of the impact of school community on the management of educational facilities in public Secondary Schools in the zone.

Research Design

This research utilized a descriptive survey design. The survey method is appropriate for collecting a large amount of data from a sizeable population in a relatively short period. This design is particularly suitable for studies aimed at understanding the Impact of school community on the management of educational facilities in public secondary schools.

Population and Sampling Techniques

The population for this study is 767 and a Sample of 248 which comprised Teachers, SBMCs, PTA and ZEQA officials in the 23 public (state government owned) secondary schools in the zone. The rationale for using Teachers, ZEQA, SBMC and PTA officials in this study was because they are directly involved with the activities of the secondary schools in the State. A multistage sampling technique was employed to select the participants.



Data Collection Instruments

Data was collected using an adapted questionnaire titled “Impact of School Community on the Management of Educational Facilities in Public Secondary Schools Questionnaire (ISCOMPSSQ). The questionnaire was designed to capture various dimensions of school community partnership in the management of educational facilities.

Data Analysis

The collected data was analyzed using both descriptive and inferential statistics: Descriptive Statistics, Inferential Statistics and Qualitative Data Analysis with the help of Statistical Package for Social Sciences (SPSS version 23) at 0.05 level of significance.

Results

Descriptive statistics of frequencies, percentages and standard deviation for the various components of the instrument were used to summarize the data. Altogether, the instrument was administered to two hundred and forty-eight (248) respondents and two hundred and forty (240) were successfully retrieved. The summary was presented in the table below:

Table 1: Number of Copies of the Questionnaire Dispatched and Retrieved

Respondents	Dispatched	Retrieved	% Retrieved
Teachers	168	163	65.73%
SBMC officials	35	34	13.71%
PTA officials	35	33	13.31%
ZEQA officials	10	10	4.02%
Total	248	240	96.77%

Data in Table 1 shows that out of 248 copies of the questionnaire distributed to the respondents, 240 questionnaires were successfully retrieved. Although the researcher dispatched 168 questionnaires to teachers, the researcher was able to retrieve 163 copies of the questionnaires and hence five (5) copies of the questionnaires were not retrieved. However, the table shows that out of 35 copies of the questionnaires dispatched to SBMC officials, 34 copies were successfully retrieved only one (1) copy was not retrieved. Meanwhile, the table shows that



out of 35 copies dispatched to PTA officials, 33 copies were successfully retrieved while two (2) copies were not retrieved. Moreover, it has been observed from the table that all the 10 questionnaires dispatched to ZEQA officials were retrieved successfully. Therefore, this further shows that 240 or 96.77% response rate used in this study is sufficient for the analysis.

Table 2: Frequency and Percentage of Respondents' Status:

Status	Frequency	Percentage
Teachers	163	68%
SBMC officials	34	14.2%
PTA officials	33	13.8%
ZEQA officials	10	4.2%
Total	240	100%

Table 4.2 showed that a total of 240 or 100% of respondents participated in the study with teachers having 163 or 68%, SBMC officials with 34 or 14.2%, PTA officials with 33 or 13.8% and ZEQA officials with 10 or 4.2%. Based on this figure, it is evident that the population of teachers were more represented in the study than that of SBMC, PTA and ZEQA Officials.

Table 3: Respondents' Distribution by Year of Work Experience

Work Experience (in years)	Frequency	Percentage
0-5 years	50	20.83%
6-10 years	55	22.91%
11-20 years	93	38.75%
21-Above years	42	17.50%
Total	240	100%

Table 3 shows that, 50 or 20.83% of the respondents are between 0-5 years of work experience, while 55 or 22.91% are between 6-10 years of work experience and 93 or 38.75% are between 11-20 years of work experience. Similarly, 42 or 17.50% are between 21 and above years of work experience. This result however, shows that the population of the respondents who are between 11-20 years of work experience were more represented than the respondents with other years of work experience in the study.



Research Question One:

What is the impact of school community on the management of infrastructural facilities in public secondary schools in Rimi Zonal Education Quality Assurance, Katsina state?

Table 4: Descriptive Statistics of Respondents' Opinion on the Roles of School Community on the Management of Infrastructural Facilities in Public Secondary Schools in Rimi ZEQA, Katsina State

SA= Strongly agree; A= Agree; D= Disagree; SD= Strongly disagree; STD= Standard deviation

S/N	Item statement	Respondents	N	SA	A	D	SD	Mean	STD
1	Community donates plots for building more classrooms in my school.	Teachers	163	10	11	109	33	1.990	0.193
		SBMC Officials	34	3	3	15	13	1.900	0.435
		PTA Officials	33	5	2	10	8	2.121	0.411
		ZEQA Officials	10	0	0	10	0	2.00	0.775
2	Community build administrative block in my school.	Teachers	163	10	12	108	33	1.994	0.192
		SBMC Officials	34	3	4	20	7	2.090	0.409
		PTA Officials	33	6	0	21	6	2.182	0.405
		ZEQA Officials	10	0	0	9	1	1.900	0.802
3	Community renovates classes in my school.	Teachers	163	15	35	72	41	2.150	0.184
		SBMC Officials	34	10	5	12	7	2.530	0.383
		PTA Officials	33	4	5	15	9	2.121	0.411
		ZEQA Officials	10	2	1	4	3	2.200	0.732
4	Community renovates school laboratories for the science students in my school.	Teachers	163	10	16	87	50	1.914	0.197
		SBMC Officials	34	4	6	15	9	2.150	0.401
		PTA Officials	33	3	4	18	8	2.061	0.422
		ZEQA Officials	10	0	2	8	0	2.200	0.732
5	Community build mosque in my school.	Teachers	163	40	46	44	33	2.600	0.176
		SBMC Officials	34	12	8	8	6	2.800	0.397
		PTA Officials	33	13	12	5	3	3.061	0.435
		ZEQA Officials	10	2	2	4	2	2.400	0.710
6	Community build and renovate the existing toilets in my school.	Teachers	163	30	28	73	32	2.344	0.176
		SBMC Officials	34	6	7	11	10	2.300	0.390
		PTA Officials	33	7	7	9	10	2.333	0.394
		ZEQA Officials	10	0	3	6	1	2.200	0.732

Average Mean

Teachers 2.170

SBMC Officials 2.295

PTA Officials 2.313

ZEQA Officials 2.150



The result (analysis) presented in Table 4 indicates 1-6 items response of the respondents' opinions on the roles of school community on the management of infrastructural facilities in public secondary schools in Rimi ZEQA, Katsina state. Teachers with an average mean of 2.170 scores, SBMC officials with an average mean of 2.295 scores, PTA officials with an average mean of 2.313 scores and ZEQA officials with an average mean of 2.150 scores believes that school community participated partially in the provision and management of infrastructural facilities in various public secondary schools under Rimi ZEQA. The scores falls below the Decision Mean value of 2.50. This implies that the respondents disagreed with the fact that school community participate in the management of infrastructural facilities in public secondary schools in Rimi ZEQA

Research Question Two:

What is the impact of school community in the management of equipment in public secondary schools in Rimi Zonal Education Quality Assurance, Katsina state?

Table 5: Descriptive Statistics of Respondents' Opinion on the Roles of School Community on the Management of Equipment in Public Secondary Schools in Rimi ZEQA, Katsina State

SA= Strongly agree; A= Agree; D= Disagree; SD= Strongly disagree; STD= Standard deviatio

S/N	Item statement	Respondents	N	SA	A	D	SD	Mean	STD
7	Community donates computer sets in my school.	Teachers	163	10	31	40	82	1.810	0.205
		SBMC Officials	34	3	3	20	8	2.030	0.416
		PTA Officials	33	4	4	15	10	2.100	0.414
		ZEQA Officials	10	0	2	8	0	2.200	0.732
8	Community participantes in the provision of printers in my school	Teachers	163	17	28	91	27	2.215	0.182
		SBMC Officials	34	3	6	19	6	2.200	0.397
		PTA Officials	33	5	1	20	7	2.121	0.411
		ZEQA Officials	10	1	2	5	2	2.200	0.732
9	Community contributes in the provision of projectors in my school	Teachers	163	12	38	60	53	2.100	0.187
		SBMC Officials	34	0	6	18	10	1.900	0.435
		PTA Officials	33	5	8	10	10	2.242	0.400
		ZEQA Officials	10	0	0	8	2	1.800	0.834
10	Community contributes in the provision of photocopy machines in my school	Teachers	163	17	23	63	60	1.983	0.193
		SBMC Officials	34	4	5	15	10	2.100	0.407
		PTA Officials	33	8	2	15	8	2.303	0.395
		ZEQA Officials	10	2	2	4	2	2.400	0.710
11	Community participates in the provisions of laboratory equipment for science students in my school	Teachers	163	20	18	95	30	2.200	0.182
		SBMC Officials	34	5	4	13	12	2.100	0.407
		PTA Officials	33	4	10	13	6	2.400	0.391
		ZEQA Officials	10	1	3	4	2	2.300	0.720
12	Community participates in the maintenance of equipment available in my school	Teachers	163	12	19	80	52	1.945	0.195
		SBMC Officials	34	5	4	11	14	2.000	0.420
		PTA Officials	33	5	5	10	13	2.100	0.414
		ZEQA Officials	10	0	2	6	2	2.000	0.775



Average Mean Teachers	2.042
SBMC Officials	2.055
PTA Officials	2.211
ZEQA Officials	2.150

The result (analysis) presented in Table 5: indicates 13-18 items response of the respondents' opinions on the roles of school community on the management of equipment in public secondary schools in Rimi Zonal Education Quality Assurance, Katsina state. The above table expose Teachers with an average mean of 2.042 scores, SBMC officials with an average mean of 2.055 scores, PTA officials with an average mean of 2.211 scores and ZEQA officials with an average mean of 2.150 scores believes that school community gives no impact in the management of equipment in various public secondary schools under Rimi ZEQA.. The scores falls below the Decision Mean value of 2.50. This implies that the respondents have agreed with the fact that school community do not actively participate in the management of equipment in public schools in the zone. In other words, local communities do not actively support the school authority in the procurement of technological equipment such as computer set, projectors, photocopiers among others for the development of teaching learning process in the zone.

Hypotheses Testing

Hypothesis One: There is no significance impact of school community on the management of infrastructural facilities in public secondary schools in Rimi Zonal Education Quality Assurance, Katsina State. In testing this hypothesis, inferential statistics of ANOVA was employed and processed on SPSS (Version 23). The detail of the result was presented in table 6.

Table 6: Summary of the Analysis of Variance (ANOVA) of Respondents' Opinion Regarding the Roles of School Community on the Management of Infrastructural Facilities in Public Secondary Schools in Rimi ZEQA, Katsina state

Source of Variance	Sum of Squares	df	Mean Square	f-cal	p-value	Decision
Between Groups	184.375	2	92.188	.099	.000	Rejected
Within Groups	3300.922	238	13.870			
Total	3485.297	240				



Table 6: presents difference in the respondents' assessment (opinion) regarding the roles of school community on the management of infrastructural facilities in public secondary schools in Rimi Zonal Education Quality Assurance. From the table, the result shows that $f\text{-cal} = .099$ and $p\text{-value} = .000$. Now since the $p\text{-value}$ of $.000$ is less than the Alpha value of $.05$, the null hypothesis which states that there is no significant impact in the respondents' assessment of the impact of school community on the management of infrastructural facilities in public secondary schools is rejected. Thus, this implies that there is significant difference in the respondents' assessment regarding the roles of school community on the management of infrastructural facilities in public secondary schools.

Hypothesis Two: There is no significance impact of school community on the management of equipment in public secondary schools in Rimi Zonal Education Quality Assurance, Katsina State. In testing this hypothesis, inferential statistics of ANOVA was employed and processed on SPSS (Version 23). The detail of the result was presented in table 7 below.

Table 7: Summary of the Analysis of Variance (ANOVA) of the Respondents' Opinion Regarding the Roles of School Community on the Management of Equipment in Public Secondary Schools in Rimi ZEQA, Katsina State.

Source of Variance	Sum of Squares	df	Mean Square	f-cal	p-value	Decision
Between Groups	386.956	2	193.478	.279	.000	Rejected
Within Groups	2518.457	238	10.582			
Total	2905.413	240				

Table 7: presents difference in the opinions of respondents regarding the roles of school community on the management of equipment in public secondary schools in Rimi Zonal Education Quality Assurance. From the table, the result shows that $f\text{-cal} = .279$ and $p\text{-value} = .000$. Now since the $p\text{-value}$ of $.000$ is less than the Alpha value of $.05$, the null hypothesis which states that: there is no significance difference in the opinions of respondents regarding the impact of school community on the management of equipment in public secondary schools is rejected. Thus, this implies that there is significant difference in the respondents'



assessment regarding the school community on the management of equipment in public secondary schools.

Discussion of Finding

The current finding revealed that school community were left behind in providing the public secondary schools with infrastructural facilities for the improvement of teaching and learning activities in Rimi Zonal Education Quality Assurance, Katsina state. Descriptive analysis result in table 1 indicates, the respondents' responses indicate disagreement with the items regarding the school community participation in provision and management of infrastructural facilities to public secondary schools in the Zone. The responses further indicated that the provision and management of infrastructural facilities such as construction or renovation of classrooms accommodations, laboratories, libraries, conveniences (toilets), among others were left solely to the government while school community members were inactive. The finding is in contrary with that of Nwachukwu (2013) and Udensi (2013) 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. Based on the above discussion, it is concluded that public secondary schools in Rimi Zonal Education Quality Assurance do not received support (assistance) from the community in the areas of infrastructures. The study also revealed that members of the school community, individual, group, and local organization do not participate in the provision and management of equipment (such as computer set, projectors, printers, photocopiers among other) in public secondary schools in Rimi ZEQA, Katsina state. Descriptive analysis result in table 2 indicates disagreement in the respondents' responses of the items regarding the community participation in the provision of equipment in public secondary schools in the Zone. The respondents argued that members of the school community do not contributes and supports in matters related to provision and management of equipment (such as computer set, projectors, printers, photocopiers among other) in the schools. Community stay away on any issue related to such kinds of equipment due to little or no awareness about the importance and needs for such equipment for the smooth running of any public secondary school. The finding also confirmed that in some public secondary



schools where there are such equipment. The equipment were in bad shape due to lack of electricity and technical know-how.

Conclusion

Based on the findings of the study, it was concluded that; enhancing school community participation in the Management of educational facilities would be essential for achieving sustainable development and effective educational outcomes in Rimi Zonal Education Quality Assurance as well as Katsina State at large. It encourages a sense of ownership, aligns school facilities with community needs, and ensures better management and utilization of educational facilities. Policymakers and educational planners should therefore prioritize and facilitate broader and more structured community involvement in all phases of School facilities procurement and development, from planning and construction to evaluation and maintenance. This approach not only enriches the educational landscape but also strengthens the community's capacity to support and advance its own educational aspirations.

Recommendations

In line with the findings of this study, it is recommended that the:

- 1) The school authorities during their PTA, SBMC meetings, Speech, Prize given days and face-to-face individual awareness should sensitize and encourage the school 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.
- 2) The school authorities during their PTA, SBMC meetings, Speech and Prize given days should sensitize and encourage the school community to contribute meaningfully in the procurement of essentials equipment needed to ease teaching and learning process in public secondary schools in the zone.

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