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Article



Perceived Level of Community Participation in the Provision of School Facilities in Nigeria

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Abstract

This paper determined the level of community participation in the Provision of school facilities in the Zuru Educational zone of Kebbi State, Nigeria. Twenty-eight school principals, 241 teachers, and 44 P.T.A. executives participated in the survey study. A self-designed questionnaire entitled Community Participation in Provision of School Facilities in Secondary Schools (CPPSFSS) was used for data collection. The study employed simple descriptive statistical analysis, which contains frequency counts, simple percentages, and tables to analyze the responses collected from the research. Findings depict that there needs to be a higher level of community participation in the Provision of school facilities in the Zuru educational zone of Kebbi State, Nigeria.

Keywords

Community, School Facilities

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Introduction

Education is an organized system of learning. Every country establishes its system for the induction of the young to learn the morals and values of society. Hence, education is vital to the pace of political, social, and economic development of any nation. That is why most nations of the world, including Nigeria, placed undue emphasis on education in order to strive to devote a sizeable proportion of their gross national income to developing the educational sector. Perhaps today, education in Nigeria, like most other developing countries, is the most immediate productive and profitable for the national economy (Okwor, 2008). Ever since independence, education in Nigeria has been witnessing phenomenal expansion in terms of quality and quantity. Apparently, there is increased participation and patronage not only by the various levels of government but also by individual, corporate, and private organizations. This is not to say that community participation is something new in educational delivery; however, it did not suddenly appear as a panacea to solve complex problems related to education. In fact, not all communities have played a passive role in children's education. Ngoka (2003) observed that a community is a body of people living in the same locality and having a common cultural and historical heritage and the willingness to work together. He identified some of the agencies within the communities through which effective and efficient school-community relationships are maintained. They include the Parents Teachers Association (PTA), School Based Management Committee (SBMC) Social Clubs, and Old Students Association. In the same vein, Nwangwu (2007) observed that a school community does not exist in isolation. It exists in a social setting; in other words, it is an integral part of the community in which it is situated. Williams (2008) stressed that many communities organized themselves to operate Schools for their children. This means that the community, as well as the public, one way or the other, owns and supports the school. He further stated that because of this support, these people deserved to be informed on a regular basis on the progress and activities of the school. Both the school and community have tremendous influence on the character and behavior of the youth.

On the other hand, school facilities are equipment and supplies that are essential for the attainment of educational goals and objectives (Asiabaka, 2008). According to Izuehie and Ofojebe (2019), school facilities are everything used directly or indirectly for the benefit of education. These are seen as the entire school plant, such as blocks of classrooms, staff offices, laboratories, workshops, libraries, laboratory equipment, consumables, audio-visual aids, electricity, water, chairs, tables, stationeries, playground, storage spaces, and others which the school has.

School facilities comprise the physical expression of the school curriculum in the construction, internal and external arrangements of the buildings, equipment, grounds, surroundings, and general appearance, which include the flower beds, paths, orchards, shrubs, playgrounds, classrooms, assembly hall, dining hall, desks, and school farms (Uko, 2015). School facilities provide a comfortable atmosphere for the achievement of educational goals. Furthermore, school facilities can regard as all types of buildings for academic and non-academic activities, equipment for academic and non-academic activities, areas/spaces for sports and games, landscapes, 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 motivate both the teachers and the students to have a positive attitude towards teaching and learning (Asiabaka, 2008). On this basis, it is worth mentioning that school facilities comprise several components in different forms, features, and functions. Facilities are everything that is used directly

or indirectly for the benefit of education. These are seen as the entire school plant, such as blocks of classrooms, staff offices, laboratories, workshops, libraries, laboratory equipment, consumables, audio-visual aids, electricity, water, chairs, tables, stationeries, playground, storage spaces, and others which the school has (Izuehie & Ofojebe, 2019).

Thus, the current study has categorically focused on the Provision of Library Facilities (such as textbooks, educational Journals, bookshelves, catalogs, and chairs/tables) and Laboratory Facilities in different subject areas in the Senior Secondary Schools courses (Such as Microscope in the languages laboratory, seed/animal specimens in the Agric laboratory, map reading apparatus in the geography laboratory, glass tube in the laboratories, Chemicals, and apparatuses in the Chemistry/Biology laboratories).

Based on the prior relevant literature reviewed in this study, it was observed that several research investigations were conducted on the availability of school facilities and the extent of community participation in the educational sector. However, very limited or no research was conducted assessing the levels of community participation in the Provision of school facilities, particularly in the Zuru Local Government Area.

To fill this literature gap, this study assessed the perceived level of community participation in the Provision of school facilities in Zuru Education Zone, Zuru Local Government Area, Kebbi State, Nigeria.

Statement of the Problem

Education in every human community is an indispensable instrument for human progress and empowerment. This suggests that a community that lacks a sound educational culture stands the risk of decay, whereas a community that sees the development of its education is bound to achieve greater success. Efforts of the governments alone could not be enough to meet the needs and aspirations of Nigeria's educational system in terms of infrastructure and other school development projects and programs. Olajide (2021) stressed that the school-based community has a significant role in ensuring all stakeholders' full participation in school development and any decision concerning their schools. The achievements in schools in which communities participated are greater in above standard than in substandard schools. Therefore, any reasonable community's responsibility is to improve its school infrastructure (Bakwai et al., 2016). Tshabalala (2006), as cited in Olajide (2021), posited that community participation in the management of schools is one of the major key factors of school effectiveness. Community participation in school development can be achieved through adequate Provision of school facilities (Izuehie & Ofojebe, 2019). In addition, community participation in school administration is critical and is demanding over time.

The educational sector in Kebbi State is faced with other challenges militating its progress as a social welfare hub for human development. The state has young women literacy at 29.1% and 19.2% for Men. These challenges, especially for pre-primary, primary, and secondary, are premised on a 10% low net enrolment rate of pupils, especially girls; Inadequate school infrastructures; Insufficient qualified teachers with a gap of 45%; Unstable pupil retention and absence of pupil and teacher data management systems. Tertiary institutions are also faced with challenges that include funding for school strategic programs such as research and development, Inadequate facilities such as offices, hostels, libraries, etc, And unqualified personnel (Kebbi State Government, 2020). On this ground, focusing on the Zuru Education Zone, Kebbi State, the secondary schools in Zuru are not living up to the expectations

in the Provision of school facilities and qualitative education in the three learning domains.

Consequently, schools under the Zuru Education Zone are becoming more complex than they used to be a few years ago regarding students' explosive enrollment. Undoubtedly, this has demonstrated the ever-increasing demand for educational services, especially in the Provision of education. Thus, since there is a proliferation in the number of students being enrolled, there is a need for adequate Provision of facilities to cater to the needs of these students. In recognition of this, this research is embarked upon to examine the level of community participation in the Provision of school facilities in secondary schools in Zuru Education Zone, Kebbi State, Nigeria, with a view to tackling the problems of low participation and inadequate facilities provision.

Objectives of the Study

The study's major objective is to determine the level of community participation in the Provision of school facilities in Secondary Schools in the Zuru Education Zone. While the specific objectives are:

1. Find out the level of community participation in the Provision of Library facilities in Secondary Schools in Zuru Education Zone.
2. Find out the level of community participation in the Provision of Laboratory facilities in Secondary Schools in Zuru Education Zone.

Literature Review

Concept of School Facilities

School facilities, whatever materials and or services help to facilitate teaching and learning of instructions (Agina-Obu, 2005). In their studies, Farombi (1998) and Adeyemi (2012) observed that school facilities are materials available to facilitate students' learning outcomes. It includes books, audio-visual, software, and hardware of educational technology; also, size of the classroom, sitting position and arrangement, availability of tables, chairs, chalkboard, and shelves on which instruments for practicals are arranged. According to Oni (1992) and Ajayi (2008), School facilities are those objects that constitute a strategic factor in organizational functioning. This is so because they determine, to a very large extent, the smooth functioning of any social organization or system, including education. He further stated that their availability, adequacy, and relevance influence efficiency and high productivity. Asiyai (2012) maintained that school facilities could be referred to as school plants in which school administrators, teachers, and students learn, allocate, and utilize for the smooth and efficient management of any educational institution for the main objective of bringing about effective and purposeful teaching and learning experience.

Oluchukwu(1998) in Ajayi (2008) expressed that School facilities simply mean the sitting, building, and Provision of physical equipment and recreational spaces to achieve educational objectives. From the preceding definition, it can be rightly stated that the school facilities have four main constituents: the school site, buildings, equipment, and recreational spaces. The concept of a school plant embraces both permanent and semi-permanent structures on the school site as well as machines, transport, teaching equipment, and even the learner's tools. According to Adeogun (2008), school facilities can be seen as all the physical environment and material resources in the school site of the school buildings. School facilities are classified into two broad types: physical and learning. Physical facilities include the school site and all the structures that have been put in place to aid effective teaching and learning in the school; on

the other hand, learning facilities are movable, such as chairs, desks, lockers, blackboards, dusters, tables, and so on. Fadipe (1998) and Chang (2012) noted that School facilities refer mainly to the non-consumable materials in the school for the promotion of teaching and learning activities.

Ovwigbo (1991) in Ekundayo (2010), the school facility consists of a building, playground, sports field, and outdoor equipment. The school facilities can be grouped into the school premises and the residential areas. According to him, the school premises comprise classrooms, laboratories, workshops, and libraries, while the residential areas consist of the areas where accommodation is provided for both students and staff members. Ndu (1997) and Bark (2003) described School facilities as a term used to refer to the purpose of enhancing the teaching and learning process. The school's programs are expressed as they were through the school site, the building, the playground, and the arrangement and design of the buildings. Physical facilities in Schools include desks and chairs, dormitories, dining halls, offices, laboratories, libraries, agriculture rooms, home science rooms, computer rooms, playgrounds, stores, toilet/latrine recreational facilities, and power and water supply. Some of the physical facilities help in creating a Conducive learning environment, while others directly affect curriculum implementation. Similarly, where facilities are over-utilized, for instance, when a classroom built to accommodate 30 students is constantly being used for 50 students, such facilities are said to be overstressed beyond their original capacity. The purpose of building them is not realized, and the returns from these facilities may not be maximized.

Moreover, under such a situation, teaching and learning conditions in the affected Schools will likely be discouraged because of the adverse effects. It is essential for planners and administrators to constantly analyze the rates of Provision and perhaps utilization of the premises according to the purposes they are designed for. Therefore, both School heads and various School management boards should also take these needs into consideration whenever major decisions, particularly those related to admission and Provision of buildings/facilities (Ekundayo, 2010). Therefore, the policymakers or the ruling political body are charged with providing quality and quantitative School facilities since educational policies usually emanate because of dissatisfaction being expressed by the entire society and of the stakeholders in the educational industries. Also, scholars view School facilities from different perspectives. For example, Uga (2013) opined that school facilities include the school site, the school building, and all the equipment provided in the school for the purpose of educating the child. Oluchukwu (1998) in Ajayi (2008) viewed school facilities as embracing permanent and semi permanent structures and items such as machines, laboratory equipment, chalkboards, and the teacher's book. In essence, School facilities refer to all the infrastructural physical facilities that are usually put into educational use. They also include the classrooms, workshop, teaching studio, and the space within the school premises and all those School facilities that can contribute significantly to teaching and learning activities in the school.

Emetorom (2004) defined *school facilities* as enablers of teaching and learning that will increase the production of results. Ogunu (2000) also disclosed that School facilities are the material resources that facilitate effective teaching and learning in the school. School facilities, therefore, includes buildings, classrooms, assembly hall, laboratories, workshop and libraries, teaching aids, and devices such as modern educational hardware and their software in -the form of magnetic tapes, films, and transparencies. Others include a playfield. School farms, gardens, electrical fixtures, the school environment, toilet facilities, and portable water. Ehiametalor (2001) stated that School facilities

are the operational inputs of every instructional program. In other words, they are educational inputs that enable a teacher to teach some level of instruction.

Importance of Educational Facilities in Nigerian Schools

Empirical studies concerning the Provision of School facilities have revealed that essential facilities are not always available in Schools. This inadequacy of teaching resources has been of serious concern to educators. Akinkugbe (1994) in Akinsolu (2012) opined that everywhere you look, primary, Secondary, special, technical, and tertiary, there is an abundance of evidence of crippling inertia, criminal neglect, and a pervasive decay in values and standard of educational facilities across the country. Many research findings have shown that the success of any educational endeavor rests on the availability of physical facilities. Throwing more light on this, the Encyclopedia of Educational Research recorded that the total environment within a school building should be comfortable, pleasant, and psychologically uplifting; it should provide a passive physical setting that is educationally stimulating, and it should produce a feeling of well-being among its occupants, and it should support the educational process. The conditions mentioned above can be met through the cooperative efforts of the community, imaginative teachers, administrators, and creative, knowledgeable architects.

Writing on the deplorable state of facilities in public schools and participation of stakeholders in the Provision of School resources in Nigeria Owoeye (2000) and Ajayi (2002) submitted a positive relationship between facilities, community, and School effectiveness. At the same time, other Scholars Wilcockson (1994), Lawal (1995), and Suleiman (1996) in Ehiametalo (2001) have variously identified the significance of facilities in teaching and learning spheres. We can, therefore, say that the absence or poor (and or deteriorating) quality of educational facilities can affect academic performance. Farombi (1998) and Okore (2000) found that the classroom learning environment in some Schools was poor. He cited examples of Schools without chalkboards, the absence of ceilings, some roofing sheets not in place, and windows and doors removed, among others, a situation which the researcher regarded as hazardous to the healthy living of the learners. This statement clearly implied that many Schools have been operating without enough facilities, and even where the facilities are available, they are, of course, in a total state of disrepair.

Lyons (2012) explained that learning is a complex activity that involves the interplay of students' motivation, physical facilities, teaching resources, skills of teaching, and curriculum demands. The process of providing and organizing resources in Schools is called facilities provision. The Provision of facilities in Schools brings about fruitful learning outcomes since facilities stimulate students learning and motivate them. A common way to examine the Provision of educational materials is to analyze School spending. Raw (2003) states that an appropriate supply of resources in Schools controls dropout rates, maintains students' discipline, and makes students remain motivated for a long period. School facilities, including classrooms, desks, chairs, computers, textbooks, and other instructional equipment/materials, are critical in making teaching and learning more effective. They help improve access and educational outcomes since students are less likely to be absent from Schools that provide interesting, meaningful, and relevant experiences to them. These facilities should be provided in quality and quantity in Schools for effective teaching and learning processes.

Additionally, instructional materials have been defined differently by various authors. Obanya (2009) viewed them as didactic material things that are supposed to make learning and teaching possible. Isola (2010) referred to instructional materials as objects or devices that help the teacher to make a lesson much easier and clearer to the learner. Nicholls (2000) states that exclusively oral teaching cannot be the key to successful pedagogy. To make the teaching and learning process interesting, the teacher must use instructional aides. Several studies have been conducted on the impact of instructional materials on education.

Momoh (2010) conducted research on the effects of instructional resources on student performance in West Africa School Certificate Examinations (WASCE). He correlated material resources with the academic achievements of students in ten subjects. Data were collected from the subject teachers concerning the resources employed in the teaching. The achievements of students in (WASCE) were related to the resources available for teaching each of the subjects. He concluded that material resources have a significant effect on students in each of the subjects. Instructional materials in the teaching and learning process facilitate the learning of abstract concepts and ideas; keep the learners busy and active, thus increasing their participation in the lessons; save teachers energy from talking too much; illustrate the concepts clearer and better than the teacher's words only; help overcome the limitation of the classroom by making the inaccessible accessible; help to broaden students' knowledge, increase their level of understanding as well as discourage rote-learning; help to stimulate and motivate learners. Teaching can only be effective when adequate and relevant instructional materials are used (Falade, 2006).

Many research reports abound on the inevitability of instructional materials and resources on educational outcomes (Hassan, 2000). When instructional materials and resources are lacking or inadequate, education is compromised, and this inevitably is reflected in low academic achievement, high dropout rates, problem behaviors, poor teacher motivation, and unmet educational goals. Educators from all schools of psychology and philosophy have often called for the Provision of qualitative and quantitative learning environments. That is a learning environment that provides the needed facilities that accommodate learner-centered methods. An environment that allows the learner to perform the learning tasks to the best of his abilities with minimum stress and maximum economy. Thus, great educators such as John Dewey underlined the important role that the school facilities play in the education of the child. He theorized that learning takes place through the experience that the learner gleans from the environment in which he is placed. It is, therefore, not surprising that today's emphasis is on child-friendly School environments, especially in the Provision of physical facilities such as spacious classrooms, laboratories, libraries, halls, furniture, and other learning equipment.

For facilities to serve any useful purpose, the school should be located within an easily accessible community area. Another important aspect for the school is that all buildings and other facilities should be fully utilized after being provided. Whereas the utilization is below the norms or standard, the return from the investment on such facilities becomes inadequate.

Community Participation in School Administration and Management

A community refers to a group of people living in a geographical area who have identical cultures, beliefs, values, and traditions and are united with a common interest. It is this common interest that brings them together to share a geographical space (Kamkwis & Zumo, 2019). A *community* is a social group occupying a defined geographical area and based on the feeling that people have

for one another. Such feelings can accommodate the facility to identify a common sentiment, the ability to share a recognized way of life, and the possibility of living wholly within such groups (Ewelum & Mbara, 2016). Community participation has been used in the developing world as a fallback when government efforts to establish schools and education within communities fail or are inadequate (Kamau et al., 2021).

Empirically, according to Kwashabawa (2020), community participation in education occurs when a community organizes itself and takes full responsibility for managing its school problems. There are different shades of opinion on either citizen or public participation, and it is related to the process of giving people more opportunities to participate effectively in school development activities by empowering them to mobilize their own creative potentials, manage the resources, make decisions, and control the activities that affect their school (Theron, 2005; as cited in Kwashabawa, 2020).

Federal Republic of Nigeria (2023) established that community participation in school management contributes immensely to improving school infrastructure and maintenance to enhance access, equity, and retention of learners, particularly girls, in schools, as well as the Provision of direct funding to schools to support the realization of school development plans.

Roles of Community Participation in the Provision of School Facilities

Significantly, it is not superfluous to remark that to make School facilities available is a question of money, and to make it universal and compulsory is a question of public support and law, but what we want today is for the community to participate in the Provision and proper management of School facilities. The school, as well as the community, should understand and appreciate the need for mutual co-existence. There is an absolute need to create opportunities and forums where views on school policies, programs, and activities are discussed. This is relevant to the needs of the students and the society at large. In Nigeria, respective school communities are obliged to participate and engage stakeholders in the sector of education in the process of achieving an effective school system, which cannot be attained without adequate school facilities at the disposal of the learners and teachers under the control of the school environment (The Federal Republic of Nigeria, 2023).

Community participation attracted the interest of the Nigerian government to establish a unique policy document titled 'National School-Based Management Policy (NSBMP),' which was founded purposely to guide the communities in supporting educational activities in their immediate local societies. The Federal Republic of Nigeria (2023) highlighted that the school communities are empowered to participate in the following areas:

"Utilisation of school funds: All funding provisions to schools shall be used to address the needs of the schools as identified in the Whole School Development Plan. In general, SBMCs shall be expected to (i) be involved in the budget planning, (ii) ensure effective utilization of school resources, (iii) monitor the utilization of funds provided for school improvement, and (iv) report back to the larger community on the utilization of funds for school development. Furthermore, available funds shall be used by the school for a variety of priority needs, including, but not limited to, the following: (i) Minor repairs in schools, (ii) Provision of potable water, (iii) Repair of damaged furniture (iv) Support to vulnerable or marginalized children to attend and remain in school (v) Purchase of sports items and support for sports development (vi) Provision of toilet facilities (vii) Provision of additional security and gargets (viii) Provision

of books for school library (ix) Provision of first-aid items (x) Provision of laboratory needs and (xi) Capacity development and incentives for teachers."

Materials and Methods

Participants and Sampling Technique

The total number of Schools and their Principals in the four Local Government Areas stood at 45, and 1380 teachers in all the secondary schools in the Zuru Education zone, as well as 225 (P.T.A.) Executives respectively. Thus, the overall population for the study is 1650. In selecting the samples for this study, Krejcie and Morgan's (1970) table for determining sample size was used to guide the choice of the required sample size. A sample size of 28 schools and their principals (all together) was used for the population of 45 secondary schools, and a sample size of 241 teachers was used for the population of 1380 secondary school teachers, whereas a sample size of 44 (P.T.A.) Executives was used for the population of 225 community members (P.T.A.). The study selected 313 samples from a population of 1650.

Instrumentation

For this study, a questionnaire entitled Community Participation in Inprovision of School Facilities in Secondary Schools (CPPSFSS) was used for data collection. The questionnaire is a self-designed one that consists of questions relating to the aims and objectives of the study, which respondents must answer by ticking any of the responses.

Results

The study employed the use of simple descriptive statistical analysis, which contains frequency counts, simple percentages, and tables, to analyze the responses collected from the research instruments. A frequency count was used in order to measure the demographic data, while a percentage was used in order to show the level of involvement.

Table 1: Descriptive Analysis of Items Related to Community Participation in the Provision of Library Facilities

S/N	Item Statement	SA		A		D		SD		U	
		F	%	F	%	F	%	F	%	F	%
1	Community Participate in the Provision of Books in the library	76	25	68	22	85	27	79	26	-	-
2	Community Participate in the Provision of Journals in the library.	47	22	32	23	100	32	76	25	49	3
3	Community Participate in the Provision OF Shelves in the library	18	6	5	8.1	96	31	100	32.5	69	22.4
4	Community Participate in the Provision of Catalogue in the library	25	8	38	12.3	92	29	94	30	59	19

5	Community Participate in the Provision of Chairs/Table in the library	72	23	74	24	80	26	62	20	20	6
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Source: Field Work 2016

Table 1, item 1 indicated that most of the respondents, 85 (27%), disagreed that the community participated in the Provision of books in the library. Item 2 shows that the majority of the respondents, representing 32%, disagreed with community participation in the Provision of journals in the library, and item 3 indicated that the majority of the respondents, representing 32.5%, strongly disagreed that community participation in the Provision of shelves in the library, item 4 shows that majority of the respondents representing 30% strongly disagreed that community participated in the Provision of catalog in the library. Item 5 shows that most of the respondents, 80 (26%), disagreed with the community participation in the Provision of chairs in the library. Overall, the findings have shown that the community members do not participate in providing library facilities in schools under the Zuru Education Zone.

Table 2: Descriptive Analysis of Items Related to Community Participation in the Provision of Laboratory Facilities

S/N	Item Statement	SA		A		D		SD		U	
		F	%	F	%	F	%	F	%	F	%
1	Community participate in the provision of Microscope in the laboratory	23	7	31	11	88	29	97	3	66	21
2	Community participate in the provision of Seed/animal specimens in the Agric laboratory	62	20	70	23	68	22	76	25	32	10
3	Community participate in the provision of Map reading apparatus in the geography laboratory	39	13	52	17	78	25	94	30	45	15
4	Community participate in the provision of Glass tube in the laboratories	28	9	42	15	98	32	100	32	37	12
5	Community participate in the provision of Chemicals in the laboratories	32	10	39	13	94	31	100	32	43	14

Source: Field Work 2016

Table 5, items 1, 2, 3, 4, and 5 all indicated that the majority of the respondents, representing 32%, 31%, 25%, 30%, and 32%, strongly disagreed that the community participated in the Provision of Microscope, seed/animal specimens, map reading apparatus, glass tube as well as chemicals in the laboratories. This means that the community members in the Zuru area do not actively participate in the Provision of laboratory facilities in schools.

Discussion of Findings

In this section of the research, the data presented and interpreted is discussed. Regarding community participation in the Provision of classroom facilities, the study revealed that there was community participation in the Provision of classroom facilities in the Zuru Education Zone. Okpala (2005) found out that the Provision of classroom facilities by parents and other community members enables students to study in a comfortable environment; the study conducted by Chimombo and Chonzi (2000) discovered that community members do not participate in the Provision of classroom facilities.

Regarding community participation in the Provision of library facilities, there is nothing to write home about. It does not exist in most of the schools, and the fortunate few that have been provided lack sufficient and up-to-date materials for both teachers and students to upgrade their knowledge. Members of the community do not pay attention to the Provision of books, journals, shelves, catalogs, tables/chairs, and desks due to a lack of initiative and poor value on education for both school administrators and community members. Furthermore, the study discovered the total absence of an organized library that has affected the academic performance of the children in secondary schools in Zuru Education Zone, Kebbi State, Nigeria. An equipped library with required facilities occupies a central and primary place in any school system; it supports all functions of school teaching and provides services and guidance to its readers. The study of Patricia (2008) was in line with the present study. Her study revealed that community participation in the Provision of library facilities to disadvantaged children in rural schools is in a general state of neglect. No attention by the community is paid to the information needed by the users of the library, and the existing library stock in the schools seems to be outdated, disorganized, and inaccessible.

With regard to community participation in the Provision of laboratory facilities, the study found that the community does not participate in the Provision of facilities in the science laboratories. This may probably be because facilities in the laboratory are expensive and are required in large quantities or due to the attitudes of some members of the community who depend solely on the government to provide whatever facilities are needed for the education of their children. Laboratory is another critical aspect that enhances student's academic achievement and realization of the goals of secondary education. The finding of the study conducted by Bologun (1992) was in concordance with the present study. Bologun was keen to remark that no science education can exist without laboratory equipment for effective teaching and learning and that schools with well-equipped laboratories have better results than those with ill-equipped laboratories. Also, Nwachukwu (1984) in Aguba (2009) found that Provision of science facilities which he says most schools do not receive any provision of facilities in the laboratories by the community. Out of 80 percent of the old schools that were accepted as having laboratories, none had a well-equipped laboratory, and 40 percent of the schools had no laboratory at all, while the remaining 60 percent had rooms labeled as laboratories without adequate apparatus. Thus, the findings of Bologun (1992) and Nwachukwu in Aguba (2009) are in line with the findings of the present study. This may be the reason behind the poor academic performance among secondary school students from the area, as well as the overall effectiveness in the educational sector of Kebbi State.

Conclusion

This paper discussed the level of community participation in the Provision of school facilities in Secondary Schools in the Zuru Education Zone. The results indicated the low level of community participation in the Provision of library and laboratory facilities, which calls for policymakers, community leaders, and all the stakeholders in education to intensify ways of creating awareness and enactment of policies that will improve community participation in the Provision of facilities in schools for the achievement of a functional and effective school system as the business of education could not be left in the hands of the government alone due to the increase in population as well as the dwindling economic resources. By implication, the present study contributes towards understanding the critical role of community members and other cooperate entities in ensuring that they play their own role in the Provision of school facilities for an effective educational system.

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