

# **Role of Community Participation in Promoting Basic Education Services Delivery in Sabon Gari Local Government Area of Kaduna State.**

**Ajayi Olajide**

Department of Local Government and Development Studies, Ahmadu Bello University, Zaria.

Email: [jidenoble2000@yahoo.com](mailto:jidenoble2000@yahoo.com) Tel: 08062131322

---

## **Abstract**

*The paper assesses the role of community participation in promoting Basic education service delivery in Sabon Gari local government area of Kaduna State. The study highlights the significant problems facing community participation, such as inadequate functioning of SBMCs, inadequate clarity of roles of SBMCs. An objective had been set to determine the role of SBMC in promoting basic education service delivery in Sabon Gari local government area. The study adopted collaboration theory, which helped in explaining the role of community participation on basic education in Sabon Gari local government area of Kaduna State. The researcher has employed primary method in collecting data for the study; the primary data has been gathered through a questionnaire and oral interview, mainly with simple percentage and chi-square statistical analysis. The study reveals that the SBMCs plays significant role in promoting basic education service delivery. The study recommends that any program/project to be executed should be identified by the community based on the felt need of the community. Boosting the level of community participation through engagement to raise awareness on basic education.*

**Keywords:** *Community Participation, School Based Management committee, Basic Education*

---

## **Introduction**

Community participation has received greater attention in international and national policy in recent years. The forms of community support needed for school development recently became more formalized in SBMC policy, with new forms of community participation emerging (Rusell, 2009; Aref & Redzuan, 2009; Mnarana, 2010). Community participation has been used as panacea to solve complex problems related to school and education in general. It is not something that suddenly appears in education delivery. In fact, not all communities were passive in the education of their children. Until in the last century, communities were the most responsible for managing schools. Even presently, there are places in Nigeria where communities organize themselves to provide and manage schools for their children. Although, the participation of communities in school administration has not been extended to a wider practice (Tshabalala, 2006).

The government's efforts alone could not be enough in meeting the needs and aspirations of Nigeria's educational system in terms of infrastructure and other school development projects and programs, it was the responsibility of SBMCs to provide full participation of all stakeholders in school development and any decision concerning their schools. Many piece works literature and experiences such as Cuyvers, Weerd, Dupont, Mols, and Nuytten (2011), Branham (2004) cited in Bakwai et al (2016), opined that the achievements in schools that community were participated is a greater in above-standard than in substandard schools, it was therefore, the responsibility of any reasonable community to improve infrastructure in its schools. It is a responsibility of SBMCs to develop necessary strategies for promoting this community participation in all aspects of school processes. Tshabalala (2006) opined that the key factor for effective ways to determine school effectiveness is the community participation. It helps increase the accountability of schools by reducing teacher absenteeism, increasing teacher effort and these generally seem to contribute to improved students' conduct. It also helps develop true democratic processes in school development process. According to Aluede (2006) most primary schools have suffered a great deprivation of infrastructural facilities that support teaching and learning. In another study conducted by Adepoju and Fabiyi (2007) revealed that 12% of pupils sat on the floor; 38% of the classrooms have had no ceilings; while 87% of the classrooms were overcrowded, and with poor funding, the few classrooms built on some of the primary school grounds decay faster due to the poor maintenance (Lunenburg, 2010).

Community participation is an old phenomenon, when it comes to the issues of education and schools funding specifically at community level. Most of the communities were actively involved in supporting the education of their children financially. Many pieces of literatures have indicated that during the last two decades education has witnessed an upsurge in the concern for community participation in educational organizations. Subsequently, the reaction in academic circles has been a tremendous increase in the research and literature in community participation in schools and their projects. The review has also revealed numerous published studies on infrastructural development in and outside Nigeria.

Despite the high rate of community participation, the functions of SBMC are still low in Kaduna State; the Education Sector Support Programme in Nigeria (ESSPIN) has conducted qualitative research into SBMCs and community engagement in education in five ESSPIN states in 2009 in Nigeria. This research has revealed that SBMCs were not functioning well, there was a lack of clarity and understanding the SBMC's role and responsibilities; low level of the financial

resources to support schools in the ways that LGEAs often expected them to do, community members were sometimes excluded by local elites; and there was low participation by women and children despite guidelines requiring their inclusion. According to ESSPIN report (2014) SBMCs are found in nearly all schools in Kaduna, but in non-ESSPIN schools do not appear to be functioning well. The report has also indicated that in ESSPIN schools, 28% of SBMCs show record of meeting more than once in the past year, compared to only 1.5% of SBMCs in non-ESSPIN schools. The overall standard set out by ESSPIN for a functioning SBMC was met by 35% of ESSPIN schools and 18% of non-ESSPIN schools. SBMCs in ESSPIN schools were also significantly more likely to be inclusive of women (14%, compared to 2% in non-ESSPIN schools), and of children (7%, compared to none of the non-ESSPIN schools). The ESSPIN report has pointed out that there was little change over time in either group of schools on any of these indicators, except that many more SBMCs in 2014 had taken action for commonly excluded groups (11% in 2014, compared to 2% in 2012) or raised the issue of children's exclusion (17% vs. 4%). This study has assessed the role of community participation in promoting basic education in Sabon Gari local government area of Kaduna State. In this light the paper seeks to find the answer the following questions, what is the role of SBMCs on promoting basic education service delivery in Sabon Gari local government area of Kaduna State?

Therefore the objective of this study is to assess the role of community participation in promoting basic education services delivery in Sabon Gari local government area, Kaduna State. Specifically, the study aimed to determine the role of SBMC on promoting basic education service delivery in Sabon Gari local government area.

## **Methodology**

The study was conducted in Sabon Gari Local Government Area, Kaduna State. The local government is an urban area. It consists of Eleven (11) political wards and 16 educational clusters, 12 junior secondary schools, and 66 primary schools, see table (1) of the appendix of this paper. The area is a metropolitan with a literacy rate of 62%. The inhabitants are civil servants, petty traders, and peasant farmers/artisans. The study employs survey design; the population of the study stood at 3,008, this consists of 1,326 SBMCs, 1,604 teachers/head teachers, and 78 administrative staff in Sabon Gari LGEA. Initially, to determine the sample size of the study, the study adopted the Krejcie and Morgan method (1970), which gave 346 as sample size of the study. A multi-stage sampling technique is employed to select the respondents.

Cluster sampling technique was used to select respondents based on educational cluster and narrow it to some selected schools across the LGA understudy, on that basis, therefore, three (3) educational clusters were selected. The random sampling was used to select those that were administered the questionnaire among teachers/head teachers, A non-probability sampling was also used, where participants were not selected randomly but based on the researcher's knowledge of the population, as such a purposive sampling technique is employed to select the respondents that were interviewed from the Sabon Gari LGEA's administrative staff, head-teachers, and officials of SBMC. This was used based on the record of high involvement of these groups of people in promoting basic education service delivery. For effective representative and accessibility to information from the members of these groups, the study has purposively selected Two (2) head teachers and two (2) SBMCs' chairmen each from three selected primary schools and one junior secondary school making eight (8) head teacher and eight (8) SBMC Chairmen. A Head, Department of Social Mobilization, Sabon Gari LGEA and one Cluster Officer were also selected for interview, making the total number of Eighteen (18) respondents interviewed.

This makes a total number of 328 questionnaires administered to the teachers/head teacher with the help of research assistants in administering the questionnaire to the respondents. Eighteen (18) respondents were interviewed. This gave a total number of Three Hundred and Eighty-Four (346) respondents that were administered questionnaire and interviewed in the study area. A nominal measurement was used to measure the respondents' knowledge on the role of SBMC in promoting Basic Education service delivery with a simple percentage, Chi-Square statistical tool, and phenomenological method to analyze the responses.

## **Literature Review and Theoretical Framework**

### **Concepts of Community Participation**

The concept of community can be view in many ways. When looking for a widely accepted definition, one should look for an operational one which includes people who live in defined proximity to one another and are in interaction with each other. Many look at community as a number of families who live in a small area and who have developed a relatively complete socio-cultural system to solve local problems. Bates (1967) demonstrates the community is a social system which deals with conflict and competition, in order to give the different interest groups an opportunity to exchange inputs and outputs and continue functioning. Preilich (1963) looks at community as a group of individuals who live in interrelated centers

which are connected by their pooling of information. According to Hillery (1955) proposes a list of ninety five (94) definitions of community and concluded that the most agreeable definition is a group of people in social interaction who live in a certain geographic location and who have one or more additional ties.

According to Neufeldt and Guralnik (1997), participation has a variety of meanings, focused on sharing in activities by entitlement or right, which derive from basic contrasts of democratic theory. This is in line with the submission of some writers, that even though popular participation and community participation may be distinguished, they are interlinked. Both concepts are inspired by similar ideas and imply similar processes. Midgley and Rifkin concludes that community participation has been considered to be a major importance in education programs in developing countries (Midgley, 1986 and Rifkin, 1985). To Roy and Sharma community participation is an educational and empowering process in which the people, in partnership with those who can assist them, identify the problems and the needs to increasingly assumes responsibilities themselves to plan, manage, control, and assess the collective actions that are proved necessary (Roy & Sharma, 1986). Ideally, true or active participation means that people should be acknowledgeable their educational problems and they should identify the needs for their solution or reduction, draw out targets of actions based on the available resources. However, to consolidate the theory of community involvement in to promotion of education leads to positive outcomes, such as empowerment for education partnership, action and public policies. Initially, the involvement may be passive, and this can gradually be increased by more active participation.

### **School Based Management Committee (SBMC)**

The global reform of education of the 1990s and 2000s provided the impetus for the Nigerian Government to institutionalize the SBM system. In 2005, the National Council on Education (NCE) at its 52th Meeting directed that all schools should establish School-Based Management Committees (SBMCs) to ensure that local communities participate in the school decision-making process (FME, 2007). The Federal Ministry of Education (FME), through the Universal Basic Education Commission (UBEC), thereafter issued guidelines to all State Universal Basic Education Boards (SUBEBs) and Local Government Education Authorities (LGEAs) on how to establish SBMCs in their schools. In 2007, the government made the establishment of SBMCs mandatory. Although, almost all schools complied with the directives, yet very few had functional SBMCs. The exceptions were the SBMCs, which received support from donor agencies or organizations (FME, 2007).

In Nigeria, School-Based Management Committees (SBMC) are established by government to act as a bridge between schools and the communities they serve. The SBMCs are intended to contribute to school development planning and decision-making at the school level for improved learning outcomes.

Kaduna State Universal Basic Education Board (SUBEB) (2012) confirmed that SBMCs are an essential link between schools and the communities they serve. SBMCs are made up of a range of local people involved with their school. SBMCs work to increase communities' involvement with education, and to help improve the quality and effectiveness of schools. They provide a way of helping the education authorities to listen to what adults and children want from schools, and a way of increasing the contributions of everyone in the local area to making education work well. SBMCs are voluntary groups made up of people, who represent the school community and may include pupils, teachers, parents, community leaders, as well as other community-based groups interested in education. SBMCs meet regularly and organize activities to improve the way schools operate and support the government's responsibility of ensuring quality education for all.

### **School-Based Management (SBM) System in Nigeria**

The School-Based Management (SBM) system in Nigeria is not something new, it can be traced back to the colonial times when School Management Committees (SMCs) managed and raised funds for schools. The activities of these bodies, however, declined in the 1980s with the Federal Government's decision to take over all schools in the country.

The major concerns with the Guidelines issued at that time by UBEC were: (i) It did not take cognizance of the diversity of the country and the peculiarities of the different States as 'it was a one-size-fit all directives' (ii) No provision was made for the mandatory training that should be provided for stakeholders in the SBM system; (iii) It did not identify the funding mechanism for school improvement within the SBM system; (iv) There were no monitoring and mentoring systems in place (for documenting evidence-based learning; (v) The decentralization process was not clearly stated nor effectively pursued; and (vi) The mechanism for participation of women and children in school level decision making was virtually absent.

Various organizations have contributed to the development of the SBM system in Nigeria. These include :(i) Action Aid Nigeria (AAN) which introduced its model

School Management Committees (SMCs) in April 2004 in 28 SBMCs in some states like, Sokoto, Kebbi and Zamfara States under its “Enhancing Girls’ Basic Education in Northern Nigeria (EGBENN)” Project; (ii) The Civil Society Action Coalition on Education for All (CSACEFA) has published its SBMC training Tool Kit in 2006. The training kit was designed as a series of activities aimed at increasing women’s participation and representation in local governance through the activities of SBMCs; (iii) National Institute for Educational Planning and Administration (NIEPA), in conjunction with the United Nations Children’s Fund (UNICEF) and the Federal Ministry of Education (FME), developed an 8-volume Training Modules for training SBMCs; (iv) Federal Ministry of Education (FME) in 2008 organized training-of-trainers (TOT) workshops for SBMCs in 20 States with high gender disparity; (v) UK-Department for International Development (DFID)-funded Education Sector Support Programme in Nigeria (ESSPIN) piloted a “Process Approach” to SBM development in five States of Nigeria based on existing national policy guidelines and lessons learned from the literature and the SBM support programmes mentioned above (FME, 2007)

In Nigeria, the School-Based Management Committee was set up to increase citizen participation in school management; this is part of the efforts of school reform in Nigeria. Dakar Framework of Action (2000), demonstrates that the experience of the past decades has underscored the need for better governance of education systems in terms of efficiency, accountability, transparency, and flexibility, so that they can respond more effectively to the diverse and continuously changing needs of learners. Reform of educational management is urgently needed to move from highly centralized, standardized, and command-driven forms of management to more decentralized and participatory decision-making, implementation, and monitoring at lower levels of accountability.

Although observation has shown albeit erroneously, that some school managers particularly head teachers see the role of SBMC as a relegation of schools autonomy, whereas SBMC is to promote the autonomy of schools. SBMC has been defined in different ways by different writers and authors, for example Cheng (1996) sees school based management (SBM) as tasks that are set according to the characteristics and needs of the school itself and therefore school members have a much greater autonomy and responsibility for the use of resources to solve problems and carry out effective education activities, for the long-term development of the school. Caldwell and Spinks point out that school based management as a school system of education to which there has been decentralized a significant amount of authority and responsibility to make decisions related to the

allocation of resources within centrally determined framework of goals, policies, standards, and accountabilities (Caldwell & Spinks, 1988).

The definitions show that in some schools which are practice SBMC policy, transfer of authority takes place, and gives schools some degree of decision making. The goals of School Based Management Committee programmes according to FME, they are typically include: (i) increasing the participation of parents and communities in schools; (ii) empowering principals and teachers; (iii) building local level capacity, and perhaps the most important; (iv) improving quality and efficiency of schooling, thus raising student achievement levels (FME, 2007).

The objectives are:(i) engender community's interest in school in their localities with a view to their assuming ownership of their schools; (ii) provide mechanisms for more effective management at school level; (iii) provide a platform on which the community and schools pool resource together to enrich schools management; (iv) provide communities and Local Government Education Authority (LGEAs) with a new mechanism to demand accountability from school managers (i.e. Head-teachers); (v) help the school in the formation of its mission statement and articulation of its vision; (vi) provide legal framework involving stakeholder in planning, monitoring and evaluation of education at the school level; (vii) provide and update a school development plan on an annual and longer term basis FME (2007) cited in (Akinsolu & Onibon, 2008).

The school belongs to the community, which forms the grassroots stakeholders in management. Decentralization will make it possible for the community to participate in the decision making of the school. Murphy and Beck (1995) noted that a central feature of SBM is the SBM committee. While the committees vary in composition and responsibilities, most writers agree that it is within the committee that school stakeholders such as head-teachers, parents, community members and students do participate in decision making.

## **SBMC in Kaduna State**

### **i. The goal**

The goal is to achieve high school performance and improved learning outcomes for all students through improving school management and ensuring wide participation of communities according to Kaduna State Universal Basic Education (2012).

## **ii. The vision**

The vision (dream) of the Kaduna people is to have SBMCs which support and facilitate government drive in the development and improvement of education for all.

### **i. Key roles and responsibilities of SBMCs in Kaduna State**

The following points show some of the key roles that SBMCs will be expected to perform in Kaduna State. All the roles as contained in the State Policy document that; Encourage parents to send their children to school and support them to complete their education, especially girls; Engage in raising awareness about education and promoting it within the community; Advise the school authority on teachers' behaviour and commitment to work; Monitor pupil/student performance; Facilitate the representation of children's voices in the decision-making processes; and Participate in School Development Planning (Kaduna State Universal Basic Education, 2012).

The Kaduna State Policy requests that each SBMC will be constituted based on representations of the diverse groups with an interest in improving the learning outcomes of the pupils/students in schools. The membership of SBMCs shall be composed of a maximum of 17 members.

### **ii. SBMC membership**

The School Head will collaborate with the traditional leader in the area and a representative of the LGEA/SUBEB to select responsible and trustworthy members of the community to form the 17 membership of the SBMC. Fair representation of all groups listed should be ensured. At least eight members of the SBMC should be women. In all cases, SBMC members must have shared values and behaviour to provide good governance for schools in line with codes of conduct establish by the State Education Laws (Kaduna State Universal Basic Education, 2012).

SBMC members will select an executive from amongst its members including: Chairman (should as far as possible be a retired teacher); Vice-Chairman; Secretary (this will be the Head Teacher of the school); Treasurer (should not be a member of the school administration or a teacher); Press Relations Officer. SBMC members will Serve for a period of 3 years, renewable based on satisfactory performance Meet twice per school term call emergency meetings if important decisions need to be made between scheduled meetings not meet with fewer than two thirds of the SBMC membership present (Kaduna State Universal Basic Education, 2012)..

### **iii. Forming Committees**

According to Kaduna State Universal Basic Education (2012) demonstrates that within SBMCs, committees should be established where special focus is needed: for example it will be necessary to form a finance committee to support the SBMC with managing money. Forming women's committees and children's committees can greatly help these groups to participate fully and confidently in all SBMC meetings and activities.

### **iv. SBMC and strengthen partnership and promote participation and inclusion.**

The Kaduna State SBMC Policy states that for schools to be effective, strong partnership must exist between the Head Teacher, the teachers, pupils, parents, SBMC members and members of the wider community. It also highlights the way in which SBMCs are selected and organized can contribute to building partnership, increasing voice and demand for better education delivery through active participation (Kaduna State Universal Basic Education, 2012).

### **v. Partnership**

SBMCs are expected to exist in harmony with other similar bodies which have an interest in educational development. The values of trust, mutual respect and shared understanding will also be very important in working alongside the school Head Teacher, the PTA, the LGEA, SUBEB and the SMoE.

Kaduna State Universal Basic Education (2012) maintains that the SBMCs will need to develop ways for working in consultation with wider groups of partners. Strong partnerships between SBMCs of neighboring communities are also important. This kind of partnership and collaboration can be developed for example through: Visits to SBMCs which are already functional to learn from their experience; Joint visits/meetings with education service providers to discuss issues; Establishing partnerships with local role models – artisans, business people, local charities, co-operatives or CBOs; Formal contacts with interested organizations, groups or individuals including the media; Linking women's committees to each other and reaching other marginalized groups.

### **vi. Participation and inclusion**

The Kaduna State Policy is clear about the active participation of the wider community in school planning and monitoring. The wider community includes women and children, and other community members who may not generally have a strong voice. Kaduna State Universal Basic Education (2012) point out that all groups will be included for better management of schools; The SBMC actively

include all groups by: Ensuring their involvement in all SBMC activities; Encouraging parents and husbands to allow women and children to be fully involved in the SBMC; Sharing information with SBMC members on the importance and benefits of including women's and children's voices in SBMC processes; Enabling women's and children's voices to be heard through the formation of committees which feed into SBMC meetings; It is also important to hear the voices of children who are out of school Training SBMC members in child awareness, child protection and the benefits of children's participation in the SBMC

**vii. Raising awareness**

Policy guide lines proposes that the SBMC can actively increase participation by: Involving and gaining the support of local, religious and traditional leaders in raising awareness about education; organizing enrolment campaigns The use of community drama, and speaking widely about the responsibility of community and government to make sure that all children enroll in and complete primary school, make the transition to junior secondary and access quality education. In viewing female SBMC's members as a role models, particularly for other women and for girls in communities. They can visit other women in their homes to promote education and encourage them to send boys and girls to school (Kaduna State Universal Basic Education, 2012).

**viii. Useful messages that the SBMC can promote;**

According to Kaduna SUBEB (2012) the useful messages that the SBMC can promote include the following; (a) All children have the right to education as specified in the constitution; (b) The government has the responsibility to ensure that all children receive a good quality education regardless of their family's ability to pay; (c) All children, including boys, girls, children with disabilities, children who do not speak the main language, and children without parents, should go to school; (d) Girls who are married have exactly the same right to go to school as other children; (e) A good education should help your child to read and write, become a responsible citizen and help you and your family live a healthy life; (f) It is possible to have both Western and Islamic education; and (g) The community can ask for improved quality of education service delivery from those responsible.

**Theoretical Framework**

This paper has employed the theory of collaboration. Collaboration is a promising mode of human engagement but to become more than a fad, it is a theoretical "structure and framework needed to guide individuals and group towards successful collaboration" (Steiner, 1992). Conceptually, the collaboration is a recursive

process where two or more people or organizations work together in an intersection of a common goal by sharing knowledge, learning, and building consensus. Most collaboration requires leadership, although the form of leadership can be social within a decentralized and egalitarian group. In particular, teams that work collaboratively can obtain greater resources, recognition, and reward when facing competition for finite resources.

Collaboration these days has assumed increased attention following the advocacy by many donor agencies as a means of solving many global challenges such as poverty, job creation rural development, diseases, and conflicts. Indeed, Austin and Naomi point out the need in society to think and work together on issues of crucial concern has increased (Austin, 2000, Naomi 2001). The theory of collaboration can be used to predict and influenced member behaviors, analyze a member's perception of equity and provide insight into reasons for the cooperative spirit and improve member participation in activities that will benefit citizens generally. As such, this theory can be used here to explain the role of SBMC in promoting basic education as collaborating effort to complement government effort on basic education.

### **Data Presentation and Analysis**

This section deals with the presentation and analysis of data obtained from the questionnaire and the oral interview as stated in the methodology section of this paper. This has been done using simple percentage, Chi-Square, and Phenomenological approaches.

### **Questionnaire Responses**

The appendix of this paper has indicated the responses from the questionnaire. Table 2 has revealed that out 328 respondents 57.6% are male, while female constitutes 42.4% of the respondents. This shows that majority of the respondents are male with 57.6% as against female whose records stood at 42.4%. The table also shows the age bracket of the respondents, which indicates that 14.0% of the respondents have been categorized between the age bracket of 21-25 years. While the respondents who are categorized between the ages bracket of 26-30 years stood for 43.3%. The respondents' age bracket of 31-35 years has recorded 21.0% from the total responses. The age bracket of 36 and above years stood at 21.6% from the total responses. This implies that majority of the respondents are in age bracket of 26-30 years, which record highest responses of 43.3%, followed by age bracket of 36 and above and 31-35 years with 21.6% and 21.0% respectively. This is indicates

that the major respondents are those under the age bracket of 26 and above years. The table (2) also reports marital status of the respondents, which shows the percentage of the respondents that are married stood at 53.0% who constituted the majority, followed by single with 14.3%, the divorced respondents are 12.2%, and widowed recorded 20.4% from the total responses.

The table (2) also explains the respondents profile based on number of years in service with their employer, the table reports that 26.5%, recorded by those who spent from 1-5 years in service. The table further reveals that 41.5% of the respondents spent 6-10 years in service. While 19.5% of the respondents spent 11-15 years in service. And 12.5% of the respondents spent 16 and above years in service. This shows that the respondents who spent 6-10 years in service are the majority with highest percentage of 41.5%. While the respondents who spent 16 and above years in service are the lowest responses from the total respondents.

The table (2) also reveals the respondents profile based on their educational qualifications, the table has indicated that 0.6% of the respondents are those who obtained only grade II certificates, while the respondents who obtained NCE/OND certificates represents 57.9% from the total responses. And those who obtained B.ed/B.Sc certificates have recorded 27.1%, the percentage of the respondents who obtained postgraduate certificates stood at 14.3% from the total responses. This shows that the majority of the respondents are those who obtained NCE/OND and B.ed/B.Sc certificates.

Table Three (3) of the appendix of this paper has indicated the opinions of the respondents on the rate of holding two or more meetings in a Term by SBMC in Sabon Gari local government area. The table has revealed that 24.7% of the respondents opined that the rate of holding two or more meetings in a Term by SBMC in Sabon Gari local government area is very high (VH), the table has further explained that 37.5% of the respondents have opined that the rate of holding two or more meetings in a Term by SBMC in Sabon Gari local government area is high (H), while 6.4% not decided that the rate of having two or more meetings in a Term by SBMC in Sabon Gari local government area. 22.0% of the respondents have opined that the rate of having two or more meetings in a Term by SBMC in Sabon Gari local government area is low (L), and 10.4% opined that the rate of holding two or more meetings in a Term by SBMC in Sabon Gari local government area is very low (VL). This shows that there is high rate of holding two or more meetings in a Term by SBMCs in Sabon Gari local government area. This shows

that there is high rate of commitment and participation of the communities in the study area for the achievement of basic education.

The table (3) presented responses according to the steps taken by SBMC to address exclusion in education in Sabon Gari local government area, the table has revealed that 21.6% of the respondents opined that the rate of steps taken by SBMC to address exclusion in education in Sabon Gari local government area is very high. And 43.6% of the respondents opined that the rate of steps taken by SBMC to address exclusion in education in Sabon Gari local government area is high. While 6.4% are not decided. The percentage of the respondents who opined that the rate of steps taken by SBMC to address exclusion in education in Sabon Gari local government area is low stood for 18.6%. The table further shows the proportional percentage for those who opined that the rate of steps taken by SBMC to address exclusion in education in Sabon Gari local government area is very low has been recorded as 10.4%. This implies that majority of the respondents opined that the rate of steps taken by SBMC to address exclusion education in Sabon Gari local government area is high.

The table (3) also reveals the responses according to networking of SBMC with CBOs, traditional, and religion institutions in Sabon Gari local government area of Kaduna state. The responses have indicated that 5.8% of the respondents opined that the rate of SBMC networking with CBOs, traditional and religion institutions in Sabon Gari local government area is very high. While 14.6% of the respondents opined that the rate of SBMC networking with CBOs, traditional, and religion institutions in Sabon Gari local government area is high, and 5.8% of the respondents are undecided. Those respondents who opined that the rate of SBMCs networking with CBOs, traditional and religion institutions in Sabon Gari local government area is low stood at 40.5%. While, 27.7% believed that the rate of SBMCs networking with CBOs, traditional and religion institutions in Sabon Gari local government area is very low. This indicates that the majority of the respondents did not agreed that there is high rate of SBMCs networking with CBOs, traditional and religion institutions in Sabon Gari local government area. In terms of contributions of resources for school management, the table (3) shows that 29.6% respondents opined that the rate of SBMCs contribution of resources for school management in Sabon Gari local government area is very high. 51.5% of the respondents have opined that the rate of SBMCs contribution of resources for school management in Sabon Gari local government area is high, and 3.7% are undecided. The percentage of the respondents who believed that the rate of SBMCs contribution of resources for school management in Sabon Gari local government

area is low stood at 8.8%, also 6.4% opined that the rate of SBMC contribution of resources for school management in Sabon Gari local government area is very low. This implies that the majority of the respondents believed that SBMCs contribution of resources for school management in Sabon Gari local government area.

The table (3) also revealed the responses of the respondents according to the rate of frequents visit to school by SBMCs chairman in Sabon Gari local government area, the table indicates that 30.85% of the respondents opined that the rate of frequents visit to school by SBMCs chairman in Sabon Gari local government area is very high, while 54.3% considered it high and 3.4% undecided. The percentage of the respondents who opined that the rate of frequents visit to school by SBMCs chairman in Sabon Gari local government area is low and very low are 9.5% and 2.1% respectively. This implies that the majority of the respondents opined that there is high rate of frequents visit to school by SBMCs chairman in Sabon Gari local government area.

Table Four (4) of the appendix of this paper has reported the responses of the respondents according to their perceptions of SBMC in promoting basic education. The table has displayed the opinions of respondents according to the rate of the role of SBMCs on encouraging parents to send their children to schools in the study areas, it indicates that 22.3% and 45.5% of the respondents opined that the rate of encouraging parents to send their children to schools in the study areas by SBMCs is very high and high respectively, with 6.4% of the respondents undecided. While, 15.9% and 10.1% respondents viewed it as low and very low respectively. This implies that the majority of the respondents perceived that the rate of the role of SBMC on encouraging parents to send their children to schools in the study areas is high.

The table (4) shows that 13.1% of the respondents responded that the rate of the role of engaging to raise awareness on basic education in the study is very high, while 19.2% viewed it as high, 5.8% are undecided. 37.2% and 24.7% considered it to be low and very low. This has indicated that the majority of the respondents believed that the rate of the role of SBMC on engaging to raise awareness on basic education in the study area is low. The table (4) further explains the responses of the respondents according to the perceptions on the rate of the role of SBMC on advising the school authorities about the education in the study area. This reveals that 32.6% and 61.3% of the respondents viewed that as very high and high respectively. While, respondents, while 0.6% are undecided. Still there are 3.7% and 1.8% respondents argued that it is low and very low. This implies that the

majority of the respondents believed that there is high rate of the role of SBMC on advising the school authorities about the education in the study area.

The table (4) explained the perceptions of the respondents based on the rate of the role of SBMC on monitoring of pupils'/students' performance in the study area. It shows that 24.1% of the respondents have perceived that the rate of the role of SBMCs on monitoring of pupils'/students' performance in the study area is very high, 55.2% and 5.2% perceived that it is high and undecided. 9.8%, and 5.8% of the respondents believed that the rate of the role of SBMC on monitoring of pupils'/students' performance in the study area is low and very low. This has indicated that the majority of the respondents perceived that there is high rate of the role of SBMC on monitoring pupils'/students' performance in the study area. The table (4) indicates that 27.7% of the respondents perceived that the rate of the role of SBMCs on facilitating the representatives of children's voice in the decision making in the study area is very high. 54.0% perceived it high, and 4.6% of the respondents are undecided. Those perceived it low and very low stood at 9.5% and 4.3%. This shows that majority of the respondents perceived that there is high rate of the role of SBMCs on facilitating the representatives of children's voice in the decision making in the study area, this majority constitutes 81.7%.

Analysis of result; based on the result obtained in the chi-square table in the appendix of this study; we can conclude that there is significant relationship between the role of SBMCs and the promotion of basic education service delivery in Sabon Gari local government area, Since chi-square significant value of 0.05 is greater than chi-square P-value of 0.00, we reject the null hypothesis ( $H_0$ ) which says there is no significant relationship between the role of SBMCs and the promotion of basic education service delivery in Sabon Gari local government area.

### **Interview Responses**

From the responses of head teachers in the oral interview, almost all of the respondents from sampled schools in primary schools, opined that SBMCs are playing significant roles in terms of school management, such as monitoring of teachers' punctualities and infrastructural, serves as link between school authorities and communities. The respondents have informed that SBMCs are holding meeting two or more times at a term, taking steps in improving pupil's enrollment, advising school authorities, and monitoring of infrastructures, especially new ones, they have added that the SBMCs are facilitating pupil's/student's representative in decision making process. In terms of contributing resources for school management, the respondents viewed that apart from what government is allocated

as school running cost, the SBMCs also contribute resources out of their pockets and out sourcing resources from the members of the communities. Two of the head teachers in primary schools have added that the roles of SBMCs were encouraging parents to send their children to schools especially girls. But two teachers from junior secondary schools have revealed that the SBMC's meetings is not holding regularly, sometimes, not more than one or two meetings at a term, and the SBMCs Chairmen did not regularly visits schools, also the SBMCs and PTAs are encouraging pupils enrolments ,and advising school authorities on school developments.

### **Conclusion and Recommendations**

Community participation is now widely recognized as a basic operational principle of community development. Conventionally, the participatory approach is considered as the reaction to the shortcomings of top-down development practices, externally imposed, and export-oriented. The advantage of the SBMC participation in the promotion of basic education service delivery is that the development was centered on the role of the local community as a primary actor that should be allowed to influence and share the responsibility of the development process affecting their lives. As such, this paper concluded that the SBMC have been playing significant role on promotion of basic education in Sabon Gari local government area, but the rate of the role of SBMC on engaging to raise awareness on basic education in the study area is low, and the SBMCs are running in limited resources to spur their full capacity on promotion of basic education.

To strengthen the full participation of the community in the developmental programs, such as SMBCs, any program/project that will be executed should be identified by the community based on the felt need of the community specifically in basic education, at the implementation and evaluation stages of the projects. This will give them every capacity to attain the success and accomplishment of such a project, and to boost the level of community participation through raising public awareness on basic education.

### **References**

- Adepoju, A. & Fabiyi, A. (2007). *Universal basic education in Nigeria: Challenges and prospects*. Retrieved July 10, 2013 from <<http://uaps2007.princeton.edu/download.aspx?submissionId=70830>>
- Akinsolu, T. & Onibon (2008) *Training manual for community facilitators and members of SBMC*. Abuja: Federal Ministry of Education.

- Alani, R. (2002). Planning for universal basic education in Nigeria. Paper presented at conference organized by the National Institute for Educational Planning and Administration, Ondo May 30-31.
- Aluede, R. A. (2006). Universal basic education in Nigeria: Matters arising. *Journal of Human Ecology*, 20(2), 97-101.
- Aref, F. & Redzuan, M. (2009). Assessing the level of community participation as a component of community capacity building for tourism development. *Journal of scientific research*. 28(3),443-450, available on <http://www.eurojournals.com/ejsr.htm>.
- Austin T.E (2000). *The Collaboration Challenge: How Non-profit And Business Succeed Through Strategic Alliance*. San Fransisco: Jossey-Bass
- Bakwai B.K., Oduwanye R.O. & Muhammad U. (2016). Community Participation and the Financing of Infrastructural Development of Basic Schools in North-west Zone. <https://www.researchgate.net/publication/322368666>
- Bates, Frederick L. , (1967). *The Structure of Occupations: A Role Theory Approach*. Raleigh; North Carolina State University, Center for Research on Occupational Education.
- Caldwell, B.J. & Spinks, J.M. (1988). *The self-managing school*. London: Falmer
- Cameron S. & Ruddle N. (2015). ESSPIN Composite Survey, Kaduna State Report. Oxford Policy management.
- Cheng, V.C. (1996). *School Effectiveness and School-Based Management*. London: Falmer.
- Dakar Framework of Action (2000). *World Education Forum*. Dakar: Senegal
- Fuller et al, (1999)
- ESSPIN (2009). *School Based Management Committees in Policy and Practice*, Volume 1: Research Synthesis Report. Report number ESSPIN 404
- ESSPIN (2013a). *Overall findings and technical report of ESSPIN Composite Survey 1 (2012)*. Report number ESSPIN 060
- ESSPIN (2013b) *Kaduna State report of ESSPIN Composite Survey 1 (2012)*. Report number KD201
- ESSPIN (2013c) *Extension of the Education Sector Support Programme in Nigeria*, August 2014–January 2017 [business case for the UK Department for International Development]
- ESSPIN (2014) *Education, Conflict and Violence Research*. Report number ESSPIN 428
- Federal Ministry of Education (2007). National School-Based management Policy (NSBMP). Education Sector Support Programme in Nigeria.

- Hillery, George A. Jr.(1955). Definitions of community: Areas of agreement." *Rural Sociology* 20: 111-123.
- Kaduna State Universal Basic Education (2012).School- Based Management Committee Guidebook. Government Press. Kaduna
- Lunenburg, F. C. (2010). The decision making process. *National Forum of Educational Administration and Supervision Journal*, (27).
- Midgley, J. (1986). *Community participation, social development, and the state*, Routledge Kegan & Paul
- Mnaranara, T. L. (2010). Importance of community participation in ongoing construction of primary schools. Unpublished Master Thesis in Development Management. University of Agder, Faculty of Economics and Social Sciences, Centre for Development Studies.
- Murphy, J.C. & Beck, L.G. (1995). School-based management as school reform, taking stock. Thousands Oaks: Corwin Press.
- Naomi G.G (2001). *The theory of Collaboration Cambridge*, Harvard University Press
- Neufeldt, V., & Guralnik, D. B. (1997). *Webster's new world college dictionary*. New York: Macmillan.
- Oxford Advanced Learners Dictionary (2003)*, Oxford: University press
- Preilich, M. (1963). Toward an operational definition of community. *Rural Sociology*. 28: 117-128
- Rifkin, S. (1985). *Health planning and community participation*.
- Roy, S., & Sharma, B. (1986). Community participation in primary health care. *Health and Population Perspectives and Issues*, 9(4), 165–191.
- Russell, K. A. (2009). Community participation in schools in developing nation: Characteristics, methods and outcomes. A qualifying paper. Retrieved from <http://www>.
- Steiner T (1992) Socio-cultural approaches to learning and development. *Journal of Educational Psychologist*. No.31 Vol.4
- Theron, A.M. Change in educational organisations. In Van der Westhuizen, P.C. *Schools as organisation*. Pretoria: Van Schaik Publishers, 2007
- Tshabalala, E. L. (2006), The role of community participation in the integrated development plan of Govan Mbeki Municipality. Department of social work and criminology: University of Pretoria. Available (Online) <http://www.up.ac.za/dspace/bitstream/2263/12247/1/.pdf>
- Federal Ministry of Education (2007). National School Based Management Policy (NSBMP)

**Table 1; the Political Wards and Educational Cluster in Sabon Gari local government Area**

<b>Sno</b>	<b>Political Wards</b>	<b>Educational Cluster</b>	
1	Basawa Ward	A	Ung. Makera, Dan Makwarwa, and Jafaru LEA
2	Bomo Ward	B	Almajirai, Yar Dorawa, Layin Zomo and Kabama LEA;
3	Chikaji Ward	C	Ang kanawa, Jushin Waje and Ang malam Sule LEA
4	Dogarawa Ward	D	Lemu, Migoma, and Samaru model LEA;
5	Hanwa Ward	E	Ang Barashi, Sakadadi, Kwarin Ayuba and Hanwa Model LEA primary Schools;
6	Jama'a Ward	F	Kwakwaren Manu, Kurmin Bomo, Hayin Sambo and Rinji LEA Primary Schools
7	Jushi Ward	G	Zabi, Gwanda, Zangon. Danbarno, G. Gwanda LEA primary schools;
8	Muchia Ward	H	Katanga, Rafin Gwaza, Ang. Nafara, Ang Sarki K, and Ang. Wakili LEA Primary Schools;
9	Samaru Ward	I	Amina Model, Ang Sarkin Baka, and Dan Sa;a LEA Primary Schools
10	Ung Gabas Ward	J	Dogon Bauchi LEA Primary School;
11	Zabi Ward	K	Basawa Barrack, Ang Rimi, Ang Bisu, Dufa Dufa, and Ang Makera LEA Primary Schools
12		L	Chikaji Model and GRA Model Primary Schools;
13		M	Maraban Gwanda, Hayin Dogo, Tsugugi and D/ Science LEA Primary Schools
14		N	Bauda and Ang. Fulani LEA Primary Schools

15		O	Iya Bashir LEA Primary School.
----	--	---	--------------------------------

**Source;** Researchers Survey (2020)

**Table 2. The Respondents Profile**

S/No	Variable	Particular	Frequency	Percentage (%)
1	Sex	Male	189	57.6
		Female	139	42.4
		<b>Total</b>	<b>328</b>	<b>100.0</b>
2	Age	21-25 Years	46	14.0
		26-30 Years	142	43.3
		31-35 Years	69	21.0
		36 and above years	71	21.6
		<b>Total</b>	<b>328</b>	<b>100.0</b>
3	Marital	Married	174	53.0
		Single	47	14.3
		Divorced	40	12.2
		Widowed	67	20.4
		<b>Total</b>	<b>328</b>	<b>100.0</b>
4	Years in Service	5 Years	87	26.5
		10 Years	136	41.5
		15 Years	50	13.3
		20 Years	64	19.5
		25 and above Years	41	12.5
		<b>Total</b>	<b>328</b>	<b>100.0</b>
5	Qualifications	Grade II	2	.6
		Diploma/ NCE	190	57.9
		BSc/Bed	89	27.1
		Postgraduate	47	14.3
		<b>Total</b>	<b>328</b>	<b>100.0</b>

**Source;** Researchers' Survey (2020)

**Table 3, The Role of SMBC (IV)**

S/n O	Variable	Very High		High		Undecided		Low		Very Low		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Holding Two or more SBMC meetings in Term of the current school year	81	24.7	123	37.5	21	6.4	72	22.0	31	9.5	328	100
2	SBMC took steps to address exclusion	71	21.6	143	43.6	19	5.8	61	18.6	34	10.4	328	100
3	SBMC networked with Community-Based Organisations (CBOs), t	19	5.8	48	14.6	37	11.3	133	40.5	91	27.7	328	100
4	SBMC contributed resources for the school case mgt of malaria	97	29.6	169	51.5	12	3.7	29	8.8	21	6.4	328	100
5	SBMC chair visited the school at least three times	101	30.8	178	54.3	11	3.4	31	9.5	7	2.1	328	100

**Source;** Researchers' Survey (2020)

**Table 4. The Promotion of Basic Education**

S/NO	Variable;:	Very High		High		Undecided		Low		Very Low		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Encourage parents to send their children to school and support them to complete their education especially girls	73	22.3	149	45.4	21	6.4	52	15.9	33	10.1	328	100
2	Engage in raising awareness about education	43	13.1	63	19.2	19	5.8	122	37.2	81	24.7	328	100
3	Advise the school authority on teachers' behavior and commitment to work	107	32.6	201	61.3	2	.6	12	3.7	6	1.8	328	100
4	Monitor pupil/student performance;	79	24.1	181	55.2	17	5.2	32	9.8	19	5.8	328	100
5	Facilitate the representation of children's voices in the decision-making processes;	91	27.7	177	54.0	15	4.6	31	9.5	14	4.3	328	100

Source; Researchers' Survey (2020)

**Table 5; the Chi-Square table**

	Value	df	Asymptotic Significance (2 sided)
Pearson Chi-Square	896.615 <sup>a</sup>	16	.000
Likelihood Ratio	745.533	16	.000

Linear-by-Linear Association	301.946	1	.000
N of Valid Cases	328		

a. 8 cells (32.0%) have expected count less than 5. The minimum expected count is 1.34