ROLE OF COMMUNITY PARTICIPATION IN ENHANCING UNIVERSAL BASIC EDUCATION DELIVERY IN GIWA, KAGARKO AND SABON GARI LOCAL GOVERNMENT AREAS OF KADUNA STATE

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ABSTRACT

The study assesses the role of community participation in enhancing Universal Basic education delivery Kaduna State. The roles of the community members are to engage in raising awareness about education and promoting it within the community and facilitate the representation of children's voices in the decision-making processes through the school-based management Community. Unfortunately,lack of awareness about the importance of education among the community members and some cultural barriers makes it difficult for the community members to actively participate in education activities. The objective of the study is to assess the effect of community participation on Universal Basic Education delivery in Giwa, Kagarko, and Sabon Gari Local Government Areas of Kaduna State. The population of the study is 3,590 (Kaduna State Annual School Census, 2025; SUBEB 2020). To determine the sample size for the study, the Yamane formula was employed, and the sample size is 359. Primary data were gathered using questionnaires and observation, while secondary data were generated from organizational documents such as journals, articles, and so on. Simple linear regression and content analysis were employed to analyze the results. The findings of the study revealed that community participation has a positive but insignificant effect on basic education delivery in Giwa, Kagarko, and Sabon Gari Local Government Areas of Kaduna State. This implies that there is a need for educational institutions to increase awareness among the community members. The study recommended that schools should work to establish clear and formalized channels of

engagement with the community members, while also fostering greater openness and transparency about school initiatives and performance.

Keywords: Community, Participation, Universal Basic Education, Service Delivery

Introduction

The imperative of community participation has become a central tenet of educational development policy globally and in Nigeria, recognized as a critical strategy for improving access, quality, and governance. This focus has been formalized through frameworks like the **school**-Based Management Committee (SBMC) policy, which aims to institutionalize community engagement in school governance (World Bank, 2018; UNICEF, 2021). While often treated as a contemporary solution, community involvement in education is a deeply rooted practice. Before the widespread state intervention of the last century, communities were the primary architects and managers of formal and informal schooling. This tradition persists in many parts of Nigeria, where local initiatives continue to establish and sustain educational facilities, though such efforts remain fragmented and lack systematic support (Uwazi, 2020).

The capacity of the government to single-handedly meet the vast infrastructural and operational needs of Nigeria's educational system is severely constrained. Consequently, the role of SBMCs in mobilizing local resources and ensuring stakeholder involvement in school development and decision-making is more crucial than ever. Recent empirical studies confirm a strong positive correlation between active community participation and key educational outcomes, including improved infrastructure, enhanced student retention, and higher academic achievement (Bakwai & Garba, 2022; Nwogu & Adeyemi, 2023). The SBMC is thus instrumental in developing strategies to galvanize this participation. Effective community engagement serves as a mechanism for enhancing school accountability, directly impacting teacher attendance and pedagogical effort, which in turn fosters improved student conduct and learning (EFA, 2020). This is particularly vital in a context where, as recent surveys indicate, many primary schools suffer from acute infrastructural deficits, including overcrowded classrooms, a lack of basic furniture, and deteriorating buildings that are often poorly maintained due to insufficient funding (UBEC, 2022; Kaduna State Ministry of Education, 2023).

As key stakeholders in the Universal Basic Education (UBE) programme, communities through the SBMC are mandated to partner with government agencies across multiple dimensions to ensure its effective implementation. These collaborative responsibilities, as outlined in the UBE Act (2004) and reinforced by contemporary policy frameworks (Federal Ministry of Education, 2017; UBEC, 2022), encompass a wide range of support activities. These include: the prompt repair and renovation of school infrastructure; the construction and provision of facilities through self-help projects; and active mobilization campaigns to enroll all school-aged children. Furthermore, community roles through the SBMC extend to providing infrastructural and instructional materials, assisting in the procurement of books for school

libraries to enhance literacy skills, and supplying educational materials such as uniforms and textbooks for pupils. Additional critical functions involve pooling local resources to meet emergent school needs, ensuring a safe and conducive environment for teaching and learning, promoting both pupil enrolment and retention, and safeguarding against child trafficking by ensuring all children are within the school system.

Despite this recognized importance, the functional capacity of SBMCs across Kaduna State remains a significant concern. Building on earlier findings from the Education Sector Support Programme in Nigeria (ESSPIN), which highlighted issues like role ambiguity, financial weakness, and the exclusion of marginalized groups, recent evaluations point to persistent challenges. A study by the Partnership for Learning for All in Nigeria (PLANE, 2023) noted that while SBMCs are nearly universally present, their functionality is inconsistent and often symbolic. The report indicated that in conflict-affected and rural regions, these committees struggle with mobilization and effective action. In the specific context of Giwa LGA and Kagarko Local Government Area which are largely rural settlements with high levels of poverty and specific security challenges, these barriers are exacerbated. Several studies also pointed out that SBMCs face hurdles, including insecurity that disrupts regular meetings and community activities, as well as deep-seated socio-cultural norms that limit the participation of women and adolescents in school governance, contrary to SBMC guidelines. It is against this backdrop that this study seeks to assess the role of community members in the improvement of basic education service delivery in Giwa, Kagarko and Sabon-Gari Local Government Areas of Kaduna State. The study is guided by the following central question: How has community participation led to improved basic education service delivery in Giwa, Kagarko and Sabon-Gari Local Government Areas of Kaduna State? Therefore, the objective of this study is to assess the role of community participation in enhancing basic education service delivery in Giwa, Kagarko and Sabon-Gari Local Government Areas of Kaduna State.

Literature Review

The roles communities play in the provision and management of the universal basic educational system cannot be overemphasized. More often, communities intervene in the learning processes of the entire educational system in terms of financial contributions designed to support schools, teachers and students/pupils.Communities howeverestablish and fund schools for the general good. The efficacy of community participation in education is in bringing members from all specifications and diversities together for the attainment of a common objective. In addition, community participation in education brings about stability amongst community members thereby throwing the entire environment to social, economic and political harmony with enhanced relationships (Abbass, n.d).

Yusuf & Idoghor (2020)state that the community as an integral part of the Education for All crusade, is made receptive to the school and the education of the child through encouragement and support for self-help projects. The UBE reform programme has realized the indispensable

role of community participation in basic education delivery. As a consequence, the UBE programme has initiated various ways through which community mobilization for participation can be enhanced in a sustainable way. The greater the support given by the community in the full cycle of educating their children, that is, decision about building a school, recruitment of teachers, payment of salaries, relevance of the curriculum etcetera, the higher the rate of participation of the children in school.

Community is encouraged to participate in basic education delivery, since the burden of education cannot be left in the hands of government alone. This seems to suggest the reason behind the Federal Government of Nigeria's continuous clarion call for community participation in providing education for her citizenry (FRN, 2014). FRN recognized the importance of community in school management when it stated that local people, and particularly the parents should be encouraged to participate in school management. This implies that local residents specifically should be actively engaged in the management of schools, highlighting the vital role of the community in delivering education to pupils in their various communities.

United Nation (2005) viewed community participation as the creation of opportunities to enable all members of a community to actively contribute to and influence their school development process and to share equitably in the fruits of school development. This definition from the United Nations implies that community participation is about creating an inclusive environment where every member has the opportunity to actively shape and influence the development of their school, ensuring that the process is democratic and the resulting benefits such as improved facilities and better education are shared fairly among all, rather than being controlled by a select few.

In similar the view of Roy & Sharma (1986) cited in Olajide (2021) state that 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 and to increasingly assumes assume responsibilities themselves to plan, manage, control, and assess the collective actions that are proved necessary.

In the same vein, Kumar (2021) asserted that Community participation in education helps to identify issues and problems in school education. School is a part of community and community supports school to give quality education to every student for the development of the society. He added that Community participation is a concept that attempts to bring different people together for community problem solving and decision making. Community participation is a way to take responsibility and accountability, to identifying the problem, to design and implement programme for the development of the society. Its members include from different groups, caste, religion, and sex etc.

According to Adebayo (2019) cited in Gebi et *al* (2025) Community participation refers to the active involvement of local people in decision-making processes, planning, implementation, and monitoring of development projects that impact their lives. They added that effective

community participation is fundamental to the success of rural development initiatives, as it aligns development projects with the actual needs and priorities of the people. When community members are involved, resources are utilized efficiently, and transparency and accountability are enhanced, leading to sustainable outcomes

In the view of Sofoluwe and Akinsolu (2015), community participation is a structure whereby all key stakeholders of the community participate in the management of the school to enhance effective teaching and learning education delivery. It entails the decentralization of aspects of decision making at the school level and involves the management of human, financial and other resources, depending on governmental Preferences for effective teaching and learning. They added that: Community participation involves people in a community project to solve their own problems. It is process through which people with an interest influence and share control over developments initiatives and the resources that affect them; In a participation community, power and responsibility are decentralized. Interestingly this means that community members work together on projects to solve their own problems, have a real say in development activities, and share control over the resources that impact their lives. Ultimately, it is about spreading power and responsibility more evenly so that the community has a genuine stake in the success of its school.

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Deka A. (2016) cited in Kumar (2021) identified the following as the benefits of community participation in school education. These include; Maximizing limited resources; Developing need and context-based curriculum; Identifying the problems and addressing; Promoting Girls‟ Education; Creating and Nourishing Community-School Partnerships; Realizing Democracy; Increasing Accountability; Ensuring Sustainability and Improving Home Environment.In a similar direction, Govinda and Diwan (2003) stated that community participation has the potential to increase awareness levels of members in relation to the needs, aspiration, successes and problems of the school in the context of the society in which it is established. Therefore, the role and significance of the community participation is universal basic education programme cannot be overemphasized. Community participation in education facilitates the identification of community specific education issues and inform the development of strategies to remove barriers to access quality in education within a given community. Raji (2018) stated that the participation of the community in UBE can be done through community-based organizations (CBO). The CBOs exist in form of Religious, Ethnic, Cultural and Occupational organizations and can be mobilized effectively to help the school to tackle some of its challenges such as provision of infrastructure, building of classrooms, teacher provision and pupils' enrollment improvement.

This prompted Nigerian government to pass the UBE Act in the year 2004 to provide a legal backing which is referred to as implementation blue print. The blue print on the UBE implementation specifically recognizes the roles and responsibilities of the local communities (Ejionueme, Ikuelogbon, Abiogu and Ogheneakoke, 2020).

The Kaduna state School- Based Management Committee Guidebook defined the school-Based Management Committees (SBMCs) as 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.

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 52nd Meeting directed that all schools should establish School-Based Management Committees (SBMCs) to ensure that local communities participate in the school decision-making process. In addition, 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 the year 2007, the government made the establishment of SBMCs mandatory (FME, 2007) cited in (Olajide, 2021). The SBMC has the following as its objectives as identified by Akinola & Onibon (2008) cited in Jatua *et al*(2021)

- Engender community's interest in school in their localities with a view to their assuming ownership of their schools;
- Provide mechanisms for more effective management at school level;
- Provide a platform on which the community and schools pool resource together to enrich schools' management;
- Provide communities and Local Government Education Authorities (LGEAs) with a new mechanism to demand accountability from school managers (i.e., Headteachers);
- Help the school in the formation of its mission statement and articulation of its vision;
- Provide a legal framework involving stakeholders in planning, monitoring and evaluation of education at the school level;
- Provide and updating a school development plan on an annual and longer-term basis

Theoretical Framework

This study applied Resource Dependency Theory (RDT), developed by Pfeffer and Salancik (1978), which posits that organizations are shaped by their reliance on external resources. According to RDT, organizational behavior and decisions depend on access to critical resources, prompting organizations to negotiate with their environment to survive. Vandevelde et al. (2002) add that external resources often outweigh internal ones in strategic importance. Consequently, organizations form alliances, partnerships, and networks to reduce dependency on any single external source, thereby increasing their autonomy and stability. In the context of Nigeria's Universal Basic Education (UBE) programme, RDT helps explain how community participationthrough funding, infrastructure, teachers, materials, and decision-makingprovides essential resources that drive the programme's success. Without such community engagement, the UBE programme would face significant resource constraints, threatening its sustainability and overall effectiveness in achieving universal basic education goals.

Methodology

The study employed the quantitative research design as the operational framework for data gathering. The population of the study consist of total Number of some selected local government Areas i.e., Giwa, Kagarko and Sabon Gari local Government Areas of Kaduna state. The total population of the study consist of 1,185 teacher (Kaduna state Annual School Census, 2025)and 2,405 SBMC member across the three local government Araes under study(SUBEB Kaduna State, 2020). Therefore, the total population for the study is 3,590. To determine the sample size for the study, the Yamane formular was used and the sample size stood at 359. The data for the study was collected using Questionnaire. To analyse the data collected, the paper employed Simple Linear Regression Analysis. The simple linear regression model is specified in aquation 3.1.

$$BED = \alpha + \beta CP + \mu \quad \text{3.1}$$

Where BED represents Basic Education Delivery, CP represents Community Participation, α represents intercept, β represents slope coefficient, and μ represents error term.

Analysis and Discussion of the Result

This section contains the analysis and discussion of the results. The results were estimated using a simple linear regression model with the aid of SPSS version 22. Table 4.1 shows the model summary. The results show that the coefficient of R^2 is 0.01, which implies that 0.1% of the variation in basic education delivery is explained by community engagement, while the remaining 99.9% is explained by other variables not captured in the model.

Table 4.1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.028	0.001	-0.002	.70409

Source: Author's computation, 2026

Table 4.2 shows the result of ANOVA. The result shows that the probability value of F-statistics is significant at 5%. This implies that the data fits the model.

Table 4.2: ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	P. Value
1	Regression	.139	1	.139	2.279	0.007
	Residual	180.944	350	.496		
	Total	181.083	351			

a. Dependent Variable: Basic Education Delivery

b. Predictors: (Constant), Community participation

Source: Author's computation, 2026

Table 4.3 shows the coefficients result. The result shows that community engagement has positive but insignificant effect on Basic Education Delivery in Giwa, Kagarko, and Sabon Gari Local Government Areas of Kaduna State at 5% level of significance. A unit increase in community engagement causes Basic Education Delivery in Giwa, Kagarko, and Sabon Gari Local Government Areas of Kaduna State to increase by only 0.023%.

Table 4.3: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.990	.126		15.816	.000
	Community Participation	.023	.044	.028	.529	.597

a. Dependent Variable: Basic Education Delivery

Source: Author's computation, 2026

Discussion of Findings

This study examined the role of community participation in enhancing Universal Basic Education (UBE) delivery in Giwa, Kagarko, and Sabon Gari Local Government Areas of

Kaduna State. The major finding revealed that community participation has a positive but insignificant effect on basic education delivery in these areas. This insignificant effect may be attributed to poor communication between school management and community members. Furthermore, most community members do not value or give priority to Western education. As a result, they are indifferent as to whether their children attend school or not, preferring instead to send them to work on farms during the rainy season.

5.0 Conclusion and Recommendation

Community and educational goals are intertwined; no community or society can thrive without education. The community members who constitute the school-Based Management Committee (SBMC) are among the major workforce in basic education delivery. The findings indicate that while community engagement has a positive influence on basic education delivery in the Giwa, Kagarko, and Sabon Gari Local Government Areas, this effect is statistically insignificant at the 5% significance level. Specifically, a one-unit increase in community engagement leads to a mere 0.023% improvement in education delivery outcomes. This suggests that although community participation is directionally beneficial, its current impact is too marginal to drive meaningful or reliable improvements in the quality or effectiveness of basic education within these areas. The lack of statistical significance implies that other unexamined factors may be more critical determinants of educational outcomes, or that the existing mechanisms for community involvement are not sufficiently robust or well-implemented to produce a substantial effect.

Based on these findings, the study recommends that to address this gap, stakeholders should prioritize strengthening the institutional frameworks that govern community participation in education. This includes establishing clearer roles and responsibilities for community members, providing training and capacity-building for parent-teacher associations and school-based management committees, and creating formal feedback mechanisms between communities and education authorities. To enhance community participation, awareness campaigns should be launched to educate parents and local leaders on the critical role they play in educational outcomes. Additionally, schools should organize regular community engagement forums and open days that foster transparent dialogue between teachers and community members, thereby building trust and encouraging more active involvement. Finally, stakeholders should develop a more comprehensive and effective strategy for enhancing basic education delivery in these Local Government Areas.

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