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ASSESSMENT OF BASIC EDUCATION PROVISIONS IN PRIMARY SCHOOLS IN KOGI STATE: THE ROLE OF THE COMMUNITY

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ABSTRACT

Basic education delivery involves the coordinated efforts of schools, teachers, administrators, communities, and government agencies to ensure that learners receive essential knowledge, skills, discipline and values needed for academic progression and lifelong development. This study assessed community participation in basic education provision in primary schools in Kogi State. To guide the study, three research questions were answered and three hypotheses. The study adopted a survey research design. The population of the study comprised of 11,997 respondents, which is made up of 1,996 head-teachers, 9,980 Parents Teachers Association (PTA) members from the 1,996 public primary school and 21 traditional leaders in the 21 local government areas in Kogi State. The sample size for this study was 1,291 respondents, which is made up of 240 head teachers, 1,030 Parents Teachers Association (PTA) members and 21 community leaders and were obtained using multi-staged sampling procedure. The instrument for data collection was self-researcher developed Questionnaire Titled "Areas of Community Involvement in Basic Education Delivery Questionnaire (ACIBEDQ). Using Cronbach Alpha method of reliability for the clusters of the instrument, the co-efficient of reliability for the clusters of the instrument were 0.81 for provision of infrastructure, 0.87 for provision of safe learning environment, and 0.77 for funding respectively while the overall reliability coefficient was 0.82. Data collected were analyzed using mean score and standard deviation for answering the research questions and t-test for testing the null hypotheses at 0.05 level of significance. The findings of the study revealed among others that, communities are involved in the provision of school infrastructure for basic education delivery in primary schools. Also, the difference in the mean ratings of head-teachers and community heads on community involvement in school funding for basic education delivery in primary schools in Kogi State was not significant. Based on the findings, it was recommended among others that, Government should sensitize the community members and parents on the need to be involved in school development.

Keywords: Assessment; Basic Education Provisions; Primary Schools; Community Role

Introduction

Basic education refers to the foundational level of learning that equips children with essential knowledge, skills, values, and attitudes needed for personal development and effective participation in society. It typically covers early childhood education, primary education, and in some systems, junior secondary schooling. As the first formal stage of education, it plays a crucial role in shaping learners' cognitive, social, emotional, and physical growth. In many developing countries, including Nigeria, Anisiobi and Obidike (2020) opined that basic education serves as the cornerstone of national development as it provides literacy, numeracy, communication skills, and fundamental life competencies. It also promotes social inclusion by ensuring that children from diverse backgrounds have equal opportunities to learn. The Universal Basic Education (UBE) programme in Nigeria emphasizes free and compulsory education for every child within the stipulated age range, highlighting government commitment to increasing school enrolment, reducing illiteracy, and fostering national integration which are the tenets of effective basic education (Ibeh and Nwosu, 2021).

Effective basic education refers to the successful delivery of foundational learning experiences that enable children to acquire essential knowledge, skills, and attitudes required for lifelong learning and meaningful participation in society. As viewed by Adedoja (2016), effective basic education goes beyond mere access to schooling and focuses on the quality of teaching, learning processes, and learning outcomes. An effective basic education system ensures that every child develops core competencies such as literacy, numeracy, communication, problem-solving, and socio-emotional skills. Effective basic education as explained by Ojugo and Fajoju (2016) requires adequate resources such as qualified teachers, relevant instructional materials, conducive learning environments, and supportive school-community relationships. It also demands efficient management systems, proper funding, and continuous monitoring to ensure quality delivery. When properly implemented, basic education does not only prepare children for higher levels of learning but also empowers them with the skills necessary for everyday problem-solving, responsible citizenship, and lifelong learning. Effective basic education involves providing high-quality teaching and learning experiences that enable children to acquire foundational skills such as literacy, numeracy, critical thinking, and social competence (Anisiobi and Obidike, 2020). It ensures that all learners, regardless of background, have access to a supportive and stimulating environment that promotes their cognitive, emotional, and physical development. For basic education to be effective, schools must have qualified teachers, adequate instructional materials, proper infrastructure, good leadership, and a curriculum that addresses learners' needs. The learning environment must also be inclusive, safe, and designed to foster curiosity and active participation.

However, achieving effective basic education is not the sole responsibility of the

government or school administrators. Community members also play vital roles in strengthening the quality and efficiency of basic education delivery. Cordova, Kilag. Andrin, Taniza, Groenewald and Abella, (2024) asserted that their contributions create a bridge between schools and the society they serve, helping to provide resources, support, safe learning environment, funding, and a sense of shared ownership of educational outcomes. Community involvement enhances accountability, fosters trust, and improves the learning culture within schools. Community members contribute to effective basic education in several significant ways. They also collaborate with teachers through Parent–Teacher Associations (PTA), monitoring school progress and addressing emerging challenges. Local leaders and community organizations often assist in building and maintaining school facilities, providing security, and mobilizing resources to improve learning conditions (Ejeh, Okenjom, Chizi-Woko and Agbo, 2016). Furthermore, the active participation of community members promotes a strong value system that reinforces the importance of education. According to Cordova, et al (2024), when communities demonstrate commitment to schooling, children are more motivated to learn, and teachers feel more supported in carrying out their duties. Community engagement also helps schools identify and address local challenges such as poverty, cultural barriers, or environmental factors that may hinder student performance.

The involvement of community members in effective basic education delivery can span in different forms. Anisiobi and Obidike (2020) asserted that the community involvement in effective basic education delivery can be in form of provision of infrastructure, provision of safe learning environment and funding, among others. Community members as opined by Mikiko (2017) contribute to infrastructural development in various ways, depending on their resources, skills, and level of organization. Community leaders and community-based organizations often mobilize funds to construct or renovate classrooms, offices, libraries, laboratories, and toilets. In some areas, community members donate land for school expansion or participate directly in building projects through voluntary labour, known as communal work. Such contributions not only improve the physical condition of schools but also enhance the sense of ownership and responsibility toward educational development. Additionally, Durisic and Bunijevac, (2017) opined that community groups sometimes provide essential learning resources such as desks, chairs, chalkboards, bookshelves, and playground equipment. They may also help with the installation of water supply systems, solar power units, perimeter fencing, and boreholes facilities that contribute significantly to learners' comfort, safety, and hygiene. Where government support is limited, local philanthropists, religious organizations, and non-governmental bodies frequently step in to bridge the gap by donating funds or materials needed for infrastructural upgrades Ejeh, et al (2016).

In addition to infrastructure, community members play a vital role in ensuring a safe learning environment. In many communities,

especially in developing regions, government resources are often insufficient to fully meet the infrastructural and safety needs of schools. Consequently, the active participation of community stakeholders becomes essential in bridging gaps and ensuring that children learn in conducive, supportive, and secure settings. Community members make significant contributions to school infrastructure in various ways. Community leaders, town unions, community-based organizations, and philanthropists often mobilize resources to construct or renovate classrooms, staff offices, libraries, laboratories, and sanitation facilities (Ugwulashi, 2017). In some cases, they provide land for expansion projects or offer voluntary labour to support building efforts. These contributions help improve the physical condition of schools and create environments that attract both students and teachers. Nnebedum and Akinfolarin (2018) opined that the community members also help secure school premises by constructing fences and gates, organizing community vigilante groups, and monitoring school surroundings to prevent vandalism, theft, or unauthorized access. Effective basic education is greatly strengthened when community members actively participate in supporting schools through the provision of infrastructure, safe learning environments, and funding. Community leaders often collaborate with school management to develop safety policies, support emergency preparedness, and address environmental hazards such as erosion, flooding, or unsafe structures.

Funding is another vital area where community members contribute significantly (Yusuf and Idoghor, 2016). Community members, local organizations, and philanthropists often provide financial support to schools to cover gaps in government funding. These contributions may include purchasing instructional materials, paying for repairs, sponsoring school projects, or supporting extracurricular programs. Community-led fundraising initiatives, donations, and partnerships with NGOs and religious organizations also supplement operational costs and enable schools to maintain or upgrade their facilities and resources (Kumar and Kumar, 2023).

Furthermore, community participation is not only vital for improving the physical and material resources of schools but also for fostering a sense of ownership and accountability. When communities actively engage in educational development, it can lead to improved pupil attendance, better learning outcomes, and the overall sustainability of educational initiatives. Despite this, there is limited empirical evidence on the specific roles that communities play in the provision of basic education in Kogi State, particularly regarding how their involvement affects the quality and accessibility of primary education. It is against this background that this study seeks to assess the provision of basic education in primary schools in Kogi State, with a particular focus on understanding the contributions of the community.

Statement of the Problem

Despite the recognition of basic education as a fundamental right and a critical stage in human development, primary schools in Kogi State continue to face significant challenges that hinder the effective delivery of quality education. Many schools are plagued by inadequate infrastructure, insufficient teaching and learning materials, unsafe learning environment, overcrowded classrooms, and limited funding. These challenges negatively affect pupils' academic performance, teacher effectiveness, and overall educational outcomes. While the government provides some level of support, it is often insufficient to meet the growing demands of primary education. Research suggests that the active involvement of communities through financial contributions, provision of infrastructure, and other forms of support can play a crucial role in bridging these gaps. However, the extent of community participation in enhancing basic education provision in Kogi State remains unclear. This lack of clarity raises questions about the specific roles communities play, the areas where their contributions are most needed, and how these efforts impact the quality and accessibility of primary education. Consequently, without a thorough understanding of community involvement, interventions to improve basic education in the state may be inadequate or misdirected. This study, therefore, seeks to assess the provision of basic education in primary schools in Kogi State, with a focus on the contribution of communities, to identify gaps, and provide recommendations for improving educational delivery through strengthened community participation.

Research Questions

The following research questions were raised to guide the study.

1. What are the areas of community involvement in the maintenance of school infrastructure for basic education delivery in primary schools in Kogi State?
2. What are the areas of community involvement in the provision of safe learning environment for basic education delivery in primary schools in Kogi State?
3. What are the areas of community involvement in funding for basic education delivery in primary schools in Kogi State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of community heads and head teachers on areas of community involvement in maintenance of school infrastructure for basic education delivery in primary schools in Kogi State.
2. There is no significant difference in the mean ratings of community heads and head teachers on areas of community involvement in provision of safe learning environment for basic education delivery in primary schools in Kogi State.
3. There is no significant difference in the mean ratings of community heads and head teachers on areas of community involvement in funding for basic education delivery in primary schools in Kogi State.

Methods

The study adopted a survey research design. The population of the study comprised of 11,997 respondents, which is made up of 1,996 head-teachers, 9,980 Parents Teachers Association (PTA) members from the 1,996 public primary school and 21 traditional leaders in the 21 local government areas in Kogi State. The sample size for this study was 1,291 respondents, which is made up of 240 head teachers, 1,030 Parents Teachers Association (PTA) members and 21 community leaders and were obtained using multi-staged sampling procedure. The instrument for data collection was self-researcher developed Questionnaire Titled "Areas of Community Involvement in Basic Education Delivery Questionnaire (ACIBEDQ). Using Cronbach Alpha method of reliability to determine the reliability of the instrument, the co-efficient of reliability for the clusters of the instrument were 0.81 for provision of infrastructure, 0.87 for provision of safe learning environment, and 0.77 for funding respectively while the overall reliability coefficient was 0.82. Data collected were analyzed using mean score and standard deviation for answering the research questions and t-test for testing the null hypotheses at 0.05 level of significance.

Presentation of Results

Research Question 1: What are the areas of community involvement in the maintenance of school infrastructure for basic education delivery in primary schools in Kogi State?

Table 1: *Mean Rating on Areas of Community Involvement in the Maintenance of School Infrastructure for Basic Education Delivery in Primary Schools in Kogi State (N = 1260)*

S/N	Items / Areas	X	SD	Remark
1	Repairing cracks on school walls	3.12	0.89	Accept
2	Servicing of school plant and machines	3.28	0.95	Accept
3	Replacing damaged doors and windows	3.05	1.06	Accept
4	Replacing damaged sanitary facilities in school	3.13	1.03	Accept
5	Renovating and painting classrooms to stimulate learning	3.20	1.04	Accept
6	Replacing leaking roofs to protect pupils from direct sun-ray, rain and hash weather	3.10	1.01	Accept
7	Replacing faulty electric apparatus to improve light and promote learning	3.19	0.93	Accept

Table 1 reveals that with means scores ranging from 3.05 to 3.28 the respondents accepted all the seven areas of community involvement in the maintenance of school infrastructure for basic education delivery in primary schools.

Research Question 2: What are the areas of community involvement in the provision of safe learning environment for basic education delivery in primary schools in Kogi State?

Table 2: *Mean Rating on Areas of Community Involvement in the Provision of Safe Learning Environment for Basic Education Delivery in Primary Schools in Kogi State (N = 1260)*

S/N	Items/ Areas	X	SD	Remark
8	Fencing school premises for the safety of pupils	3.05	1.01	Accept
9	Organizing able-men for school compound clearing /cleaning	3.05	0.91	Accept
10	Reporting illegal movement around the school premises	3.08	0.89	Accept
11	Engaging security personnel for safety	2.65	1.12	Accept
12	Frequent orientation of pupils on safety tips within the school	2.41	0.97	Reject

In Table 2 it was observed that with mean scores ranging from 2.65 to 3.08, the respondents accepted four out of the five areas of community involvement in the provision of safe learning environment for basic education delivery in primary schools. Also, with the mean score of 2.41 they rejected one of the areas.

Research Question 3: What are the areas of community involvement in funding for basic education delivery in primary schools in Kogi State?

Table 3: *Mean Rating on Areas of Community Involvement in the Funding for Basic Education Delivery in Primary Schools in Kogi State (N = 1260)*

S/N	Items/Areas	X	SD	Remark
13	Financial contribution during school's annual party/award ceremonies.	2.64	1.17	Accept
14	Opinion for underfunding in school	2.34	1.04	Reject
15	Funding toward major school project	2.36	0.99	Reject
16	Making voluntary contribution toward emergency	2.75	1.12	Accept
17	Available during fund raising for school	2.55	1.13	Accept
18	Regular review of funding in school	2.47	0.88	Reject
19	Frequent advice on school funding channels	2.84	1.03	Accept
20	Prompt response to pupils' levy toward school development	2.92	0.86	Accept
21	Contribution to pupils' welfare scheme	3.16	0.90	Accept
22	Financial contribution toward mini school project	2.76	0.89	Accept

Table 3 indicates that with mean scores ranging from 2.55 to 3.16, the respondents accepted seven out of the ten areas of community involvement in funding for basic education delivery in primary schools. Also, with the mean score ranging from 2.34 to 2.47 they rejected three of the areas.

Hypotheses 1: There is no significant difference in the mean ratings of community heads and head teachers on areas of community involvement in maintenance of school infrastructure for basic education delivery in primary schools in Kogi State.

Table 2: *t-test on the Mean Ratings of Areas of Parents' Community heads and Head Teachers on Areas of Community Involvement in Maintenance of School Infrastructure for Basic Education Delivery in Primary Schools in Kogi State*

S/N	Areas	Status	N	X	Sd	df	Cal.t	P-value	Remk
1	Repairing cracks on school walls	Head teach	233	3.01	0.90				
		Community Head	21	3.43	0.60	252	2.08	0.04*	S
2	Servicing of school plant and machines	Head Teach	233	3.03	1.00				
		Community Head	21	3.38	0.86	252	1.54	0.13	NS
3	Replacing damaged doors and windows	Head Teach	233	2.61	1.15				
		Community Head	21	3.29	1.06	252	2.59	0.01*	S
4	Replacing damaged sanitary facilities in School	Head Teach	233	2.84	1.12				
		Community Head	21	3.38	0.92	252	2.14	.34	NS
5	Renovating and painting classrooms to stimulate learning	Head Teach	233	2.69	1.12				
		Community Head	21	3.62	0.80	252	3.72	0.00*	S
6	Replacing leaking roofs to protect pupils from direct sun-ray, rain and hash weather	Head Teach	233	2.85	1.12				
		Community Head	21	3.10	1.04	252	0.99	0.33	NS
7	Replacing faulty electric apparatus to improve light and promote learning	Head Teach	233	2.75	1.07				
		Community Head	21	3.29	0.90	252	2.24	0.03*	S

Table 4 indicates that at 252df the calculated P-values of 0.00 and 0.04 which are less than 0.05, the fourth null hypothesis is not accepted in four out of the seven areas of community involvement in maintenance of school infrastructure for basic education delivery in primary schools in Kogi State. Therefore, community heads and head teachers do differ significantly on four areas of community involvement in maintenance of school infrastructure for basic education delivery in primary schools in Kogi State.

Hypotheses 2: There is no significant difference in the mean ratings of Community heads and head teachers on areas of community involvement in provision of safe learning environment for basic education delivery in primary schools in Kogi State.

Table 5: *t-test on the Mean Ratings of Areas of Community heads and Head Teachers on Areas of Community Involvement in Provision of Safe Learning Environment for Basic Education Delivery in Primary Schools in Kogi State*

S/N	Areas	Status	N	X	Sd	df	Cal.t	P-value	Remk
8	Fencing school premises for the safety of pupils	Head Teach	233	2.61	1.03				
		Community Head	21	3.33	0.80	252	3.14	0.00*	S
9	Organizing able-men for school compound clearing	Head Teach	233	2.76	0.91				
		Community Head	21	3.19	0.93	252	2.09	0.04*	S
10	Reporting illegal movement around the school premises	Head Teach	233	2.79	1.03				
		Community Head	21	3.19	0.81	252	1.71	0.09	NS
11	Engaging security personnel for safety	Head Teach	233	2.80	0.90				
		Community Head	21	2.62	1.20	252	0.87	0.39	NS
12	Frequent orientation of pupils on safety tips within the school	Head Teach	233	2.45	1.15				
		Community Head	21	2.38	0.80	252	0.27	0.79	NS

Table 5 shows that at 252df the calculated P-values of 0.00 and 0.04 which are less than 0.05, the fifth null hypothesis is not accepted in two out of the five areas of community involvement in provision of safe learning environment for basic education delivery in primary schools in Kogi State. Therefore, community heads and head teachers do differ significantly on two areas of community involvement in the provision of safe learning environment for basic education delivery in primary schools in Kogi State.

Hypotheses 3: There is no significant difference in the mean ratings of Community heads and head teachers on areas of community involvement in funding for basic education delivery in primary schools in Kogi State.

Table 6: *t-test on the Mean Ratings of Community Heads and Head Teachers on Areas of Community Involvement in Funding for Basic Education Delivery in Primary Schools in Kogi State*

S/N	*Areas*	*Status*	*N*	*X*	*Sd*	*df*	*Cal.t*	*P-value*	*Remk*
13	Financial contribution during school's annual party/award ceremonies.	Head Teach	233	2.55	0.99				
		Community Head	21	2.38	1.28	252	0.75	0.46	NS
14	Opinion for underfunding in school	Head Teach	233	2.37	0.96				
		Community Head	21	2.38	1.07	252	0.05	0.96	NS
15	Funding toward major school project;	Head Teach	233	2.44	1.11				
		Community Head	21	2.24	0.83	252	0.81	0.42	NS
16	Making voluntary contribution toward emergency;	Head Teach	233	2.57	1.07				
		Community Head	21	2.81	1.17	252	0.99	0.32	NS
17	Available during fund raising for school	Head Teach	233	2.65	1.01				
		Community Head	21	2.48	1.21	252	0.73	0.46	NS
18	Regular review of funding in School C	Head Teach	233	2.54	1.01				
		Community Head	21	2.43	0.75	252	0.94	0.35	NS
19	Frequent advise on school funding channels;	Head Teach	233	2.72	0.99				
		Community Head	21	2.95	1.07	252	1.02	0.31	NS
20	Prompt response to pupils levy toward school development;	Head Teach	233	2.72	1.04				
		Community Head	21	3.05	0.74	252	1.43	0.15	NS
21	Contribution to pupils welfare scheme C	Head Teach	233	2.85	1.04				
		Community Head	21	3.38	0.67	252	2.27	0.02*	S
22	Financial contribution toward mini school Project	Head Teach	233	2.65	0.97				
		Community Head	21	3.10	0.62	252	2.06	0.04*	S

Table 6 reveals that at 252df the calculated P-values of 0.02 and 0.04 which are less than 0.05, the sixth null hypothesis is not accepted in two out of the ten but accepted in eight areas of community involvement in funding for basic education delivery in primary schools in Kogi State. Therefore, community heads and head teachers do not differ significantly on eight areas of community involvement in the funding for basic

education delivery in primary schools in Kogi State. However, they differ significantly only in two areas.

Discussion of the Findings

Result obtained from research question four revealed that the community is involved in the maintenance of school infrastructure for basic education delivery in primary schools frequently. Also, from the analysis in research question 4 under the same heading, it was clearly noticed that the community frequently involve themselves in the replacement of leaking roofs to protect pupils from direct sun-ray, rain and harsh weather; as well as replacement of faulty electric apparatus to improve light and promote learning. The findings is in line with that of Okenwa and Igbo (2013) who revealed that low extent of community involvement in the provision of school plants in the area of erection of needed facilities, donation of lands freely for school use and provision of furniture for school. Also, findings from hypothesis four showed that difference in the mean ratings of head-teachers and parent teacher association members on community involvement in maintenance of school infrastructure for basic education delivery in primary schools in Kogi State was not significant. Okenwa and Igbo (2013) also found out that there was no significant difference in the mean rating of principals and teachers regarding extent of community involvement in the provision of school plant. The result of this study was in conformity with the findings of Ngechuwa and Ebiwari (2018) who found that community involvement in maintenance of school infrastructure was very low. It was also observed that the public secondary schools are in a deplorable state of dilapidation. This could be as a result of inadequate funding, lack of government intervention, lack of maintenance, vandalism, and overcrowding, among others.

Findings from research question five revealed that under areas of community involvement in the provision of safe learning environment for basic education delivery in primary schools, it is clearly observed that the community is involved in the provision of safe learning environment for basic education delivery in primary schools frequently. Also from the analysis, under the same heading, it was clearly noticed that the community frequently involve themselves in the repair of cracks on school walls and replacement of damaged doors and windows in school. Also, findings from hypothesis five indicated that difference in the mean ratings of head-teachers and parent teacher association members on community involvement in provision of safe learning environment for basic education delivery in primary schools in Kogi State was not significant. The findings of this study are in agreement with the findings of Amusugut, Sarah, and Julius (2023) who observed that community involvement in provision of safe learning environment was high. In contrast, the findings of Olayemi (2014) disagreed with the result of the current study that community involvement in provision of safe learning environment was very low. This could be as a result of lack of fund, vandalism, and negligence on the part of the government. Also, the findings of Olayemi (2014) revealed that there is a significant

relationship between school authority and government since it has been shown to be critical to effective school management which may in turn lead to school children education success.

Result from research question six revealed that under areas of community involvement in the funding for basic education delivery in primary schools, it was clearly observed that the community is involved in the funding for basic education delivery in primary schools frequently. Based on the grand mean, it can be concluded that the community fully involve themselves in the funding process for basic education delivery in primary schools in Kogi State. Also, findings from hypothesis six revealed that difference in the mean ratings of head-teachers and parent teacher association members on community involvement in funding for basic education delivery in primary schools in Kogi State was not significant. The findings of the study agreed with the submission of Ejeh, Okenjom, Chizi-nwoko and Ogbo (2016) which revealed that the community participated on a high extent towards funding of secondary schools. The findings is also in alignment with that of Kelechi, Juliet, Anashie and Destiny (2024), that communities are involved in funding and corporate sponsorship influence the administration of secondary schools.

Conclusion

Based on the findings of this study, it was concluded in the mean ratings of community members and head-teachers that they participate in their involvement in specific areas for basic education delivery in primary schools such as; provision of school infrastructure, provision of safe learning environment and funding. Furthermore, the difference in the mean rating of head-teachers and community leaders on the extent of community participation for basic education delivery in primary schools in Kogi State was significant except for funding.

Recommendations

The following recommendations were made for the study:

1. Parents, head teachers and the community members should organize monthly meetings to solicit funds to improve their participation in the provision of school infrastructure by building classrooms, purchasing school buses, erecting assembly halls, and provision of sanitary facilities.
2. Government should sponsor head teachers, parents and members of the community to workshops, seminars and conferences to keep-abreast with modern findings to improve their participation in the maintenance of pupils' discipline through utilization community task force.
3. Government and volunteering group(s) should sensitize the community members and parents on the need to be involved in school development.

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