IMPACT OF COMMUNITY CONTRIBUTIONS ON THE DELIVERY OF ISLAMIC STUDIES CURRICULUM IN SENIOR SECONDARY SCHOOLS IN KANO STATE, NIGERIA

BY

GARBA DANZIAL USMAN

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA

MARCH, 2018

IMPACT OF COMMUNITY CONTRIBUTIONS ON THE DELIVERY OF ISLAMIC STUDIES CURRICULUM IN SENIOR SECONDARY SCHOOLS IN KANO STATE, NIGERIA

BY

Garba Danzial USMAN
B.ED Islamic Studies (ABU)
M.ED/EDUC/3008/09-10
P14EDFC8150

A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN EDUCATION (CURRICULUM AND INSTRUCTION),

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA

MARCH, 2018

DECLARATION

I hereby declare that the work in this dissertation entitled "Impact of Community Contributions on the Delivery of Islamic Studies Curriculum in Senior Secondary Schools in Kano State" has been carried out by me in the Department of Educational Foundations and Curriculum Faculty of Education, Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other Institution.

_____ _____

Garba Danzial USMAN Date

CERTIFICATION

This dissertation entitled IMPACT OF COMMUNITY CONTRIBUTIONS ON THE DELIVERY OF ISLAMIC STUDIES CURRICULUM IN SENIOR SECONDARY SCHOOLS IN KANO STATE by GARBA DANZIAL USMAN meets the regulations governing the award of the Degree of Master in Education (Curriculum and Instruction) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

Dr. A. Guga Chairman, Supervisory Committee	Date
Dr. (Mrs) H. O. Yusuf Member, Supervisory Committee	Date
Dr. M. I. Harbau . Head of Department, Educational Foundations and Curriculum	Date
Prof. S. Z. Abubakar Dean, School of Postgraduate Studies	Date

DEDICATION

This work is dedicated to my parents, late Alhaji Usman Danzial and Hajiya Rahama for their constant support and prayers, may Allah reward them with Jannatul Firdaus, Amin.

ACKNOWLEDGEMENTS

All praise is due to Allah (S.W.A) the Most Beneficent and the most Merciful. May His peace and Blessing be upon His Prophet Muhammad (S.A.W), his family and companions, Ameen. I owe a depth of gratitude to my supervisors Dr. A. Guga and Dr. (Mrs.) H.O. Yusuf for their patience in supervising and making necessary corrections to this research work. In fact, their valuable corrections, observations and suggestions in raising and analyzing relevant issues in an academic and logical manner have greatly contributed in producing this research work; may Allah reward them abundantly, Amin.

I also extend my special gratitude to other panel members like Dr. A.A Dada, Dr. A.F. Mohammed, Dr. S. U. El-Yakub, Dr. (Mrs.), W. Ehinmidu and Dr. (Mrs.) H. Y. Audi for their observations and valuable suggestions to this research work. In fact, their advice and contributions have greatly assisted in improving the quality of the work. May Allah bless them and their families, Amin.

Similarly, I am indebted to my wives and our children for their patience in bearing with my absence from time to time. Finally, I wish to thank my typist and all those who contributed to the success of my programme but time and space would not permit me to include their names, May Almighty Allah bless them abundantly.

ABSTRACT

This study assessed the Impact of Community Contributions on the Delivery of Islamic Studies Curriculum in Senior Secondary Schools in Kano state. The objectives of the study were to assess the contributions of the community on the delivery of Islamic studies curriculum in senior secondary schools in Kano state, assess the provision of physical infrastructures in girls', boys' and mixed senior secondary schools in Kano state, assess the impact of PTA's on the provision of instructional materials of Islamic studies curriculum in boarding and day secondary schools in Kano state, and assess the impact of communities on the recruitment and payment of teachers' salary in senior secondary schools in Kano state. These objectives were translated into research questions and hypotheses. Survey research design was used for the study and the total number of population was two thousand seven hundred and thirteen (2713) out of which 336 were selected as sample size for the study that comprised principals, Islamic Studies teachers, and PTA officials. Simple random sampling technique was used in selecting the sample. Pilot study was conducted in order to have focus and the results of the pivot study showed that Kuder-Richartson 21 was used to establish the reliability of the instrument, a reliability coefficient of 0.94 was obtained. It was based on the result of the pilot study that the research instruments were administered to the research respondents. The instrument used for data collection was a questionnaire developed by the researcher and was validated by the researchers' supervisors and experts in the field of curriculum were consulted for certain observations and corrections from Faculty of Education, Ahmadu Bello University, Zaria. All corrections made were effected. The reliability index found was 0.95 which is acceptable. Data collected were analyzed descriptively using frequencies, mean and inferentially using Chi-Square statistics. Five research questions were analyzed and five hypotheses were tested and all these were accepted. Findings from the study revealed that community members had positive impact in terms of the contributions they gave to the delivery of Islamic studies curriculum in senior secondary schools in Kano state. Physical infrastructures were not adequately provided in girls', boys' and mixed senior secondary schools in Kano state for successful delivery of Islamic studies curriculum in the schools; the PTA's had great impact on the provision of instructional materials of Islamic studies in boarding and day secondary schools in Kano state; the communities contributed to the process of recruitment and payment of teachers' salaries for the successful delivery of Islamic studies curriculum in senior secondary schools in Kano state. Based on the findings of the study, it was recommended that government in collaboration with stakeholders should endeavour to provide additional Islamic studies teaching materials in all senior secondary schools in Kano state; government should look at teachers' condition of service and remuneration and, government should create a forum where all stakeholders of education would be meeting to discuss areas of problems in senior secondary education in the state with particular reference to Islamic Studies and make suggestions for proper solutions to the problems.

TABLE OF CONTENTS

Cover Page		i
Title Page		ii
Declaration		iii
Certification		iv
Dedication		v
Acknowledgements		vi
Abstract		vii
Table of Contents		viii
List of Tables		x
List of Appendices		xi
Operational Definition of Terms		xii
CHAPTER ONE: INTRODUCTION		
1.1	Background to the Study	1
1.2	Statement of the Problem	5
1.3	Objectives of the Study	6
1.4	Research Questions	7
1.5	Research Hypotheses	7
1.6	Basic Assumptions	8
1.7	Significance of the Study	8
1.8	Scope of the Study	9
CHAPTER TWO: REVIEW OF RELATED LITERATURE		
2.1	Introduction	11
2.2	Conceptual Framework	11
2.3	Islamic Studies Curriculum	14
2.4	Community Awareness on Secondary Education	14
2.5	Community Participation in Secondary School Education	16
2.5.1	Provision of Instructional materials to Islamic Studies Curriculum in Secondary Schools	18
2.5.2	Recruitment of Teachers and Payment of Salaries	20
2.5.3	Funding Education	24
2.6	Parent Teachers Association and Financial Commitment to Secondary	

Education 26
2.7 School, Community and the Management of Secondary School Education 27
2.8 Creation of Awareness on the Need for Islamic Studies Curriculum in Secondary Education through Community Based Organization 28
2.8.1 The Role of Organizations in Promoting Secondary School Education 29
2.9 Empirical Studies 30
2.10 Summary 38

CHAPTER THREE: REARCH METHODOLOGY

3.1 Introduction 40
3.2 Research Design 40
3.3 Population 40
3.4 Sample and Sampling Techniques 41
3.5 Instrumentation 42
3.5.1 Validation of Instrument 42
3.5.2 Pilot Study 42
3.5.3 Reliability of the Instrument 43
3.6 Procedure for Data Collection 43
3.7 Procedure of Data Analysis 43

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Introduction 45
4.2 Response to Research Questions 45
4.3 Testing of Hypotheses 51
4.4 Summary of Major Findings 54
4.5 Discussion of Findings 55

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary 57
5.2 Conclusion 58
5.3 Recommendations 59
5.4 Contributions to knowledge 60
5.5 Suggestions for further studies 60
References 62
Appendices 67

LIST OF TABLES

Table		Page
1:	Population Distribution	41
2:	Sample Size Distribution	41
3:	Extent to which Urban and Rural Communities contributes to the delivery of Islamic studies curriculum in secondary school in Kano state	46
4:	Extent to which community members or associations provide physical infrastructures in girls, boys and mixed secondary schools in Kano state	48
5:	The impact of PTA's on the provision of instructional materials of Islamic studies Curriculum in Boarding and Day secondary schools in Kano state	49
6:	The impact of communities on the recruitment and payment of teacher's salaries in senior secondary school of Kano state	50
7:	Summary of Chi-square on the contributions of urban and rural communities towards the delivery of Islamic studies curriculum in secondary schools in Kano state	51
8:	Summary of Chi-square on the contributions on the extent to which communities' members or association provides physical infrastructures in girls, boys and mixed secondary schools of Kano state	52
9:	Summary of Chi-square on the impact of PTA'S on the provision of instructional materials of Islamic Studies Curriculum in day and boarding secondary schools in Kano state	53
10:	Summary of Chi-square on the impact of communities in the recruitment of teachers and payment of their salaries in Kano state	54

LIST OF APPENDICES

Appendix A: Structured Interview for Principals 67

Appendix B: Questionnaire for Teachers and PTA Officials 71

OPERATIONAL DEFINITION OF TERMS

Assessment: Means a judgment about something based on an understanding of the situation.

Curriculum: Is a guide to learning experiences.

Islamic Education: It is education in the Islamic spirit which is universal and aimed at educating a person to be aware of his nature as a man and his role as the servant of God and his vicegerent on this earth.

Education: This is a process through which students acquire knowledge, skills, norms, and desirable attitudes especially in school.

Teacher: It is referred to as someone who imparts knowledge to the learner.

Learner: Means a person receiving instruction or learning a subject (Islamic Studies).

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

The British administration brought about a new system of education which differed fundamentally from what Kano society had known in its centuries of experience as far as education is concerned. This new western style of education was put in place to prepare people for roles in society entirely different from those which Islamic education aimed at. However, it was not in any way antagonistic to Islamic education. Thus, the colonial masters began to establish primary and secondary schools in various places in Nigeria and Kano state inclusive. On this, Fafunwa (1991) asserted that:

> Similarly, outside Kano Township, the provincial school at Shahuchi with its elementary and primary sections was for many years the only school where the western education was pursued in Kano emirate. However, a new elementary school of one class was opened at Dala within Kano city in 1927. This school arose out of government sympathy for a continuous demand by members of the commercial community for the education of their own children. The acting Resident of Northern Province confessed that the school at Shahuchi had too much of an official atmosphere. Kano's powerful trading interests had intimate business links with township and so were quite sensitive to the challenges emanating from Southern Nigeria. They wanted to give their children the type of education which would enable them to hold their own against these stranger elements and they specifically requested that English language should be taught at Dala. The leader was well known business baron, Alhassan Dantata (p.56-57).

In response to the above feeling for the establishment of more schools nearer to the people that many schools were established in Kano in 1970. It was not until this period when this type of western education was taught at various places of Kano. Even before 1970, western education in Kano state was taught under trees and other suitable places for the people of Kano to learn this new type of western education. It is therefore,

important to note that secondary school education is the education children received after primary education and before the tertiary stage. The broad goals of secondary education as stated by the Federal Republic of Nigeria (FRN, 2004) in the National policy on education are to prepare the individual for useful living within the society, and higher education.

According to the FGN (2004), secondary education is expected to: Provide all secondary school leavers with the opportunity for education of a higher level irrespective of sex, social status, religious or ethnic background; Offer diversified curriculum to cater for the differences in talents, opportunities and future roles; Provide trained manpower in the applied science technology and commerce at sub-professional grades; Develop and promote Nigerian languages, arts and culture in the context of the world's cultural heritage; Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad, national goals and live as good citizens; and Provides technical knowledge and vocational skills necessary for agricultural, industrial, commercial and live as good citizens.

In the National Policy on Education (section 5) is stated that the government welcomes the participation of voluntary agencies, communities and private individuals in the establishment, funding and management of secondary schools. State government should prescribe conditions to be met by the communities and others wishing to establish secondary schools. However, government should regulate the establishment of schools, supervise and inspect schools regularly and ensure that all schools follow approved curricula and conform to the national policy on education.

Today secondary school system of education is seen with number of problems ranging from inadequate of funds to inadequate provision of effective facilities, improper planning and policies implementation which at the end may result to failure in the achievement of general goals and objectives of the National policy on education (FRN, 2013). The Kano State government called for greater participation of community towards effective delivery of the curriculum studies in senior secondary schools in the state; although, Kano State government plays a vital role in contributing to the secondary school education in Kano state. But still there is the need for the community to participate in a broader perspective in the process of funding, establishment and management of secondary school education in Kano state. Secondary education nowadays becomes very expensive instrument that needs adequate funding for its successful management and implementation. The sufficiency or insufficiency of the fund affects its management.

However, senior secondary schools are directly established, controlled, managed and supervised by Kano State government. That is to say that Kano state government is responsible for regulating the establishment of senior secondary school, supervise and inspect schools regularly and ensure that all schools follow approved curricular and conform to the National policy on education. Teachers Services Board is responsible for employing qualified teachers to various Senior Secondary Schools in Kano and also responsible for ensuring effective management, supervision, control and maintenance of all senior secondary schools in Kano state.

The researcher observed that Islamic studies curriculum in Kano State requires a lot of teaching materials which includes: textbooks, instructional aids, human resources, chemical tools and apparatus adequately, continuous purchase of other essentials such

as fuel, acids and re-agents are necessary. All this cost a lot of money and the importance of equipment for teaching secondary school subject such as computer has become expensive for government. This requires the involvement of community members. Community contributions will go a long way in reducing the level of inadequacy and encourage the teaching and learning of Islamic Studies. To date, community contributions toward the delivery of Islamic Studies curriculum is yet to be appreciated, hence the need to embark on this type of study.

The main reason for this study therefore is to find out the impact of community contributions on the delivery of Islamic Studies curriculum in Secondary schools in Kano State. This has become necessary because if all needed facilities are put in place by the community, there would be positive achievements in our secondary schools. However, if the needed facilities are not well provided by the community, the delivery of Islamic studies curriculum in our various secondary schools would not be effective because government alone cannot adequately provide all the needed facilities in the secondary schools.

There have been some strategies for measuring the impact of community contributions toward the delivery of Islamic Studies curriculum in Kano State in order to ensure the effectiveness of the implementation of Islamic Studies curriculum in all senior secondary schools of Kano state. These included training and retraining of Islamic Studies teachers, constant supervision to ensure the positive impact of the system, use of questionnaires and regular interviews to both teachers and students of Islamic Studies. It is against this background that the researcher finds it necessary to find out the impact of community contributions on the delivery of Islamic studies curriculum in secondary schools in Kano state.

1.2 Statement of the Problem

It is important to note that meaningful conclusions cannot be attained in every work without a defined focus. Thus, the researcher intends to find out the problems militating against the effective contributions of the community towards the delivery of Islamic Studies curriculum in senior secondary schools in Kano State.

In spite of the fact that the Federal Government in the National Policy on Education (FRN, 2013) called for the participation of voluntary agencies, communities and private individuals in the establishment and management of secondary schools, yet the secondary schools' main sources of revenue nowadays are assumed to be grossly inadequate to support the cost of running the secondary school's programme (Kano State Ministry of Education, 2011). The school fees collected from students is too small to the extent that it would not even be enough to solve some of the schools' problems that need financial commitment. This is because government alone cannot provide all the necessary facilities in schools. The consequence of this problem is that the situation will cripple the educational system in the state and the students will turn to be performing very poor, since all the necessary supports have not been given to the system. Thus, the only way out to avoid this problem is the total support and commitments of community toward the managing, controlling and delivery of Islamic Studies curriculum in the state.

The main focus of this study therefore is to find out in what important ways the community contributions greatly help on the delivery and development of Islamic studies curriculum in secondary schools in Kano State. The researcher also investigated the problems militating against effective contributions and participation of community on the development of Islamic studies curriculum in Kano State. If conducive environment in which learning takes place, regular supervision, adequate teaching-

learning materials and qualified teachers are provided in senior secondary schools there would be positive improvement; and if communities are to actively take part in funding the teaching of Islamic studies through either purchase of relevant text books or financial donations to schools there would be greater achievements and this will be enough to show the total commitment of the community towards the delivery of Islamic studies curriculum in secondary schools of Kano State.

The researcher is of the opinion that the community is reluctant at contributing to the effective delivery of Islamic studies curriculum, the reason was given by most people in the study area when interviewed; while such contribution greatly influences effective teaching of the curriculum. The main issue for investigation therefore is the relevance of community participation for effective delivery of Islamic studies curriculum. This is because the community is highly expected to fully engage in supporting senior secondary schools in Kano State. The participation of community toward the delivery of Islamic Studies curriculum will greatly help in producing an excellent result. However, many of the community members do not adequately contribute to Islamic Studies curriculum and situation produces negative impact on the system.

1.3 Objectives of the Study

This study sought to:

1. determine the extent to which urban and rural communities contribute to the delivery of Islamic Studies curriculum in Secondary schools in Kano State;
2. assess the extent to which communities contribute to the provision of physical infrastructure in girls', boys' and mixed senior secondary schools in Kano State;

3. examine the impact of PTA's on the provision of instructional materials of Islamic Studies curriculum in boarding and day secondary schools in Kano state;
4. assess the impact of communities on the recruitment and payment of teacher's salary in senior secondary schools of Kano State.

1.4 Research Questions

The study provided answers to the following questions:

1. To what extent did urban and rural communities in Kano state contribute to the delivery of Islamic Studies curriculum in secondary schools in Kano State?
2. To what extent did community members or associations provide physical infrastructures in girls', boys' and mixed senior secondary schools of Kano State?
3. What impact did the PTA make in the provision of instructional materials of Islamic Studies curriculum in boarding and day secondary schools in Kano State?
4. To what extent did communities contribute to the recruitment and payment of teacher's salaries in senior secondary schools of Kano State?

1.5 Research Hypotheses

The following hypotheses were tested for the study:

1. There is no significant difference in the contributions of urban and rural communities towards the delivery of Islamic Studies curriculum in secondary schools in Kano State.
2. The contribution of communities towards the provision of physical infrastructure for girls, boys and mixed schools in Kano State was not significantly different from each other.

3. There is no significant difference in the provision of instructional materials of Islamic Studies curriculum by PTA's in day and boarding secondary schools in Kano State.
4. Communities made no significant impact in the recruitment of teachers and payment of their salaries in Kano State.

1.6 Basic Assumptions

The research is based on the assumptions that:

1. Communities have a role to play in the provision of Islamic studies curriculum in secondary schools in Kano State.
2. The Islamic studies teachers of senior secondary schools in Kano state are complying with Islamic studies curriculum provided by ministry of education.
3. The students of senior secondary schools in Kano state understand the subject of Islamic studies very well.
4. The Parent Teachers Associations were contributing to the development of Islamic studies curriculum of senior secondary schools in Kano State.

1.7 Significance of the Study

The educational administrators, Parent Teachers 'Association, Inspectorate division of ministry of education, Non-governmental Organization, the teachers, students and Kano state government are expected to benefit from this study and it will be very useful to them for obtaining good output in educational sector. Their main area of concern is how to source, utilize and manage all sort of resources will find the outcome of the study relevant to them and the local communities, since it will reveal the extent to which community has impacted on secondary education in Kano State.

The parent Teachers Association and Community based organizations are also expected to benefit from this study. The outcome of this study will reveal to them the significance of financing Islamic studies curriculum in secondary schools and through this study they will be able to know the extent to which they have impacted on secondary education in Kano State. The study also serves as a guide to inspectorate division of the ministry of education since it can be seen that it is an area of exploration during school inspection and supervision. It will greatly help in knowing the physical contributions of the community based organizations, NGOs, PTA and so forth, to the secondary school education.

The study is useful to Non-governmental organizations (NGOs) as it will assist them to continue contributing to the progress and development of Islamic studies curriculum in secondary schools. Through this study, the NGOs will come to know that they are strongly demanded to take part in the establishment and management of secondary schools (NPE, 2011). This will therefore motivate them to give their support hundred percent to secondary school education across the state. Through this study the Kano State government can be motivated and to add more efforts in regulating the establishment of secondary schools, supervise and inspect schools regularly and ensure that all schools follow approved curriculum and conform to the National policy on Education. In fact this study will be relevant to Kano state government, parents, non-governmental organizations, students and teachers and well as the general public are to benefits from this study.

1.8 Scope of the Study

The scope of this study was limited to finding out the Impact of Community Contributions on the Delivery of Islamic Studies Curriculum in Secondary Schools in Kano State. Although, there are different levels of education, the study was limited to

the secondary level. The secondary school level of education is expected to be a joint venture between the community, private and government, but this study was delimited to examining the contributions of the community to the development of Islamic studies curriculum in secondary schools. The study variables are the communities, teachers, students and learning environment.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter contains a review of literature related to this research. The review was carried out under the following: Conceptual framework, contribution of urban and rural communities to secondary education, provision of instructional materials of Islamic studies curriculum in secondary schools, recruitment of teachers and payment of salaries, provision of textbooks, laboratories and classrooms, financial input (funding education), community participation in financing Islamic studies curriculum in secondary schools, community and management of secondary schools, community awareness on secondary education through community based organizations, the role of organizations in promoting secondary school education in Kano State, empirical studies and summary.

2.2 Conceptual Framework

The concept of learning environment is very broad and its effects on learning cannot be over-emphasized. Akinboye, Samuel and Johnson (2000) explained that the physical environment is complex, its effect on learning are also complex. In the physical environment there are forces such as temperature, pressure and humidity which affect the individual and consequently his learning. He further stressed that leaning is a product of an individual's interaction with his environment; this position maintained that, a conducive environment is necessary for effective learning. However, when the environment appears to be harsh not conducive for teaching and learning then learning is adversely affected.

Learning environment therefore refers to the total surrounding where learning takes place. The classroom, is the pupils temporary home and his immediate learning environment and it must appear very comfortable, colorful, clean and educationally attractive. A good learning environment is characterized by some of the following depending on the immediate community, subjects demand and so forth (Abakpa, 2013).

There is the need of well spaced classrooms for effective teaching and learning to take place. Instructional spaces such as classrooms, libraries, laboratories and technical workshops are so importance in teaching –learning. The extent to which these spaces could enhance effective teaching and learning depends on their location within the school premises, their structure and facilities. It is not unlikely that well planned instructional spaces in terms of location, size, structure and facilities will facilitate teaching and learning process and as well enhance good academic performance of the pupils.

It is important at this juncture to note that well spaced and adequate classroom will facilitate and make effective teaching and learning process, but when there are no adequate lighting and ventilation in the classrooms, the pupils cannot perform better, and there are instances where classrooms are located very close to the technical workshops (Acosta, 2012).

Consequently for effective teaching and learning to take place, there must be well equipped laboratories. According to Bajah (1997), laboratories are essential in the teaching and learning of science subjects. It has been observed that laboratories are not well planned in some of the secondary schools. Apart from the fact that the required facilities are not in the laboratories, and some of the laboratories are not spacious, not properly located while some do not have cross ventilation and adequate lighting, such

laboratories may not enhance effective teaching and learning thereby impeding the students' academic performance (Adediran, 2010).

Thus, there is also the need for well equipped library for effective teaching and learning to take place. The importance of school library in teaching and learning cannot be over- emphasized. Fuller (1986) and Popoola (1989) cited in Fagbemi (2000) found that school library significantly influences students' academic performance. It appears that some secondary school lack adequate library facilities. In some cases school libraries are not spacious enough and not well located within the school premises. In some cases, the libraries do not have adequate lighting and ventilation that could make them comfortable for the students and teachers to use, in such case effective teaching and student academic performance may be affected (Adams, 2008).

Therefore, if well spaced classrooms, adequate and suitable furniture, well equipped laboratories and libraries, proper instructional materials i.e. books, teaching aids and so on and so forth, are adequately supplied and provided in schools, there could be effective and successful teaching and learning. All in all, it can be said that the survival of the individual greatly depends on learning, because it is through it he manipulates the environment for his betterment (Abdullahi, 2010).

Experiences show that many community organizations already exist especially in most rural communities, but they are few in the urban centres; some of these organizations may be ethnic, religious, cultural or occupational in origin. They can be mobilized effectively to assist the secondary school's education in meeting various challenges such as low enrolment in adequate infrastructure, materials and personnel as well as high tuition rate (Aja, 2014).

2.3 Islamic Studies Curriculum

Curriculum has been defined variously by different authors for example Yusuf (2008) viewed the concept of curriculum as a course of study or training, leading to a product or education. Basically, the term curriculum is what happens as a result of what the teacher does. It includes all the experiences of children for which school accept responsibility. It is to be noted at this point that no attempt to define curriculum can ignore two rather opposing views, the prescriptive (traditionalist) view and the descriptive view. According to the prescriptive, curriculum is referred to as the number of field subject with a set body of knowledge taught by teachers and learned by the pupils. On the other hand, the descriptive sees the curriculum as a guide to learning experiences. The curriculum is the embodiment of the totality of the learning experience to be imparted to the learner in the school setting, although it contains statement of objectives (Ahmed, 2008).

After examining the concept of curriculum now, attempt will be made to see the Islamic studies curriculum. At the inception of the 6-3-3-4 system of education, Islamic studies were a core subject at the junior secondary school level, but elective at senior secondary school. In the 1998 edition of the National Policy on Education, the subject was elective at both levels of secondary education. However, with publication of another policy in 2004, the subject became elective at the senior school level. With this development, more attention is expected to be paid to the implementation of the Islamic studies curriculum.

2.4 Community Awareness on Secondary Education

The community contributions towards the delivery of Islamic Studies curriculum in senior secondary schools will greatly help in producing a very good result in the field

of education. Therefore, the community members need to be conscious on the relevance of secondary school education, so that they can give their maximum supports toward the development of secondary school education in all parts of Kano State (Aliyu, 2008).

According to the 1990 education for all conference held in Jomitien Thailand amongst other things resourced that there is the need for the expansion of secondary school education and development activities especially for poor, disadvantages and disabled children (Udeozor, 2007). The main important thing is to create awareness and consciousness on the need for secondary education down to the community level. This is in line with the FRN (2004) section (7 a), which states that the inculcation of nation consciousness and educational goal amongst others.

Antoninis (2012) admits that in criticizing the present state of the secondary education in Nigeria, the exclusion of parent and communities in the legislation and set up of the administrative structure is an error. The implication is that the parent and the community who are the targeted group has been neglected in the planning, No matter how good the secondary education policy might be if the parent and the community are not actively involved that the mobilization and participation it will be rendered ineffective. There must be need for parents, community leaders, religious leaders, voluntary agencies, private individuals, co-operations and NGOs to be legally recognized and actively involved in the education industry. To be realistic, the government alone cannot provide qualitative education and maintaining its standard without the involvement of the stakeholders mentioned above – Ogbonna (2002) posits that among the stakeholders in basic education, the community is perhaps the most important (Allsop, 2009).

2.5 Community Participation in Secondary school Education

Government emphasizes the need for community participation or involvement in the affairs of financing education as a whole. The nature or area of such involvement at time differs depending on the interest of the governments. "Government welcomes the contribution of community agencies and private individuals in the establishment and management of secondary schools alongside those provided by the state and local government as long as they meet the minimum standard laid down by the federal government (FRN, 2013).

In support of the community's involvement in funding or financing education, especially at grassroots by the Federal Government, Isyaku in Wunti (2006) emphasizes on community participations where he stated; To achieve our vision (objective) of primary education, the government, private organization, individual, parents and the entire public must jointly work to provide whatever human materials and financial resources that are used by the primary schools.

Community groups have been identified as important in financing education. Okeke cited in Wunti (2006) asserts that the importance of community in funding primary education is desirable; this is so when we look at the government policy which stated that 'The roles of community in funding primary education remain vital. Wunti (2006) further explained that such role of the community could be provision of teaching – learning materials, health and games facilities and soon.

The desire for community to contribute toward education system is part of the recognition that the government is financially unable to provide much needed educational facilities for all the primary schools in the area of the study. This could be seen in the Moore in Wunti (2006) perception of Community participation in funding secondary schools were born as a response to the government unable to provide

adequate teaching facilities to many secondary schools. Community began to assist the secondary schools under their chieftainship and also, Government was not able to meet the ever increasing demands of the nature of secondary education (Burke, 2009).

Community need to play a greater role not only in domain of school building but in contest Wunti (2006) in Umar (2002) put it in the present day Nigeria educational dispensation, funding has become one of the most crucial aspect of concern which desires collective responsibilities by governments community and other stakeholders. Bishop (1986) in Wunti (2006) further explained that the practice has to replace this diversity taking in to consideration the socio-cultural background of the community in question. This expansion requires financial obligation. Because of the limited resources pumped in to the programme which could not adequately qualify secondary education. This made government to encourage direct involvement of communities in funding secondary education (Bakari, 2013).

The role of the community in the provision and management of education has been recognized by government as it has been stated clearly by Federal Ministry of Education. The government policy stated that the roles of communities in funding secondary education remain vital, as the government is financially unable to provide the much needed educational facilities for secondary schools (Wunti, 2006). Therefore, community participation has been encouraged.

Base on the above statement one can now believe that the role of the community participation in funding education in general and secondary education in particular is highly needed in Kano State. At the same time government alone could no longer be able to provide all the necessary materials because of present global economic crises, and where government has the intention for securing and reviving the sector, as in the case of Kano state, still been critical process would not allow the intention to be

implemented on time and in this regard, the need for the community participation or involvement becomes necessary in order to save this greater sector (Boulton, 2009).

2.5.1 Provision of Instructional materials to Islamic studies curriculum in Secondary schools

In the review of instructional facilities, it was found out that the quality of education is dependent on a variety of factors, some of which are the availability of classrooms, furniture, equipments, textbooks, libraries, laboratories and technical workshops which are very essential in teaching - learning process. Therefore, students in both developed and developing countries have shown that such factors contribute greatly to students' achievement. Heinemann (2012) research in developed and developing countries has led him to the conclusion that students in developing countries perform much below those of developed countries because of inadequate and poor facilities. He points out comparatively the achievement of Malawi standard eight students in mathematics and science is below that of Thailand, Iran, Chile and developed countries such as Sweden, U.S.A and United Kingdom.

Thus, at the minimum a school is acceptable if it can provide a place for students to work without the danger of a roof collapsing if neither wind nor rain sends students in to a corner for protection. If there is a place for each to sit down, a place to write , material to write with, and a certain minimal number of maps, charts, and reference books from which to derive information (Heyneman, 1980, p.13).

Instructional spaces as classrooms, libraries, laboratories and technical workshops are very vital in teaching and learning process. The extent to which these spaces could enhance effective teaching and learning depends on their location within the school premises, their structure and instructional facilities. It is not unlikely that well

planned instructional spaces in terms of location, structure and facilities will facilitate effective teaching and learning process and as well as enhance good academic performance of the students (Danjibo, 2009).

Consequently, on emphasizing the importance of instructional spaces to students' academic performance, Dauda (2000) maintained that one cannot expect high level of students' academic performance where school buildings such as classrooms, libraries, textbooks, technical workshops, and laboratories are substandard. It is emphasized that clean, quiet, safe, and comfortable and health environment are important component of successful teaching and learning. Similarly, Ajayi (2007) maintained that high level of students' academic performance may not be granted where instructional facilities such as textbooks, classrooms, libraries, technical workshops, where necessary and laboratories are structurally defective, not properly ventilated and not spacious enough for use. It was further emphasized that structural effectiveness, proper ventilation space and well located instructional space may lead in the successful teaching and learning process in the school.

In the review of educational literature, it is frequently argued that the quality of education is dependent on a variety of factors some of which are the availability of classrooms, furniture, equipment, textbooks, libraries, laboratories and technical workshops are crucial in teaching –learning process. Heinemann's (2001), research in developed and developing countries has led him to the conclusion that students in developing countries perform much below than those of developed countries, because of inadequate and poor school facilities- He points out m comparatively the achievement of Malawi standard eight students in mathematics and science is below that of Thailand, Iran, Chile, and developed countries such as Sweden, U.S.A. and U.K. Thus, in the context of this important aspect (school instructional facilities) there must be adequate

and required number of school facilities so as to have better and qualitative education in all parts of the country (Dunne, 2013).

Heyneman (2001) maintained that at the minimum as school is acceptable if it can provide a place for students to work without the danger of a roof collapsing; if neither wind nor rain sends students in to the corner for protection, if there is a place for each to sit down, a place to write, material to write with and a certain minimal number of maps, charts, and reference books from which to derive information. He goes on to argue that Malawi is far from attained the goal of acceptable schools. This would equally and inevitably be applicable to most developing countries. He maintained that, in Malawi classroom activities are frequently interrupted by rains or strong winds and it is not unusual for walls to collapse. Teachers have office no or chairs, students' squat on the floors and write on slates or in their exercises books balancing them between their knees.

An interesting contrast is that between Maryland, U.S.A and Malawi. A single school in Maryland invested about $ 518 per student for the purchase and maintenance of furniture, reading materials and equipment compared to less that is the case $ 1.00 in any given school in Malawi. Given this differences between developed and developing countries, it is evident that what pupils learn in school in less developed countries is much less than is the case in developed countries (Heinemann & Jamison, 2000).

2.5.2 Recruitment of Teachers and payment of salaries

The recruitment of teachers is always a problem, because teachers are paid for less than professions that require similar levels of education. As a profession, teachers are undervalued in the society, in relation to the contributions that they make. In addition, even the salary of teachers cannot satisfy their needs, because the salary is

meager and this makes them less committed to their services. These problems are greatly affecting the students' performances in schools. The difference between having a good teacher and having a bad teacher can exceed one grade-level equivalent in annual achievement growth (Eluu, 2011). Teacher quality more heavily influenced differences in students' performances than did race, class or school of the students. Teacher quality is the most important predictor of student's achievement. In comparison, class size, teacher education and teacher experience play an important role for students' achievement and therefore quality teachers are usually expected to be recruited to the teaching services (Garuba, 2010).

The quality of education is directly related to the quality of instruction in the classrooms. It is a fact that the academic qualifications, knowledge of the subjects matter, competence, and skills of teaching and the commitment of the teacher have effective impact on the teaching learning process, (National Education Policy, 1998-2010). Quality improvement in education depends upon proper training of teachers- the teachers cannot play any of the role unless properly trained (Yadved & Singh, 1998). Therefore, teaching is an art and it can be refined by training and practice, thus, the availability of competent teachers is central in the reconstruction of the educational system, and government should always recruit or employ such competent teachers in order to develop the system (Hardman, 2008).

The teachers' characteristic is related to the subject matter knowledge teachers require during their formal studies, and pre-services teacher education courses. Several studies showed a positive relationship between teachers' preparation in the subject matter, they later teach and student achievement (Darling-Hammond, 1999; & Brewer, 2000). While others have less unequivocal results, Mouth and King (1994) found both positive and negative effects of teachers in field preparation on student achievement.

Ingersoll (2003) considered the wide spread phenomenon in the united state for which they had formal qualifications. His study of out-of field teaching (as it is known) portrayed a severe situation where 42% to 49% of public grade 7 to 12 teachers of science and mathematics lacked a major and /or full certification in the field they were teaching (1999/2000 data).

The certified teachers are usually those who have graduated from accredited teacher education programs. Some of these teachers are also required to complete an induction program or pass a national teacher examination test in order to obtain a license. There is debate in the U.S.A between those in favor of full certification (Darling-Hammond et al., 2001) and those who argued that students of teachers who hold full certification achieve similarly to those who study under teachers with temporary "emergency" credentials (Gold Haber & Brewer, 2000). These authors also argued that relaxing requirement for certification is a way not only of attracting academically talented college graduates to teaching but also of recruiting a more diverse of candidates needed for a diverse student population.

Consequently, studies on the effect of teacher experience on students' learning have found positive relationship between teachers' effectiveness and their years of experience, but relationship observed is not always significant (Kitgard & Phillips, 1981 cited in Wunti, 2006). The evidence currently available made it clear that while the inexperienced teachers are less effective than more senior teachers, the benefits of experience level off after few years (Rivkin & Kain, 2000). Therefore, the relationship between teacher experience and student achievement is difficult to interpret, because this highly affected by motivation of women teachers to work during the child- rearing period (Harma, 2013).

According to Hornby (2010), he mentioned that the qualified teachers who have good and considerable qualifications are those who usually engaged in participating in professional development activities. The professional development activities can be conducted by different organization in school and out of school, on the job or during sabbatical leave. On these occasions, practicing teachers update their content knowledge and teaching skills so they can meet requirements of new curricular, continue new findings on teaching and learning and adapt to changes in the needs of the student population and so no.

Therefore, it was found that teachers who are well- trained in teaching profession are likely to enhance students' academic performance. This is because, the qualified and certified teachers learned teaching method as result of this, the student/pupils proved to perform better than the students who studied under unqualified teachers. All in all, it can be inferred that teachers' qualifications greatly affect the students' academic performance (Little, 2012).

The quality of education is directly related to the quality of the instructions in the classrooms. It is a fact that the academic qualifications, knowledge of the subject matter, competence, and skills of teaching and the commitment of the teacher have effective impact on the teaching – learning process (National Education Policy, 1998-2010). Quality improvement in education depends upon proper training of teachers. The teachers cannot play any of the roles unless properly trained (Yadred & Siugh, 1988 cited in Wunti, 2006). Therefore, teaching is an art. It can be refined by training and practice, the competent teachers are central in the reconstruction of the educational system.

There is therefore the need to ensure the presence of 'highly qualified teachers in every classroom in all secondary schools in the study areas in order to determine how

best to define and prepare these qualified teachers. Qualities of teachers are often seen simply as good teachers and are considered to be those who exhibit desirable traits and uphold the standard and norms of the profession. But qualities of teachers are also considered to be those who bring about "students' learning". These teachers are called "effective" (Berliner 1987, 2005) or "successful" (Fenstermacher & Richardson, 2005). These people distinguished between good teaching and successful teaching as follows:

The researcher is of the view that if experience, qualified and dedicated teachers are recruited with well-paid salaries in all secondary schools of Kano State, there will be a greater achievement in educational sector of Kano State (Karofi, 2017).

2.5.3 Funding Education

The rapid expansion of education system, compounded by more recent global economic crisis and fiscal stringency due to over dependency on oil renders education sector in Nigeria under funding in relation to the demand imposed on it. The rapid expansion of student's enrolment in Nigeria since the early 1960's, followed by the recent enrolment explosion has made a throne responsibility for government to shoulder. Similarly, going by UNESCO recommendations on funding education, the norm is that developing countries should allocate 26% of their total expenditure to the educational sector in order to promote the necessary rapid development of the sector. Nigeria government is far from the ideal sense. Haring shortage in fund is what actually invites the absence of availability of Human and material resources, as well as poor quality issue. Thus, fund is crucial in facilities acquisition, staff recruitment (to cater for the enrolment increase) and for policy implementation, in the face of acute shortage of funds other inputs suffer set back, which in turn influenced the level of education being

provided, in terms of standard is depreciating and this will in turn affects our aims towards national development.

It is therefore believed and agreed that problems of managing secondary School education in particular was inherited from the problem of education sector, all nervure around under funding and where no alternative or care is found to be provided or tackled may lead to the total collapse of such a vital sector. The researcher is of the opinion that the cost in provision and maintenance of secondary school resources may be a factor that has discouraged the community and private institutions to participate fully in the management of such schools because the number of students who suppose to enter or admit into secondary schools is always increasing rapidly. The rapid increase in the population of the students is what actually undermines the effort of administrators and the teachers with the problem, it is very common, one came across secondary school students that could not be able to express himself or herself in written or verbally.

Having a look in to the above, finding, the research now satisfied that in adequate funding to our secondary schools will speed up the problem of insufficient recruitment of qualified and professionally groomed teachers. Inadequate teaching materials and resources (Buildings, chairs, tables and so forth) likewise the remuneration problems of teachers would be uncreated absence of training, refresher courses, workshop and seminars for teachers and school managers would not be organized.

In fact, the problems of secondary school education in Kano state presently revolves around under- funding, Thus, if care is not taken that is, if an alternative is no longer to be found or provided, may lead to the total collapse of such a vital segment or sector. It is important at this juncture to note that fund is always considered to be

backbone to the success in any programme. It is generally agreed that the more funds allocated to the sector, the more result could be achieved.

2.6 Parent Teachers Association and Financial Commitment to Secondary Education

Enaohowo (1989) in Wunti (2006) described Parent Teachers Association (P.T.A) as an interest group formed voluntarily by Teachers and parent for the purpose of management parent teachers association however have been faced with multiple and frequent over hailing demand among them is funding and their role in the management and provision of secondary Education has not been properly defended Wunti (2006). The parent teachers association activity is vital Wunti (2006) opined that;

> Parent Teachers Association (P.T.A) activities are worthy for emulation. It encourages the association to mobilize parents and indeed the entire community to provide communal efforts in the provision of school facilities materials necessary for teaching and learning in secondary schools., it organized a fund raising for the construction of schools and other school needed materials that could assist in the development and achieving the needed objectives.

Also, Wunti (2006) highlighted some of the aims and objectives of parent Teachers Association (P.T.A) as follows:

- To encourage and involve parent to have interest in the education of their children.
- To develop cordial relationship between the teachers, parent and the entire community for the overall development in education
- To enhance parent contribution financial to supplement government efforts towards the improvement of education of their children

Adam (2014) observed that participation of parent has to be meaningful as well as proactive; it must be focused on one of the financial assistance that they share with

government and other stockholders towards effectively developing secondary education. Therefore, parents' financial commitment to secondary education in Kano State should be a total development of education in the secondary schools for the overall success of their children.

2.7 School, Community and the management of Secondary school education

Education is a social service whose provisional burden for a long time rested on the shoulder of the government. The emerging realities have no doubt revealed that government alone cannot single handedly bear the cost of education. The rapid expansion of student enrolment in Kano state since its creation followed by the introduction of new policy on secondary education which resulted to the massive creation of Secondary schools have made Junior Secondary school education a thorny responsibility for government to single handedly bear in spite of the commendable effort by the government, it has been clear for some time that the funds allocated to education are no longer adequate. Therefore, it is agreed that the government alone cannot be able to handle education. So, there is the need for the involvement of the designed goals for education and the national development. Because the system is bedeviled with a lot of adequate supply of resources to cope with the ever-increasing demand for educational provision which have led to inadequate provision of facilities for effective teaching/ learning and thus hinder fulfillment of educational objectives at the secondary school level.

It has become obvious that government alone cannot provide all the necessary facilities and resources needed in Secondary Schools, and where they are provided, they are dilapidated, desks and benches are inadequate. There are no standard libraries and science laboratories and computers; this clearly indicates that qualitative education

needs sufficient fund and fringe benefits for teachers in services training and others. In the real sense, educational financing is gradually becoming the responsibility of individuals, communities' voluntary Agencies and the government. Obviously government alone could not single handedly finance education effectively under the economic hardship. Adesina (2013) suggested that, students and parent need to be made to pay part of the cost of educating the former. Quality education cannot be gotten free and cannot be financed solely by government.

The above opinion has convinced the researcher that, there is the need for the greater commitment on the part of the parents, which forms the community at last, likewise the researcher is of the view that the community needs to be more involved in the financing of education as it practicing in other countries- According to Gutek (1998) throughout most of Americans educational history, the back of schools income has been generated by local taxes. Primarily the property tax, based on assed valued of real estate and personal property. This generates approximately 98 percent of school revenue.

If Gutek's views would be applied to the Nigerian situation that is, if taxation could be applied or enforced on community properties, more revenue could be generated for educational sector. For the demand for education to be achieved or attained at grassroots level that is, basic level, Kano government must embark or invite the idea sold out by the Gutek- In fact, communities have to be fully involved in the financing of education.

2.8 Creation of Awareness on the Need for Islamic studies Curriculum in Secondary through Community Based Organization (CBOS)

Experiences show that these organizations already exist especially in most rural communities. They are few in the urban centres; some of these organizations may be ethnic, religious, cultural or occupational in origin. They have and can be mobilized

effectively to assist the secondary school's education in meeting various challenges such as low enrolment in adequate infrastructure, materials and personnel as well as high tuition rate.

In some areas of the country, the schools were built by the communities who run and protect them as their own. Some CBOs embarked actively on enrolment drive, other impose sanctions on parents who withdrawn their students from school prematurely, and yet others compete with one another in funding and provision of facilities for secondary schools. There is a need therefore to provide an enabling environment through legislative action to encourage and promote more of this delivery. One effective instrument in this respect is a formalized and well structured matching grant, policy. For every naira in cash or kind raised by each community to assist in the basic education of their children, government should provide the equivalent. This will promote healthy rivalry and lighten the burden on the community.

2.8.1 The role of Organizations in Promoting Secondary school Education

External aids on the education played significant role in the development of education in Nigeria at its early stage. Most of external support for promoting education in Nigeria has been in the form of external aid, but literature on the aid is inconsistent. This view was expressed by Adesina (1980: 123) who noted that: "The place of external Aids in school system is very difficult to determine, first, external aids generally do not come directly to individual institution but to organizations and governments who distribute the aid to their own client institutions."

This therefore indicates that, most of this aid is provided to government and private organization with a particular motive by the donor country or organization with religious and ideological reasons often paying a significant role in the extent of such aid

provided. This is mostly detrimental to the receiver of such aid as it often interfere with national policies and economy to suit the donor nation or organization, such aid sometimes is terminated at the developmental stage of the programme, leaving behind wastage of both effort, structures and personnel recruitment for the purpose.

Nigerian education system witnessed a series of aids externally for instance, from 1963 to 1964, about seven thousand, seven hundred and ten pounds (7, 710) was provided to Nigeria as aid. Adesina further stated that, 59% of the teacher in secondary schools of eastern region, 59% of the Northern region from an expatriates external aid to Nigeria from 1963 to 1964, under various aid scheme at the same time, external aids in form of scholarship was offered to Nigerians in order to further their studies within and outside the country. For example, between 1962 and 1966, British government provided 725 Awards, Israel 554 while government provided 210 Awards to Nigerians for studies abroad.

2.9 Empirical Studies

A research work done on the Effects of community contributions to the development of tertiary education in Sokoto State by Shehu (2000), sought to find out the extent to which communities contribute to the development of Education in Tertiary Institutions in Sokoto State in relation with physical infrastructure and instructional materials. The research design used in the study was Survey research and the population of the research consisted of Parents, Community leaders, Ministry for Higher Education and Non-Governmental Organization. The total population of the study was eighty nine thousand two hundred and eighteen (89,218). The instrument used for data collection was questionnaire and the procedure he used for data analysis was chi-square statistics. The outcome of the research showed that the community contributions have greater

effects in tertiary education, because they provided relevant materials to many higher institutions of learning and this allowed students to perform better in their courses of study.

The above research is similar to this study because the study focused on the community contributions to the development of Education. The difference between the research and this study is that, the research was on higher institutions of learning, while the present research focuses on Islamic studies curriculum in Secondary schools. Another difference is that, the study was carried out in Sokoto State, while this research was carried out in Kano State.

Aminu (2004), tried to find out the extent to which Kano State Government contributed to the development of Islamic studies curriculum in Secondary Schools in Kano State in relation with physical infrastructure, instructional materials, sporting facilities and welfare of teachers. The research design used in his study was survey research design and the population of his research consisted of Ministry of Education, Teachers P.T.A's, and Students. The total population of his study was sixty eight thousand three hundred and fifty four (66,355). The results found in his research indicated that Kano State Government contributed immensely in terms of teachers' salary, instructional school facilities, teaching-learning materials and teachers' welfare. This therefore made it possible for many students to fully concentrate on their studies. The procedure used for data collection was questionnaire and the method for data analysis was through interviews. The result of his study shows that the secondary school students performed better in their subjects of study due to government support.

There was also another study which was carried out on the effects of Parent Teachers Association (PTA's) Contributions to the development of Islamic studies curriculum in Secondary Schools in Jigawa State by Aliyu (2001). The research sought

to find out the extent to which the Parent Teachers Association contributed to the development of Secondary Education. Survey research design was used and the population of the research consisted of Ministry of Education, Teachers P.T.A's, and Students. The Instrument used for data collection in the study was self-constructed questionnaire designed by the researcher. The total population of his study was seventy nine thousand three hundred and twenty two (79,322). The procedure used for data collection was questionnaire and the method for data analysis was ANOVA. The results found in the research showed that P.T.A's contributed greatly in terms of teachers' salary, instructional school facilities, and teaching-learning materials. This was because they always donated their money to secondary schools in order to provide all other necessary teaching-learning materials that were not being provided by government. They also attended meetings regularly with the school authorities for resolving problems that affect the student's teaching-learning process. The outcome of the research was that majority of secondary school students performed better in both internal and external examinations.

The above research is similar to the current study because it centered on Parent Teachers Association (PTA) Contributions to the development of Secondary School Education which is the central focus of this research. However, it differed in the sense that it was carried out in Jigawa State, while the present research was carried out in Kano State. The similarity is that, his own research was carried out on the effects of community contributions to the development of secondary education; while my study is also on the Impact of community contributions on the delivery of Islamic Studies curriculum in secondary schools in Kano State.

Abbas (2007) carried out a research on the effects of community contributions to the development of Junior Secondary school education in Kano State. The research

aimed at finding out the impact of community contributions to the development of Secondary Education. He used Survey Research Design and the Population of the research included Ministry of Education, Teachers P.T.A's, and Students. The Instrument used for data collection in the study was self-constructed questionnaire designed by the researcher. The total population of the study was fifty four thousand nine hundred and thirty seven (54,937). The procedure used in analyzing the data collected was chi-square. It was found that the community contributions have considerable effects in Junior Secondary schools, because they provided relevant materials to many Junior Secondary institutions of learning and this helped the students to perform better in their subjects of study.

The above research is similar to this study because the research was carried out on the effects of community contributions to the development of Junior Secondary school Education. The only difference between the research and this study is that, the research was carried out in Junior Secondary schools, while this research was carried out on Islamic studies curriculum in Secondary School level, not in all curriculums of secondary schools.

Another study carried out by Kabir (2009) on the effects of community contributions on the development of secondary School Education in Niger State. The study sought to find out the extent to which community members contributed to Secondary Education in Niger State. The Research Design used in the research was Quasi-Experimental design and the population of the research consisted of Ministry of Education, Teachers P.T.A's, and Students. The Instrument used for data collection in the study was self-constructed questionnaire designed by the researcher. The total population of the study was eighty eight thousand one hundred and six (88,106). The method of data analysis used in the research was chi-square statistics. The study

revealed that the community members contributed greatly as regards to instructional school facilities, teaching-learning materials and teachers' welfare. This therefore made it possible for many pupils to fully concentrate on their learning. The result of the study shows that the secondary school students perform better in their subjects of study due to the support by the communities.

The above study is similar to this research because it was a study on the effects of community Contributions to the development of secondary education in Niger State. The only area where the research is different to the present study is that, the work was carried out in Niger State, while this research was carried out in Kano state.

There was also another study carried out on the effects of Parent Teachers' Association (PTA's) Contributions to the development of Secondary School Education in Gombe State which aimed at finding out the Impact of community contributions on the development of Secondary School education in Gombe State. Survey research design was used and the population of his research contained the Ministry of Education, Teachers P.T.A's and Community members. The Instrument used for data collection in his study was self-constructed questionnaire designed by the researcher. The total population of the study was forty five thousand three hundred and four (45,304). The procedure used in analyzing the data collected was ANOVA. The researcher found that the Parent Teachers Association contributed positively to the development of secondary school education in Gombe State. This was because they always donated huge amount of money to secondary schools in order to provide all other necessary teaching-learning materials that were not being provided by government. They also attended meetings regularly with the school authorities for solving problems that affect the student's teaching-learning process. The outcome of his research was that majority of secondary school students perform better in both internal and external examinations.

The above research is similar to this study because the research was carried out on the effects of Parent Teachers Association (PTA) Contributions to the development of Secondary School Education which is the central focus of this research. The only difference between the research and this study is that, the research was carried out in Gombe State, while this study was carried out in Kano State. The similarity is that, the study was on the Effects of Parent Teachers Association (PTA) contributions to the development of secondary school education; my own is almost similar to this study because it is on the Effect of community contributions on the delivery of Islamic studies curriculum in secondary schools in Kano.

Patrick (2001), carried out a research on the effects of community contributions to the development of secondary School Education in Jos, aimed at investigating the effects of community contributions on the development of Secondary education in Plateau State. Descriptive research design was used in the study and the population of the research consisted of Community Members, Ministry of Education, Teachers and P.T.A's. The Instrument used for data collection in the study was self-constructed questionnaire designed by the researcher. The total population of his study was sixty nine thousand five hundred and eighteen (69,518). The researcher found that the community members contributed greatly in terms of instructional school facilities, teaching-learning materials welfare of Teachers and Sporting facilities. This therefore helped many students to fully concentrate on their learning. The result of his study shows that the secondary school students performed better in their subjects of study as a result of supports they received from community members.

The above study is similar to this research because it was a study on the effects of community Contributions to the development of secondary school education in

Plateau State. However, the difference between the research and this study is that, the research was conducted in Jos, while this study was carried out in Kano State.

The work of Habibu (2006), carried on the effects of community Contributions to the development of Secondary School Education in Katsina State, attempted to find out the Impact of Community Contributions on Secondary School education. The research design used in this study was Survey research and the Population of the study consisted of Community Members, Ministry of Education, Teachers and P.T.A's. The Instrument used for data collection in the research work was self-constructed questionnaire designed by the researcher. The total population of the study was eighty four thousand one hundred and thirty (84,130). The method of data analysis used in the study was chi-square statistics. The researcher found that the communities contributed positively to the development of secondary school education in Katsina State. This was because they always donated a lot of money to secondary schools in order to provide all other necessary teaching-learning materials. The outcome of his research was that most of secondary school students performed better in both internal and external examinations.

The above research is similar to this study because the researcher carried out the research on the effects of community Contributions to the development of Secondary School Education in Katsina State. The only difference between the research and this study is that, the research was carried out in Katsina State, while this study was carried out in Kano State.

Bashir (1999), conducted a research on the effects of community contributions to the development of Junior Secondary school education in Ringim, set out to find out the effects of community contributions on Junior Secondary Education. Survey research design was used and the population of the research included the Ministry of Education,

Teachers P.T.A's and Community members. The Instrument used for data collection in the study was self-constructed questionnaire designed. The total population of the study was fifty two thousand three hundred and nine (52,309). Finding revealed that community contributions have positive effects on Junior Secondary school education, because the community members provided relevant materials to many Junior Secondary schools in Ringim Local Government of Jigawa State, and this helped students to perform better in their subjects of study.

Several studies give examples of positive efforts to support schools by community organisations and/or CSOs (Little and Lewis 2012; Pinnock 2012), and communities have often been found to be supportive of schools and appreciative of staff having to work in difficult circumstances and for low pay (Boulton et al. 2009; Dunne et al. 2013). In the 2004 ESA, 74% of school respondents described school–community relations as 'cordial'. However, studies have also highlighted tensions between schools and communities; in the 2004 ESA 3% of schools typified their relations with communities as 'hostile'.

Along with more specific areas of conflict (elaborated on below), there are more fundamental attitudinal issues. School staff, local government officials, PTA or SBMC and community leaders have been found to hold negative views of parents, especially those whose children are attitude toward some parents, with reports of SBMCs fining parents who send children to herd cattle, denying Fulani herdsman access to water, and asking the police to arrest parents who do not send their children to school (Little and Lewis 2012; Pinnock 2012). More specifically, teachers often interpret parents' lack of attendance at meetings or engagement with the school about their children/wards as

indicative of a lack of interest, whereas it may instead be due to lack of time (Dunne et al. 2013).

In addition to school complaints about parents not sending children to school, there have been tensions concerning: community encroachment on school land, such as for construction or dumping of waste; access routes; driving vehicles or herding animals across the school; and use of school property for drugtaking, drinking or vandalism by community youths (Boulton et al. 2009; Pinnock 2012; UBEC 2012a; Dunne et al. 2013).

Conversely, parents and community members often see teachers as lacking the requisite qualifications, commitment and professionalism, with teacher absenteeism and excessive corporal punishment being major sources of parental complaint not enrolled in school or whose attendance is sporadic. They variously claim that such parents do not value education or are 'ignorant' or not 'enlightened' (Sherry 2008; Pinnock 2012; Little and Lewis 2012; Dunne et al. 2013).

Thus, communication between schools and communities has tended to be unidirectional and top down, with schools (sometimes together with the LGEA) telling parents what to do and demonstrating a lack of understanding about the reasons that may prevent parents from sending their children to school (Poulsen 2009; Pinnock 2012; Little and Lewis 2012), which may of course include concerns about the quality of education on offer (Dunne et al. 2013). Community voice has been noted to be particularly strong in Islamiyya schools, and it has been suggested that this is perhaps because they are community owned and because school development is driven by a moral and religious commitment (Boulton et al. 2009). As highlighted earlier, although SBMCs have

generally been credited with improving relations between schools and communities (as well as with LGEAs), they have also been implicated in this negative

The above research is similar to this study because he carried out his research on the effects of community contributions to the development of Junior Secondary school Education. The only difference between his research and this study is that, the research was in Junior Secondary schools in Ringim Local Government of Jigawa State, while this study was carried out in Senior Secondary Schools in Kano State.

Abubakar (2002), carried out a research on the effects of community contributions on the development of secondary School Education in Borno State aimed finding out the Impact of community contributions on the development of Secondary School education in Borno State. Survey research design was used and the population of the research consisted of, Ministry of Education, Teachers P.T.A's and Community members. The Instrument used for data collection in the study was self-constructed questionnaire. The total population of the study was seventy eight thousand four hundred and thirteen (78,413). The procedure used in analyzing the data collected was ANOVA. The researcher found that the community members contributed greatly to secondary school facilities, such as teaching-learning materials and teachers' welfare, laboratories and instructional materials. This made it possible for many students to perform better in their learning process. Thus, study is similar to this research because it was a study on the effects of community Contributions to the development of secondary education in Borno State.

The difference between this research and others reviewed is not restricted to location alone. It differs from others in these areas. This research is different from others because of its specificity that is, it focused on a particular curricular offering-

Islamic studies, while others did not specify the curriculum of secondary school (Bashir 1999) which was concentrated in all the junior secondary schools in Ringim. In addition, sample size of this research is manageable than other researches which used cumbersome sample.

2.10 Summary

This review carried out indicated that several studies have been conducted on community contributions to education in Nigeria. However, there is yet to be a work on community contributions covering the whole of Kano State, with particular reference to Islamic studies curriculum in Secondary schools. Because most of the researches were conducted on different areas of education like social studies, Mathematics, English etc. Therefore, most of the literatures reviewed were on effects of community contributions to the development of education in different areas in Kano State and Nigeria. More importantly, in many researches it was found out that community contributions to the development of education have greater impact to the successes of secondary education.

Furthermore, it is believed and agreed that problems of managing secondary School education in particular was inherited from the problem of education sector, all nervure around under funding and where no alternative or care is found to be provided or tackled may lead to the total collapse of such a vital sector. The researcher is of the opinion that the cost in provision and maintenance of secondary school resources may be a factor that has discouraged the community and private institutions to participate fully in the management of such schools because the number of students who supposed to enter or admit into secondary schools is always increasing rapidly. The rapid increase in the population of the students is what actually undermines the effort of administrators and the teachers with the problem, it is very common, one came across

secondary school students that could not be able to express himself or herself in written or verbally.

It has become obvious that government alone cannot provide all the necessary facilities and resources needed in Secondary Schools, and where they are provided, they are dilapidated, desks and benches are inadequate. There are no standard libraries and science laboratories and computers; this clearly indicates that qualitative education needs sufficient fund and fringe benefits for teachers in services training and others. In the real sense, educational financing is gradually becoming the responsibility of individuals, communities' voluntary Agencies and the government. Obviously government alone could not single handedly finance education effectively under the economic hardship. Adesina (2013) suggested that, students and parent need to be made to pay part of the cost of educating the former. Quality education cannot be gotten free and cannot be financed solely by government.

Information exchange among states may take place formally and informally through scheduled meetings of heads of SUBEBs or heads of colleges of education, for example. However, the process of putting this report together has highlighted the need for a more formal sharing of written knowledge, for reasons of accountability and transparency but also so that all educational stakeholders can learn from, and in turn contribute to, this growing body of knowledge.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter described the research method used for the study. The sub-themes were discussed under the following headings: Population of the study, sample and sampling techniques, data collection instrument, the validation and reliability of the instrument and procedure for data analysis.

3.2 Research Design

In order to accomplish the purpose of this study, the research design adopted for this study is the descriptive survey which involves a study of a representation of the entire population. This design permits the investigation of the current status of the phenomenon from the respondents in their natural settings who would supply the required information and to whom the information is generalized (Osuala, 2001). This design is therefore, considered appropriate for use in the present study because it will give information required for the study.

3.3 Population

In line with the objective of the study that is, to find out the Impact of Community Contributions on the Delivery of Islamic studies curriculum in Secondary Schools in Kano State, the target population for the study comprised the Islamic Studies teachers, principals and PTA officials. They are totaling 2713, which is made up of 1015 Islamic Studies teachers, 566 principals and 1132 PTA officials (who are chairmen and secretaries in respective schools).

Table 1: Population Distribution

Specification	Population	Percentage
Teachers	1015	37.41%
Principals	566	20.86%
PTA Officials	1132	41.73
Total	2713	100%

Source: Field Study (2015).

3.4 Sample and Sampling Techniques

The sample size for this study was 336 respondents. This was based on the recommendation of Krejcie and Morgan (1970), which provided a table of sample size determination. In the table, they recommended that the population of 2700, the sample size required is 336. The simple random sampling technique was used to select the sample size. In which, no stringent criteria are placed on the selection of the sample, rather than the fact that every member of the population has equal chance of being chosen. However, the procedure requires the use of proportionate sampling. This means sample is selected according to respective population strength. Thus, the sample size distribution is as presented in Table 2:

Table 2: Sample Size Distribution

Specification	Population	Sample Size
Teachers	1015	126
Principals	566	70
PTA Officials	1132	140
Total	2713	336

3.5 Instrumentation

The instrument used in the study for data collection was a self designed questionnaire which consisted of three (3) sections. The first section was on bio-data of respondents. The second section consisted of questionnaire items on the effects of community contributions to the development of secondary education in Kano state. In addition to questionnaire, open-ended interview was used for data collection to strengthen the responses obtained from questionnaire. Those interviewed include Parents, Principals, Teachers, PTA and NGOs who are considered as stakeholders in education.

3.5.1 Validation of Instrument

To establish the validity of the instrument, researcher's supervisors and experts in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria did a content and face validity. Based on their advices, suggestions and corrections which were effected, the instrument was deemed to have content and face validity.

3.5.2 Pilot Study

The constructed questionnaire was pilot tested. This was to ascertain the suitability of the instrument. The pilot study was carried out using selected officials of Kano State Teachers' Management Service Board, Principals of Secondary schools, Parent Teachers Association, Chairmen and their Secretaries, old Student Association and Non-Governmental organizations. Therefore, forty of those officials were selected in the course of conducting the pilot study. Fourty copies of questionnaire were provided to the members of those different groups and the questions were answered by them. The researcher collected back the questionnaires and marked. Kuder-Richardson

21 was used to test the reliability of the research instruments. The results of the pivot study shows from Kuder-Richartson 21 used to establish the reliability of the instrument, a reliability coefficient of 0.94 was obtained. It is based on the result of the pilot study that the research instruments were administered to the research respondents.

3.5.3 Reliability of the Instrument

A pilot study was conducted to test the reliability of the instruments used for data collection. Questionnaires were administered to the members of Kano State Teachers' Management Service Board, Principals of Secondary schools, Parent Teachers Association, Chairmen and their Secretaries, old Student Association and Non- Governmental organizations.

3.6 Procedure for Data collection

The researcher adopted a self-administration method where the researcher administered the questionnaires with the help of four research assistants, who were trained for two days on the modality for the administration of the instrument. Therefore, this method was used in order to have the actual and correct answers from the respondents of the study. The questionnaires were collected back, coded and were taken for analysis.

3.7 Procedure for Data Analysis

Data obtained from the study was using simple percentage and frequency table. Chi-square (χ^2) was used to test all the hypotheses. The researcher decided to use chi-square (χ^2) statistics because the data collected was a discrete data and to establish whether or not significant difference exist between the variables at 0.05 level of significance.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

This research work entitled "Impact of Community Contributions to the Implementation of Islamic Studies Curriculum in Senior Secondary Schools in Kano State, Nigeria" was carried out in some selected senior secondary schools drawn from senior secondary schools of Kano State each having Principals and teachers. This chapter contains analysis of data in line with the research questions and research hypotheses. Finally, discussions of the findings of the study were also presented.

4.2 Response to Research Questions

Five research questions were postulated for this research and analyses as well as interpretations are given in the sections below:

Research Question One: To what extend did urban and rural communities in Kano state contribute to the delivery of Islamic studies curriculum in secondary schools in Kano state?

The sample size for this study was 336 respondents. The data gathered from their opinions was analyzed using frequencies and mean. Table 3 presents the summary of this analysis.

Table 3: Extent to which Urban and Rural Communities contribute to the delivery of Islamic studies curriculum in secondary school in Kano state

S/N	Item Statement	SA	A	D	SD
1.	The urban communities contribute greatly in establishing secondary schools in Kano State.	98 (29.26%)	143 (42.56%)	54 (16.07%)	41 (12.20%)
2.	The rural community members provide adequate fund to all secondary schools in Kano State.	73 (21.73%)	69 (20.54%)	117 (34.82%)	77 (22.92%)
3.	The materials donated to secondary schools by urban community members are not qualitative ones.	79 (23.51%)	98 (29.17%)	107 (31.84%)	52 (15.48%)
4.	The urban community members are often participated in the reconstruction of secondary schools in Kano State.	93 (27.68%)	113 (36.63%)	90 (26.79%)	40 (11.90%)
5.	The rural community members provide available textbooks to secondary schools for teaching and learning.	72 (21.43%)	84 (25%)	103 (30.65%)	77 (22.92%)
6.	The rural community members built many school libraries in secondary schools of Kano State.	97 (28.87%)	132 (39.29%)	69 (20.54%)	38 (11.31%)
7.	The urban community members often meet with secondary school principals and discuss the problems that affect students' learning and suggest ways to resolve them.	98 (29.17%)	111 (33.04%)	93 (27.78%)	34 (10.12%)
8.	The urban community members participate fully in solving the problems of all secondary schools in Kano State.	76 (22.62%)	89 (26.48%)	109 (32.44%)	62 (18.45%)
9.	The rural community members of Kano State provided computers to many secondary schools in order for the students to be computer literates.	34 (10.12%)	43 (12.79%)	136 (40.48%)	123 (36.61%)
10.	The rural community members in collaboration with secondary school principals of Kano State organizes special debate from time to time for all secondary school students.	107 (31.85%)	112 (33.33%)	79 (25.52%)	38 (11.31%)

Table 3 showed the extent to which urban and rural communities contributed to the delivery of Islamic studies curriculum in secondary schools in Kano State. From the

above table, 98 respondents strongly agree that the urban communities contribute greatly in establishing secondary schools in Kano state, 143 respondents also agree with the statement, 54 respondents disagree while 41 respondents strongly disagree with the statement. This shows that the urban communities contribute greatly in establishing secondary schools in Kano state.

Also from the table, 73 respondents strongly agree that the rural community members provide adequate fund to all secondary schools in Kano State, 69 respondents agree with the statement, 117 respondents disagree while 77 respondents strongly disagree. This shows that the rural community members do not provide adequate fund to all secondary schools in Kano State.

Also, 79 respondents strongly agree that the materials donated to secondary schools by urban community members are not qualitative ones, 98 respondents agree, 107 respondents disagree while 52 respondents strongly agree. This indicates that the materials donated to secondary schools by urban community members are qualitative ones.

From the table, 93 respondents strongly agree that the urban community members are often participated in the reconstruction of secondary schools in Kano State, 113 respondents agree, 90 respondents disagree while 40 respondents strongly disagree. This indicates that the urban community members are often participated in the reconstruction of secondary schools in Kano State.

Also, 72 respondents strongly agree that the rural community members provide available textbooks to secondary schools for teaching and learning, 84 respondents agree, 103 respondents disagree while 77 respondents strongly disagree. This indicates

that the rural community members do not provide available textbooks to secondary schools for teaching and learning.

From the table as well, 97 respondents strongly agree that the rural community members built many school libraries in secondary schools of Kano State, 132 respondents agree, 69 respondents disagree while 38 respondents strongly disagree. This shows that the rural community members built many school libraries in secondary schools of Kano State.

Also, 98 respondents strongly agree that the urban community members often meet with secondary school principals and discuss the problems that affect students' learning and suggest ways to resolve them, 111 respondents agree, 93 respondents disagree while 34 respondents strongly disagree. This shows that the urban community members often meet with secondary school principals and discuss the problems that affect students' learning and suggest ways to resolve them.

From the table as well, 76 respondents strongly agree that the urban community members participate fully in solving the problems of all secondary schools in Kano State, 89 respondents agree, 109 respondents disagree while 62 respondents strongly disagree. This shows that the urban community members participate fully in solving the problems of all secondary schools in Kano State.

From the table as well, 34 respondents strongly agree that the rural community members of Kano State provided computers to many secondary schools in order for the students to be computer literates, 43 respondents agree, 136 respondents disagree while 123 respondents strongly disagree. This shows that the rural community members of Kano

State do not provide computers much secondary schools in order for the students to be computer literates.

Finally from the table, 107 respondents strongly agree that the rural community members in collaboration with secondary school principals of Kano State organizes special debate from time to time for all secondary school students, 112 respondents agree, 79 respondents disagree while 38 respondents strongly disagree. This shows that the rural community members in collaboration with secondary school principals of Kano State organize special debate from time to time for all secondary school students.

Research Question Two: To what extent did community members and associations provide physical infrastructures in girls, boys and mixed secondary schools in Kano state?

Table 4 showed the extent to which community members or associations provide physical infrastructures in girls, boys and mixed secondary schools in Kano state, the questions 11-20 in the questionnaire was analyzed to ascertain this.

Table 4: Extent to which community members or associations provide physical infrastructures in girls, boys and mixed secondary schools in Kano state

S/N	Item Statement	SA	A	D	SD
1.	The community members erected many buildings in secondary schools of Kano State.	101 (30.52%)	121 (36.01%)	79 (23.51%)	35 (10.41%)
2.	The community members provided the necessary equipments for teaching-learning in secondary schools of Kano State.	98 (29.16%)	137 (40.77%)	81 (24.10%)	20 (5.95%)
3.	Community members participated actively in making structural design of many secondary schools of Kano State.	96 (28.5%)	131 (38.98%)	77 (22.91%)	32 (9.52%)
4.	The community associations of Kano State donated a lot of money for infrastructural facilities.	99 (29.46%)	137 (4.77%)	69 (20.53%)	31 (9.22%)
5.	The community members donated many infrastructural facilities for reconstruction of secondary schools of Kano State.	113 (33.63%)	119 (35.41%)	69 (20.53%)	35 (10.41%)
6.	Every Secondary School in Kano State has adequate proper ventilation and some well located buildings established by community members of Kano State.	97 (28.86%)	126 (37.5%)	77 (22.91)	36 (10.71%)
7.	The community associations of Kano State contributed greatly in making provision of structural design of Principals and teachers' offices.	91 (27.08%)	118 (35.11%)	74 (22.02%)	53 (15.77%)
8.	The Kano State government is working side by side with community associations to develop the secondary school education.	86 (25.59%)	132 (39.28%)	79 (23.51%)	39 (11.60%)
9.	The community members often contact secondary school principals if there is the need for additional equipments in their schools.	74 (22.02%)	116 (34.52%)	81 (24.10%)	65 (19.34%)
10.	The contributions given by the community associations to the development of secondary school education in Kano State is effective.	114 (33.92%)	131 (38.98%)	53 (15.77%)	38 (11.30)

Table 4 showed the extent to which community members or associations provide physical infrastructures in girls, boys and mixed secondary school of Kano state. From the above, 101 respondents strongly agree that the community members erected many buildings in secondary schools of Kano State, 121 respondents agree, 79 respondents disagree

while 35 respondents strongly disagree. This shows that the community members erected many buildings in secondary schools of Kano State.

Also, 98 respondents strongly agree that the community members provided the necessary equipments for teaching-learning in secondary schools of Kano State, 137 respondents agree, 81 respondents disagree while 20 respondents strongly disagree. This shows that the community members provided the necessary equipments for teaching-learning in secondary schools of Kano State.

Also from the table, 96 respondents strongly agree that community members participated actively in making structural design of many secondary schools of Kano State, 131 respondents agree, 77 respondents disagree while 32 respondents strongly disagree. This indicates that community members participated actively in making structural design of many secondary schools of Kano State.

From the table as well, 99 respondents strongly agree that the community associations of Kano State donated a lot of money for infrastructural facilities, 137 respondents agree, 69 respondents disagree while 31 respondents strongly disagree. This shows that the community associations of Kano State donated a lot of money for infrastructural facilities.

Also, 113 respondents strongly agree that the community members donated many infrastructural facilities for reconstruction of secondary schools of Kano State, 119 respondents agree, 69 respondents disagree while 35 respondents strongly disagree. This indicates that the community members donated many infrastructural facilities for reconstruction of secondary schools of Kano State.

From the table as well, 97 respondents strongly agree that every Secondary School in Kano State has adequate proper ventilation and some well located buildings established by community members of Kano State, 126 respondents agree, 77 respondents disagree

while 36 respondents strongly disagree. This indicates that every Secondary School in Kano State has adequate proper ventilation and some well located buildings established by community members of Kano State.

The responses of the table also shows that 91 respondents strongly agree that the community associations of Kano State contributed greatly in making provision of structural design of Principals and teachers' offices, 118 respondents agree, 74 respondents disagree while 53 respondents strongly disagree. This shows that the community associations of Kano State contributed greatly in making provision of structural design of Principals and teachers' offices.

From the table, 86 respondents strongly agree that the Kano State government is working side by side with community associations to develop the secondary school education, 132 respondents agree, 79 respondents disagree while 39 respondents strongly disagree. This indicates that the Kano State government is working side by side with community associations to develop the secondary school education.

From the table also, 74 respondents strongly agree that the community members often contact secondary school principals if there is the need for additional equipments in their schools, 116 respondents agree, 81 respondents disagree while 65 respondents strongly disagree. This shows that the community members often contact secondary school principals if there is the need for additional equipments in their schools.

Finally from the table, 114 respondents strongly agree that the contributions given by the community associations to the development of secondary school education in Kano State is effective, 131 respondents agree, 53 respondents disagree while 38 respondents strongly disagree. This indicates that the contributions given by the community associations to the development of secondary school education in Kano State is effective.

Research Questions Three: What impact did the P.T.A. make in the provision of instructional Materials of Islamic studies curriculum in boarding and Day schools in Kano state?

The sample size for this study was 336 respondents. The data gathered from their opinions was analyzed using frequencies and mean. Table 5 presents the summary of this analysis.

Table 5: The impact of PTA's on the provision of instructional materials of Islamic studies Curriculum in Boarding and Day secondary schools in Kano

S/N	Item Statement	SA	A	D	SD
1.	The PTA members made enough provision of instructional teaching-learning materials in boarding and day secondary schools of Kano State.	102 (30.35%)	117 (34.82%)	92 (27.38%)	25 (7.44)
2.	The PTA members provided maps, charts, rulers and so forth, to many secondary schools of Kano State.	97 (28.86%)	137 (40.77%)	79 (23.51%)	23 (6.84%)
3.	The PTA members often held a meeting with secondary school principals to discuss the problems of inadequate instructional facilities in their schools and suggest proper solutions to the problems.	113 (33.63%)	127 (37.79%)	57 (16.96%)	39 (11.60)
4.	The PTA members attend meetings regularly with principals of secondary schools and discuss together areas of students' achievement and weaknesses.	95 (28.27%)	144 (42.85%)	62 (18.45%)	35 (10.41%)
5.	The PTA's contributions to secondary school education have great effects on students' performances in schools.	117 (34.82%)	131 (38.98%)	51 (15.17%)	37 (11.01%)
6.	The PTA's provided more instructional materials to boarding secondary schools than day secondary schools of Kano State.	98 (29.16%)	131 (38.98%)	77 (22.91%)	30 (8.92%)
7.	The PTA members provided adequate instructional materials in all secondary schools of Kano State in order to improve the educational quality of students.	117 (34.82%)	122 (36.309%)	63 (18.75%)	34 (10.11%)
8.	The PTA members in collaboration with secondary school principals contribute to prize and given day in all the secondary schools of Kano State.	94 (27.97%)	113 (33.63%)	84 (25%)	45 (13.39)
9.	The PTA members donated adequate fund to secondary schools of Kano State and ensure that all students are provided with all necessary instructional materials.	109 (32.44%)	117 (34.82%)	78 (23.21%)	32 (9.52%)
10.	The contributions given by the PTA members towards the success and development of secondary school education have great impact on students' performances.	132 (39.28%)	141 (41.96%)	47 (13.98%)	16 (4.76%)

The above table revealed that the impact of P.T.A on the provision of instructional materials for Islamic studies curriculum in both boarding and day secondary schools to a large extent has a great positive impact, 102 respondents

strongly agree that the PTA members made enough provision of instructional teaching-learning materials in boarding and day secondary schools of Kano State, 117 respondents agree, 92 respondents disagree while 25 respondents strongly disagree. This shows that the PTA members made enough provision of instructional teaching-learning materials in boarding and day secondary schools of Kano State.

Also, 97 respondents strongly agree that the PTA members provided maps, charts, rulers and so forth, to many secondary schools of Kano State, 137 respondents agree, 79 respondents disagree while 23 respondents strongly disagree. This shows that the PTA members provided maps, charts, rulers and so forth, to many secondary schools of Kano State.

From the table as well, 113 respondents strongly agree that the PTA members often held a meeting with secondary school principals to discuss the problems of inadequate instructional facilities in their schools and suggest proper solutions to the problems, 127 respondents agree, 57 respondents disagree while 39 respondents strongly disagree. This clearly indicates that the PTA members often held a meeting with secondary school principals to discuss the problems of inadequate instructional facilities in their schools and suggest proper solutions to the problems.

Also, 95 respondents strongly agree that the PTA members attend meetings regularly with principals of secondary schools and discuss together areas of students' achievement and weaknesses, 144 respondents agree, 62 respondents disagree while 35 respondents strongly disagree. This shows that the PTA members attend meetings regularly with principals of secondary schools and discuss together areas of students' achievement and weaknesses.

From the table as well, 117 respondents strongly agree that the PTA's contributions to secondary school education have great effects on students' performances in schools, 131 respondents agree, 5 respondents disagree while 37 respondent strongly disagree. This shows that the PTA's contributions to secondary school education have great effects on students' performances in schools.

Respondents responses also shows that 98 of them strongly agree that the PTA's provided more instructional materials to boarding secondary schools than day secondary schools of Kano State, 131 respondents agree, 51 respondents disagree while 37 respondents strongly disagree. This shows that the PTA's provided more instructional materials to boarding secondary schools than day secondary schools of Kano State.

The table above also shows that 117 respondents strongly agree that the PTA members provided adequate instructional materials in all secondary schools of Kano State in order to improve the educational quality of students, 122 respondents agree, 63 respondents disagree while 34 respondents strongly disagree. This shows that the PTA members provided adequate instructional materials in all secondary schools of Kano State in order to improve the educational quality of students.

Also from the table, 94 respondents strongly agree that the PTA members in collaboration with secondary school principals contribute to prize and given day in all the secondary schools of Kano State, 113 respondents agree, 84 respondents disagree while 45 respondents strongly disagree. This indicates that the PTA members in collaboration with secondary school principals contribute to prize and given day in all the secondary schools of Kano State.

The table also reveals that 109 respondents strongly agree that the PTA members donated adequate fund to secondary schools of Kano State and ensure that all students are provided with all necessary instructional materials, 117 respondents agree, 78

respondents disagree while 32 respondents strongly disagree. This indicates that the PTA members donated adequate fund to secondary schools of Kano State and ensure that all students are provided with all necessary instructional materials.

Finally from the table, 132 respondents strongly agree that the contributions given by the PTA members towards the success and development of secondary school education have great impact on students' performances, 141 respondents agree, 47 respondents disagree while 16 respondents strongly disagree. This indicates that the contributions given by the PTA members towards the success and development of secondary school education have great impact on students' performances.

Research Question Four: To what extent did communities contribute to the recruitment and payment of teacher's salaries in senior secondary schools of Kano state?

The sample size for this study was 336 respondents. The data gathered from their opinions was analyzed using frequencies and mean. Table 6 presents the summary of this analysis.

Table 6: The impact of communities on the recruitment and payment of teachers' salaries in senior secondary school of Kano state

S/N	Item Statement	SA	A	D	SD
1.	The community members personally recruit contract teachers and post them to schools that have inadequate personnel and pay them with their own money.	114 (33.92%)	127 (37.79%)	57 (16.96%)	38 (11.30%)
2.	The community members always put pressure on the government part to recruit as many teachers as possible so as to avoid shortage of teachers in secondary schools of Kano State.	103 (30.65%)	127 (37.79%)	62 (18.45%)	44 (13.09%)
3.	The contributions of community members to the recruitment of teachers and their salaries have positive effects on both teachers and students of secondary schools.	114 (33.92%)	129 (38.39%)	59 (17.55%)	34 (10.11%)
4.	The community members usually contact principals if there is the need for additional teachers in their schools.	99 (29.46%)	142 (42.26%)	61 (18.15%)	34 (10.11%)
5.	The community members personally hold a meeting with principals on how to recruit teachers and how to pay their salaries.	122 (36.30%)	137 (40.77%)	49 (14.58%)	28 (8.3%)
6.	The community members built a recruitment centre where teachers are interviewed before employing the needed teachers to various secondary schools.	48 (14.28%)	97 (28.86%)	131 (38.98%)	60 (17.85%)
7.	The recruitment of teachers and the payment of their salaries is always based on merit.	112 (33.33%)	137 (40.77%)	44 (13.09%)	43 (12.79%)
8.	There is promotion every year for secondary school teachers recruited by the community members.	87 (25.89%)	94 (27.97%)	111 (33.03%)	44 (13.09%)
9.	The community members dismiss any teacher that goes contrary to the rules and regulations of their organization.	114 (33.9%)	136 (40.47%)	47 (13.98%)	39 (11.60%)
10.	The community contributions to the successes and development of secondary school education cannot be quantified.	117 (34.82%)	147 (43.75%)	41 (12.02%)	31 (9.22%)

The table above reveals the impact of communities on the recruitment and payment of teacher's salary in senior secondary schools of Kano state. From the table, 114 respondents strongly agree that the community members personally recruit

contract teachers and post them to schools that have inadequate personnel and pay them with their own money, 127 respondents agree, 57 respondents disagree while 38 respondents strongly disagree. This shows that the community members personally recruit contract teachers and post them to schools that have inadequate personnel and pay them with their own money.

Also from the table, 103 respondents strongly agree that the community members always put pressure on the government part to recruit as many teachers as possible so as to avoid shortage of teachers in secondary schools of Kano State, 127 respondents agree, 62 respondents disagree while 44 respondents strongly disagree. This indicates that the community members always put pressure on the government part to recruit as many teachers as possible so as to avoid shortage of teachers in secondary schools of Kano State.

From the table as well, 114 respondents strongly agree that the contributions of community members to the recruitment of teachers and their salaries have positive effects on both teachers and students of secondary schools, 129 respondents agree, 59 respondents disagree while 34 respondents strongly disagree. This clearly shows that the contributions of community members to the recruitment of teachers and their salaries have positive effects on both teachers and students of secondary schools.

Also from the table, 99 respondents strongly agree that the community members usually contact principals if there is the need for additional teachers in their schools, 142 respondents agree, 61 respondents disagree while 34 respondents strongly disagree. This indicates that the community members usually contact principals if there is the need for additional teachers in their schools.

From the table, 122 respondents strongly agree that the community members personally hold a meeting with principals on how to recruit teachers and how to pay their salaries, 137 respondents agree, 49 respondents disagrees while 28 respondents strongly disagree. This indicates that the community members personally hold a meeting with principals on how to recruit teachers and how to pay their salaries.

Furthermore, 48 respondents strongly agree that the community members built a recruitment centre where teachers are interviewed before employing the needed teachers to various secondary schools, 97 respondents agree, 131 respondents disagree while 60 respondents strongly disagree. This clearly indicates that the community members doesn't built any recruitment centre where teachers are interviewed before employing the needed teachers to various secondary schools.

Also, 112 respondents strongly agree that the recruitment of teachers and the payment of their salaries is always based on merit, 137 respondents agree, 44 respondents disagree while 43 respondents strongly disagree. This indicates that the recruitment of teachers and the payment of their salaries is always based on merit.

From the table also, 87 respondents strongly agree that there is promotion every year for secondary school teachers recruited by the community members, 94 respondents agree, 111 respondents disagree while 44 respondents strongly disagree. This shows that there is no promotion every year for secondary school teachers recruited by the community members.

Responses from the table also shows that 114 respondents strongly agree that the community members dismiss any teacher that goes contrary to the rules and regulations of their organization, 136 respondents agree, 47 respondents disagree while 39 respondents strongly disagree. This shows that the community members dismiss any teacher that goes contrary to the rules and regulations of their organization.

Finally from the table, 117 respondents strongly agree that the community contributions to the successes and development of secondary school education cannot be quantified, 147 respondents agree, 41 respondents disagree while 31 respondents strongly disagree. This indicates that the community contributions to the successes and development of secondary school education cannot be quantified,

4.3 Testing of Hypotheses

The five research hypotheses postulated for this research were analyzed using Chi-square. The summary and interpretation of the analysis are presented as follows.

Hypothesis One: There is no significant difference in the contributions of urban and rural communities towards the delivery of Islamic studies curriculum in secondary schools in Kano state.

To test the first hypothesis, Chi-square (χ^2) statistics was used to analyze the scores obtained on the contributions of urban and rural communities towards the delivery of Islamic studies curriculum in secondary schools was obtained in respect of their responses to particular items of the questionnaire. The result was presented in table 7.

Table 7: Summary of Chi-square on the contributions of urban and rural communities towards the delivery of Islamic studies curriculum in secondary schools in Kano state

N	Mean	SD	χ^2 cal.	α	df	χ^2 crit.	Sig.	Decision
336	32.61	14.3	302.33	0.05	27	40.114	.002	Rejected

Table 7 showed that there is difference in the contributions of urban and rural communities towards the delivery of Islamic studies curriculum in secondary school in Kano State. The result showed a calculated value of 302.33 against a critical value of 40.114 at $\alpha = 0.05$. Therefore, the hypothesis which states that there is no significant

difference in the contributions of urban and rural communities towards the delivery of Islamic studies curriculum in secondary schools in Kano state is rejected in favour of the alternate hypothesis.

Hypothesis Two: There is no significant difference in the contribution of communities towards the provision of physical infrastructure for girls, boys, and mixed schools in Kano state.

To test the second hypothesis, the following result were obtained from the χ^2 computation on the extent to which communities' members or association provides physical infrastructures in girls, boys and mixed secondary schools of Kano state.

Table 8: Summary of Chi-square on the contributions on the extent to which communities' members or association provides physical infrastructures in girls, boys and mixed secondary schools of Kano state

N	Mean	SD	χ^2 cal.	α	df	χ^2 crit.	Sig.	Decision
336	12.01	6.19	62.27	0.05	27	40.113	.000	Rejected

Table 8 showed that there was significant difference in the extent to which communities' members or associations provide physical infrastructure in girls', boys and mixed secondary schools of Kano State. The result showed that the χ^2 calculated value of 62.27 was greater than the critical value of 40.113 at $\alpha = 0.05$, df = 27, $\chi^2_{cal} > \chi^2_{tab}$. Hence, the null hypothesis was rejected and while the alternate hypothesis was accepted.

Hypothesis Three: There was no significant difference in the provision of instructional materials of Islamic studies curriculum by PTA'S in day and boarding secondary schools in Kano state.

In testing the third hypothesis, the following results were obtained from the χ^2 computation on the impact of PTA'S on the provision of instructional materials of Islamic Studies Curriculum in day and boarding secondary schools in Kano state.

Table 9: Summary of Chi-square on the impact of PTA'S on the provision of instructional materials of Islamic Studies Curriculum in day and boarding secondary schools in Kano state

N	Mean	SD	χ^2 cal.	α	df	χ^2 crit.	Sig.	Decision
336	21.45	13.06	70.79	0.05	27	40.113	.004	Rejected

Table 9 showed that there is significant difference in the provision of instructional materials of Islamic Studies Curriculum by PTA'S in day and boarding secondary schools in Kano State. The table revealed that the $\chi^2_{cal} > \chi^2_{tab}$, hence the H_o was rejected while the H_1 was accepted.

Hypothesis Four: Communities made no significant impact in the recruitment of teachers and payment of their salaries in Kano state.

In testing this hypothesis, the following results were obtained as provided in table 10. Chi-square (χ^2) computation of significance of impact of communities in the recruitment of teachers and payment of their salaries in Kano state

Table 10: Summary of Chi-square on the impact of communities in the recruitment of teachers and payment of their salaries in Kano state

N	Mean	SD	χ^2 cal.	α	df	χ^2 crit.	Sig.	Decision
336	18.25	10.42	206.77	0.05	27	40.113	.003	Rejected

Table 10 shows that community contributions have impact in the recruitment of teachers and payments of their salaries in Kano state. From table 4.10 result revealed that $\chi^2_{cal} > \chi^2_{tab}$ that is, 206.77 > 40.113. Hence, the null hypothesis which states that communities made no significant impact in the recruitment of teachers and payment of their salaries in Kano state was rejected while H_1 was accepted and concluded that there is significant impact on the recruitment of teachers and payments of their salaries in Kano state.

4.4 Summary of the Findings

Based on the analyses of data carried out, the following findings were established:

1. Urban and rural communities in Kano state significantly contributed to the delivery of Islamic studies curriculum in secondary schools in Kano state (P = 0.002).
2. Community members and associations made significant contributions in the physical infrastructures such as provision of furniture, buildings, hostels, common room etcetera in girls, boys and mixed secondary schools in Kano state (P = 0.000).
3. Parent Teachers' Association (PTA) contribution was impactful in the provision of instructional materials of Islamic studies curriculum in both boarding and day

schools in Kano state. However, the impact was significantly more in boarding than in day schools (P = 0.004).

4. Communities contributed significantly to the recruitment and payment of teachers' salaries in senior secondary schools of Kano state. The communities recruited contract teachers and posted them to schools that had inadequate personnel and paid them with the donation made by community members (P = 0.003).

4.5 Discussion of Findings

This research was conducted on the "Impact of Community Contributions to the Delivery of Islamic Studies Curriculum in Senior Secondary Schools in Kano State, Nigeria." Therefore, to realize this purpose, the researcher raised five specific objectives, research questions and five null hypotheses. Chi-square statistics was used to test the five hypotheses at 0.05 level of significance. The major findings of the study were discussed as follows:

Findings one revealed that urban and rural communities greatly contributed to the delivery of Islamic studies curriculum in Kano state. This result is in agreement with the finding of Bashir (1999) that community contributions have positive effects on the delivery of school curriculum, because the community members provided relevant support which helped students to perform better in their subjects of study. This finding also concurred with the research finding of Aminu (2004) that the secondary school students performed better in their subjects of study due to the community support.

The second finding showed that there was significant difference in the extent to which communities' members or associations provide physical infrastructure in girls', boys and mixed secondary schools of Kano State. This result is in line with the findings

of Shehu (2000) which showed that the community contributions have greater effects in tertiary education, because they provided relevant structures to many institutions of learning and this allowed students to perform better in their courses of study.

Finding three showed that PTAs' contribution in the provision of instructional materials in day and boarding secondary schools in Kano state was significant. This finding is in agreement with the finding of Kabir (2009) that the community members contributed greatly as regards to instructional facilities, teaching-learning materials and teachers' welfare. This therefore made it possible for many pupils to fully concentrate on their learning due to the support by the communities. This is also in line with the finding of Aliyu (2001) that community members attended meetings regularly with the school authorities to resolving problems that affect the student's teaching-learning process.

Fourth finding showed that community contributions have positive significant impact on the recruitment of teachers and payments of their salaries in Kano state. Hence, the null hypothesis which states that communities made no significant impact in the recruitment of teachers and payment of their salaries in Kano state was rejected. This result is in line with the findings of Habibu (2006) who noted that the communities contributed positively to manpower development in secondary school. This was because they always donated a lot of money to secondary schools in order to provide all other necessary teaching-learning materials and finance teachers' development programmes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study assessed the impact of community contributions on the delivery of Islamic Studies curriculum in senior secondary schools in Kano State, Nigeria. Five objectives were raised in the study, which were to: determine the extent to which urban and rural communities contribute to the delivery of Islamic Studies curriculum in Secondary schools in Kano State; assess the extent to which communities contribute to the provision of physical infrastructure in girls', boys' and mixed senior secondary schools in Kano State; examine the impact of PTAs' on the provision of instructional materials of Islamic Studies curriculum in boarding and day secondary schools in Kano state; and assess the impact of communities on the recruitment and payment of teacher's salary in senior secondary schools of Kano State. Chapter two reviewed literature on the major aspects of the study which also consisted of theoretical framework.

The research design adopted for the study was survey research design. The target population of the study comprised of 1015 Islamic Studies teachers, 566 principals and 1132 PTA officials. A sample size of 336 respondents was randomly sampled for the study. This is in line with Krejcie and Morgan sampling size table. They observed that as the population increases, the sample size increases at diminishing rate. To them for a population 2700, a sample size of 336 is required. The instrument used in the study for data collection was a self designed questionnaire. The instrument was validated by the researcher's supervisors and experts in the department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. A pilot study was conducted to test the reliability of the instrument. Thus, Kuder-

Richardson 21 was used to establish the reliability of the instrument, and a reliability coefficient of 0.94 was obtained. Thus the instrument was considered reliable based on Bennett (2006) assertion that the closer a reliability coefficient is to 1 the more reliable it is. Data obtained from the study was analyzed at both the descriptive and inferential levels. At the descriptive level, frequency counts and response mean were used to respond to the research questions, while at the inferential level, Chi-square (χ^2) was used to test all the hypotheses at 0.05 level of significance.

Findings from the study revealed that urban and rural communities in Kano state greatly contributed to the delivery of Islamic studies curriculum in secondary schools in Kano state (P = 0.002); community members and associations provided physical infrastructures such as furniture, buildings, hostels, common room etcetera in girls, boys and mixed secondary schools in Kano state (P = 0.000). In addition, Parent Teachers' Association (PTA) contribution was impactful in the provision of instructional materials of Islamic studies curriculum in both boarding and day schools in Kano state. However, the impact was significantly more in boarding than in day schools (P = 0.004); communities contributed significantly to the recruitment and payment of teachers' salaries in senior secondary schools of Kano state. The communities recruited contract teachers and posted them to schools that had inadequate personnel and paid them with the donation made by community members (P = 0.003)

5.2 Conclusion

Based on the findings of the study, it can be concluded, that though urban and rural communities contributed to the delivery of Islamic studies curriculum in secondary schools in Kano state, the community members are not doing enough in the provision of infrastructures like computers and other facilities to many secondary schools in the

study area, especially the rural community. In addition, community members and associations provide physical infrastructures in girls, boys and mixed secondary schools in Kano state. It can be said that PTA contribution was impactful in the provision of instructional Materials of Islamic studies curriculum in both boarding and day schools in Kano State.

5.3 Recommendations

The following recommendations were made on the findings as dependable solutions and suggestions that will immensely help in improving the quality of senior secondary schools in Kano State:

1. Both urban and rural communities of Kano state should give more contributions to senior secondary schools due to the fact that urban schools are given priority in terms of the contributions given. This would greatly help in delivering Islamic studies curriculum in senior secondary schools in the state.

2. Adequate physical infrastructure in girls', boys and mixed senior secondary schools in the rural areas of Kano state should be provided. This will help the students of rural areas to compete with their counterparts in the urban areas academically. This is certainly because; physical infrastructure is one of the factors responsible for differences in academic performance among students.

3. Kano state government should employ more teachers that will be teaching in the rural senior secondary schools and increase their salaries; as this will motivate them to be more dedicated to their jobs and by so doing the students' quality education can be improved.

5.4 Contributions to Knowledge

This research is very crucial because, the stakeholders in education and supervisors more especially the teachers, government, curriculum planners and even general public have now known the current status of the impact of community contributions on the delivery of Islamic Studies curriculum in senior secondary schools of Kano State, Nigeria. This study also contributed greatly in knowing the availability of infrastructural school facilities, instructional materials and the nature of recruitment and payment of teachers' salaries in senior secondary schools of Kano State.

5.5 Suggestions for Further Studies

Research by nature is a continuous process and this study was conducted on the impact of community contributions on the delivery of Islamic Studies curriculum in senior secondary schools of Kano state. Thus:

1. The same study can be conducted in other subjects of senior secondary schools. This will provide rich literature on the impact of community contributions on the delivery of secondary education that can be used for development in education practice.

2. The research restricted itself to impact of community contributions on the delivery of Islamic Studies curriculum. There is therefore the need for studies in other areas that affect learning and the learners like Mathematics. The researcher recommends that a research can be conducted to see whether the community members have positive impact on the delivery of Mathematics as a subject.

3. The research also limited itself to the secondary level of education. The researcher suggested that the research should be extended to tertiary institutions.

4. It further recommends that the findings of this research and other similar researches should be pursued and implemented by the state ministry of education for greater output in the education sector.

REFERENCES

Abakpa, B.O. and Agbo-Egwu, A. O.(2013). Challenges of Attaining MDGs in Nigeria through Mathematics Curriculum Delivery. In: Attaining the MDGs through STEM Education. Okechukwu Abonyi (Ed). *Proceeding of 54th Annual Conference of STAN*, 3-9.

Abbas, F. (2007). Effects of Community Contribution to the Development of Junior Secondary School Education in Kano. B.Ed project, department of education, Bayero University, Kano.

Abdulkamid, M. (2010). Methods of Teaching Science Subjects in Secondary Schools in Sokoto Municipal. Sokoto: Gaskiya Publishers

Abdullahi, U. (2010). Effective Islamic Studies Curriculum Delivery. The Basis for Quality Islamic Education at all level in Kano. B.A Ed. Project, Department of Education, Bayero University, Kano.

Abubakar, S. (2015). The Extent to which Countries Contributes to the Development of Primary Education in Jigawa State in Relationship to Physical infrastructure and Instructional materials. B.ed project, Department of Education, Bayero University, Kano.

Adam, M. (2014). Improving Communities Involvement in Primary School Administrative in Kano State, *Ziyana Publishers, Kano.*

Adams, O. and Arowojolu, A., (2008). An evaluation of parents' patronage of private primary schools in Abeokotu, Nigeria. I*nternational Journal of African and African American Studies,* 8(2): 58–70.

Adediran, S., (2010). Assessment of effectiveness of the SBM system in Bauchi, Katsina, Sokoto and Niger, Nigeria (2008–2010). Abuja: UNICEF. In Annual Review of Educational Bayero University, Kano

Adefunke, E.S., 2010. Types and prevalence of peer victimization among secondary students in Osun State, Nigeria: implications for counselling. *International Journal for Cross-disciplinary Subjects in Education*, 1(1): 53–60

Adeyemi, T.O., 2010. Principals' leadership styles and teachers' job performance in Ondo State, Nigeria. *Journal of Educational Administration and Policy Studies,* 2(6): 83–91

Ahmed, F.J., Aminu, C., Wakili, F., Bello, A., Girei, A.U. and Garuba, A., (2008). Capacity building for small rural school teachers: a preliminary report from Nigeria. *In A. Garuba and L. Irwin (eds.), Teaching and education in developing countries*. Accra: Adwinsa Publishers

Aja, S.N. Eze., P. and Nick. A. (2014). Over View of the Progress and Challenges of Education for all in Nigeria. *Educational Research Vol. 5(7).* Pp.257 – 260.

Ajuwon, P.M., 2012. Making inclusive education work in Nigeria: Evaluation of special educators' attitudes. *Disability Studies Quarterly, 32.*Pp.23-30

Akinbote, O.A., 2007. Problems of teacher education for primary schools in Nigeria: beyond curriculum design and implementation. *International Journal of African and American Studies,*

Akinsola, P. (2011). *The Growth and Development of Education in Nigeria.* Ibadan: HEBB Publishers.

Akpan B. B.(2011). Science Education in Nigeria: In: *Education in Nigeria: From Beginning to the Future*. Ivowi U.M.O.(Ed). Lagos: Foremost Educational Services Ltd.

Akyeampong, A., Sabates, R., Hunt, F., and Anthony, J., 2009. *Review of research on basic education in Nigeria.* Falmer, UK: Centre for International Education, University of Sussex.

Aliyu, M. (2008). *The effects of parents teachers associations contribution to the Development of Islamic studies curriculum in senior secondary Schools in Jigawa state*. M. Ed Thesis, Bayero University, Kano.

Allsop, T. and Howard, L., (2009). An assessment of teacher education in Jigawa State. *ESSPIN Report No.* JG301. Abuja: ESSPIN.

Amadi, E.A., (2012). Parents' and teachers' preferred medium of instruction in primary schools in Enugu, Nigeria. *Education Research and Reviews*, 28(7): 632–636.

Antoninis, M., (2012). *Tackling the largest global education challenge? Secular and religious education in Northern Nigeria.* CSAE Working Paper WPS/2012–17. Oxford: centre for the Study of African Economies.

Asogwa, U.D. and Echemazu, R. (2011). Effect of power point presentation on secondary school students, achievement in christian religious knowledge. *International Journal of Educational Research,* University of Nigeria Nsukka, 11(1), 22-32.

Augustine, A.N and Christiana, T. (2016). An Appraisal of the Basic Education in Nigeria. Journal of Poverty, Investment and Development, Vol. 8.

Awofala, A.O.A. and Oludola, S.S., 2013. Recent curriculum reform in primary and secondary schools in Nigeria in the new millennium. *Journal of Education and Practice*, 4(5): 98–107.

Azzum, A. S. (2007). Financing Education in Nigeria. *Journal of development Studies,* 21 (2), l-21.

Bakari, S., (2013). Making gender sense in schools: Nigeria. Unpublished report (2nd edition) based on the Commonwealth study for E. Page and J. Jha, 2009. Exploring the bias: gender and stereotyping in secondary schools. London: Commonwealth Secretariat.

Boulton, D., Jackson, P., and Oliver, D., (2009). School case-study reports – Kaduna, Kano and Kwara States. ESSPIN Report No. 12. Abuja: ESSPIN

Burke, E., (2009). Institutional analysis of teacher education structures in Kaduna State with particular focus on Gidan Waya College of Education. Task specialist visit no. 2. ESSPIN KD Report No. 302. Abuja: ESSPIN.

Chukwu, O. (2009). Effects of cooperative and product teaching strategies on senior secondary school student achievement in essay writing in Afikpo Education Zone of Ebonyi State, Nigeria. A Doctoral Thesis Submitted to the Department of Arts and Social Science Education, Ebonyi State University, Abakaliki. Catholic Communication Link (Citizens' Advocate Press)

Dauda R,(2017). B.Ed. Lecture notes on Islamic Method. Department of Education, Bayero University, Kano

Dike S, (2014). Opening Remarks Presented at the Train-the –Trainers Workshop on the Use of the Revised 9-Year Basic Education Curriculum held at Rockview Hotel, Abuja Nigeria, 5-9th August, 2014.

Dunne, M., Humphreys, S., Dauda, M., Kaibo J., with Garuba, A., (2013). Adamawa State primary education research:Access, quality and outcomes, with specific reference to gender. Yola/ Brighton, UK: Adamawa State Universal Basic Education Board, Yola/ Centre for International Education, University of Sussex, UK.

Egbochuku, E.O., 2007. Bullying in Nigerian schools: prevalence study and implications for counselling. *Journal of Social Science*, 14(1): 65–71.

Ekeh, N. and Njoku, C.N. (2013). Influence of school environment and family background on academic achievement of secondary school students. *International Journal of Educational Research, University of Nigeria Nsukka, 11(1)*, 61-72 Elizabeth, S. (2008). The conversation analytic role-play method (CARM): A method for training communication skills as an alternative to simulated role-play.

Eluu, P. E. (2011). Teaching religious studies in secondary schools in Nigeria. Problem and prospect. In Agwu, S.N. (eds). *Teaching in Nigeria: A dynamic approach, Enugu*: chelston limited pp.282-297

Eluu, P.E. (2009). Improving the Teaching of Christian Religious Knowledge in Nigeria secondary school through the information and communication technology (ICT). Ebonyi State University Journal of Arts and Social Science Education 1(1): 55-6.

Federal Ministry of Education, 2010. Country Paper: Status and major challenges of literacy in Nigeria. Paper presented at the UNESCO Eighth E-9 Ministerial Review Meeting on Education For All, Abuja, 21–24 June, 2010.

Federal Republic of Nigeria (2013). National Policy on Education. Lagos: Ministry of Information.

Federal Republic of Nigeria (2013). National policy on education. Lagos: Ministry of Information.

Federal Republic of Nigeria (2014). National policy on education. Abuja: Ministry of Information.

FME (2008). *Teachers Handbook for the 9-Year Basic Education Curriculum: Primary and Junior Secondary School Levels.* Lagos: NERDC Press.

FME (2012). *The Revised 9-Year Basic Education Curriculum: Basic Science and Technolog.* Lagos: NERDC Press.

Fuller, Y., & Popoola, K. (1997). *The Importance of Library in Teaching Band Learning*. U.S.A.: Massachusetts Publishing Company.

Garuba, A., (2010). An Assessment of the Female Teacher Trainee Scholarship Scheme (FTTSS) in four northern states. An unpublished research report prepared for UNICEF as part of the Basic Education Programme of the Federal Government of Nigeria/UNICEF Country Programme 2009–2012.

Hardman, F., Abd-Kadir, J., and Smith, F., (2008). Pedagogical renewal: improving the quality of classroom interaction in Nigerian primary schools. *International Journal of Educational Development* 28(1): 55– 69

Härmä, J., (2013). Access or quality? Why do families in slums choose private education low-cost private schools in Lagos, Nigeria? *Oxford Review of Education*, 39(4): 548–566

Hornby, A.S. (2010). Oxford advanced learners' dictionary of contemporary english language, 8 th edition. Oxford: Oxford Press. Israel, A. (2011). *Current approach to education (interactive learning).* Enugu: Meche Publisher

Jamila, A. (2011). BA.Ed Lecture roles on Administrative and Planning. Department of Education, Bayero University, Kano.

John, C.C., & Vicki, P.C. (2007). *Designing and conducting mixed methods Research*. London Sage publishers.

Kabir, N. (2009). *The effects of community contributions on the development of secondary School education in Niger state*. M. ed Thesis. Department of education, University of Jos.

Kano State Ministry of Education, 2008. Education Sector Analysis. Kano: SMOE.

Kano State Ministry of Education, 2010. Annual School Census Report 2009–2010. Kano: SMoE.

Karofi, B. (2017). The Role of Non Government Organization in Educational Development in Kano. *A paper presented at one day workshop organized by state universal education board*, Kano.

Kazeem, A., Jensen, L., and Stokes, C.S., 2010. School attendance in Nigeria: understanding the impact and intersection of gender, urban–rural residence, and socio-economic status, Comparative Education Review, 54(2): 295–319.

Labo-Popoola, S.O., Bello, A.A., and Atanda, F.A., 2009. Universal Basic Education in Nigeria: challenges and the way forward. The Social Sciences,

Lawal, M.A (2011) The State of Islamic Education in South-Western Nigeriain Al-Ijitihad, *the journal of the Islamization of Knowledge and Contemporary Issues, vol.9.No.1, Kano*, The International Institute of Islamic Thought.

Lawren, M. (2011). Understanding Educational Management and Administration: Kano Mohadith Global Link.

Lewin, K. and Sabates, R., 2011. Changing patterns of access to education in Anglophone and Francophone countries in sub-Saharan Africa: *Is Education For All pro-poor? CREATE Pathways to Access: Research Monograph No. 52*. Centre for International Education, University of Sussex: CREATE

Little, D. and Lewis, I., (2012). Impact of support to SBMCs: stakeholders' views of change. ESSPIN Report No. 423. Abuja: ESSPIN.

McCaffery, J., Sanni, K., Ezeomah, C., and Pennells, J., 2006. Adult literacy and teacher education in a community education programme in Nigeria. In C. Dyer (ed.), *The education of nomadic peoples: current issues, future prospects.* Oxford: Berghahn Books

Mezger, C., 2013. Education data in Nigerian national household survey data: review of survey reports. Report for EDOREN. Oxford: OPM.

Mu'azu S., and Nasir A. (2016). BA.ed Lecture notes on Educational Statistics. *Department of Education, Bayero University, Kano.*

Muhammad, M. (2016). Community Participation on the Delivery of Primary Education: *The Role of School Based Management Community. Triumph Newspaper 12nd June, 2016.*

Mustapha, M. (2012). M.ed. Lecture Notes on Research Method. Department of Education, Ahmadu University, Zaria.

NERDC (2013). *The Revised 9-Basic Education Curriculum at a Glance.* Lagos: NERDC Press. www.nerdcnigeria.gov.ng.

NERDC(2008). *The 9- Year Basic Education Curriculum at a Glance*. Lagos: NERDC Press. www.nerdcnigeria.org.

Nwachukwu, A.O. (2010). Keeping human relationship together-self guide to healthy living. New-York: Universe Inc

Obioma G.O(2011). The Project. An address delivered at the Writing Workshop of Teachers Guides for SSS Science Subjects, Dannic Hotels, Enugu, Nigeria, 14-19th Nov., 2011.

Obioma G.O. (2012). *An Address Delivered at the Critique Workshop on Teacher's Guides for the Revised 9-Basic Education curriculum(BEC) Held at NERDC Conference Centre, Lagos Nigeria*, 26-28th November, 2012.

Okoro, C.J. (2010). Evaluation of possible constraints to effective religious education in secondary schools: The Nigerian experience. *A Thesis Submitted to the*

Department of Education for the Award of the Ph.D Degree in Education, Graduate Theological Foundation, Mishawaka-Indiana.

Okpala P. N. (2011). Reforms in STEM Education. Keynote Address at the 52nd Annual Conference of STAN, held on the 15th-20th August, 2011, Akure, Nigeria.

Omotere, T. (2013). Influence of school environment on the academic performance of secondary school students in Lagos State. Ogun: Egobooster Publishers. Retrieved from: www.omotere.tk

Onah, D.U. and Ugwu, E.I. (2010). Factors which predict performance in secondary school physics in Ebonyi State Nigeria. *Journal of Applied Science Research 1(3), 255-258.*

Onah, N.G. (2008). "Religion and gender problem in Nigeria: The Christian Religious Dimension in Nsukka *Journal of Religious Studies 2(1).*

Osokoya, M.M. (2012). Effects of school location on students' learning outcomes in practical physics. Ibadan: Ife Psychologia Publication.

Owoeye, J.S. & Olatunde, P.Y. (2011). School location and academic achievement of secondary school in Ekiti State. *Journal of Asian Social Science* 7(5): 35-36.

Pinnock, H., (2012). Performance analysis of SBMC data 2010–2011. ESSPIN Report No. 424. Abuja: ESSPIN.

Porta, E., Arcia, G., Macdonald, K., Radyakin, S., and Lokshin, M., (2011). Assessing sector performance and inequality in education. Washington DC: The International Bank for Reconstruction and Development/World Bank.

Poulsen, H., (2009). School-based management committees in policy and practice, Volume 1: research synthesis report. Abuja: ESSPIN.

Samon, E. and Albieyi, S. (2014). Public Policy Failure in Nigeria: Pathway to underdevelopment. *Public Policy and Administrative Research*, Vol. 4 No. 9

Smith, R. (2011). *Relationship between Teacher Qualification and Students Learning*. London: McMillan Press

Tijjani, A. K., & Shehu, S. (2009). *Education to Educational Organization, Administration, planning and Supervisory*, Zaria: Nasif Print

Udeozor, S. (2007). Education for Poor, Disadvantages and Disabled Children. Osun; Munawwar publishers

Yusuf, H.O. (2012). Fundamentals of Curriculum and Instruction, Kaduna, Nigeria: *Joyce Graphic Printers and Publishers.*

Yusuf, K. (2008). *The concept of Curriculum in Nigeria*. Ibadan: Raufi prints.

Zaharadden, M. (2012). Introduction to Research Method. Ziyara Publishers, Kano.

APPENDIX A

IMPACT OF COMMUNITY CONTRIBUTIONS ON THE DELIVERY ISLAMIC STUDIES CURRICULUM IN SENIOR SECONDARY SCHOOLS EDUCATION OF KANO STATE, NIGERIA

STRUCTURED INTERVIEW FOR PRINCIPALS

Dear Sir,

This questionnaire aims at obtaining vital information that will assist the researcher in assessing the impact of community contributions on the delivery of Islamic Studies Curriculum in secondary Schools in Kano State as part of the requirement for the award of Masters Degree in education from Department of Educational Foundation and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria

You are pleased, requested to choose from the alternatives provided as appropriately to your judgments. All information collected through this questionnaire will be used for this purpose only and will be treated with confidentiality.

Section A-Bio Data

School Location Rural ( ) Urban ( )

Gender Male ( ) Female ( )

Highest academic qualification

i NCE	
ii B.A/ B.Ed	
iii M.A/M.Ed	
iv PhD	

Working experience

i 0-4	
ii 5-9	
iii 10-14	
iv 15-20	
v 20-above	

Section-B

Please tick as appropriate:

1. How would you assess the participation of the community members in managing or funding secondary school education in Kano State?

a. Excellent ☐
b. V. Good ☐
c. Good ☐
d. Poor ☐
b. State government

2. Does your school/organization receive contributions from any of the donor agencies?

a. P.T.A ☐
b. International Org ion ☐
d. Old boys ☐
b. All of the above ☐
b. State government

3. How would you assess your P.T.A in funding your school?

a. Excellent ☐
b. V. Good ☐
c. Average ☐
d. Poor ☐
b. State government

4. Does any of the donor agencies donate infrastructural materials to your school? If yes, how would you assess their qualities?

a. Excellent ☐
b. V. Good ☐
c. Good ☐
d. Fairly Good ☐

5. Have you ever attended a refresher course on how to encourage and involve your community members in managing your school?

a. Never attended ☐
b. Regularly attend ☐
c. Very regular ☐
d. Not regular ☐

6. Did your board headquarters permitted you to seek fund from the community? If yes which way?

a. Organized fund ☐
b. Parents' donation ☐
c. All of the above ☐
d. All of the above ☐

7. Do your staff attend induction courses e.g. Seminars, workers e.t.c and who is responsible for organizing?

a. Federal governme
b. State government
c. Donor Agencies
d. All of the above

8. What is the major problem secondary school principal face in managing their school?

a. Inadequate fund
b. Poor monitoring
c. Satisfactory
d. None of the above

9. The contributions offered by different organizations to the development of secondary school education have:

a. Very good result
b. Very good
c. Satisfactory
d. Unsatisfactory

10. How would you assess the contributions offered by your local government council in funding your school?

a. Excellent
b. Very good
c. Satisfactory
d. Unsatisfactory

11. How would you assess the contributions offered by Kano State Government in funding your school?

a. Excellent
b. Very good
c. Satisfactory
d. Unsatisfactory

12. How would you assess the contributions offered by Federal Government in funding your school?

a. Excellent
b. Very good
c. Satisfactory
d. Unsatisfactory

13. How would you assess the supervision offered by PTA members in Senior Secondary schools of Kano State?

a. Excellent
b. Very good
c. Satisfactory
d. Unsatisfactory

14. How would you assess the supervision offered by NGO members in Senior Secondary schools of Kano State?

a. Excellent
b. Very good
c. Satisfactory

d. Unsatisfactory ☐

15. How would you assess the contributions offered by different agencies in running the activities of Senior Secondary schools of Kano State?

a. Excellent ☐
b. Very good ☐
c. Satisfactory ☐
d. Unsatisfactory ☐

16. How would you assess the efforts made by community members in developing the educational system in Senior Secondary schools of Kano State?

a. Excellent ☐
b. Very good ☐
c. Satisfactory ☐
d. Unsatisfactory ☐

17. How would you assess the contributions of Old Students Association to the development of Senior Secondary schools of Kano State?

a. Excellent ☐
b. Very good ☐
c. Satisfactory ☐
d. Unsatisfactory ☐

18. How would you assess the contributions of Education Secretaries in Senior Secondary schools of Kano State?

a. Excellent ☐
b. Very good ☐
c. Satisfactory ☐
d. Unsatisfactory ☐

19. How would you assess the level of contributions offered by Principals of Senior secondary schools of Kano State?

a. Excellent ☐
b. Very good ☐
c. Satisfactory ☐
d. Unsatisfactory ☐

20. How would you assess the contributions made by Donor Agencies in managing the affairs of senior secondary schools?

a. Excellent ☐
b. Very good ☐
c. Satisfactory ☐
d. Unsatisfactory ☐

APPENDIX B

QUESTIONNAIRE ON THE EFFECTS OF COMMUNITY CONTRIBUTIONS TO THE DEVELOPMENT OF SECONDARY SCHOOL EDUCATION IN KANO STATE FOR TEACHERS AND PTA OFFICIALS

Please, you are required to respond to this questionnaire as objectively as possible. You are assured that all information collected will be treated with confidentiality.

Section A-Bio Data

School Location Rural ( ) Urban ( )
Gender Male ( ) Female ( )
Highest academic qualification

i NCE	
ii B.A/ B.Ed	
iii M.A/M.Ed	
iv PhD	

Working experience

i 0-4	
ii 5-9	
iii 10-14	
iv 15-20	
v 20-above	

Section-B

Please tick (v) appropriately

S/N	STATEMENT	SA	A	D	SD
1	The urban communities contribute greatly in establishing secondary schools in Kano State				
2	The rural community members provide adequate fund to all secondary schools in Kano State				
3	The materials donated to secondary schools by urban community members are not qualitative ones				
4	The urban community members are often participated in the reconstruction of secondary schools in Kano State				
5	The rural community members provide available textbooks to secondary schools for teaching and learning development				
6	The rural community members built many school libraries in secondary schools of Kano State				

7 The urban community members often meet with secondary school principals and discuss the problems that affect students' learning and suggest ways to resolve them

8 The urban community members participate fully in solving the problems of all secondary schools in Kano State

9 The rural community members of Kano State provided computers to many secondary schools in order for the students to be computer literates

10 The rural community members in collaboration with secondary school principals of Kano State organizes special debate from time to time for all secondary school students

11 The community members erected many buildings in secondary schools of Kano State

12 The community members provided the necessary equipments for teaching-learning in secondary schools of Kano State

13 Community members participated actively in making structural design of many secondary schools of Kano State

14 The community associations of Kano State donated a lot of money for infrastructural facilities

15 The community members donated many infrastructural facilities for reconstruction of secondary schools of Kano State

16 Every Secondary School in Kano State has adequate proper ventilation and some well located buildings established by community members of Kano State

17 The community associations of Kano State contributed greatly in making provision of structural design of Principals and teachers' offices

18 The Kano State government is working side by side with community associations to develop the secondary school education

19 The community members often contact secondary school principals if there is the need for additional equipments in their schools

20 The contributions given by the community associations to the development of secondary school education in Kano State is effective

21 The PTA members made enough provision of instructional teaching-learning materials in boarding and day secondary schools of Kano State

22 The PTA members provided maps, charts, rulers etc to many secondary schools of Kano State

23 The PTA members often held a meeting with secondary school principals to discuss the problems of inadequate instructional facilities in their schools and suggest proper solutions to the problems

24 The PTA members attend meetings regularly with principals of secondary schools and discuss together areas of students' achievement and weaknesses

25 The PTA's contributions to secondary school education have great effects on students' performances in schools

26 The PTA's provided more instructional materials to boarding secondary schools than day secondary schools of Kano State

27 The PTA members provided adequate instructional materials in all secondary schools of Kano State in order to improve the educational quality of students

28 The PTA members in collaboration with secondary school principals contribute to prize and given day in all the secondary schools of Kano State

29 The PTA members donated adequate fund to secondary schools of Kano State and ensure that all students are provided with all

necessary instructional materials

30 The contributions given by the PTA members towards the success and development of secondary school education have great impact on students' performances

31 The community members personally recruit contract teachers and post them to schools that have inadequate personnel and pay them with their own money

32 The community members always put pressure on the government part to recruit as many teachers as possible so as to avoid shortage of teachers in secondary schools of Kano State

33 The contributions of community members to the recruitment of teachers and their salaries have positive effects on both teachers and students of secondary schools

34 The community members usually contact principals if there is the need for additional teachers in their schools

35 The community members personally hold a meeting with principals on how to recruit teachers and how to pay their salaries

36 The community members built a recruitment centre where teachers are interviewed before employing the needed teachers to various secondary schools

37 The recruitment of teachers and the payment of their salaries is always based on merit

38 There is promotion every year for secondary school teachers recruited by the community members

39 The community members dismiss any teacher that goes contrary to the rules and regulations of their organization

40 The community contributions to the successes and development of secondary school education cannot be quantified

41 The PTA provided facilities for sporting activities in secondary schools of Kano State

42 The PTA members do not provide adequate sporting facilities for the running of secondary school activities

43 The PTA members meet the secondary school principals for the type of sporting facilities which their schools needed

44 The contributions given in terms of sporting facilities to secondary schools of Kano State by the PTA members have greatly influenced the secondary school students

45 The PTA members do not provide the sporting facilities to all secondary schools of Kano State

46 The PTA community members often advices government to supply the secondary schools with all the necessary sporting facilities

47 The PTA donated adequate fund for sporting facilities to all secondary schools of Kano State

48 The PTA members still need provide more sporting facilities to many secondary schools of Kano State

49 The contributions of sporting facilities given by the PTA members to secondary schools of Kano State have positive effects on students

50 The role of PTA members to the provision of sporting facilities to all secondary schools of Kano State cannot be over-emphasized