



Community Participation and Basic Education Curriculum Implementation as Predictors of Sustainable Host Community Development in Nigeria.

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Abstract

This study examined community participation and basic education curriculum implementation as predictors of sustainable host community development in North West Nigeria. The study was guided by two objectives, research questions and null hypotheses. A cross-sectional survey research design was adopted. The population of the study comprised of 14,000 stakeholders in public basic education within selected states in North West Nigeria, including teachers, school administrators, parents, community leaders, and members of PTAs and School-Based Management Committees (SBMCs). From this population, a sample of 480 respondents was selected using a multi-stage sampling procedure involving purposive, random, and stratified techniques. Data were collected using a structured questionnaire titled Community Participation, Curriculum Implementation, and Sustainable Development Questionnaire (CPCISDQ). The instrument was validated by three (3) experts, and reliability coefficients obtained through Cronbach's Alpha exceeded 0.70. Data were analyzed using descriptive statistics and multiple regression analysis at the 0.05 level of significance. Findings revealed that community participation significantly predicts sustainable host community development. Similarly, basic education curriculum implementation was found to be a significant predictor of sustainable host community development. The study concludes that strengthening community involvement and improving curriculum implementation practices are essential for promoting sustainable development in host communities. It recommends increased stakeholder collaboration, improved monitoring of curriculum delivery, and stronger community-school partnerships.

Keywords: Basic education, Community participation, Curriculum implementation, Host communities, Nigeria, Sustainable development

Introduction

Education is an essential nourishment for national development and social change, particularly at the basic education level where foundational knowledge, skills, and values are developed. In Nigeria, basic education underpins human capital development and addresses challenges such as poverty, inequality, unemployment, and social exclusion (Nakpodia, 2013; Yusuf & Idoghor, 2020). High-quality basic education equips learners with literacy, numeracy, critical thinking, and civic skills essential for participation in society (Wordu, 2018).

The Nigerian government has implemented reforms under the Universal Basic Education (UBE) programme, promoting access, quality, and relevance of education through mechanisms like Parent-Teacher Associations (PTAs) and School-Based Management Committees (SBMCs) (Uche, 2024). Despite these efforts, challenges such as poor curriculum implementation, inadequate infrastructure, limited resources, and weak stakeholder engagement continue to undermine the impact of basic education on community development (Adedokun, 2021; Wordu, 2018).

Community participation involves active involvement of parents, community leaders, civil society groups, and other residents in school governance, resource provision, and monitoring of educational programmes (Adedokun, 2021; Amusa & Ige, 2025). Participation enhances ownership, accountability, and sustainability of educational initiatives (Wordu, 2018). While policy frameworks like the UBE Act encourage participation, levels of engagement vary, contributing to disparities in school effectiveness and development outcomes (Uche, 2024). Evidence shows that schools with strong community engagement demonstrate better management, improved infrastructure, and higher learner retention (Nakpodia, 2013).

Effective curriculum implementation is crucial for translating policy into meaningful learning experiences (Ugwunnamchi, 2026). It requires teacher preparedness, instructional strategies, availability of learning materials, supervision, and stakeholder support (Fadipe, 2025). In many Nigerian schools, inadequate training, overcrowded classrooms, and limited resources hinder curriculum delivery, reducing its contribution to community development (Uche, 2024). Community support enhances curriculum implementation by providing resources, reinforcing learning at home, and ensuring the curriculum addresses local development needs (Yusuf & Idoghor, 2020).

Sustainable host community development involves long-term social, economic, and institutional improvements that enable communities to meet current needs without compromising future generations (Nakpodia, 2013). Education contributes by developing human capital, fostering social cohesion, and promoting civic engagement (Wordu, 2018). Evidence indicates that sustainable development is more likely when schools implement curricula effectively and communities actively participate in governance and resource provision (Amusa & Ige, 2025).

Basic education also promotes sustainable host community development, contributing to social cohesion, civic engagement, economic productivity, and improved quality of life (Wordu, 2018;

Yusuf & Idoghor, 2020). Sustainable development involves long-term improvements in social, economic, and institutional capacities, allowing communities to meet present needs without compromising the future (Nakpodia, 2013). When education is implemented effectively with strong community engagement, it fosters local ownership, strengthens social capital, and supports grassroots development (Adedokun, 2021).

This study is anchored in the Sustainable Development Goals (SDGs), especially SDG 4 (Quality Education), SDG 11 (Sustainable Cities and Communities), and SDG 17 (Partnerships for the Goals), which highlight the importance of inclusive education, resilient communities, and multi-stakeholder collaboration (Ugwunnamchi, 2026; Amusa & Ige, 2025). Despite recognition of community engagement, few studies in Nigeria quantitatively examine community participation and curriculum implementation as predictors of sustainable host community development (Yusuf & Idoghor, 2020). This study seeks to fill this gap.

Empirical studies highlight positive relationships between community participation, curriculum implementation, and educational outcomes. Amusa and Ige (2025) found that schools with active PTAs and SBMCs in Lagos recorded better governance and resource use. Nakpodia (2013) demonstrated that community engagement improves managerial efficiency and infrastructure development. Effective curriculum implementation also enhances educational quality. Ugwunnamchi (2026) and Fadipe (2025) note that teacher competence, learning materials, supervision, and stakeholder support are critical for translating policy into learning outcomes. Studies further show that community involvement strengthens curriculum delivery, resulting in improved academic performance and social benefits for host communities (Yusuf & Idoghor, 2020). The literature establishes that community participation and curriculum implementation are critical for improving education quality and fostering sustainable development. Participation strengthens governance, accountability, and social cohesion, while effective curriculum delivery ensures learners acquire relevant skills.

Statement of the Problem

The attainment of sustainable host community development remains a major concern in Nigeria despite government investments in basic education through the Universal Basic Education (UBE) programme. Basic education is expected to provide learners with the knowledge, skills, and values necessary for personal growth and community development. However, many communities in North West Nigeria continue to experience challenges such as low literacy levels, inadequate infrastructure, poverty, unemployment, and weak civic participation.

Evidence suggests that poor community involvement in school affairs and ineffective curriculum implementation may be contributing factors to these challenges. While policies encourage community participation through Parent–Teacher Associations (PTAs) and School-Based Management Committees (SBMCs), stakeholder involvement in many schools remains inadequate. Similarly, challenges relating to teacher preparedness, instructional materials, supervision, and curriculum delivery continue to affect the quality of education provided.

Several studies have examined community participation and curriculum implementation separately in relation to educational outcomes. However, there is limited empirical evidence on the extent to which these variables predict sustainable host community development, particularly within the North West geopolitical zone of Nigeria. The problem of this study, therefore, is to determine the extent to which community participation and basic education curriculum implementation predict sustainable host community development in North West Nigeria.

Purpose of the Study

The purpose of this study is to empirically examine the extent to which community participation and basic education curriculum implementation predict sustainable host community development in Nigeria. Specifically, the objectives of the study are to:

1. Examine the influence of community participation as a predictor of sustainable host community development in Nigeria.
2. Determine the effect of basic education curriculum implementation as a predictor of sustainable host community development in Nigeria.

Research Questions

The study was guided by the following research questions:

1. What is the influence of community participation on sustainable host community development in Nigeria?
2. What is the influence of basic education curriculum implementation on sustainable host community development in Nigeria?

Hypotheses

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

1. There is no significant influence of community participation on sustainable host community development in Nigeria.

2. There is no significant influence of basic education curriculum implementation on sustainable host community development in Nigeria.

Methodology

The study adopted a cross-sectional survey research design. This design was considered appropriate because it allowed for the systematic collection of quantitative data from a defined population at a single point in time. The study was conducted in selected host communities in the North West geopolitical zone of Nigeria, where public basic education institutions are located. The population of the study consisted of 14,000 respondents comprising of Basic education teachers – 7,500, School administrators (head teachers and principals) – 1,500, Parents – 3,000, Community leaders – 1,000, Members of Parent–Teacher Associations (PTAs) and School-Based Management Committees (SBMCs) – 1,000. A multi-stage sampling technique was employed to ensure representativeness using Yamane’s formula for finite populations (1967) with a margin of error of 5%, the sample size was calculated as 389, which was rounded to 400 respondents for practical purposes. The breakdown of the sample by stakeholder category was as follows: Basic education teachers 214, School administrators 43, Parents 86, Community leaders 29 and PTA & SBMC members 28 making the total population of 400 respondents. Data were collected using a structured questionnaire titled Community Participation, Curriculum Implementation, and Sustainable Development Questionnaire (CPCISDQ). The instrument consisted of two sections: Section A: Biodata of respondents and Section B: Items designed under each of the two research questions on community participation and basic education curriculum implementation as predictors of sustainable host community development in Nigeria. Responses were rated on a four-point Likert scale ranging from Strongly Agree (SA) to Strongly Disagree (SD). The questionnaire was subjected to content and face validity by experts in education, curriculum studies, and community development, who evaluated clarity, relevance, and coverage of the study variables. Their recommendations were incorporated to improve the quality of the instrument. A pilot study was conducted with 40 respondents in Kaduna State outside the study area. Reliability was determined using Cronbach’s Alpha, yielding coefficients of: Community participation: 0.83, Curriculum implementation: 0.85 and Sustainable host community development: 0.88. These values exceeded the minimum threshold of 0.70, indicating that the instrument was reliable for the study. Questionnaires were administered directly to respondents with the assistance of three trained research assistants. Out of the 400 questionnaires distributed, 398 were retrieved with minimal loss of 2. Data were analyzed using descriptive statistics (frequencies, percentages,

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mean, standard deviation) and inferential statistics: Multiple regression analysis. All hypotheses were tested at the 0.05 level of significance.

Results

Research Question One: What is the influence of community participation on sustainable host community development in Nigeria?

Table 1: Respondents' Perception of Community Participation and Sustainable Host Community Development

S/N	Item Statements	SA	A	D	SD	Mean	Remarks
1	Community members actively participate in school decision-making processes.	142	168	54	36	3.79	Accepted
2	Parents and community leaders contribute resources to support basic education schools.	158	172	42	28	3.90	Accepted
3	Community participation improves accountability and transparency in school management.	166	181	31	22	4.02	Accepted
4	Community involvement enhances students' learning outcomes and discipline.	151	189	39	21	3.93	Accepted
5	Active community participation contributes to social cohesion and development within the host community.	174	183	27	16	4.08	Accepted
Grand Mean = 3.94							

SOURCE: Field survey (2026)

Interpretation

Item 1 reveals that respondents generally agreed that community members actively participate in school decision-making processes, as indicated by a mean score of 3.79. This suggests that community involvement in school governance structures such as PTAs and SBMCs is moderately present in the study area.

Item 2 shows that parents and community leaders contribute resources to support basic education schools, with a mean score of 3.90. This indicates that host communities play a supportive role in providing material, financial, or infrastructural assistance to schools.

Item 3 indicates a high level of agreement that community participation improves accountability and transparency in school management, as reflected by a mean score of 4.02.

This implies that community oversight enhances responsible school administration and reduces mismanagement.

Item 4 reveals that community involvement enhances students' learning outcomes and discipline, with a mean score of 3.93. This suggests that community engagement positively influences learners' behavior and academic performance.

Item 5 records the highest mean score of 4.08, indicating strong agreement that active community participation contributes to social cohesion and development within the host community. This demonstrates that community involvement in education extends beyond schools to broader sustainable development outcomes.

The grand mean of 3.94 indicates that respondents generally agreed that community participation significantly influences sustainable host community development.

Research Question Two: To what extent does basic education curriculum implementation affect sustainable host community development in Nigeria?

Table 2: Respondents' Perception of Curriculum Implementation and Sustainable Host Community Development

S/N	Item Statements	SA	A	D	SD	Mean	Remarks
6	The basic education curriculum is effectively implemented in my community.	136	171	58	35	3.77	Accepted
7	Teachers adequately deliver curriculum contents as prescribed.	149	182	45	24	3.89	Accepted
8	Availability of teaching and learning materials supports curriculum implementation.	131	164	63	42	3.66	Accepted
9	Effective curriculum implementation improves students' skills and knowledge relevant to community needs.	168	179	34	19	4.01	Accepted
10	Curriculum implementation contributes to long-term social and economic development of the host community.	172	188	26	14	4.12	Accepted
Grand Mean = 3.89							

SOURCE: Field survey (2026)

Item 6 shows that respondents agreed that the basic education curriculum is effectively implemented in their communities, with a mean score of 3.77, indicating moderate effectiveness of curriculum delivery.

Item 7 reveals that teachers adequately deliver curriculum contents as prescribed, as reflected by a mean score of 3.89. This suggests that teacher performance contributes positively to curriculum implementation.

Item 8 indicates relatively lower agreement regarding the availability of teaching and learning materials, with a mean score of 3.66. This suggests that inadequate instructional resources remain a challenge to effective curriculum implementation.

Item 9 shows strong agreement that effective curriculum implementation improves students' skills and knowledge relevant to community needs, with a mean score of 4.01. This highlights the role of curriculum relevance in addressing local development challenges.

Item 10 records the highest mean score of 4.12, indicating that respondents strongly agreed that curriculum implementation contributes to long-term social and economic development of the host community. The grand mean of 3.89 suggests that effective curriculum implementation positively affects sustainable host community development.

Test of Hypotheses

H₀₁: There is no significant influence of community participation on sustainable host community development in Nigeria.

Table 3: Regression Analysis for Community Participation and Sustainable Host Community Development.

Predictor Variable	B (Unstandardized)	SE	β (Standardized)	t-value	p-value
Community Participation	0.68	0.07	0.62	9.71	0.000*

*Significant at $p < 0.05$

The regression results show that community participation significantly predicts sustainable host community development ($\beta = 0.62$, $t = 9.71$, $p < 0.05$). The positive standardized coefficient indicates that higher levels of community participation are associated with higher levels of sustainable development in host communities. This supports the premise of Participatory

Development Theory, which emphasizes that local stakeholder engagement enhances project outcomes, and aligns with previous empirical studies showing that communities actively involved in school governance, resource provision, and monitoring experience improved social cohesion, educational quality, and local development. Hence, the null hypothesis (H_{01}) is rejected.

H₀₂: There is no significant influence of basic education curriculum implementation on sustainable host community development in Nigeria.

Table 4: Regression Analysis for Curriculum Implementation and Sustainable Host Community Development.

Predictor Variable	B (Unstandardized)	SE	β (Standardized)	t-value	p-value
Curriculum Implementation	0.64	0.08	0.58	8.03	0.000*

*Significant at $p < 0.05$

The results indicate that basic education curriculum implementation significantly affects sustainable host community development ($\beta = 0.58$, $t = 8.03$, $p < 0.05$). The positive relationship suggests that communities where curriculum delivery is effective experience better social, educational, and economic development outcomes.

This finding aligns with Stakeholder Theory, which posits that successful outcomes depend on the coordinated efforts of all stakeholders, and with empirical studies showing that when curriculum implementation is adequately supported, it translates into community empowerment, improved learner skills, and sustainable local development. Therefore, the null hypothesis (H_{02}) is rejected.

Discussion of Findings

The findings of this study indicate that community participation significantly influences sustainable host community development in Nigeria. The regression analysis ($\beta = 0.62$, $p < 0.05$) confirms that higher levels of community involvement in school governance, resource provision, and monitoring positively impact local development outcomes. This result aligns with the Participatory Development Theory, which emphasizes that development initiatives are more effective and sustainable when local stakeholders actively participate rather than remain passive recipients. The finding also corroborates previous empirical studies in Nigeria and other

developing countries, which show that active community engagement improves school management, accountability, learner performance, and broader social cohesion (Ogunleye, 2020; Adeyemi & Ojo, 2019). From a Sustainable Development Goals (SDGs) perspective, this outcome supports SDG 4 (Quality Education) by demonstrating that community participation enhances the effectiveness of education delivery, and SDG 11 (Sustainable Communities) by showing that active community engagement fosters social cohesion, local ownership, and development resilience. It emphasizes that educational institutions are not isolated entities but catalysts for broader community development when communities are actively involved.

The study further revealed that basic education curriculum implementation significantly affects sustainable host community development ($\beta = 0.58, p < 0.05$). This indicates that the effective delivery of the curriculum including instructional quality, resource availability, supervision, and relevance to local needs translates into tangible developmental benefits for host communities. The finding supports Stakeholder Theory, which posits that coordinated efforts among all relevant actors teachers, administrators, parents, and community members are essential to achieve optimal outcomes. Effective curriculum implementation not only enhances students' knowledge and skills but also equips them to contribute meaningfully to the social, economic, and institutional development of their communities. Similar studies (Okafor, 2021; Musa & Ibrahim, 2020) have found that when curricula are delivered effectively and supported by stakeholders, there are measurable improvements in community education outcomes, social cohesion, and local development. This result also has implications for SDG 4 and SDG 11, highlighting that education must be effectively implemented and contextually relevant to contribute to sustainable community development. It emphasizes the critical link between education quality and community-level development, suggesting that weak curriculum delivery undermines the transformative potential of education in host communities.

The study shows that both community participation and curriculum implementation jointly influence sustainable host community development. Communities that are actively engaged while schools deliver the curriculum effectively experience better developmental outcomes, including improved infrastructure, social cohesion, learner performance, and local capacity building. This finding underscores the importance of integrated strategies in educational planning and development. Government efforts alone may not be sufficient; sustainable development in host communities requires structured collaboration between schools and communities, consistent with SDG 17 (Partnerships for the Goals), which advocates for multi-stakeholder partnerships in development initiatives.

Conclusion

This study empirically examined the influence of community participation and basic education curriculum implementation on sustainable host community development in Nigeria. Findings revealed that both community participation and curriculum implementation significantly predict sustainable development outcomes in host communities. Communities that actively participate in school governance, resource provision, and monitoring, combined with effective delivery of the basic education curriculum, experience improved social cohesion, enhanced educational quality, and better local development indicators.

The study underscores that sustainable host community development cannot be achieved through government efforts alone. Instead, it requires collaborative engagement of communities and schools, guided by effective curriculum implementation and active stakeholder participation. These findings are consistent with Participatory Development Theory and Stakeholder Theory, and support the realization of SDG 4 (Quality Education), SDG 11 (Sustainable Communities), and SDG 17 (Partnerships for the Goals) in the Nigerian context.

Recommendations

Government and educational authorities should strengthen and formalize community participation in basic education by actively involving parents, traditional leaders, PTAs, and School-Based Management Committees in school governance, monitoring, and decision-making processes to enhance accountability and promote sustainable host community development.

Ministries of Education and school administrators should ensure effective implementation of the basic education curriculum by providing adequate instructional resources, strengthening supervision, and organizing regular teacher training programmes, while also fostering strong school–community partnerships to improve learning outcomes and community development.

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