

## Community Participation Strategies and their Effectiveness in the Management of Public Post-Basic Educational Institutions in Kano State, Nigeria

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### **Abstract**

*The study determined community participation strategies and examined their effectiveness in managing post-basic educational institutions (PPBEIs) in Kano State, Nigeria. The study objectives, determined the strategies adopted and examined the effectiveness for the management of public post-basic educational institutions. The population of the study comprised the teaching staff, non-teaching staff, officials of Parent-Teachers Association (PTA) and officials of School-Based Management Committee (SBMC) in public secondary schools. The population of 20,106 was obtained from the existing 945 public secondary schools in Kano State as provided by Kano State Secondary Schools Management Board (KSSMB). The sample size for the study was determined using Research Advisors (2006) Sample Size Table, where 378 respondents were selected. The survey design was used and the instruments for data collection were a questionnaire and an interview schedule. The findings of the study indicated among others that the strategies adopted include: community orientation activities, promotion of child's right, community-school interaction platform, provision for physical structural development, awareness on community voice for accountability and networking with other stakeholders. The strategies adopted by the community structures were determined by the respondents as effective particularly in managing the schools and helping the students to pass examination. It is therefore, recommended among others, that the strengths and weaknesses of the strategies adopted should be studied by government and community leaders for improvement. This is because reflection is one of the most important values in community development.*

**Keywords:** *community, participation, management, post-basic educational institutions, strategy*

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## Introduction

Education is a powerful catalyst and it plays a pivotal role in the development of individuals as well as society. Education ranks at the near top in the social priorities of all countries. Education is a social process and it receives its meaning and essential logic from the society of which it is a part. In modern societies, education is considered as an indispensable requirement of development and a fundamental right of every individual. This is one of the reasons education is part of the key issues in Millennium Development Goals (MDGs). Though MDGs have been reverted into Sustainable Development Goals (SDGs), education still maintains its position as one of the components of the SDGs.

Article 7 of the World Declaration on Education for All (W-EFA) adopted in the World Conference on Education for All (WC - A), held in Jomtien Thailand in 1990 called for strengthening partnerships between government and communities in the provision of education for all. The same message was echoed six years later during the 1996 mid – decade implementation review in Amman, Jordan. The final report of that meeting observed that as governments seek ways to decentralise responsibility for education, equalise educational opportunities, and raise more funds, they need strong and innovative allies (Bray, 1996). Therefore, need for the involvement of the community in the management of educational institutions worldwide was identified and realised in the meeting.

The general notion of school management among teachers in secondary schools was entirely based on one individual, the principal - who planned everything for the school. Several workshops organized by the All-Nigeria Confederation of Principals of Secondary Schools (ANCOPPS) clearly states that the management of school should not rely on one individual but should be a collective effort of the School Management Team (Nwangwa, 2013). One individual cannot single-handedly take care of the task of school management effectively and efficiently because nobody has the monopoly of knowledge. Therefore, school management should be a collective effort based on the principles of division of labour and decentralisation of power that will yield in better input and output in the education system of the country.

School Management Team therefore represents the school's management structure which is responsible for implementing the education policies of the country in their schools. The new education system in Nigeria requires principals of schools to establish the school management teams that will assist in the management of the schools. Therefore, for a better school management, there should be room for the community to participate in the management of the school. For better participation of the community, community structures need to be involved. Community structures are groups, organisations or bodies based in the community and involved with progress and development of the community. They include, among others, women organisation, youth clubs, religious groups and students' association. The structures will be of paramount importance in better management of the schools when it comes to division of labour.

It is obvious that government alone cannot single-handedly provide education for all for some reasons among which are: declining budgetary allocation, increase in enrolment and shortfalls in funds due to current global financial crisis which has impacted on the world economy and resulted in lack of materials to implement the various educational programmes effectively and efficiently. In view of this circumstance, the government therefore needs to partner with the other

stakeholders, particularly the community, to supplement the efforts in effective and efficient educational services delivery and management.

### **Statement of the Problem**

There have been myriads of managerial and administrative problems confronting the educational system in Nigeria. Some of these problems are: overcrowded classrooms, dearth of teachers, inadequate infrastructure and poor funding. The system has not only witnessed decayed facilities and infrastructures, poor funding, poor quality products, low morale of teachers, incessant crisis, and inadequate research but also that the government of Nigeria have been saddled with too many responsibilities; it does not seem to be able or willing to provide solution for solving these problems. These problems have become a recurring demand in the history of Nigerian education.

To salvage the situation, several reforms and strategies were made and adopted, and one of such strategies was involvement of the community to participate in the management of public educational institutions, public post-basic educational institutions included. Community participation strategies in the management of public post-basic educational institutions helps in addressing managerial and administrative problems. This is in form of supplementing the efforts of government from the other quarters. This is in like adequate physical infrastructural development like building of classrooms, provision of adequate teachers, monitoring teacher teaching activities, school security and student learning support like extra-lesson.

However, the researcher observed that, in practical terms, efforts towards strengthening community participation in school management had emphasised mainly the basic education level. This is particularly in Kano State where State Universal Basic Education Board (SUBEB) Mobilisation Department have been active in community engagement but the Kano State Senior Secondary Schools Management Board (KSSSMB) that regulates public post-basic educational institutions had no special initiative targeted at community engagement, yet policy reform requires that communities are to be involved. This is same to Civil Society Organisation (CSO), donor and research initiatives. It becomes important to understand the situation of community participation strategies in public post-basic educational institutions. It is, therefore, in view of this that the study looked into community participation strategies in managing public post-basic educational institutions for productive teaching-learning in Kano state, Nigeria. The study intended to achieve the following objectives: to determine the strategies adopted by the community and examine the effectiveness of the strategies in their participation in the management of public post-basic educational institutions in Kano State.

### **Research Questions**

1. What are the strategies adopted by the community in their participation in the management of public post-basic educational institutions in Kano State?
2. How effective are the strategies adopted by the community for the management of public post-basic educational institutions in Kano State?

### **Brief Literature Review**

A study conducted by Usaini (2014) on Appraisal of School Improvement through Community Support Initiative: A Case of School-Based Management Committees (SBMCs) in Dawakin Kudu Education Zone, Kano State considered the impact of community support initiative in improving school management. The objectives of the study were to; identify the activities of (SBMC) in selected schools within Dawakin Kudu Local Government Area, Kano State; to assess the scope of the community involvement in the activities of the SBMC, and to determine challenges facing school improvement initiative of the SBMC. The study adopts survey research design. The sample used for the study 276 school principals/teachers i.e. 15 principals and 261 teachers and 160 members of the SBMC across the 15 selected secondary schools in the study area, which comprises Kumbotso, Warawa and Dawakin Kudu Local Governments. Two sets of instruments were used; the first set is the School Improvement through Community Support Questionnaire (SITCSQ) and the second one is School improvement through Community Support Interview Schedule (SITCSIS).

The findings of the study, which is the resultant output of the generated and processed data include the discovery that activities of the SBMC in Dawakin Kudu Education Zone comprises of active involvement in school budget implementation and maintaining school discipline, administrative functions, students and staff welfare and the repairs and provision of toilet facilities. Similarly, there is high level of community involvement in SBMC activities especially in the study area. It also found SBMC to be highly effective in improving students' enrolment, school attendance and performance.

The study recommends among other measures that sound and concrete measure should be taken to improve, enhance and encourage community participation in schools activities by the government through the various education parastatals and sensitisation of the public. Finally the research recommends that school administration and management should be decentralized to allow for more committees that would internalize other interest groups and paves way for more advisory bodies to be constituted as part of the school administration.

This study conducted by Usaini (2014) highlights the effective role that community participation can play in the development and progress of education and promotion of democracy by decentralisation of the powers for managing educational institutions. The study found that the community, through the platform of SBMC participates in the areas of school budget implementation and maintaining school discipline. These are some of the areas of community structures participation (CSP) in the management of public senior secondary schools. The findings of this study is an addition to these findings, as it found some more other areas of CSP in the management of public senior secondary schools, like planning and decision making.

The findings of this study in the areas aspect is then an extension of what Usaini (2014) discovered. The study by Usaini (2014) is related to this study because it is an appraisal of school improvement through community support initiative. But the study differs with this study in scope and context. This is because the study was conducted within the context of only SBMCs in Dawakin Kudu Education Zone, Kano State. But this study covers the whole of community structures and the whole Kano State. This study therefore is wider in scope and context than Usaini (2014) study.

Ugwuanyi (2013) carried out a study on community participation in the administration of secondary schools in Nsukka Education Zone of Enugu State. The purpose of the study was to

determine the extent of community participation in secondary school administration in the zone. Survey design was adopted for the study. Five research questions and null hypotheses were formulated and used to guide the study. The population of the study comprised all the sixty-two (62) principals and two thousand and four (2004) secondary school teachers in Nsukka Education Zone. Stratified random sampling technique was adopted to select sixty-two (62) principals and four hundred and sixty-six (466) teachers. The research developed a 43 - items questionnaire titled “Community Participation in the Administration of Secondary School in Nsukka Education Zone of Enugu State (CPASSQ)” which was used to elicit responses from the respondents. Mean and standard deviation were used to answer the research questions while T- test statistics was used to test the null hypotheses at 0.05 level of significance. The findings from the data analysis showed that several roles which the communities were expected to play in secondary schools’ administration were done at minimal level and not done adequately. There is need for the communities to be actively involved in funding, decision making, infrastructural facilities provision, control of acts of indiscipline and security of the schools. This study was limited to an education zone in the state. The study also focused on principals and teachers alone while the community representatives were left out in the study. In view of these limitations, the present study attempted to fill the gaps by gathering data from the community members as well.

This study by Ugwuanyi (2013) agrees with this study in terms of considering teachers as part of the community, they therefore should be considered as part of research population on community structures participation in the management of public senior secondary schools. However, this study, in addition to teachers added SBMC, PTA officials and non-teaching as part of the research population. This therefore makes this study different to Ugwuanyi (2013) study. By implication this covers a gap in the literature that the study did not cover.

Another study conducted on community participation in educational management is by Onsomu, Mungai, Oulai, Sankale, Mujidi (2004) on Community Schools in Kenya: Case study on Community Participation in Funding and Managing Schools. The study is one of a series of studies that are being carried out at the IIEP and which focus on the issues of financing and managing community schools as well as on the contribution of these schools to the goals of basic education for all in developing countries. Although the term “community schools” may have different meanings in different country contexts, in this study, community schools are defined as schools which are built, financed and managed by the communities themselves, with or without government assistance.

The study made the following findings: despite the long history of community contribution to education in the country, as documented by numerous studies on the Harambee Schools, the recent trend in the development of community schools in Kenya presents different and original features; these new community schools take their roots in economically deprived settlements of suburban Nairobi areas and they have been mushrooming since the late 1980s as the result of a cost-sharing policy that was introduced in education in 1989.

The schools enrolled about 40,837 learners in 2002, representing almost 17 per cent of total enrolment in primary schools in greater Nairobi urban areas. The study also revealed that these schools are constantly expanding their contribution to the achievement of the goal of basic education for all in the country, despite the many challenges facing them. The schools made

Dropout rates low and many students remain in schools until Standard 8, the last year in primary education. Some of these schools offer lunch to students, which help to keep them in school.

The 6 Community schools in Kenya Case study on community participation in funding and managing schools mentioned that majority of teachers are poorly paid but they remain in the job because of their commitment to the learners and their parents. The teachers need better supervision from the government and opportunities to upgrade their levels of competency. Infrastructural facilities need to be improved and land ownership is a potential source of conflict between the schools and the churches which very often own the land where schools are built. Although HIV/AIDS was not reported as a serious problem, the presence in these schools of many orphans and children living with a single parent, or with distant relatives, may be interpreted as indications that the pandemic is to some degree affecting the community schools.

The study pointed out the needs for the Ministry of Education to assist these schools to cope with their main problems in the areas of teachers' salaries, pedagogical improvement, and supervisory services.

From this study, it is evident that community structures participation can adequately help in supplementing the effort of government in educational services delivery and providing education for all. This is because in the study it is discovered that the community schools in Kenya have been able to reduce the number of schools drop outs and maintained pupils in the schools up to the last class in primary education. The teachers in the schools, though poorly paid, but accepted to remain teaching in the schools because of their good rapport with the community.

The study is similar to this study in the sense that it studied community participation in school management. The study differs with this study in aspect of coverage, where this study covered the whole of senior secondary schools in Kano State and the study only covered community schools.

## **Methodology**

Survey design was used and the instruments for data collection were a questionnaire and an interview schedule. The population of the study comprised the teaching staff, non-teaching staff, officials of Parent- Teachers Association (PTA) and officials of School- Based Management Committee (SBMC) in public secondary schools in Kano State, Nigeria. The officials of the SBMC and PTA included: Chairman/ Chairperson, Vice Chairman, Secretary, Public Relations Officer (PRO) and Treasurer. The population of the study specifically is 20,106. This number 20,106 was obtained from the existing 945 public secondary schools in Kano State as provided by Kano State Secondary Schools Management Board (KSSMB, 2018).The sample size for the study was determined using Research Advisors (2006) Sample Size Table, where 378 respondents were selected. Data collection instruments were researcher made questionnaire and interview schedule. The data analysis tools used were frequency count, simple percentage, mean and standard deviation.

## Results

### Demographic Characteristics of the Respondents

S/N	Sample category	Frequency	Percentage
1	<b>Sex:</b>		
	Male	321	84.9
	Female	57	15.1
	<b>Total</b>	<b>378</b>	<b>100</b>
2	<b>Age:</b>		
	51 – above	43	11.4
	42 – 49	80	21.2
	34 – 41	165	43.7
	26 – 33	68	18.0
	18 – 25	22	5.8
	<b>Total</b>	<b>378</b>	<b>100</b>
3	<b>Occupation:</b>		
	Trading	139	36.8
	Civil Servant	151	40.0
	Handcraft	73	19.3
	Others	15	04.0
	<b>Total</b>	<b>378</b>	<b>100</b>
4	<b>Level of Education:</b>		
	Primary	75	19.8
	Secondary	96	25.4
	Tertiary	179	47.4
	Others	28	7.4
	<b>Total</b>	<b>378</b>	<b>100</b>
5	<b>Category:</b>		
	Teaching Staff	113	29.9
	Non-teaching Staff	38	10.0
	PTA Official	76	20.1
	SBMC Official	151	40.0

#### Source: Research Survey (2019)

Male respondents constituted 84.9% (321) and 15.1% (57) were female as data indicated above in the table. This indicates that more male members of the community were involved in community participation in the management of public senior secondary schools in Kano State; this may be due to cultural beliefs. Subsequently, 51 - above years of age constituted 11.4% (43), 42 - 49 constituted 21.2% (80), 34 - 41 years constituted 43.7% (165), 26 - 33 constituted 18.0% (68) and 18 - 25 constituted 5.8% (22) of the sample. The percentage of respondents of 51 and above

years of age and that of those of 18-25 years of age were the smallest of the age percentages of the respondents; where 51 and above had 11.4% and 18-25 had 5.8%. This is an indicator that the respondents were more mature youths, not older as those between 51 years and above. This determines that the community members who participate in the management of the public senior secondary schools are mature youths with a combination of youth agility and mental maturity. This would translate into proper disposition and better yields in the management of the public senior secondary schools.

In terms of occupation, 36.8% (139) constituted trading, while 40% (151) constituted civil servants, 19.3% (73) constituted handcraft and 15% (4) constituted others from the sample. This indicates that the respondents were more engaged with an economic activity that will give them the ability to contribute materially; for example, making financial contributions in managing the public senior secondary schools. This is because they all had a means of making a living that will make them more responsible. The level of education of the respondents in the data constituted that 19.8% (75) had primary education, 25.4% (96) had secondary education, 47.4% (179) had tertiary education and 7.4% (28) constituted others. This indicates that majority of the respondents were educated with at least primary school education. The majority of the respondents being educated will surely play role in making them better participants in the management of the public senior secondary schools in the State. Additionally, in the case of category, 29.9% (113) of the respondents constituted teaching staff, 10.0% (38) constituted non-teaching staff, 20.1% (76) constituted PTA officials and 40.0% (151) constituted SBMC officials. This indicates that the percentage of the respondents' segment that constituted community members was higher. This was because more community members should be consulted in collecting data for the research and the community members make their presence in PPBEIs management through the platforms of SBMC and PTA. This makes a proper approach in appraising community participation in the management of public senior secondary schools in Kano State.

**Research Question One:** What are the strategies adopted by the community structures in their participation in the management of public post-basic educational institutions in Kano State?

**Table 1: Strategies adopted by the Community Structures (N= 378)**

S/N	Item	Mean	Std. Deviation	Decision
1	Community orientation activities	2.5185	.83423	Agree
2	Promotion of child's right to senior secondary education	2.6667	.94406	Agree
3	Enrolment support	2.9630	1.07230	Agree
4	Retention support	2.6667	1.18791	Agree
5	Completion support	2.7778	1.03177	Agree
6	Community-school interaction platform	3.0000	1.09011	Agree
7	Provision for physical structural development	2.6667	.54505	Agree
8	Environmental sanitation and hygiene	2.5450	1.22500	Agree



9	Fencing the schools for security	2.6508	1.10209	Agree
10	Awareness on community voice for accountability	2.9630	1.13946	Agree
11	Networking with other stakeholders	2.5926	.87290	Agree
12	Teaching by the community educated youths	3.1111	.78672	Agree
13	Hiring teachers by the community for adequate teaching staff support	3.1111	.95708	Agree

**Source: Research Survey (2019)**

As it is indicated above in Table 1, thirteen variables have been identified as the strategies adopted by the community structures in their participation in the management of public post-basic educational institutions in Kano State. The strategies included; community orientation activities with the mean 2.5185 and standard deviation .83423, promotion of child’s right to senior secondary education with the mean 2.6667 and standard deviation .94406, enrolment support with the mean 2.9630 and standard deviation 1.07230, retention support with the mean 2.6667 and standard deviation 1.18791, completion support with the mean 2.7778 and standard deviation 1.03177, community-school interaction platform with the mean 3.0000 and standard deviation 1.09011, then provision for physical structural development with the mean 2.6667 and standard deviation .54505, environmental sanitation and hygiene with the mean 2.5450 and standard deviation 1.22500, fencing the schools for security with the mean 2.6508 and standard deviation 1.10209, awareness on community voice for accountability with the mean 2.9630 and standard deviation 1.13946, networking with other stakeholders with the mean 2.5926 and standard deviation .87290, teaching by the community educated youths with the mean 3.1111 and standard deviation .78672 and hiring teachers by the community for adequate teaching staff with the mean 3.1111 and standard deviation .95708.

Subsequently, on the analysis it was revealed that the respondents agreed on all the items community orientation activities, promotion of child’s right to senior secondary education, enrolment support, retention support, completion support, community-school interaction platform, then provision for physical structural development, environmental sanitation and hygiene, fencing the schools for security, awareness on community voice for accountability, networking with other stakeholders, teaching by the community educated youths and hiring teachers by the community for adequate teaching staff with their corresponding standard deviations.

This indicates that the community structures adopt community orientation activities, promotion of child’s right to senior secondary education, completion support, provision for physical structural development, networking with other stakeholders, teaching by the community educated youths, enrolment support, retention support, community-school interaction platform, environmental sanitation and hygiene, fencing the schools for security, awareness on community voice for accountability and hiring teachers by the community for adequate teaching staff as strategies.

**Research Question Two:** How effective are the strategies adopted by the community structures for the management of Public Post-Basic Educational Institutions in Kano State? Table 2 contains the data and result:

**Table 2: Effectiveness of the Strategies adopted by the Community Structures (N= 378)**

S/ N	Item	Me an	Std. Deviation	Decisio n	Effectivene ss
1	Promoting child's right to senior secondary school education	3.2222	.73800	Agree	Very Effective
2	Involvement in enrolment drive	2.8148	.72294	Agree	Very Effective
3	Promotion of retention in the schools	2.6296	.67574	Agree	Effective
4	Increasing the rate of completion of senior secondary school education	3.1111	.78672	Agree	Very Effective
5	Making learning environment better	3.1111	.68584	Agree	Very Effective
6	Ensuring security of life and property in the schools	2.5926	.95420	Agree	Effective
7	Accountability in the management of the senior secondary schools	2.8889	.73800	Agree	Very Effective
8	Promotion of the interest of the senior secondary schools	2.7778	.91746	Agree	Very Effective
9	Provision for the financial needs of the senior secondary schools	2.5185	.83423	Agree	Effective
10	Involvement in hiring teachers for adequate teaching staff support in the secondary schools	2.5926	.99236	Agree	Effective

**Source: Research Survey (2019)**

Table 2 above indicates the effectiveness of the strategies adopted by the community structures for the management of public post-basic educational institutions in Kano State. Therefore, if the mean of a strategy is between 2.50 and 2.69, the strategy is termed as effective. Additionally, if the mean of a strategy is from 2.70 and above, the strategy is then termed as very effective. Ten (10) variables as ways in which the strategies were effective have been examined, these included: promoting child's right to senior secondary school education with the mean 3.2222 and standard deviation .73800, involvement in the enrolment drive with the mean 2.8148 and standard deviation .72294, promotion of retention in the schools with the mean 2.6296 and standard deviation .67574, increasing the rate of completion of senior secondary school education with the mean 3.1111 and standard deviation .78672, making learning environment better with the mean 3.1111 and standard deviation .68584, ensuring security of life and property in the schools with the mean 2.5926 and standard deviation .95420, accountability in the management of the senior secondary schools with mean 2.8889 and standard deviation .73800, promotion of the interest of the senior secondary schools with the mean 2.7778 and standard deviation .91746,

provision for the financial needs of the senior secondary schools with the mean 2.5185 and standard deviation .83423 and involvement in hiring teachers for adequate teaching staff in the secondary schools with the mean 2.5926 and standard deviation .99236.

The data analysis as showed also the mean responses of ways in which the strategies were effective. These included: promoting child's right to senior secondary school education, involvement in the enrolment drive, promotion of retention in the schools, increasing the rate of completion of senior secondary school education, making learning environment better, ensuring security of life and property in the schools, accountability in the management of the senior secondary schools, promotion of the interest of the senior secondary schools, provision for the financial needs of the senior secondary schools and involvement in hiring teachers for adequate teaching staff in the secondary schools, with their corresponding standard deviations. Data analysis as presented in Table 2 revealed that the respondents agreed on all the items (27 to 36). In this case, all the items meet the criterion of 2.5 and above at four-point rating scale. This indicates that the strategies adopted by the community structures in the management of PPBEIs in Kano State are effective and very effective in certain instances as it is shown in the table.

### **Discussion of the Findings**

The findings of the study identified strategies adopted by the community structures in participation in the management of public post-basic educational institutions in Kano State among which are: community orientation activities, promotion of child's right, community-school interaction platform, fencing the schools for security, awareness on community voice for accountability, , payment of PTA levy, pursuing government to provide teachers for the schools, pursuing involvement in management, providing books and school uniform for the indigent students in the schools. This is almost in line with the strategies outlined by Clinton Health Access ( ) who observed among others that, networking with other stakeholders like local and international NGOs, community educated youths voluntary teaching, extra-lesson/extra-mural classes during school holidays, giving volunteer teachers an incentive, giving an incentive to government employed teachers, at- home-lessons by the educated women in the community, supporting collection of school levy, building of wall round the school for security and use of effective communication in some schools are strategies adopted by the community structures in participation in the management of public post-basic educational institutions.

Epstein (1995) maintained that responsible parenting, effective communication parents and teachers, parent's voluntary help and support, inclusion of parents' ideas in school decision making process are strategies for community involvement to promote education. In addition, the World Bank (1999) opined among others, supporting and boosting morale of teachers, providing monetary support to schools, encouraging regular attendance of students, contribution in the form of labour, material and finances, hiring and supporting new teachers, monitor teachers' attendance and efficiency, managing of village schools by forming education committee, frequently arrange and attend school meetings and paying special attention to factors which create problems for education like low enrolment, high dropout rate and absentees.

In the findings it has been discovered that the adopted strategies by the community structures in participation in the management of public post-basic educational institutions in Kano State were determined by the respondents as effective particularly in managing the schools. The reason for this is that the strategies are devised based on the needs, environmental context,

problems faced and school objectives. This is line with Chesler and Cave (1974) where they stated that, community control makes teachers and administrators accountable, community control leads to educational innovation, community control leads to greater parental and public participation, community control enables local school boards to hire qualified principals and teachers, community control raises student's achievements, community control leads to educational reforms. This is a clear testimony to the effectiveness of the strategies adopted.

### **Conclusion**

The study looked into community participation strategies and their effectiveness in managing public post-basic educational institutions in Kano state, Nigeria. The study determined community participation strategies and found them an effective phenomenon in the management of public post-basic educational institutions in Kano State, Nigeria. This was because the strategies were found to be viable in the institutions management, particularly as explained in this paper. Therefore, the researcher concludes that community participation strategies are of paramount importance in the management of PPBEIs in Kano State, Nigeria.

### **Recommendations**

Based on the findings of the study, the following recommendations are made:

1. The strengths and weaknesses of the strategies adopted by the community in the management of PPBEIs, as identified in this study should be studied by government and community leaders for improvement. This is because reflection is one of the most important values in community development.
2. The strategies being determined as effective in the management of PPBEIs in Kano State should be retained and reinvigorated for better yield. This could be done by re-examining and reviewing them for better.

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