

Appraisal of the Challenges Associated with Community Participation in the Management of Public Post-Basic Educational Institutions in Kano State, Nigeria

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Abstract

The study is intended to make an appraisal of the challenges associated with community participation in the management of Public Post-Basic Educational Institutions (PPBEIS) in Kano State, Nigeria. The study specifically intended to achieve the following research objective: to identify the challenges associated with community participation in the management of Public Post-Basic Educational Institutions in Kano State. 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. 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 challenges associated with community participation in the management of Public Post-Basic Educational institutions in Kano State include: staff misconception about community participation, communication gap between community groups and staff, lack of mutual trust, lack of support from government and community local politics as an inhibition. It is therefore, recommended among others, that proper measures like eliminating communication gap between

community groups and staff of the PPBEIs should be taken by staff and leadership of the community.

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

Introduction

Education is a powerful catalysing agent 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.

The 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, youths 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 as a 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, community participation in the management of PPBEIs may be faced with some challenges. Therefore, identifying those challenges and proffering solutions to them will go a long way in improving the community participation. It is, therefore, in view of this that the study looked into the challenges associated with community participation in managing public post-basic educational institutions in Kano state, Nigeria.

Research Objectives

The study intended to achieve the following objective:

1. To identify the challenges associated with community participation in the management of Public Post-Basic Educational Institutions in Kano State.

Research Questions

1. What are the challenges associated with community participation in the management of Public Post-Basic Educational Institutions in Kano State?

Significance of the Study

This study could help in policy formulation in the management of educational institutions. This is in the sense that from the findings of the study a clear picture of the strategies to be

employed in educational managerial policy framework design shall be seen. This could lead to an effective educational services delivery in Kano State. The study could benefit officers in public senior secondary schools and other extra- ministerial parastatals of education in equipping them with better ways of giving a helping hand in community participation activities for effective senior secondary schools educational services delivery in the State. Furthermore, this study could help parents who are usually concerned about their children's education in playing an active role, and in providing assistance in community participation activities in improving senior secondary schools educational services delivery. The study could also be helpful in understanding the importance of Community Participation for the development of education in Kano State and Nigeria in general; and in understanding major factors for success or failure. The study could also be of advantage in recommending community participation as a strategy for providing education for all as one of the issues in Sustainable Development Goals (SDGs). The study could be of help in serving as an empirical literature for review in academic research particularly in development studies. The study could be helpful to community in acquiring additional knowledge and skills in the practice of community participation in the management of educational institution.

Scope of the Study

The study was restricted to the challenges associated with community participation in managing public post-basic educational institutions in Kano state, Nigeria.

Public post-basic educational institutions cover technical colleges, vocational centres and adult education centres that provide senior secondary school education in Kano State. The study was then delimited to community participation in public senior secondary schools, in terms of the challenges accompanying community involvement in the management of public senior secondary schools in Kano State.

Operational Definition of Terms

The following are the operational definitions of terms in this research:-

Community: refers to group of people who are involved with the management of secondary schools in their community through representation by SBMC and PTA Officials, teachers and non-teaching staff in Kano State.

Community Participation: refers to involvement of the community through different platforms such as SBMC, PTA and Women Association (in partnership with government) in acting towards the development of Public Post- Basic Educational Institutions in Kano State.

Community Structure: this refers to groups, organisations or bodies based in the community that are concerned and involved with progress and development of Public Post- Basic Educational Institutions in Kano State.

Challenges: this refers to what hinders community participation activities to prosper in managing public post-basic educational institutions in Kano State, Nigeria.

Management: refers to a set of activities designed and executed in the operations of Public Post-Basic Educational Institutions in Kano State for achieving its progress and development.

Post- Basic educational institutions: refers to Senior Secondary Schools in Kano State

Literature Review

In this segment of the paper empirical literature relevant to the study is reviewed as follow:

Usaini (2014) also conducted a study on Appraisal of School Improvement through Community Support Initiative: A Case of School-Based Management Committees (SBMCs) in Dawakin Kudu Education Zone, Kano State. The study appraised the impact of community support initiative in improving school management, with a particular reference to School-Based management Committees (SBMC) in Dawakin Kudu Zone, Kano State.

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 is two hundred and seventy six (276) school principals/teachers i.e. fifteen (15) principals and two hundred and sixty one (261) teachers and one hundred and sixty (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.

Data Analysis, Results, Findings and Discussion

The section presents analysis of the data, results, discussion and findings in the research, that provide answer to the research question.

Demographic Characteristics of the Respondents

S/N	Sample category	Frequency	Percentage
1	Sex:		
	Male	321	84.9%
	Female	57	15.1%
	Total	378	100%
2	Age:		
	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%
	Total	378	100%
3	Occupation:		
	Trading	139	36.8%
	Civil Servant	151	40.0%
	Handcraft	73	19.3%
	Others	15	04.0%
	Total	378	100%
4	Level of Education:		
	Primary	75	19.8%
	Secondary	96	25.4%
	Tertiary	179	47.4%
	Others	28	7.4%
	Total	378	100%
5	Category:		
	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 of that the respondents were more matured youths, not older youths of 51 years of age and above and not fresher youths of the age of 18-25 years of age. This as well determines that the community members who participate in the management of the public senior secondary schools in Kano State were matured 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 servant, 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 by, 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. This is because education normally makes better people. 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

What are the challenges associated with community participation in the management of Public Post-Basic Educational Institutions in Kano State? Table 1 contains the data and result:

Table 1: Challenges Associated with Community Participation in the Management of Public Post-Basic Educational Institutions in Kano State (N= 378)

S/N	Item	Mean	Std. Deviation	Decision
1	Staff misconception about community participation	2.4072	.82927	Disagree
2	Communication gap between community groups and staff	2.8148	.94551	Agree
3	Lack of mutual trust	2.8519	.93233	Agree
4	Lack of support from government	3.0370	.92344	Agree

5	Community local politics as an inhibition	2.8519	.84894	Agree
6	Lack of financial resources for community participation activities	2.9630	.96281	Agree
7	Lack of dedication from community members	2.8148	.98401	Agree
8	Lack of commitment among community members	2.5185	.99651	Agree
9	Rumour mongering affecting community participation	2.7407	1.04106	Agree
10	Majority of parents lack of education	2.8889	.91746	Agree

Source: Research Survey (2019)

Subsequently, Table 1 above indicates the challenges associated with community participation in the management of Public Post-Basic Educational Institutions in Kano State. Ten (10) variables have been identified as challenges to community participation in the management of Public Post-Basic Educational Institutions in Kano State. The challenges included:- staff misconception about community participation with the mean 2.4072 and standard deviation .82927, communication gap between community groups and staff with the mean 2.8148 and standard deviation .94551, lack of mutual trust with the mean 2.8519 and standard deviation .93233, lack of support from government with the mean 3.0370 and standard deviation .92344, community local politics as an inhibition with the mean 2.8519 and standard deviation .84894, lack of financial resources in community participation activities with the mean 2.9630 and standard deviation .96281, lack of dedication from community members with the mean 2.8148 and standard deviation .98401, lack of commitment among community members with the mean 2.5185 and standard deviation .99651, rumour mongering affecting community participation with the mean 2.7407 and standard deviation 1.04106 and majority of parents lack of education with the mean 2.8889 and standard deviation .91746.

Lastly, the data analysis as presented in Table 1 above showed also the mean responses of the challenges associated with community participation in the management of Public Post-Basic Educational Institutions in Kano State, these included: staff misconception about community participation, communication gap between community groups and staff, lack of mutual trust, lack of support from government, community local politics as an inhibition, lack of financial resources in community participation activities, lack of dedication from community members, lack of commitment among community members, majority of parents lack of education and rumour mongering affecting community participation. The mean scores of all the items meet the criterion of 2.5 and above at four point rating scale except that of item 37 (staff misconception about community participation) which was 2.4072. Therefore, the respondents agreed that the challenges associated with the community participation in the management of Public Post-Basic Educational Institutions in Kano State were: communication gap between community groups and staff, lack of mutual trust, lack of support from government, community local politics as an inhibition, lack of financial resources in community participation activities, lack of dedication from community

members, lack of commitment among community members, majority of parents lack of education and rumour mongering affecting community participation and disagreed on staff misconception about community participation.

Summary of Findings

On the basis of the findings of the study, the following were discovered:

The challenges associated with community participation in the management of Public Post-Basic Educational institutions in Kano State include: staff misconception about community participation, communication gap between community groups and staff, lack of mutual trust, lack of support from government, community local politics as an inhibition, lack of financial resources in community participation activities, lack of dedication from community members, lack of commitment among community members, rumour mongering affecting community participation and majority of parents lack of education.

Discussion of the findings

The following is the discussion on the research question previously presented, those from the research questionnaire and the research interview combined:-

In the findings it has been discovered that the challenges associated with community participation in the management of Public Post-Basic Educational institutions in Kano State included: staff misconception about community participation, communication gap between community groups and staff, lack of mutual trust, majority of parents lack of education, lack of financial resources, misunderstanding between school administrators and community representatives in the management of the schools, apprehensiveness due to lack of education, government procedures for granting permission to make contribution by individuals and community, lack of self-confidence, lack of government support, school authority not encouraging volunteer teachers, rumour mongering, community local politics, lack of orientation in acting in group, power tussle, lack of motivation among community members, lack of dedication among community members and lack of commitment from parents. This finding is an important gap in the literature on the research problem. This is because none in the literature reviewed in this study mentioned the discovered challenges in this study except staff misconception about community participation impliedly mentioned by Black (1997) where she said: a parental involvement can sometimes turn into interference. She suggests that there is need to build both "bridges and buffers for parent involvement. Bridge needs to be built that parent can help their children succeed in school, but buffers need to be in place to allow teachers and administrators to do their job and exercise their professional expertise. In other words there is need for mutual trust between parents and the school that both parties can work with, not against, each other.

However, this finding establishes one of the research significances in making new discoveries in understanding major factors for success or failure in managing public post-basic educational institutions in Kano State. Subsequently, respondents to both the research questionnaire and interview schedule mentioned lapses from government as a challenge to community participation in the management of the secondary schools. This may be because of the lengthy bureaucracy in governance process in Kano State and pervasive nature of self-centred politics and corruption syndrome. Additionally, the respondents to both of the research instruments

(questionnaire and interview schedule) unanimously agreed on parents' lack of education as a challenge. This is because lack of education affects parents' ability to help the school child to acquire the needed and proper school education.

Heneveld and Craig (1996) argue that parent and community are the key factors in school effectiveness as they can better prepare their children by increasing their readiness to attend schools. They also take care of health and nutrition of their children. Therefore, if the parents are not educated enough they cannot participate properly in managing the schools for their children to get better education.

Summary and Conclusion

The study looked into the challenges associated with community participation in managing public post-basic educational institutions in Kano state, Nigeria. The study started by providing a background of the study that prompted it, a statement of the study problem, objective of the research or study, question that the study wanted to find answers to it, significance of the study, scope and delimitation of the study and operational definitions of terms. Additionally, relevant literatures to the study were reviewed.

The study employed survey design because of its appropriateness to the research problem, as the subjects of the study were not controlled. A sample of 378 respondents was used. Two instruments (a researcher made questionnaire and interview schedule) were used to collect data. The data were collected by administering the questionnaire and the interview schedule to the respondents. The data collected were categorized with regards to the research question they answered to serve as the data base of the research. After having the data base of the research on ground, it was analyzed to give some meaning that allowed for it to be understood and interpreted properly. Descriptive statistics i.e simple percentage, frequency count, mean and standard deviation was used in form of tables. The tables were considered and used, and the results on the research questions and their discussions were made.

In conclusion, the study identified the challenges associated with community participation in the management of public post-basic educational institutions in Kano State, Nigeria. Therefore, the researcher concludes that knowing the challenges associated with community participation is of paramount importance in the management of PPBEIs in Kano State, Nigeria, as this will help in reinvigorating community participation for better outcomes.

Recommendations of the Study

Based on the findings of the study, the following recommendations are made for improving community participation in the management of public post-basic educational institutions in Kano State, Nigeria:

1. Proper measures like eliminating communication gap between community groups and staff of the PPBEIs should be taken by staff and leadership of the community structures in effectively addressing the challenges associated with community structures participation in the management of PPBEIs in Kano.
2. Parents should be made aware of the importance of parent's education in providing better education for their children and in community participation in education management so that the uneducated parents should enroll in adult education and get educated
3. Politicians should avoid politicising education and playing politics with it

4. Staff of PPBEIs should be made aware that community members involvement in their schools management is not to witch-hunt them but rather to assist them in good educational service delivery
5. Rumour should be controlled and avoided among the stake holders in community participation in the management of PPBEIs

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APPENDIX I

DEPARTMENT OF ADULT EDUCATION AND EXTENSION SERVICES, FACULTY OF EDUCATION AND EXTENSION SERVICES, USMANU DANFODIYO UNIVERSITY, SOKOTO
QUESTIONNAIRE FOR APPRAISAL OF THE CHALLENGES ASSOCIATED WITH COMMUNITY PARTICIPATION IN THE MANAGEMENT OF PUBLIC POST-BASIC EDUCATIONAL INSTITUTIONS (QACACPMPPBEIS) IN KANO STATE, NIGERIA

INTRODUCTION

Dear Respondent,

I am a researcher from the above mentioned institution conducting a research on the topic: *Appraisal of the Challenges Associated with Community Participation in the Management of Public Post-Basic Educational Institutions (PPBEIS) in Kano State, Nigeria*. You are requested to please respond to the questions in this questionnaire by choosing the options as appropriate. Your responses will only be used for the purpose of this research and will be kept confidentially. I am soliciting for your co-operation. Thank you.

PART A

(Tick as appropriate)

Demographic Information:

Sex: Male
 Female

Age: 18-25 26-33 34-41 42-49 51 and above

Occupation: Trading Civil servant Handcraft Others

Level of education: Primary Secondary Tertiary Others

Position: Teaching Staff Non-Teaching Staff PTA Official
 SBMC Official

PART B

The followings are the questions. Answer by just ticking any one of the following answer options: 1) Never 2) Rarely 3) Sometimes 4) Always/ Most of the times and so on, against each question (as your response to the question).

Identification of the Challenges Associated with Community Participation in the Management of Public Post-Basic Educational Institutions (PPBEIs) in Kano State

S/N	QUESTIONS	Always/ Most of the times	Sometimes	Rarely	Never
1	There is staff misconception about community participation in the senior secondary schools				
2	Communication gap between community groups and staff tends to affect community				

	participation in the senior secondary schools				
3	Lack of mutual trust is a challenge to community participation in the senior secondary schools				
4	Lack of support from government is another challenge to community participation in the senior secondary schools				
5	Community local politics is an inhibition to community participation in the senior secondary schools				
6	Lack of financial resources in Community participation activities is a challenge to community participation in the senior secondary schools				
7	There is lack of dedication from community members in the management of the senior secondary schools				
8	There is lack of commitment among community members in the management of the senior secondary schools				
9	There is rumour mongering affecting community participation in the senior secondary schools				
10	Majority of parents' lack education in the community is a challenge to community participation				

APPENDIX II

DEPARTMENT OF ADULT EDUCATION AND EXTENSION SERVICES, FACULTY OF EDUCATION AND EXTENSION SERVICES, USMANU DANFODIYO UNIVERSITY, SOKTO

INTERVIEW GUIDE FOR APPRAISAL OF THE CHALLENGES ASSOCIATED WITH COMMUNITY PARTICIPATION IN THE MANAGEMENT OF PPBEIS (ACACPMPPBEIS)

INTRODUCTION

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I am a researcher from the above mentioned institution conducting research on the topic: *Appraisal of the Challenges Associated with Community Participation in the Management of Public Post-Basic Educational Institutions (PPBEIS) in Kano State, Nigeria*. You are requested to please respond to the questions in this interview guide. Your responses will only be

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THE INTERVIEW QUESTIONS

Appraisal of the Challenges Associated with Community Participation in the Management of Public Post-Basic Educational Institutions (PPBEIs) in Kano State, Nigeria

1. What are the challenges that community participation in the management of Public Post-Basic Educational Institutions (PPBEIs) faces in your community?
 - a-----
 - b-----
 - c-----
 - d-----
 - e-----