INFLUENCE OF SCHOOL-BASED MANAGEMENT COMMITTEES ON THE ADMINISTRATION OF SENIOR SECONDARY SCHOOLS IN FUNTUA SENATORIAL ZONE, KATSINA STATE,NIGERIA

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ZARIA

AUGUST, 2018

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DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
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ZARIA, NIGERIA

AUGUST, 2018

DECLARATION

I,Sanusi Lawal, hereby declare that this dissertation is as a result of my personal effort. To the best of my knowledge, it has never been presented anywhere for the purpose of the award of a master's degree in Education. All qualitative and source of information are either indented or acknowledged by means of references.

_____ _____

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CERTIFICATION

This dissertationtitled "Influence of School-Based Management Committees on the Administration of Senior Secondary Schools in Funtua Senatorial Zone, Katsina State, Nigeria" by SanusiLawal meets the requirements and regulations governing the award of the Master's Degree in Educational Administration and Planning of Ahmadu Bello University, Zaria, Nigeria isapproved for its contribution to knowledge and literary presentation.

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DEDICATION

I dedicate this work to my parents, Alhaji Muhammadu Sanusi Labbo Maishanu Yankara and late Malama Safiyya Sanusi. My Wife Malama Maryam Lawal Sanusi, my children, Abbass, Ummu-salama and Abdulmalik Lawal, my family and entire Muslim ummah.

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ABSTRACT

This study was conducted on the Influence of School-Based Management Committees ontheAdministration of Senior Secondary Schools in Funtua Senatorial Zone, Katsina State. The study had sixobjectives among which were to;assess the influence of School-Based Management Committees on maintenance of discipline in Secondary Schools inFuntua Senatorial Zone, Katsina State; ascertain the influence of School-Based Management Committees on school-community relationship in secondary schools inFuntua Senatorial Zone, Katsina State; determine the influence of School-Based Management Committees on provision of instructional materials in Secondary Schools inFuntua Senatorial Zone, Katsina State; In line with these objectives, six research questions, six null hypotheses and six basic assumptions were formulated. Related literatures were reviewed along with four (4) empirical studies. Descriptive research design was adopted for the study.A total of 342 respondents were sampled out of the total population of 1780 respondents. A structured questionnaire was used to collect data from the respondents. The data collected were presented in tables and analyzed using weighted means to answer the research questions. The sixhypotheses were tested using One Way Analysis of Variance (ANOVA) at 0.05alpha level of significance. Descriptive statistic was used to analyze the bio- data of the respondents. the major findings of the study were; School-Based Management Committees played role mainly in the Maintenance of Discipline of students in Secondary Schools inFuntua Senatorial Zone, Katsina State; School-Based Management Committees influenced mutual relationship between the schools and the host Communities in Secondary Schools inFuntua Senatorial Zone,Katsina State; School-Based Management Committees influenced the Provision of Instructional Materials in Secondary Schools inFuntua Senatorial Zone, Katsina State. The Study recommended thatSchool-Based Management Committees should put more efforts in ensuring that students and staff discipline is given attention by paying regular visits and attend meeting on discipline matters in schools and give advises to authority on erring staff and students and recommend the appropriate punishments that will serve as deterrent to others in Secondary Schools inFuntua Senatorial Zone, KatsinaState. School-Based Management Committees should ensure mutual understanding between school and communities by organising school- community campaign on the importance of school-community relationship for educational development and in order to bring about improvement of the school system in Secondary Schools inFuntua Senatorial Zone, KatsinaState. School Based Management Committee should further reach out to other non-governmental organisations for improvement of the Schools.

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OPERATIONAL Definition OF TERMS

SBMC – A Committee Involving Communities for School Development

SBMC- School-Based Management Committees

ANCOPS- All Nigerian Confederation of Principals of Secondary Schools

NPE- National Policy on Education

PTA- Parent Teachers Association

TCM- Teachers Council Movement

DAM- Democratic Administration Movement

CCm- Community Control Movement

GM- Grant Maintained

NCE- National Council on Education

US- United State

UK- United Kingdom

UBE- Universal Basic Education

PGDE- Post Graduate Diploma on Education

N.C.E- Nigerian Certificate in Education

ANOVA- Analysis of Variance

ISMCASSSQ- Influence of School-Based Management Committees on Administration of Senior Secondary Schools Questionnaire

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

School-Based Management Committee (SBMC) is the process of devolution of power and authority to significant stakeholders to perform statutory responsibilities in the administration, monitoring, evaluation and review of educational policy issues, for sustainable goal oriented governance and effective teaching and learning activities to achieve set standards and quality learning outcome in schools,Adeolu and Williams (2013). School-Based Management Committees (SBMC) are essential links between schools, the host communities and students. SBMCs are made up of a range of local people involved with their school. It is also work to increase communities' involvement with education, and to help improve the quality and effectiveness of schools. School-Based Management Committees involve the decentralization of authority from the government to the school level (Caldwell, 2005). School-based management is formal alteration of governance structures, a form of decentralization that identifies the individual school as the primary unit of improvement and rallies on the redistribution of decision-making authority as the primary means through which improvement are stimulated and sustained. This means that in school based management committees, the responsibility for and decision-making authority over school operations is transferred from government (Owners of schools) to principals, teachers, old students, parents and other selected community members.

The instrument for sustainable development of every society is closely tied to its level of educational development. In modern Nigeria, education is usually provided through a social institution whichisconsciously designed where learning experiences are provided with the view to achieving social aim at large. School could be seen as a sub system of the larger system of the society, it is therefore has to functionally coordinate through its immediate environment, and the community in which it is situated. Education has been adopted as an instrument for effective national development. Community is partly of the society and education is the counterpart of the above elements. Education at secondary level is defined as the form of education children receive after primary education and before the tertiary stage. The broad aims of secondary education as stated in the National Policy on Education (2007) include preparation for useful living within the society and preparation for higher education. In the policy document, it is stated that, government of Nigeria welcomes the participation of voluntary agencies and communities in the establishment and management of secondary schools. This is because the provision of education has become very expensive and not be left to the government alone.

The school and community are two inseparable entities which are mutually dependent on one another. In Nigeria and indeed many African countries, the typical image of a community is that of a medium size with a close-knit group of inhabitants largely self-contained with everybody knowing and standing in accepted relationship with one another Muthorni (2005). Social inclusion in education process is one of the necessary conditions for advancing quality education, which bring a quality life and freedom. In other words, universal access to quality knowledge and skills ensure that everybody has an equal opportunity to play a full part in schooling process. A major contributor to success of a student in schools as Baiz in Adeolu (2013) puts it is that of family involvement,its powerful influence on students' achievement in

schools. Ngoka 2003 observed that a community is a body of people living in the same locality and having a common cultural and historical heritage and the willingness to work together. In the same vein, Nwangwu (2007) observed that a school does not exist in isolation. It exist in social setting, in other words, it is an integral part of the community, in which it is situated. This therefore, means that the community as well as the public in one way or the other own and support the school. He further stated that because of this support, these people deserve to be informed on regular basis on the progress and activities of the school. The school as well as the community should understand and appreciate the need for mutual co-existence. Thus, there is absolute need to create opportunities, where committee or a forum view on school administrative aspects, policies, programmes and activities are discussed. It is therefore desirable, to each and every secondary school to form a committee that will comprised the representative of school host communities, the non-governmental organization, the old students, the traditional rulers, the religious leaders as well as artisans. This committee is known as School-Based Management Committee (SBMC).

However, these school-level actors have to conform to or operate within a set of policies determined by the government since they own them. School-Based Management Committee programs exist in different forms, both in terms of who has the power to make decisions and in term of the degree of decision making that is developed to the school level while some programs transfer authority only to principals or teachers, where others encourage or mandate parental, old students and community participation in the school administration and management. The decentralization policy on school administration and management is premised infact local communities are closer to the schools and understand their problems.

1.2 Statement of the Problem

The demand for quality Education in Katsina State and Funtua senatorial zone in particular has become progressively more insistent, more widespread and more complex. The educational aims and objectives have widened with new challenging opportunities and threats to meet the critical needs of the Nigerian society. Most secondary schools in Funtua senatorial zone have encountered with many administrative problems, such problems range from personnel to infrastructural. Even a preliminary visit to some of the public secondary schools by the researcher show that lots of problems associated with school's administration actually exist. Some of these problems include shortage of teachers and security men, in adequate chairs and tables, dilapidated buildings such as classrooms, staff quarters, some offices of teachers, library, workshops among others, lateness and leaving the schools premisesof students before closing hours especially day schools,shortage of instructional materials such as text books, tape, audio-visual aids and other working materials to mention but few. These have been a big challenge to school administrators at secondary school level to operate properly.

The responsibility of managing secondary education in Nigeria is a complex matter, and government has made tremendous effort to addressing these problems. Evidence in various public secondary schools proved thatgovernment alone cannot solve these problems. The trend now is that the government cannot do it alone. An effective secondary school administration is almost an impossible task without community participation. Some of the problematic areas in which researcher intend to investigate are issue of schoolDiscipline, School-Community Relationship,instructional materials deficit, staff recruitmentespecially recruitment of Part-Time Teachers, staff development and provision and maintenance of school infrastructural facilities respectively.Thus, what motivated the researcher to under-go this study to investigate the

influence of community participation through School-Based Management Committees on the administration of Secondary Schools for general improvement of secondary school education, in Funtua senatorial Zone.

1.3 Objectives of the Study

The main objectives of this study are to:

1. assess the influence of School-Based Management Committees on maintenance of discipline in Secondary Schools in Funtua Senatorial Zone;
2. ascertain the influence of School-Based Management Committees on school-community relationship in secondary schools in Funtua Senatorial Zone;
3. determine the influence of School-Based Management Committees on provision of instructional materials in Secondary Schools in Funtua Senatorial Zone;
4. examine the influence of School-Based Management committees on recruitment of part- time teachers in secondary schools in Funtua Senatorial Zone;
5. determine the influence of School-Based Management Committees on staff development in Secondary Schools in Funtua Senatorial Zone; and
6. examine the influence of School-Based Management Committees on provision of infrastructural facilities in Secondary Schools in Funtua Senatorial Zone.

1.4 Research Questions

For the purpose of this study, the following research questions have been considered:

1. Is there any influence of school-based management committees on maintenance of discipline in Secondary Schools, in Funtua Senatorial Zone?
2. Is there any influence of school-based management committees on school-community relationship in Secondary Schools, in Funtua Senatorial Zone?

3. What is the influence of school-based management committees on provision of instructional materials in Secondary Schools, in Funtua Senatorial Zone?
4. Is there any influence of school-based management committees on recruitment of part-time teachers in Secondary Schools, in Funtua Senatorial Zone?
5. What is the influenceof school-based management committees on staff development in Secondary Schools, in Funtua Senatorial zone?
6. What is the influence of school-based management committees on provision of infrastructural facilities in Secondary Schools, in Funtua Senatorial Zone?

1.5 Hypotheses

The hypotheses of the study are as follows:

1. There is no significant difference in the opinions of principals, teachers, supervisors and SBMC representatives in the influence of School-Based Management Committees on maintenance of discipline in Secondary Schools in Funtua Senatorial Zone.
2. There is no significant difference in the opinions of principals, teachers, supervisors and SBMC representatives in the influence of school-based management committees on school-community relationship in secondary schools in Funtua Senatorial Zone.
3. There is no significant difference in the opinions of principals, teachers, supervisors and SBMC representatives in the influence of School-Based Management Committees on provision of instructional materials in Secondary Schools in Funtua Senatorial Zone.
4. There is no significant difference in the opinions of principals, teachers, supervisors and SBMC representatives in the influence of School-Based Management Committees on recruitment of part-time teaches in Secondary Schools in Funtua Senatorial Zone.

5. There is no significant difference in the opinions of principals, teacher, supervisors and SBMC representatives in the influence of School-Based Management Committees on staff development in Secondary Schools inFuntua Senatorial Zone.
6. There is no significant difference in the opinions of principals, teachers, supervisors and SBMC representatives in the influence of School-Based Management Committees on provision of infrastructural facilities in Secondary Schools in Funtua Senatorial Zone.

1.6 Basic Assumptions

The study was guided with assumptions that:

1. involving school-based management committees in the administration of secondary schools will help in maintenance of discipline;
2. involving school-based management committees in the administration of secondary will enhance school-community relationship;
3. Community and other stakeholders involvement in the administration of secondary schools led to success of schools in provision of instructional materials;
4. community involvement in secondary school administration led to success of schools in recruitment of part-time teachers;
5. Involving school-based management committees in the administration of secondary schools help to improve capacity building through staff development;and
6. community involvement would be essential in the improvement in the provision and maintenance of infrastructural facilities.

1.7 Significance of the Study

The study will be of significant to all the following stakeholders who comprise: the schools, principal, teachers, the parents,and old students, the students of the school presently, government and the community at large. Firstly, through this study, the parents of students will get to understand their obligations concerning educational development of their children in the school, hence they were involved in the process of administration and management of the school as a result of which would enable them to provide their contribution for the development of the school and increase their participation in decision making process and therefore support in the development of the school and increase their participation in the implementation of the agreed courses of action. This is particularly important in taking charge of discipline of their children.

Secondly, it will also be important to the ex-students of the school hence they will be able to know and understand their mandate for inclusion into the committee that involve in the administration of school, which will enable them to express their views concerning the administrative aspects of their former schools for further development of such school.

Thirdly, community participation through School-Based Management Committee in School administration and management strengthens school agents to formulate policies that will involve parent and communities members. It would actually motivate the stakeholders to provide necessary contribution that will be in assistance to improve teaching and learning process in the school. This is usually has a goal of providing and maintaining a healthy teaching and learning environment through the provision of appropriate and adequate physical infrastructure as well as ensure good mental, physical and emotional wellbeing of the students, school and community.

Furthermore, the principal will also be a great beneficent of the study because it will help him to understand ways or strategies that will assist him on how to create and maintain a cordial

relationship between him and his school community such as teachers, and students and also to the local community in which his school was located. This will boost the morale of the schools community to discharge their duty/duties very well for attainment of the desire goals of the school.

In addition, they will be able to appreciate the contribution of how community through School-Based Management Committees effort helps them to acquire more welfare services and thereby enhance their skills, hence widening the scope of their educational development. Again, it will help them to appreciate the findings of this study because the study will expose them to the impacts community has to bring in fostering their education in the school such as provision of instructional materials, like chalk boards, chalk, text books among other will help them to learn effectively.

The Teachers on the other hand will find this study important in the sense that the awareness of the community participation in the administration of schools will increase the school-community cordial relationship thereby bringing about effective decision making in secondary schools. This will go a long to enhance the teaching and learning process in secondary school system.The community, which is made up of parents and guidance of the students, will also find this study significant because it will aid them to understand and appreciate their responsibilities towards school administration in order to facilitate learning process.

Lastly, the government will also benefit from this study, because the result of this study will be a useful blueprint that serves as tools use to guide the formulation and implementation of various educational policies, to adopt full involvement of the community in administration and management of secondary schools. The result of this study will also be of significance to future researchers who may wish to use this material as a research instrument for further study.

1.8 Scope of the Study

The study examines the influence of School-Based Management Committees, on the administration of senior public secondary schools, in Funtua senatorial zone, KatsinaState. Funtua senatorial Zone hasa total of three educational zones. Namely; Funtua, Malumfashi, and Faskari Educational zones. However, the research is restricted to the maximum of four respondents only, comprising the principals, teachers, supervisors and SBMCs representatives.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter concern with the review of related literatures to the research work by anumber of authors. The review was done based on the followingsub-headings:

- Conceptual Framework;
- Theoretical Framework;
- Features of School-Based Management Committees;
- Roles and Responsibilities of School-Based Management Committees;
- Quality Assurance Oriented School-Based Management Committees in Nigeria;
- Global Perspectives on School-Based Management Committees Issues for Quality Assurance in Nigerian Educational Institutions;
- Concept of Discipline in Secondary Schools;
- School-Community Relationship inSecondary Schools in Nigeria;
- Provision of Instructional Materials in Secondary Schools;
- the Staff Recruitment in Secondary Schools;
- StaffDevelopment in Secondary Schools;
- Provision and Maintenance ofInfrastructural Facilitiesin Secondary Schools;
- Empirical Studies; and
- Summary.

2.2 Concept of School-Based Management Committees

In those days, the general notion of schools administration and management among secondary schools in Nigeria was entirely based on one individual, the principal- who planned everything for the school. Several workshops organized by the body of all Nigerian Confederation of Principals of Secondary Schools (ANCOPS, 2002) clearly states that the management of school should not rely on one individual but should be a collective effort of the school management team. The school management teams therefore, represent the schools management structure that is responsible for implementing the education policies of the country in their schools. The new system of education in Nigeria requires principals of the schools to establish the school managementteamthat will assist in the management of the schools.It should be noted that SBMC is recognized by the recent Educational Reform Acts (2007) in difference names: School-Based Management Committee and School Management Organization , where it state that, the School Based Management Committees are mostly established in all junior and senior secondary schools through encouragement of the quality assurance Department (Education Reform Acts 2007:13). School Management Organization on the other hand is meant for unity Schools in Nigeria and it is actually a corporate body registered under the Companies and Allied Matters Act as private Limited Company (PLC) by guarantee (Education Reforms Acts 2007:72).

2.2.1 Features of School-Based Management Committee

Murphy and Beck (1995) postulate that, School-Based Management Committee (SBMC) is primarily a strategy to decentralize decision making to the individual school and it facilitate the empowerment of parent and the professionalism of teachers by allowing school decision making among the key stake holders at the local level. The concept of School-Based

Management and share the decision, fall under the umbrella of participative management in the School process. It has to become an accepted belief that when people (community) participate in decision making affecting them, they are more likely to have a sense of ownership and commitment to the decision and situation that involve them (Giekman, 1993) in Murpy and Beck 1997.The conceptualization of SBMC is based on the autonomy participation process. This dimension is based on who get decision making power when it is develop to the school level. Wohlstetter and Odden (1992) identified the different models of School-Based Management, in the first model, the community has most control over the decision making and objective of the reform tend to focus on accountability to parent and choice. In the second model, it is teachers who receive most of the authority and many of these reforms have teacher's empowerment as primary objectives; lastly, the third model has the principal as the key decision maker and it is intend to provide increased in accountability to central or local authority and efficient use of resources. Leith wood and Menziys (1998) identified a fourth model on balance control whereby decision making authority is vested between parent and teachers who are the two main stake holders in any school. The central tenet of all SBMC reforms is to place the locus decision - making and authority closer to those at the school level.

Furthermore, there are wide ranging rationales that explain the significance of SBMC. First, advocate of SBMC argue that SBMC foster educational demand in the community, they emphasize that, SBMC ensure that schools provide the social and economic benefits that are more responsive to the priorities and values of those in local communities (World Bank report, 2007). One of the simplest theories for SBMC is the people who primarily benefit from education (children, parent and other community members should have say in the provision of Education (Abu-Duhou, 1999) second, in the economic crisis, many government have found

themselves incomplete to guarantee the quality of education in the daily workings of the very bottom of the educational bureaucracy at school level. (Shaeffer,1994) to supplement to this financial shortage, deploying limited financial and human resources and sharing cost become more the focus (Collettaand Parkings1994) in Abu-Duhou, 1999 third advocate for the reform emphasize that by giving local authorities decision making authorities over school management, they become aware of educational problems such as low enrolment, attendance, discipline, facilities and academic performance and begin to realize key disincentives to schooling. The growing popularity to the needed for collective effort in most organizations nowadays has made the argument for the use of committee moves plausible. Obayen (2002) posited that committee system is the vital ingredient for effective administration of educational institutions and maintained that collaboration gives administrators, educators and other stake holders the opportunity to deal with complex educational issues as a group. Cotton (2005) equally stressed that a demonstrative method of school management that allows employees particularly teachers, adequate participation in any decision that affect them through committee system, contribute significantly to principal's administrative effectiveness.

Scholars, right from medieval period, were reported to have practice consultative system of decision making now referred to as the community system (Adebayo 2004) .In those periods, they were to study, write and consult one another on various issues and thus develop a participatory form of government in their various institution of learning. The extent to which school administration is based on committee system was also pointed out by Bumza(1999) that virtually all issues no matter how big or small is considered by committee which either takes final decision or send its recommendations to an approving authority. Alabi (2000) submitted as a key advantage of participatory decision making broadened and acceptance, easier co-ordination

and communication, culminating in improved decisions. Ijaiya (2000) also noted that the visible sign of delegation, especially in Nigerian secondary schools, is the increasing use of communities. Though the use of communities is not new in school, what is however, novel is their increasing popularity within the school system; communities in existence vary in the types, status and procedure of their constitutions. Adebayo (2004) maintained that a committee may either be a line or staff committee depending on its authority. If the authority relationship to a superior is however advisory, it is a staff committee. Researchers on administrative effectiveness are often faced with problem deciding which organizational aspect and what criteria should be used. Available literatures show that administrative effectiveness could be measured in terms of the relationship between the organization and the external environment. (Heck,Johnsrud& Rosser, 2000). Effectiveness of school administration is however dependent on personal qualities, interaction with subordinates and the situation as well as their ability to inspire all members of the school community to work together toward the goal of excellent education of all students.

Wohlstetter, and Symyer(1993) view School-Based Management Committee as political reform that transfer power of (authority, Budget, personnel, discipline, provision of welfare services to staff and students curriculum development and implementation among other administrative aspect of schools to the school level. They further suggest that effective implementation of School-Based Management Committees in secondary schools will assist indesigning development plan in secondary schools.

POWER: The focus of school Based Management Committee has been the decentralization of power of authority on decision making. The question is ‘’who at school level is power given to’’ power is shifted most often from the central administration to a committee (council) at the school

level; the committee maybe compose of administrators, teachers, parent, community members and sometimes students.

KNOWLEDGE: In the school level three kinds of knowledge and skills are important to decentralized management. First, employees need training to expand the job skills and increase the breath of their perspectives. Secondly individuals need team work skills for participation in management problems: problem-solving, decision-making and communication skills. Finally individuals need School knowledge. Theseinclude budgeting and personnel skills, as well as an understanding of the school environment and strategies for responding to change, in the schools.

Whlstetter,(1993) although there is yet very little research about the role of new knowledge in SBM, lesson from the private sector suggest that participants in the process need a complex of both decentralize school governance and institutional reform. However, it does not appear that, the only strategy for increasing knowledge lies in moving curriculum and instruction experts from central office to the schools. Studies indicate that the moves promising approaches are join effort. These effort draw upon the knowledge of teachers, administrator and outside experts and future ongoing staff development in which participant at all levels enrich the system with their required knowledge and insight, while drawing on new sources of understanding.

INFORMATION: Power can only be decentralize if the individuals to whom power is entrusted have access to the information necessary to make good decisions. In the private as well as public education, much information historically has been available only at the top of the organization.

Public schools implementing decentralize management have not focused much attention in sharing information among participants, particularly at the school level. Wholstetter, (1993). State that school under SBMC however there are need to provide committees with the necessary information about schools performance which is needed in school development plans, for

instance. To the extent schools are expected to meet district wide goals, individuals at the school level need information about their performance relative to those goals. In addition, school like companies most has information about their performance relative to other schools, whether or not they are competing with others as in a market-based choice plan.

2.2.2 Approaches for School-Based Management Committee

There are many forms and approaches of school-based management programs, which vary to who have the power to make decision in school. How much decision- making power they have, and over what aspects of education they may exercise that authority. The types of SBM can be traced from the four models identified by Wholstetter and Odden(1992), Lietherwood and Menziys(1998) as follows:

1. **Administrative- control**: This is the approach in which the authority is developed and based to the school principal.
2. **Professional-Control**: This is the approach in which main decision-making authority lies with the teachers.
3. **Community-Control**: This is the approach in which members of the local community, parent, old students and students have major decision-making authority.
4. **Balance-Control**: This is the last approach in which decision-making shared between government representatives, community members, parents, old students and teachers.

Thus, in certain models, the accountability of school principals is upward to the ministry, which holds them responsible for providing service to the clients, who in turn have put the policy makers in power and so have the ability to hold them accountable for their performance. In a number of SMBC models, parent and the community have a say in decisions that are directly affecting the students in the school. SBM generally is a blend of the four models mention above.

2.2.3 Roles and Responsibilities of School-Based Management Committee in Secondary Schools

The key role and responsibilities of School-Base Management committee, was highlighted by Kano State Government, through Universal Basic Education (2010) as follow:

1. Organizing community orientation activities on Education and the right of the child.
2. Supporting enrolment, retention and completion drive complains in the community.
3. Providing the platform for community-school interaction.
4. Ensuring that, there is a good learning environment for children in the school.
5. Ensuring the security of life and property in the school.
6. Participating in school development planning.
7. Networking with other stake-holders for the school interest.
8. Ensuring accountability, and prudent management of school resources.
9. Advocacy voice and demand on education issues on behalf of the school.
10. Ensuring harmonious community-school relationship.
11. Supporting with scholarship and conditional cash transfer program in the school.
12. Supporting with teaching and learning materials in the school.
13. Participation in staff employment, deployment and welfare issues.
14. Involvement in discipline issues among the staff and students of the school.
15. Organizing capacity building activities in the school.
16. Support the provision of infrastructure, maintenance and development programmes in the school.
17. Advice on education and social policy issues to the state and local government.
18. Support proper documentation, data collection and record keeping in the school.

19. Making an annual school development plan.

20. Participate in education research activities.

These roles and responsibilities of school-based management committee (SBMC) mention above are those considered in the short term, medium term an long term SBMC Programmes (Kano state government 2013-2016).

2.2.4Functions of School-Based Management Committee in Funtua Senatorial Zone

The main functions of SBMCs in Funtua senatorial zone as stated in Katsina State SBMC Document (2005) are to;

1. Contribute to School Development Planning and Decision-making at School level for improvement of learning outcomes.
2. Meet regularly and organize activities to the way Schools operate and support the Government responsibility of ensuring quality education for all.
3. Made up a voluntary group of people who represent the School Community and may include Students, Teachers, Parents, Community leaders, women representative, youths, as well as other Community-based groups interested in Education.
4. Encouraging the interest of both community and government to support school improvement
5. Enabling the wider community to have a voice in the improvement of education
6. Monitor and communicate educational issues of the school to the community, local and state government
7. Supporting enrolment, retention and completion drive campaign in the community.
8. Ensuring security of life and property in the schools
9. Provide a platform for community-school interaction

10. Supporting the schools with teaching and learning materials.

2.2.5 Benefits of Quality Assurance-Oriented School-Based Management Committee

The opportunities that is inherent in quality-assurance school-based management committee and community partnership, which relevant are highlighted by Ayeni (2012) as follows:

1. A quality assurance-oriented school Based-Management committee will facilitate greater synergy among stakeholders in education and contribute to the growing body of knowledge on institutional management and quality of teaching. The emphasis placed on teachers' pedagogic practices and student-learning process will enable members of the community, teachers and students to have clear information about learning outcomes and develop strong commitment to the achievement of educational goals.
2. Effective School-Based Management is a building block for school and community partnership in school governance. This process will enable the key stakeholders in education to receive firsthand information on the quality and quantity resource input. Strength and weaknesses inherent in teachers institutional task performance and the leadership behavior of principals, staff and student welfare ; and stimulate government and other stakeholders to see the need for adequate provision of learning facilities and capacity building of principals and teachers in order to improve institutional management and curriculum delivery for learning outcomes in secondary schools.
3. It is envisaged that, the emphasis being placed on quality assurance-oriented school-Based Management committee will encourage school principals and members of the community to pay special attention to resume input, efficient and transparent use of resources, increase participation of stakeholders in decision making process for better institutional management

and improved outcomes for the learners (sound knowledge, skills, attitude, values and effective citizens),

4. A strong SBMC will enable stakeholders to evaluate their school programmes and to establish result-oriented procedures that would help those teachers and students that do not perform well to achieve optimum productivity and quality learning outcome. This will provide principals, teacher and members of the community with relevant information on the effect and efficacy of teaching and learning activities on student performance and stimulate them to find realistic solution to problem of quality in secondary schools education, so that academics norms are not undermined, at the expense of social norms, but both would complement each other.
5. Quality assurance-oriented school-Based management is a pro-active intervention management strategy for improving the quality of institutional governance, resources inputs, curriculum implementation, and student academic Achievements in the schools. The societal quest for quality education delivery and product value (output) underscores the relevance of quality assurance-oriented school-Based management in the school system.
6. School-based management committees are prominent and strategic in coping with the task of improving the quality of educational practices in secondary schools.

2.2.6 Challenges Facing the Operation of School-Based Management Committee

The operation of the SBMC is faced with a number of problems, some of which have been identified by Pushpanadham (2000), in Ayeni&Ibukun (2013) as follows;

1 Many of the SBMC members have limited knowledge of schools budget, physical plant, personnel policy issues, conflict resolution and other statutory matters in which they are expected to offer professional and technical inputs in decision making and performance

evaluation for sustainable improvement in the school system. These noticeable gaps in administrative capacity of SBMC are major challenges to school effectiveness

2 Politicization of school policy issues such as selection of textbooks and disciplinary problems often caused by little knowledge and inadequate experience of some SMBC members constitute encumbrance to school administration.

3 The operation of SBMC is also faced with the challenges of low administrative capacity of key members of the SBMC; poor attendance of members at meetings due to lack of incentives and financial support from the government ; lack of cooperation from school managers; teachers' misconception of the role of SBMC as an interference of on their profession; PTA's role conflict and the resistance to the SBMC initiatives, due to misconception of the SBMC,s functions which is believed to be mere duplication of the PTA's roles; politicization of the selection school uniforms and release of school facilities for usage by members of the community. Consequently, many of problems inhibiting effective teaching and learning from achieving the desired outcomes have not been adequate addressed.

2.2.7 Global Perspectives on School-Based Management Committee for Quality Assurance in Secondary Schools.

Quality assurance in education is the efficient management, monitoring, supervision, assessment and review of the resource inputs and curriculum implementation process to produce quality learning out comes (product value) that meet set standards and expectation of the society. Robinson (1994) in Adeolu and Williams (2013) views quality as the programme of activities that are performed by organization for the purpose of making its product or services meet the prescribed standards. The desired quality is achieve by anticipation and avoidance of faults or

mistakes which enable the top management in the organization to be focused in work scheduling, itemizing the procedures, monitoring and evaluating the process, documenting and reviewing the operational strategies and communicating decision to all concerned for the attainment of set goals.

Venkaiah (1995) in Adeolu and Williams (2013) see quality assurance as a principle that ensure equitable treatment in the planning, controlling and implementation of all functions and activities of an organization for the purpose of achieving the goals set. Herrey (1999) in Williams and Adeolu (2013) define quality assurance as the process of providing the required resource inputs, ensuring effective control and improving the process for the purpose of raising the quality of outputs to meet the prescribed standards and fulfill public accountability. This thought underscores the issue of rising "product value" and learners 'potential development through effective transformational process (Teaching and Learning) and effective supervision and management in the school system. Raouf (2008) opines that quality assurance in education is the continual improvement in the method of implementing the various aspects of educational programmes and active in an institution of learning to meet the desire of the stakeholders in education. This perspective is premised on the principle of Deming's cycle of continuous improvement which is fundamentally based plan, DO, check and act cycle (PDCA), this process enable the school Based-Management Committee to strategically articulate educational programmes; systematically monitor the implementation process; and critically asses and evaluate the quality of assurance inputs, teaching-learning process and the students learning outcomes in learning with set standard. Intervention are provided by identifying the key issues that need to be reviewed and improve upon in the course of implementing the plan so as to ensure that significant agreement exist between the original goals and what is actually achieved

and acting on the plan full scale in a systematic process to facilitate feedback and reviews those concerned (Deming's 1986: Stahl, 1998; Tempom. 200) in Adeolu and Williams (2013).

The practice of School-Based Management Committee (SBMC) Dates back to 1909 in the United State of America and regarded as the teacher council movement (TCM), which featured teacher-dominated council that made policy recommendations for the administration of individual schools By 1930 the school council werestructured to become democratic administration movement (DAM) which represent a range of perfectives and interests (teachers, students, parent and communities) in democratic governance of the school. In the mid-1960s SBM become the community control movement (CCM) which allowed a wide range of constituent including leaders of community group and minority parent in school policy decision. The SBM policy become a more popular education reform initiative in 1980s in the United States of America, A nation at risk during which American children seriously lag behind international students of equal age and grade and academics (Gardner 1983) led to the adoption of school-Based Management Committee (SBMC). As part of the intervention strategies to improve the quality of education in many schools and states most especially in Illinois. In 1988, the school reform acts instituted school council as mandatory throughout the United State which involve the decentralization of power and authority to school by the state legislative for self-management in the basic areas of decision making, budgeting, resources utilization, teaching and learning activities, and personnel matters in other to meet the yearning and aspiration of the citizenry for improvement in the quality of education management system and learning outcomes By the middle of 1990s the SBM concept become increasingly important an d expanded massively with the momentum of revolution and assumed different forms in different countries (Boomee 2002;Eurydice, 2007;murphy and Beck, 1995) in Adeolu and Williams (2013).

Similarly in great Britain, the 1988 education reform act under the Thatcher government devolved power and authority to school communities to constitute management board as mandatory cooperate bodies consisting the head teacher and governor elected by the parent, teachers, and representatives of the local authority under the act. Public secondary schools becomes autonomous and grant maintained (GM) school owned and managed solely by each schools governing boards by composed of 10-15 members entity, including the head teacher and the parents representatives, devoid of local education authority control.

In Belgium, Denmark, Finland and Netherland, the central governments enacted appropriate legislation to the decentralized power and authority with full autonomy to schools to establish and operate managing bodies in partnership with the local stakeholders to manage, regulate and take decision on education policy matters; personnel selection, dismissed and discipline infrastructure; and other learning resources to guarantee to best use of public fund; and rising judicious use of private funds for the overall well-being of citizenry and production of quality outputs from the educational institutions. (Eurydic, 2007, in Adeolu and Williams 2013).

Research on School-Based Management Committee in Indonesia indicated that there is a dramatic improvement in students achievement do to the effective upper action of government policy guideline to establish mandatory corporate school governing council in accordance with education act 20/2013 on national education system which allows the maximum involvement of local committees in the management of school to achieve better quality education. Article 56 of the act provide that the community members are required to participate actively in the quality improvement of educational services, which include; strategic planning, curriculum implementation, monitoring and evaluation of educational programmes through the educational council and school council while the government through ministry of national education

regulates power an authority vested in the school councils, as well as the operational procedures/ characteristics and formation of membership and structure of a school council (Agustinus, 2008).

The Indonesian Education act 20/2003 describes a school council as an independent body established to provide technical advice, directions and support for personnel, facilities and equipment, and monitoring of a school (Article 56). The power and authority of a school relate to its four major roles, which are:

1. To be an advisory agency in determining and or/ approving educational policies at the school levels;
2. Serving as supporting agency in the school both financial and none financial matters;
3. Functioning as controlling agency both for the purpose of transparency and accountability at the school matters;
4. To be mediator between school, government and community on educational matters; (Agustinus, 2008).

In Nigeria, the national policy on education, section 12 (104b) (Federal Republic of Nigeria, 2004) allows close participation and involvement of the communities, at the local level, in the administration and management of their school. Since the community has legitimate mandate in education, it behooves on the traditional institutions to mobilize and coordinate their subjects to integrate their skills and best practice through periodic monitoring, reviewing, evaluating and given constructive advice on key functions in curriculum delivery, critical infrastructure capacity building, instructional materials, equipment staff and students welfare, management and support mechanisms, and school- community relationship. This is another dimension of transparency, accountability and commitment that ensure quality service delivery and attainment of the overall goal of education in schools. The relationship between the school and the community is needed a

symbolic one, since the function of one complements the other. The school tries to improve an effective interrelationship within it and its relevant community. The school required many human, materials, physical facilities and financial resources for holing the capacity of the education system to be able to deliver high quality and relevant curriculum to learners of all ages.

Consequently the School-Based Management Committee (SBMC) is recognize as a viable tool for promoting effective community participation, commitment, transparency, accountability, supportive services and best practice in school planning, management, monitoring an evaluation of performance of school administrators, teachers and learners to ensure quality service delivery and learning outcomes. In a bid to ensure the effective participation of local communities in the management affairs of schools, the national council on education (NCE) in 2006 approved the establishment of SBMC in all primary and post primary schools in Nigeria, as a part of government strategy to restructure the school administrative process and ensure inclusive participation of stakeholders in the school environment at community level. The SBMC is made up of 12 to 19 members or people in each school. This is expected to be achieve through the involvement of meaningful, close, strong and goals oriented partnership between the school authority and other relevant stakeholders (parent, teachers Association (PTA) Old Students Association communities traditional institution, civil society organization Faith-Based organizations, ministries and other professionals and social institutions). This synergy is necessary because a virile a responsive School-community relationship is a building block of sustainable quality education, (Ayeni 2010; Aggarwal 1981; Universal Basic Education Commission, 2011).

2.3 Concept of Administration of Secondary Schools

Aguba (2009) defined administration as the process of working with and through others to efficiently accomplish organizational goals. In the words of Veig in Olewe (2007) sees administration as a determined action taken in pursuit of available labours and materials in order to gain that which is desired at the harvest cost of energy, time and money. Secondary School's administration is therefore a process of working with teachers, materials and through othercommunity members to efficiently achieve school's objectives.The school is the agent of socialization after home. Therefore, the school exists for the community and community exists and acts as clients to the school. This is because, without community, there would be no school. Okwor (2008) emphasized the need for cooperation between school and the community in the education of children because the school and the community are symbolically related. Advocating more on the importance of home school cooperation, Akubue in Igbo (2002) stated that while few would doubt that, the main influence of child's life is his home that of the school is a good second to home. The closer cooperation between these two, the happier the child and more successful his development in every aspect, therefore, a school community relation is a series of planned activities through which the school seek to learn about community. These activities includes informing the community about and interpreting when necessary the purpose, programmes, problems and other needs of the schools.

Finally, it is obvious that government and school administrators can no longer bear the burden of schools alone. The community is expected to participate actively in the administration of secondary schools in Katsina state and Funtua senatorial zone in particular to facilitate the attainment of educational goals and objectives.

2.4 TheoreticalFramework

The theoretical framework of this study is based on the following theories which are directly related to the topic ofthe study: system theory, stakeholders' theory and contingency theory.

2.4.1 The Systems Theory by Barnard and Ludwing 1958

The systems theory views an organization as a socialsystem of symbolically inter-dependent parts. This mean that an organization can be seen as a structure with interdependent parts, each part having a supra system which constitutesits environment. The basic idea in a system is that theparts of anything are so related and dependent that the interaction of any part affects the whole. The educational system as an organization is a social system with the secondary school as a sub-system of the educational system. For the system and its subsystem to survive, it must be open with its unit of interdependent parts, characteristics, activities that contribute to and receive from the whole, that is, they must have the capacity to relate to and exchange matter with their environment, unlike a closed system which do not. For instance, when the principal is confronted by parental demands for new course, not only is the principal affected directly but also the teachers and students are affected. School authority with their teachers act on the basis of their communityneeds beliefs and goals as well as their roles. The secondary school system as an organization can be seen as an arrangement of inter-dependent parts each having a particular function to perform. When any of the parts fail to function effectively, the entire system experiencesa setback. Thus in schools, goals are set, machinery to achieve the goals are set up, funds, staff and other facilitieshave to be provided to ensure the actualization of the goals. The community contributes by providing land and even contributes in cash and kind, physical facilities and equipment for the effective administration of schools. In a

nutshell the School-Based Management Committee,thecommunity and the school must work as a system to achieve the aims and objectives of the secondary school education.

2.4.2 The Stakeholders' Theory

This theory is often credited to Standford ResearchInstitute (1963) because of their earliest definition of stakeholders' theory. They defined stakeholders as those groups without whose support the organization would cease to exist. Stakeholders' theory maintains that education for all is a responsibility of all. In this respect, the management of education should involve and integrate the goals of all stakeholders in the planning and administration of educational programmes. The major stakeholders are the parents, the society (communities), the students, government (state or federal), Ministry of Education, School-Based Management Committee and the teachers. The theory maintains that no stakeholder should act independently. The rationales for stakeholders' theory which will make it the best approach for the human resource managementof education system; it contributes to the welfare of the society as a whole, and provides for the welfare ofemployees and that of the management. It will take care, in the long run, of all other organizational objectives such as level of employee turnover, satisfaction of management staff and others. Shareholders of an organization or a company are not ordinary members just as it is likened to communities in theschool system. They are the owners and thus should be given maximum priority in determining objectives. Also the Equityshareholders, that is, the host community are the residual investor which means that returns from investment belong to them. Stakeholders' theory promotes conducive environment in the education industry. Teamwork finds its root in thistheory as all the stakeholders are perfectly knitted together andfailure of any brings about the failure of others. This is the rationale for this study because

school-based management committee of senior secondary schools leaves much to excel in our society.

2.4.3 Contingency Theory by Legge 1978

The contingency theory was postulated by Legge in 1978, and was expanded by Deitz and Boon in 2005. This theory states that human resource management is influenced by organization's environment and circumstances. The theory emphasizes that human resource aims, polices and strategies, lists of activities and analysis of the role of theHuman Resource Department are valid only if they are related to the situation of the organization. The human resource policies and practices are influenced by both the external and internal environment of the organization. The external factors include the social, political, legal and economic developments while the internal factors include the size of the organization, key activities of the business, and the organization's culture.

The central idea in this theory is that the human factor is essential in the achievement of organizational goals. This theory is applicable to educational administration and to this study for some reasons. Among the reasons are it is accommodating in the sense that it considers internal and external work environments and provides for adequate human resource well-being. It provides a level playing round where both individual and organizational goals are achieved efficiently. Secondly considering the present inconsistent economic meltdown, social and political nature of the country, this theory will serve well because ithelps an organization (the school system) adapt to changes in the society.

Furthermore, the principles of contingency theory will take care of the established pattern of community values, norms, beliefs, attitudes and assumptions that control people's wayof life

and behaviour. Again, our secondary schools are situated in a community setting both in urban and rural areas, and this setting will influence, to a large extent, the policies and practices of School-Based Management Committee in the management of secondary schools in Katsina State. This fact, the contingency theory will take cognizance of it by accommodating and making provisions for effective human resources management

2.5Concept of Discipline

Discipline globally viewed and termed to mean a training that enables an individual to develop an orderly conduct and self-control as well as self-direction (Egwunyenga, 2000). Therefore, discipline defines the limitations of an individual or a group of people. It is the practice of restraint, which may be self-imposed. With reference to the school, Adesina (1980) described it as a situation whereby students are taught to respect the school authorities, to observe the school laws and regulations and to maintain established standard of behavior. This means that respect for self and respect for others are involved (Peretomode, 1998).

School discipline is an essential element in school administration. This is because discipline is a mode of life in accordance with laid down rules of the society to which all members must conform, and the violation of which are questionable and also disciplined. It is seen as a process of training and learning that fosters growth and development (Imaguezor, 1997). The aim of discipline is therefore, to help the individual to be well adjusted, happy and useful to his society.

The doctrine of school discipline according to Nolte (1980) and Barrell (1978) is based on the concept of "loco parentis" which allows school authorities full responsibility for children's upbringing, the right of discipline and control. In effect, teachers have the right to punish students who contravene school laws. In a nutshell, school discipline refers to regulation of children and the maintenance of order ("rules") in schools. These rules may, for example,

define the expected standards of clothing, timekeeping, social behaviour and work ethics. The term may be applied to the punishment which is the consequence of transgression of the code of behavior. In other words, the usage of school discipline sometimes means upholding disciplinary action against nonconformity with the school rules. Some scholars suggest that disciplinary policies simply do not have different effects (Verdugo/ and Glenn, 2002; Chen, 2008; Schoonover, 2009). Other asserts that suspensions do not prevent students' future misbehaviour (Nichols, 2004). If school is effectively disciplined, the academic performance on the part of student and teacher will be highly rated. Gawe, Vakalisa and Jacobs, (2001:190) express cooperative learning if academic performance is to be achieved among students.

However, apart from the fact that effective discipline helps in the achievement of goals, expectation and responsibility in students (Dunham, 1984:66). Discipline creates a good image of the school and prepares learners for the future. Disruptive behaviour amongst learners is eliminated if there is good discipline at school. The implementation of effective discipline at school is a key for the student in the journey to adulthood. Parents often have no choice but to enroll their children in a school with good discipline, which often leads to better academic performances.

In our secondary schools today, learners are habitually late comers; this is contrary to the school rules and regulations. They leave school premises without permission; do not bring their books to school; refuse to do their homework; reject any kind of authority and resist any disciplinary measures taken against them. Teachers on the other hand, are always absent from school; present ill-prepared lessons, fail to exercise discipline in the classroom and lack a professional work ethic. According to Birketty, (2004) he opine that lack of discipline and respect among teachers cause a severe barrier to effective teaching and learning in the classroom.

Discipline have been underestimated by over actualizing freedom and rights, an understatement of responsibilities and obligations, marginalization of the authority of the head teacher, poor role models by some teachers, lack of punctuality, absenteeism from classes by both learners and teachers and the unionist attitude of some teachers. There is a need therefore to establish compliance on the part of the stakeholders in the management of school to ensure good " academic performance. Docking, (2000) argues that, a law abiding student is the one expected to arrive on time for lectures and wait for the teacher, while law abiding teacher is expected to respect all the time allocated to him or her on the timetable. Kelly, (2004) argues that efficient use of time on the part of the students and school administrator directly associated with increased academic performance. (Brint and Cantwell, 2006) also concur and further explain that extra time study has a strong influence on academic attainment. and Aharon, (2003) stress that time management can be view as a way of monitoring and regulating oneself with regards to the performance of multiple tasks within a certain time period disruptive behaviour. They further explained that the parameters for students' behaviour and academic expectations must be clearly stated to students.

If the school administrator fails to clearly established rules and consequences are ambiguous and incidents of students' disruptive behaviour will further affect academic performance. Hernandez and Seem, (2004), argues that effective schools demonstrate sound inclusive practices which includes emphasizing school discipline, collaborative leadership and their good practice. The school discipline therefore prescribes the standard of behaviour expected of the teachers and the students. According to Matsoga, (2003) in his study, he discovers the wide spread violence and misbehaviour that existed in many secondary schools. This lack of discipline which interferes with the teaching and learning process manifested itself in various

ways including bullying, lateness, vandalism, alcohol consumption and substance abuse, truancy and inability or unwillingness to do class work at home. Schools disciplines are among the strategies designed to instill good conduct of students, this implies self-control, good behaviour and obedience to school authority (Adams, 2003). However, on admission students are given prospectus, which spell out some of these rules specify in most cases what students should do and what they should not do. Kabandize, (2001) observes that disciplines are enforced through prefects‟ bodies and councils, disciplinary committees, teachers and involvement of parents. Cotton, (2000) also argue that the best results could be obtained through vigilantly reminding students about disciplines in school and monitoring their compliance with them. Adeyemo, (1985), in his study on the level of discipline in secondary schools in Nigeria, he established that there is wide spread violation of school rules and regulations which was capable of obstructing the smooth functioning of the school system and thereby affect pupils performance.. Therefore, to improve academic performance, both the student and staff self-attitude and participation is required as a principle of discipline management practice.

2.5.1 Disciplinary Measures in Secondary School

School is an institution with a specific purpose, to nurture the youngster in such a way that he will be useful to himself and society. Most of the misbehaviours of students in Nigerian secondary schools result from a complexity of factors that reside both within the child and forces outside him. This could be examined, under common disciplinary problems and severe disciplinary problems

2.5.2 Common Disciplinary Problems in Secondary School

Rosen (1997) distinguishes the following ten types of disciplinary problems which may lead to a learner's suspension, namely; defiance of school authority; not reporting to after-school detention or Saturday school; class disruption; truancy; fighting; the use of profanity; damaging school property; dress code violations; theft; and leaving campus without permission.

The other common types of disciplinary problems experienced in secondary schools as mentioned by Donnelly (2000) include fights, insubordination, little support for educators, a general climate of disrespect, and distrust of the administration. Emphasizing that the types of disciplinary problems mentioned above are the ones being experienced in Nigerian secondary schools.

McManus (1995) lists several types of misbehaviour which make the work of educators difficult. These include; repeatedly asking to go to the toilet; missing lessons, absconding; smoking in the toilets; pushing past the educator; playing with matches in class; making rude remarks to the educator; talking when the learner is supposed to be writing; being abusive to the educator; fighting in class; chasing one another around the classroom; packing up early, as if to leave; taking the educator's property; wearing bizarre clothing and make-up; threatening the educator; leaving class early; and commenting on the work.

2.5.3 Severe Disciplinary problems in Secondary School

Alidzulwi (2000) attested to the fact that severe disciplinary problems have been experienced in secondary schools, stressing that some schools have developed into battlefields, since learners carry weapons such as guns to schools. Incidences have been reported of learners stabbing their educators and principals with pangas, and they also fight each other.

A survey on educators‟ opinions on violence in education conducted by Frazier and others (in: Smith 1999) reveals serious cases of learner violence. These include the burning down of classrooms, learners attacking educators and principals, learners setting fire to educators‟ cars, and attacking taxi drivers, in order to steal their cars. Moodj (in: Smith 1999) distinguishes the kinds of perpetrators of school violence as those making themselves guilty of

- Verbal violence (name-calling, creating disorder, bullying);
- More serious behaviour, including vandalism, theft, blackmail;
- Extortions or using a weapon on the school premises;
- Planned violence, which includes physical violence with weapons in or outside the school; and
- The sexual harassment of girls.

2.5.4 Causes of Disciplinary Problems in Secondary School

At this juncture, there is every reason to know the causes of these ugly actions and reactions in our institute of learning. In Nigeria for instance, the ills and vices that go on in the society have their effects in schools. Students, teachers and even school managers are involved in one form of indiscipline or the other. Some of the causes are:

2.5.4.1 Parental/Home Factor

Most authors regard parents as of the greatest importance in creating a conducive teaching and learning atmosphere. It seems that the lack of parental involvement is the major cause of disciplinary problems in secondary schools. Alidzulwi (2000), points out that many parents are not involved in the education of their children, causing poor results, high dropout rates, and the absence of discipline in schools. Bowman (2004) is of the opinion that parents‟ failure to teach their children discipline is identified as the greatest contributing factor to

disciplinary problems in schools. Louw and Barnes (2003) in Bowman (2004) affirmed that they have never seen a problem child, only problem parents. In his study, Varma (1993) also points out that those learners who behave badly at school do not receive proper discipline at home.

When analyzing the inability of parents to take care of their children on all socio-economic levels and in all racial groups, Rossouw (2003) regards the decline in discipline in most schools as originating from the communities rather than from schools. Stressing that parents show a lack of tolerance and respect towards government authorities as well as towards educators, and some have a *laissez-faire* approach towards their children.

Some other factors related to the lack of parental involvement in schools that influence discipline are, single parent homes; a lack of parental control at home; the negative influence of television; neighborhood and community problems that influence the home; and values differences between the home and the school.

2.5.4.2 Political, Social and Economic Factors

Rossouw (2003) claims that, educators have reported that they are uncertain, confused and afraid of infringing upon learners rights, and of being accused of misconduct. Saying that the over-emphasis placed on learner's rights may cause a "don't''-care attitude" and a lack of regard for the educators role in the classroom. This may cause some learners not to strive to excel. Instead, they try to influence their classmates negatively to exhibit the same lack of discipline.

According to Lewis (1991), this situation arises within most families where children feel rejected. This finding (the significant relationship between isolation and poor behavior) is supported by Butchart (1998) when he indicates that emotional disconnection from family, friends, and peers results in feelings of isolation and alienation for the child. According to Butchart (1998), "These feelings experienced by the child may ultimately develop into what is

referred to as ‘’psychological pains‟, which may cause problems such as physical assault, gang violence, substance abuse, and many others”.

The political situation in Nigeria is also blamed for children’s misbehavior. Moloi (in: Rossouw 2003) states that the involvement of the youth in the political stability and national elections in 1999 caused them to develop arrogance towards adults, that is, both educators and parents”. Accordingly, Maree (in: Rossouw 2003) also blames the political situation of the nineties in Nigeria where the causes of violence in schools were politically motivated.

2.5.4.3Environmental Factors

Every school manager is committed to ensure that school provides a safe and orderly environment in which teaching and learning take place. Bazemore (1997) posits that safe and supportive school environments depend on students, staff and parents demonstrating mutual respect. In other words, all members of the school community students, staff and parents must know and understand the standards of behaviour, which all students are expected to live up to, and the consequences if these standards are not met.

Every student has the right to a learning environment free from bullying and intimidation to feel safe and happy at school. They have a right to be treated fairly and with dignity (Terry, 2001). In addition, every community has rules. The school community is no exception. A school makes reasonable rules for the good order of the school and the discipline of students. Schools have the power to enforce these rules by using discipline or punishment. According to Rowne (2005), “The school priorities are designed to ensure that all students are provided with a harmonious environment where they can learn and thrive. Therefore, good discipline in a school is required to ensure that school is able to provide quality education for all students and to

guarantee the care and safety of the school community. A harmonious work environment at school increases the chance of students realizing their full educational potential".

However, a lawless community raises unproductive members for the society. In the same vein, a lawless school environment promotes disciplinary challenges to the school's managers and teachers. Students in such schools disrespect their fellow students, teachers and community members and engage in protest, which promulgates violence, discrimination, harassment, bullying and intimidation, using of weapons, drugs, alcohol and tobacco (Mitchell, 1996).

2.4.4.4Curriculum Factors

The relevance of the curriculum to learner's needs also influences discipline at school. In research done by Raven (in: Besag 1991), it was ascertained that learners engage in several forms of deviant behaviour if the curriculum is not able to offer them opportunities for self-development and a sense of personal worth, and do not address the aims that are promoted by society. Besag (1991) further maintains that learners resort to taking matters into their own hands if they believe that the curriculum is irrelevant and boring. Accordingly, Doveton (1991) indicates that, deviant behavior, is always experienced if the curriculum that is offered to learners is irrelevant to their interests and the needs of their communities.

2.5.4.5 Peer Group Influence

The peer group influences what the child values, knows, wears, eats and learns. The extent of this influence however depends on other situational constraints, such as the age and personality of children and the nature of the group (Harris, 1998; Hartup, 1983). There is no doubt that considerable evidence supports the statement that peer relationships influence the growth of problem behaviour in youth. The peer group can demand blind obedience to a group norm, which can result in socially alienated gangs with pathological outlooks (Perry, 1987).

Douge (1993) indicated that poor peer relationships were closely associated with social cognitive skill deficits. According to Seita, Mitchell and Tobin (1996) “When the family has been unable to fully meet a child’s needs, other adults who play a significant role in the child’s life have extraordinary potential for influencing the child in taking charge of his or her life”. It is worth noting that peer influence can lead to discipline problems and delinquent behaviours both inside and outside school. It is also clear that one of the major ways that deviant youths become even more deviant is through unrestricted interaction with deviant peers. Hartung (1965) posited that criminality is socio-culturally learned in the process of interacting with family members and peers in small intimate groups. This process includes learning the techniques to commit delinquent acts and developing the rationalizations to protect ones self-concept.

2.5.5 Roles of SBMC onMaintenance of Discipline in Secondary School

There are two methods in which SBMC could be uses in maintaining discipline in secondary schools of Funtua senatorial Zone and Katsina state in particular.These methods could be seen under the following:

2.5.5.1Historical Method

Throughout the history of education, corporal punishment is regarded as a means of maintaining discipline in the school. Vornberg (2002) contends that in practice corporal punishment means that students are punished with the birch, cane, paddle or strap if they did something wrong. Maree (in Egwuonwu 2008) in Ajibola and Ali (2014) added that the proponents of corporal punishment justify its administration on various grounds, indicating how it is capable of building character, contributing to the rapid reduction or elimination of unwanted behavioural patterns, and facilitating learning, whilst at the same time teaching respect for rules and authority.

However, stakeholders in education have condemned corporal punishment on the basis that is out of all proportion. McManus (1995) opined that when punishment is out of all proportion to the mistake, it breeds antagonisms to the school. Stressing the fact that the child becomes more hostile, this leads to a large number of psychological and physiological troubles. Grunwald (1998) in Ajibola and Ali (2014) argued that if education means the act of leading out, the act of unfolding, the act of developing then corporal punishment could never be educative. Concluding that it will not enable the child to adjust himself to the environment, the child may become indiscipline and quarrelsome and may become antisocial.

2.5.5.2 Modern Method

The National Policy on Education (2004) urges educators to use discipline rather than punishment proactively and constructively. It is expected that the learners experience an educative and corrective approach where they will learn to exercise self-control, to respect others, and to accept the consequences of their actions. However, there is a feeling that school discipline practices are generally informed by the theory from psychologists and educators. Vornberg (2002) identified the following theories to form a comprehensive discipline strategy for an entire school or particular class:-

i. Positive Approach: This approach is grounded in teachers‟ respect for learners. It instills in learners a sense of responsibility by using youth/adult partnerships to develop and share clear rules, provide daily opportunities for success and administer in-school suspension for noncompliant pupils.

ii. Teacher Effectiveness Training: This method differentiates between teacher-owned and pupil-owned problems, and proposes different strategies for dealing with each. Emmer (2005)

opined that effective teacher training reflects in pupil's knowledge through problem-solving and negotiation techniques.

iii. Appropriate School Leaving Theory and Educational Philosophy: It is a strategy for preventing violence and promoting order and discipline in schools, put forward by educational philosopher Greenberg (1987) and practiced by some schools. Positive school culture and climate will to a large extent aid reduction of indiscipline in school.

iv. Detention: This requires the pupils to remain school at a given time of the school day (such as lunch, recess or after school) or even to attend school on a non-school day, e.g. "Saturday detention" held at some US and UK schools. In the UK, the Education Act 1997 obliges a school to give parents at least 24 hours' notice of a detention outside school hours. This is not common in Nigerian schools but in specialized schools like "Command Secondary Schools or Navy Secondary Schools" such practice is common perhaps because of the military nature of the schools.

v. Suspension or Temporary Exclusion: This is mandatory leave assigned to a student as a form of punishment that can last anywhere from one day to several weeks, during which time the pupils cannot attend regular lessons. The student's parents/guardians are notified of the reason for and duration of the out-of-school suspension. Pettit (1997) contends that sometimes pupils have to complete work during their suspensions for which they receive no credit. Stressing that, student only report in school but serve punishment like cutting grass or digging holes or uprooting a plant or work in school farm.

vi. Exclusion or Expulsion: Withdrawing or permanent exclusion is the removal of a pupil permanently from the school. This is the ultimate last resort, when all other methods of discipline have failed. However, in extreme situations, it may also be used for a single offense. For in

Nigerian schools, school head can only suspend a pupil while exclusion or expulsion of pupil from school is the right of the Ministry of Education based on the school had report. However, expulsion from a private school is a more straightforward matter, since the school can merely terminate its contract with the parents.

vii. Deprivation of Privilege: It is useful and efficient form of punishment. Dodge (1993) affirmed that loss of position, prohibition from playing any game in the school compound for a certain period could go a long way in improving the wrong doer.

viii. Moral Punishment: Moral punishment such as apologies, public or private degrading from positions etc is sometimes resorted. Widman, (1987) contended that great care and is needed before such form of punishment is resorted because it could never halt self-respect of the wrong doer.

ix. Self-government: It means the organization of community life of the school in such a manner that responsibility for managing the school and running it in certain activities is shared with the pupils. It therefore, enables the pupils to learn in a practical way the principles of citizenship, co-operate living and democratic organization.

x. Praise and Blame: The teacher must be very careful in his allocation of praise and blame. Tongue is said to be most powerful weapon in the teacher's armory and its use may vary from a mild reproof to the bitterest sarcasm and vulgar abuse. Wasmund (1965) described sarcasm as a weapon, which is sometimes resorted to by the teacher, which creates a conflict between the teacher and the student easily. Stressing that sarcasm lower the self-respect of the pupil, tampers with his or her ego and permanently estrange him from the teacher and the school order.

xi. Rewards: There is a belief that reward is not only right and desirable but also indispensable. Rewards can be given for attendance, conduct, progress, games, badges and certificates may be

given as rewards. Group rewards might be given, for pupils will become socio-centric not egocentric. Teamwork can be fostered and wholesome all school spirit can be secured.

xii. Punishment: It has a necessary place in the school economy but it must be based on certain principles if it is not to be a "hit or miss" affair. Seita, Mitchell and Tobin (1996) identified the following guidelines for the use of punishment:-

Punishment should fit the "crime" as well as the "criminal". This is because individuals differ from one another in the basic temperamental patterns, which they inherit, and in those, which they subsequently develop. For example, some children are extremely self-assertive, others unduly submissive. Some are very easily provoked to anger, others relatively placid and others patient while some are by nature very sociable and others solitary in their outlook. Therefore, one needs to exercise care in making any general statement regarding the effectiveness or otherwise upon children of any form of correctives.

There should be no certainty about the punishment. The element of uncertainty in punishment renders it almost inoperative and postponement is almost fatal. Punishment should help the offender to improve and this condition is satisfied only when he realized his mistake, feels regret or shame for his conduct and makes up his mind not to commit the offence again. When the offender realized that he deserves punishment, punishment becomes necessary.

Punishment should be inflicted to the barest possible minimum. Familiarity breeds not so much, as indifferences in such matters. Briefly, all the above-mentioned measures except blame and sarcasm are positive disciplinary measures to secure but the instinctive and impulsive reactions of children themselves may lead to evil, if not properly directed. So proper guidance for youthful zeal has both negative and positive effects.Scult (2009) in Ajibola and Ali (2014) opined that children are dynamic, effervescent and therefore, heedless. They need checks to

prevent excesses, restrictions to keep them within the speed limit of property. In lieu of this, Rogers (1995) came up with a school discipline policy, which provides a framework that corresponds with what a school will seek to practice. The framework aims at achieving the following, establish a stable social learning environment, encourage students to be responsible for their own behaviour, to develop self-discipline, and enhance their self-worth, and to respect the rights and feelings of others, such as their fellow students and teachers; set out the school's expectations and rights, and to enhance positive behaviour; and establish a set of preferred practices and due processes, whereby the staff may address unacceptable student behaviour.

2.5.6 Criteria for an Effective Disciplinary Measure in Secondary School

For the school system to achieve its desired goals, SBMC have to follow criteria use for disciplinary measures in secondary schools. Again, if discipline is to be effective, it should

a. Emphasize correcting the problem rather than distributing punishment.
b. Maintain the students‟ self-esteem and dignity.
c. Provide for increasingly serious consequences if the problem is not resolved.
d. Be easy for teacher to administer and evaluate.
e. Result in the desired behavioral change in the student.

2.5.7 The Major Components of an Effective Disciplinary System in Secondary School

1. Mutual respect between the teacher and the students should be maintained.

2. Maintain or enhance motivation if possible.

3. Hold a coaching/counseling meeting as soon as possible when the problem is first identified.

4. Always hold the meeting in private. If disciplinary action is taken in front of others, the students are likely to become defensive and less open.

5.During the disciplinary meeting;

i. Review the facts and state the problem in terms of desired performance and actual performance.

ii. Give the student a chance to explain or ask why the problem is occurring.

iii. Listen to what the student has to say.

iv. Explain the relational for the policy or rule that was violated.

v. Ask the student for possible solutions to the problem.

vi. Clearly communicate the changes that needed to be made and the period to make them.

vii. Express confidence in the students' ability to change/improve. End on a positive note.

6. Keep the discussion confidential.

7. Follow-up as required, and provide regular feedback.

8. Take additional disciplinary action if necessary.

2.6School-Community Relationships in SecondarySchool

Every secondary school in this world is found in a community (Abraham, 2003). This is because the community makes the catchment area of the school. Every school lies on its community entity for almost everything it requires such as teaching and non-teaching material students, equipments, facilities funds and other resources needed for running of the school. The school therefore does not exist in isolation of the community, A symbolic or mutual relationship need to exist between school and its community as neither can do with the other (Okorie, Emene and Egu 2009, Abraham 2003). It has been observed that in most places that, the school depends on the community for most its need; water, land, skill and unskilled labour, accommodation instructional materials, sponsorship in terms of financial needs and for the continued existence of the school. Nnabuo and Emenalo (2002) disclosed that, the term school- community relationship is a genuine co-operation in planning and working for the benefit of the school within the public

giving as much as receiving ideas and resources it involve a two way process and flow of ideas between school and community to ensure mutual cordial understanding and effect term work for the utilization of educational and institutional goals of both the community and school. School-community relations involve series of activities and media through which the schools seek to learn more (when necessary) the purpose, programmes, problems and the needs of the school (Arthur and James 1957). There is no gainsaying the fact that schools situate in a community, most are built by the community and handed over to the government, inputs in forms of funds, personnel, ideas, social norms, values and ethical belief are sent to school by the community that prescribes conditioned for the control of the school activities and demands to know the happening in the school (Abraham 2003, Emenalo 2008).

Additionally, the inputs are processed through teaching, assignments, exercises, researches, discussions, excursions, guidance, counseling and later sent back to the community as refined products made of discipline, functional and employable individuals who are properly equipped to be useful to themselves, others to serve the community in different capacities. In effect, both the school and community are social entities which are interdependent, interrelated and with a mutual relationships.

2.7Roles/Contributions of SBMC on provision of Instructional Materials in Secondary Schools

This is the process of making teaching and learning resources available in senior secondary schools, the teaching and learning resources are instructional materials and other devices through which SBMC can participate and contribute for facilitating teaching and learning process in Secondary Schools.Example of teaching and learning resources (instructional materials) include visual aids, audio aids, carbon paper, tape, radio, real object and more others.

Visual aids are designated materials that maybe locally made or commercially produced. They usually come informs of for examples wall chart, illustrated pictures, pictorial materials and two other dimensional object. There are also audio visual aids. These are teaching machine like radio, television and all set of projectors with sound attributes. Television and radio programmes provide another geographical teaching and learning resources. Films, likewise, are a popular teaching and learning materials.

2.7.1 Advantages of Instructional Materials in Secondary School

The importance or advantages of teaching and learning resources (instructional materials) in secondary school could be seen as follow:

1. They help the student to remember the important of information given to them by the teacher.
2. It helps the teacher to gain and hold the attention of the students during lesson.
3. Audio visual are very useful in supporting topic to be discussed.
4. The combination of both audio and visual stimuli is particularly effective since the two most important sense are involved.
5. Good instructional materials help to solve certain language barriers as they provide accurate visual image and make learning easier for the students.
6. They also use to clarify the relationship between material objects and concept to understand. Symbolic, graphic, and diagrams can also show the relationship of location, sizes, times, frequency and values.

By symbolizing the factors that involved, it is even possible. Visual abstract relationship instructional materials have no values in the teaching and learning process if they cannot hear or seen. Recording of sound and speeches should be tested for correct volume and quality in the actual environment in which they will be used.

2.8Roles School-Based Management Committee on Staff Recruitment in Secondary Schools

Recruitment refers to those activities or operations, which the school-Based Management Committees and administrators in secondary schools, undertakes with the intent of attracting and securing Teachers of the desired quality in the desired quantity to satisfy the need of teaching and learning process at secondary school level, especially for core subjects such as English, Mathematics among others. According to Ogunsaju (1990). Recruitment is the process of scouting round for qualified applicants or candidates to fill up vacant positions in an organization. Recruitment is usually preceded by determination of man power requirement indicating the vacant position and job analysis showing the qualifications, competence, and other characteristic of applicants needed for effective performance by which would be employed, this recruitment may be permanent, temporary or part-time recruitment.

2.8.1 Types of Recruitment

There are two types of recruitment, namely:

1. Internal source: this is the type o source, which is usually limited to people only within the society (usually through promotion).
2. External source: this is the type of source which is offered generally to public through advertisement of vacant position (s) to people both within and outside organisations the external source could be obtained through the use of media- e.g radio, television, internet and newspapers. For the job advertisement to be effective (i.e. attract sufficient numbers of the right kind of candidates). It must to be able to:-

i. Provide details about the vacant and employing schools.

ii. Provide the information on all essential desirable personnel requirements of the applicants.

iii. State main condition of employment (especially the salary) and whom to direct the application.

2.9 Roles of SBMC onStaff Development in Secondary Schools

Staff development and learning are professional activities engaged in school personnel to enhance their knowledge, skills and attitudes in order to educate student more effectively. The immediate aim of staff development is to improve the performance of those with teaching and management responsibilities, while the ultimate goals is improvement of teaching and learning. Adesina (1988) identify four types of such steps of staff development programme in the Nigeria's educational system. This are:-

1. The staff development that aim at correcting efficiencies of staff at the time of appointment. The beginning of staff development is induction or orientation. This is the type of training given to employees in order to give them good start. A new staff needs to be introduced formally into school system to minimize the initial problems of adjustment that normally confront new staff. Induction programme fall into two namely informational and personnel adjustment programme are concern with materials such as pay and works schedules, special facilities, break period and any other information about the school and community it serves. Personal adjustment development programmes on the other hand aimed at ensuring meaningful interaction between new staff and other people (co-workers, student, parent, communities e.t.c) for whom and with whom he will work. The induction period could last for between a day and a week and involves activities such as visitation, seminars, and meetings activities.
2. Programmes, which enables teaching staff to face the challenges arising from innovation in the school curriculum.

These programmes are tailored to the dynamic nature of societal demand for technological advancement led to the introduction of 334 system of education in Nigeria. The junior secondary school system requires the use of scientific and technological equipments and machines. Relevant teachers and technicians had to be trained and are still being trained in these areas in the same vein; the introduction of students continues assessment system alongside 6.3.3.4 system necessitated- the training of subject teachers and school counselors in its techniques. The recent introduction of Universal Basic Education (UBE) programme will equally require that more teachers are trained especially in the areas of the use of scientific and technical equipment moreover, the ongoing global emphasis on information technology has resulted in the inclusion of computer education in the school curriculum of some schools such as federal Government colleges and some private and public schools. Hopefully, by the time computer education included in the curriculum of all secondary schools (and possibly primary schools), teachers will need to be trained in computer technology.

3. Programmes, which enable non- professional to professionalized. Teaching is technical in that specialized training is needed in the areas of child development, child psychology, theories of learning, teaching methodology, students' evaluation procedures and general principles and practice of education. Teachers, who lack adequate training in these areas, lack the necessary skills for teachings. To rectify these deficiencies, for instance most universities in Nigeria run postgraduate diploma in education (PGDE) for the non- professional graduate teachers.
4. Programmes that enable acquisition of higher qualifications. This involves studies in higher educational institutions of learning for certificate/degrees like Nigerian certificate in Education (NCE), bachelor degrees. Master's and doctoral degrees. The higher qualification

is for greater responsibilities and status. Major areas of developments programmes for school administrators include instructional skills, management skills, human relation activities, and leadership skills. Supporting staff are also given staff training and developments through on-the- job training and off the- job training such as seminars, workshops, and lectures in schools and specialized centers.

2.10 Roles of SBMC on provision of Infrastructural Facilities in Secondary Schools

Infrastructural Facilities are the physical resource inputs that makes the implementation of school curriculum easy or simple. In fact, these facilities have been found to enhance the achievement of school goals in the end (Olutola, 1998) in Ahmad (2014). These facilities may be consumable or no consumable. Olutola (1998) in Ahmad (2014) referred to these as school plants, while Adeboyeje (1999) in Ahmad (2014) grouped them as school infrastructural facilities. These facilities include the school site, classrooms, libraries, toilets, cafeteria, stores, gardens, sport fields, tools, instructional facilities, staffs and pupils furniture, teacher pupils text books, utilities etc. There is abundant evidence that the available school facilities are far less than the required ones in the Nigerian school system (UNESCO, 2003) in Ahmad (2014). Worse still, it has been found that most of the available ones are in poor conditions for use due to poor management (Abdulkareem, 1983 in Adeboyeje 1999) in Ahmad (2014). This deplorable condition of facilities in schools has been affecting the efficiency and the effectiveness of the Nigerian school since these are the necessary tools for teachers and learners. As advised by Abdulkareem (1999), in Ahmad (2014) these facilities must be made, purchased, stored, distributed and used in planning educational development. In fact, they are required in adequate quantity and quality especially in pursuing the Universal Basic Education programme started in 1999 in Nigeria.

Castaldi, (1977) in Ahma (2014) defined facilities as "Those things of education" which enable skillful teacher to achieve a level of instruction effectiveness that exceeds by far what is possible when they are not provided. Adesina, (1981) defined infrastructural facilities as material resources that could be used to achieve the stated goals in an organization. The infrastructural school facilities include building such as classrooms, administrative block which comprises of principal's office, vice principals and staff room. Apart from administrative offices, other buildings such as laboratories and workshops, dormitories, school library, assembly hall, dining hall, kitchen, stores, staff quarters, school farm, toilet facilities, water and electricity, school vehicles and parks, etc.

2.10.1 Types of Infrastructural Facilities

There are different types of school facilities such as, structural facilities, instructional facilities, school records etc. The structural facilities: Ovnigho (2004) cited in Ahmad (2014) that the structural facilities in schools could be grouped in to the following categories: School plant:- the school plant consists of buildings, playground, sport fields, and outdoor equipment. The school plant can be grouped into the school areas and housing areas. He went on to stress that, the school area is made up of classrooms, laboratories, workshop, libraries, resources rooms, school shop, school bookshop, assembly hall, furniture, road network, parking lot, administrative block. Such buildings include premises used for teaching/learning administration or those premises that are used for related purposes. The housing area on the other hand, consists of the area where accommodation is provided for both students and staff members. In some schools dispensaries or clinic, stores, dining halls, school poultry farm or garden, generator room, security post, are located in the housing area. The instructional materials: These includes audio visual and visual aids, computers, projectors, typewriters, etc. other facilities are school bell,

school wall clock, school posters. School records: These also consist of administrative files, register, log book, certificate / testimonials, result booklets, duty books, diaries and scheme of works, departmental files, club and societies files, personnel or staff movement book, cash or finance and account book, health record book, parent teachers association minute book, staff minutes book, etc.

2.10.2 Roles of SBMC on Provision and Maintenance of Infrastructural Facilities in Secondary School

Castaldi (1977) in Ahmad (2014) observed that before independence in Nigeria, the community as a whole was keenly interested in providing adequate school infrastructural facilities while the school administrators, teachers and students were fully engaged in the management of these school facilities. Ironically, the believe by an average Nigerian that the business of education is that of government has led to the impression that the government should build schools to take over the existing ones, and must stock the schools with personnel and facilities. Unfortunately, education is just one out of the numerous sectors on which government should spread its limited resources. This probably explains why people complain that the standard of education is falling in Nigeria (Abdulkareem, 1999) in Ahmad (2014) because school facilities are far less than the demand on them in fact many adults recall their own school days when teachers were devoted, when class were small, when facilities were enough for teaching and learning and when overall learning was fun. Such people have expressed concern over the deplorable state of facilities in our schools (Adeboyeje 1999) in Ahmad (2014). In spite of government huge financial allocations of education in its annual budget, school facilities are still grossly inadequate in Nigeria. Hence, there is the dire need to explore strategies for providing, utilizing and maintaining these facilities in the school system (UBE Monitoring Manual, 2003 in

Ahmad 2014). Maintenance of school infrastructural facilities implies activities put in place to restore the physical condition of the school facilities. Maintenance is the concern of the following:

1. Federal government
2. State government
3. State Universal Basic Education Board
4. Local government education authority
5. Principals
6. Teachers
7. Students

It is important to note that only when infrastructural facilities are properly maintained in excellent condition that complete and sound educational programmes will be offered. It should also be noted that proper maintenance of school facilities is very vital because it ensures durability and its lifespan. In addition, in today's economic climate no organization can afford to waste money on purchases of new equipment every time. Therefore, it is everybody's responsibility to ensure proper maintenance of school facilities.

2.10.3 Provision and Maintenance of Classroom Facilities in Secondary School

Classroom is a room in a school where lessons take place. Jedo (2007) in Ahmad (2014) says a classroom is any place where one learns or gains experience. Classroom can be seen as a room in a school or college, in which classes are held. Structural and mechanical features of a classroom include foundation, walls, roofs, flours, ceilings and electrical wiring. Structure should meet or exceed all barriers both externally and internally. Foundations should be strong and stable. Roofs should be structurally sound and well-maintained ceilings should be ensured to,

adequately prevent sound. Windows, doors and walls should be of good finish materials that require minimum maintenance, ceilings and walls should be the kinds that are easily cleaned and resistance to stain. Classroom floor coverings should be the type, which requires minimum care. There are elements of the classroom environment that research shows to be critical to the success of students. Physical conditions in the classroom influence student attention and focus. Elements that are important include temperature, heating and air quality (Otu, 2002) in Ahmad (2014). Classrooms should be very spacious to accommodate all the students. Classroom door should be adequate to provide free movement. Emergency doors should be provided where necessary. Glass should be properly located and protected to prevent accidental students contact and to ensure their safety. Emergency lighting should be provided throughout the building. Floors should be maintained in a nonslip condition. Multi-story buildings, where application should have at least two stairways. Ventilation system should be provided for adequate circulation of clean air. Lighting system should provide adequate distribution of illumination for teaching and learning. External noise should not be allowed to distract students' attention in the classroom. Colour schemes, building materials and decorations should be appealing. Furniture and equipment should be the type that provides comfort and pleasing atmosphere. Instructional materials should be adequate for teachers and students utility. The space for art should be sufficient to accommodate the programme and equipment. There is need for provision of first aid box. Electrical service should be ensured. Electrical controls should be safely protected with disconnect switches easily accessible. Well-maintained light sources should be properly placed to provide adequate lighting. Chalkboard should be adequately provided and well managed. Finally, there should be provision for fire extinguisher in case of fire outbreak. A school building can have a significant positive or negative effect towards fostering a productive learning

environment. Classrooms that are dark, uncomfortable, crowded, and noisy or when the teacher is a long way from the students can be a disincentive for students to learn or even to continue with their studies (Mutfwang, 2006, in Ahmad 2014). Classrooms are necessary facilities in any institution of learning. Students learn under a favorable and convenient atmosphere. It is psychological that when buildings and classrooms are imposing and attractive, students tend to learn with enthusiasm out of love and interest in the conducive environment. Thus, classrooms should be well designed in a comfortable and colourful manner to make students and teachers be proud of them. The size or dimensions of each classroom should not be too small or too large. Adequate means of ventilation should be provided in order to keep the students hygienically sound and healthy. Classrooms should be kept away from unnecessary noise and distractions. Classroom facilities are essential educational facilities that are required for effective teaching and learning and realization of educational objectives at any level of education. Classroom facilities can be classified as durable or non-durable. The durable ones include the classroom building, structures, laboratory and workshop equipment, the library, computer machines, chalkboard, furniture and other educational equipment. Furthermore, the perishable or non-durable classroom facilities include stationery, chalk, textbooks, writing materials, educational pictures, perishable laboratory tools and spare parts. It is the responsibility of the classroom teacher to manipulate the various classroom facilities to impart knowledge in the learner using appropriate teaching methods. The teacher is also expected to be skillful and resourceful in providing alternative facilities where the conventional ones are not available in the aspect of instructional materials. Stated by Jedo (2007) in (Ahmad, 2014), the number of classrooms depends on the number of students and the different types of subjects to be taught and learnt. Essentially, a boarding secondary school should possess three kinds of classrooms. These are permanent classrooms, the

special subject classrooms and laboratories or workshops. Maintenance of classroom facilities implies activities put in place to restore the physical condition of the classroom facilities. Principals should organize aperiodic and systematic inspection for classroom facilities. This should be made inorder to beautify areas of need or that need repairs. Everything in the classroomsincluding furniture, lockers, doors, windows, blackboard or whiteboard and laboratories equipments should be itemized on a checklist and be inspected. All staff in the school including teachers and non-teaching staff should be involved in identifying and reporting those areas that needed repairs. The school head / principal in return evaluates and collects the report for onward transmission to appropriate authority for further action. The classroom environment has great impact on teaching and learning at all levels of education. Classroom facilities in particular make teaching and learning stakeholders in the secondary education to make meaningful financial and material contributions to the provision of educational facilities for the realization of the national educational objectives in Nigeria.

2.10.4 Provision and Maintenance of Laboratory/Workshop Facilities in Secondary School

In defining the laboratory, Castaldi (1977) in Ahmad (2014) see it as the space where staff and students perform experiments to gain knowledge on the basis of direct experiences. He assures us that students gain knowledge in the laboratory under the guidance of an instructor, or by self-instruction. He categorized the laboratories into two, which are:

1. Laboratories for Physics, Chemistry, Biology, Integrated Science and Home Economics
2. And workshop for languages, Carpentry, Engineering, Computer room, and
3. Other vocational programs should be housed in space that meets standard.

There should be laboratories for the sciences, that is Geography, Biology, Chemistry, Physics and General Science. So also, there is the need for workshops for the teaching of such subjects as

Fine Art, Technical Drawing, Woodwork, Metal teacher to teach the three domains of learning. These include the cognitive, the psychomotor and the affective domains. Facilities such as laboratory equipment, workshops, the aspect of the cognitive. This involves the effective teaching of science subjects such as mathematics, physics, chemistry and biology. Similarly, availability of laboratory and workshop facilities in the school will enhance teaching and learning in aspects such as technical drawing, mechanical, home economics and agriculture while the affected domain can be done by educational pictures, storybooks, educational films and literature books.

2.10.4.1Importance of Workshop/Laboratory Facilities in Secondary School

For us to appreciate the importance of laboratory / workshop facilities, there must be adequate laboratory and workshop facilities for effective teaching and learning to take place. Science laboratories should provide sufficient space for group

i. The laboratory space should be sufficient to accommodate the program and equipment
ii. Design of learning areas and instructional materials should be compatible with instructional needs or educational specifications.
iii. Workshop programs such as carpentry and engineering should be housed in space that meets standard
iv. Storage for teacher's materials in special learning areas should be adequate too.
v. Laboratories apparatus should be adequate for both teachers and students' utility.
vi. Glass should be properly located and protected to prevent accidental students contact and to ensure their safety.

Results from various research studies have shown that laboratories / workshop facilities are facilitators of teaching learning activities when properly used. According to Adesina (1988) in

Ahmad (2014), laboratories / workshop materials are designed, produced, and used for the following reasons;

i. They promote greater acquisition and longer retention of factual knowledge
ii. They provide objectivity for the study of a delicate or controversial subject
iii. They provide increased, interest in learning
iv. They allow all members of group the opportunity to share a joint experience
v. They get and hold attention
vi. They provide integrated sciences that vary from concrete to abstract
vii. They facilitate attitudes and behaviour changes
viii. They illustrate and clarify nonverbal symbols and images quantitative Relationship
ix. They provide for a direct interaction of students with the realities of their social and physical environment
x. They reinforce verbal message, aid teacher's presentation of the learning task.

Other scholars such as Bower & Burkett (1999), Abdulkareem (2003), Ayeni, and Atanda (2004) in Ahmad (2014) also emphasized the importance of laboratories/workshop facilities in enhancing effective teaching and learning. They stressed that the availability of laboratory and workshop facilities make teaching and learning to be child centered. This implies that the facilities encourage more students' participation in learning process. It also enables the teacher to involve the various sense organs in the teaching and learning, flashing of instructional materials provides concrete objects and makes it into practical use. It also arouses the curiosity of the learner. As soon as the curiosity of the learner is aroused, a natural dependency of capturing the attention and commitment of the learner to teaching and learning can be readily achieved.

2.10.5Provision and Maintenance of Library Facilities in Secondary School

It is often said that the greatest benefit to students after the teacher in the teaching and learning situation is a good library. In this regard, premium should be placed on the establishment and equipment of the boarding secondary school library. The library is centrally located on the school compound to make it easy for students to have free access to it. The building should be large and spacious enough to accommodate a sizeable number of students at any time and all the various books that are necessary on the different subjects that are taught in the institution. Apart from the subject matter textbooks, there should be sections for reference books including dictionaries and encyclopedia, provisions should also be made in the library for novels, periodicals, journals, magazines, daily papers and books on hobbies, sports, game and leisure. Books in the library are to be well labeled according to particular subjects to make it convenient for students to find out which ones they need without undue waste of time. They library can also be used as an assignment room for a class of about 35 students. The management of the school library should be in the care of student officer in charge of the library, the paid library attendants, the staff librarian and the principal (Jedo, 2007) in Ahmad (2014).

Castaldi (1977) had categorically enumerated basic services offered by the School library, which are considered very crucial for educational purposes. They are as follows:

i. It provides materials for use by students and teachers
ii. It develops and promotes reading interests for both teachers and students.
iii. It encourages research and study from many sources.
iv. It teaches the use of books and library
v. It provides recreational, and leisure reading
vi. Library serves as the most important intellectual resources of the academic community

vii. The library serves to implement the purposes of the institution's general programme and to meet the specific objectives of the institutional programme

viii. It Endeavour to meet the legitimate demands of all its patrons. From the Serious professor engaged in research to the freshman beginning education.

ix. It stimulates and encourages the students and teacher to develop a lifelong habit of good learning.

x. The library stress those particular area of knowledge which are central to the curriculum

2.10.5.1 Importance of Library Facilities in Secondary School

Castaldi (1977) in Ahmad (2014) amplified the importance of school libraries and laboratories by stating that they are the most important instructional buildings on school campuses besides classrooms. He envisioned the library as a storehouse, workshop centre, the heart, where ideas from many sources are communicated to the individual learner whether he be a student, a faculty member, a research fellow and employee. He also upholds that the library is a storehouse of knowledge where teachers and students can Endeavour to develop their individual excellence at their own pace. Castaldi also maintains that the functions of the libraries to the educational system are similar to those of the heart to the body system. He strongly argues that quality education is impossible without a quality library; and one cannot have a quality school without a quality library. Thus, his view teaches educational policy makers to attach more value toward the provision of quality libraries to schools for the attainment of quality staff, students and the educational system.

2.10.6 Provision and Maintenance of Water and Electricity Facilities in Secondary School

Light and water supply facilities are necessary requirements for institutions whether running day or boarding system. Efforts should be made to see that the facilities are not in acute short

supply at any period. Schools in the urban area where electricity and pipe borne water are available do not have much difficulty in this respect except during occasional setbacks. In the rural and less urban areas, schools should make use of any source of water that is adequate and clean enough for the students. Whatever the sources of water supply whether through wells, boreholes or river, they should be kept pure and clean before drinking. Proper water storage is called for using big pots and water storage tanks. (Maina, 2009). Suleiman (1997) in Ahmad (2014) pointed out that the electrical services should ensure:

1. Electrical controls should safely protected with disconnect switches easily accessible.
2. Lapelled electrical system should be provided.
3. Well-maintained electricity sources should be properly placed to provide adequate lighting.
4. Lighting system should provide adequate distribution of illumination for teaching and learning.
5. Outdoor light fixtures. Electric outlets, equipment and other fixtures should be accessible for repair and replacement.
6. Outside water supply should be adequate for normal usage.
7. There should be adequate number of drinking water taps strategically placed for students use and proper maintenance.
8. Drainage systems should be properly maintained to meet safety and health requirements.
9. Water supply should be adequate with sufficient pressure to meet health and safety needs.

2.10.7 Provision and Maintenance of Games Facilities in Secondary School

Games are an integral part of a boarding secondary school system and care must be taken be taken to give it the due prominence it deserves because of the development of the body, which extends to that of the mind and for the discovery of talents in the fields of sports, athletics and

games. The school is bound to have a sufficient area as playground, which should be properly developed, labeled and made suitable for the free use of pieces of apparatus (Ibrahim, 2010). In educational institutions, the following sports and games are necessary in order to cater for all sundry. There are:

a. Athletics: track and field activities.

b. Ball Games: Football, handball, netball, basketball, lawn tennis, table tennis, Badminton.

c. Swimming and gymnastics.

Students are to be grouped according to their interest, skills, and abilities. Through supervision and proper keeping of records of student's performance are necessary on the parts of the teachers in charge and the heads of institutions. Students should be made to compete among themselves and with outsiders. Sports and games are in educational institutions to make students use their leisure time judiciously, develop in them a competitive spirit, fair play and good citizenship. Furthermore, sports and games competitions are sources of advertisements for educational institutions they give students a sense of self- actualization and help to provide talented ones with some careers in life (Murfwang, 2006) in Ahmad (2014).

2.10.8 Provision and Maintenance of Accommodation Facilities in Secondary School

There is no doubt that the type of environment in which students study has a great deal of influence on their achievements. Hostel accommodation for students is therefore an important area in educational management that must give a careful attention. The school administrator should have at the back of his mind a provision for the building of dormitories for student boarders. Such dormitories are to be built under strict hygienic sanitary conditions. Adequate and proper means of ventilation are to be provided with enough spaces for the free movement of the occupants. A situation where students are packed full in a stuffy room should be avoided on

grounds of health and psychological considerations. The architectural design of a dormitory should give allowance for common rooms, cloakrooms, bathroom and toilet facilities. Boys and girls dormitories are to be built separately and properly maintained dormitories cannot be overemphasized. Students from various homes with different socio-economic backgrounds come together physically and socially. This paves way for unity, fellowship and understanding. By so doing, they are made to learn and imbibe the spirit of good neighborliness, give and take, tolerance and endurance. Students from poor backgrounds are educated to lead balanced and enriched live because of their experiences in the boarding houses. It is a sound and safe training ground for children who have lost their parents and those from deprived homes. Most students from distant places often find it comfortable and convenient to stay on the school compound as boarders. This saves time and the risk involved in moving from their homes to the school. Through the boarding system, students are well integrated into the school life. They imbibe the norms and tradition of the school environment. This spirit of belonging results, more often than not, into the formation of old students associations of institutions and the age-long attachment to their Alma Mata. The boarding system makes it easier and more convenient for labour, farm work and co-curricular activities to be performed in the school. Students can quickly come out for such duties as soon as the bell was rang for them without any undue waste of time. From the foregoing, any efforts that are made to find pieces of land and a fund for the building of dormitories is worthwhile and educationally advantageous. The staff quarters: the provision of adequate staff quarters is very essential for the proper running of every boarding secondary school. It is essential for the principal, vice principal, the head of departments and the house-master/house mistresses to be resident on the school compound. In spite of the fact that it gives

the principals and the teachers with special duties a sense of belonging, it also helps to maintain discipline and order on the school compound.

The housemaster / housemistresses, in particular, can carry out their duties without any unnecessary waste of time when they live on the compound. The principal's residence should be centrally positioned to make him know what is going on in the length and breadth of the school without such strain and waste of time. Where land and funds are available the ideal thing is to make it possible for most of the members of the teaching staff to be resident on the school compound. Staff quarters and hostel accommodation structural and mechanical features stated by (Suleiman Foundations, 1997) in Ahmad (2014) includes;

1 Should be strong and stable with proper expansion joints.
2 Structure should meet all barriers both externally and internally.
3 Roofs should be structurally sound, with good drainage.
4 Entrances and exits should be strategically located so as to permit free student movement.
5 Well-maintained ceilings should be ensure to adequately prevent sound.
6 Interior should be free of dangerous material.
7 Windows, doors walls, roofs should be of materials and finish requiring minimum maintenance.
8 Adequate storage space, with water and drain should be accessible in every area to permit routine cleaning.
9 Floor coverings should be the type, which requires minimum care.
10 Number and size of hostel accommodation should the population of the student to avoid over population in the classrooms.
11 Ventilation system should be provided for adequate circulation of clean air.

12 Colour schemes, building materials and decorations should be aesthetically appealing.

13 Furniture and equipment should be the type that provides comfort and pleasing atmosphere.

2.10.9Roles of Principals in planning and maintaining facilities in Secondary School

In analyzing the roles of school principals in the management of school physical most authors such as Castaldi (1977). Ozigi (1977) Maruthachalan (1986), Out (1989) and Suleiman (1997) in Ahmad (2014) emphasized that the principal is the key person who supervises and coordinates all aspect of school management, particularly physical facilities, personnel, finance, academic affairs, health, labour, games and school community relations.

Instance, Ozigi (1977) in Ibrahim (2010) in Ahmad (2014) enumerated the specific functions of the school administrator as follows:

1. The secondary school principal is charged with the responsibility of seeing to it that essential equipment and materials are provided in adequate quantity, in a good time;
2. He should also ensure satisfactory storage of the various school items;
3. He should keep and carefully maintain a good register of all school equipment;
4. He should develop a good system of supplying, issuing, and distributing items from the school store and from contractors;
5. The school principals' major task includes seeing to it that the buildings, grounds, furniture and other physical facilities in the school, are well maintained and used for ensuring the health and safety of staff and students, and for the achievement of instructional efficiency;
6. It is necessary for secondary school principals in Nigeria to have a prepared plan of the school physical plant, with its prescribed specifications extension requirements and qualified personnel for its operation and maintenance; and

7. It is also the principals' responsibility to see it that adequate financial provision is made in the budget for effective operation and maintenance of school physical facilities.

Discussing the roles of the school principals, Castaldi (1977) stressed that the school head is responsible for major repairs reported to him by the personnel, while those that are considered major are further forwarded to the central administration for administrative support, in terms of money, materials, and personnel that will execute the repairs.

Other staff known to carry much of the weight for the operation and maintenance of the school physical facilities, under the leadership and supervision of the secondary school principals is the custodial staff. The custodial staff includes porters, cleaners, janitors, storekeepers, and security guards. Both Castaldi (1977) and Olutola in Adesina (1984) in Ibrahim (2010) in Ahmad (2014) pointed out that it is the duty of the school principal to lure efficient custodial staff, that respects and desire to keep the school physical plant clean, beautiful and attractive. They went on to stress that for the principal to secure such a caliber of staff he should be aware of their qualifications and functions, as well as their materials for working. They also hold the view that can have high grade materials such as hoes, Cutlasses, Buckets, Disinfectants to keep the environment clean or else maintenance programme may be ineffective in the school system.

2.10.10 Roles of Teachers in Maintaining School Facilities in Secondary School

It is the task of the teacher to bridge the gap between theory and practice in education. Helping the students to see how philosophy, psychology and sociology relate to what goes on in the classroom. Through him, the students' educational horizons grow so that he is helped to see his work in perspective and understand the significance of it elements. The teacher does not have one role, but many. He is a manager organizing his students to accomplish set objectives. He is a source person providing students with information and able to guide them to other fruitful

sources. He is what the French called animateur, stimulating and arousing the interest of students so that they generate their motivation. Teachers as well as other staff must all be involved in maintenance of school facilities. They should monitor and supervise usage especially by students. Where necessary like in laboratories and workshops checklist/inventory of all equipment should be taken and adequate maintenance adhered to, this may involve simple cleaning to general servicing or replacement of faulty parts. Classroom, games, library and accommodation facilities should likewise be monitored and reported by relevant teachers, most a times certain persons are charged with these responsibilities to report to the school principal on regular basis.

2.10.11 Roles of Students in Maintaining School Facilities in Secondary school

For information on management of school facilities at the secondary School, the students have their own roles to play in the management and maintenance of school facilities.On their role in the management of school physical facilities, Olutola inAdesina, (1984) in Ibrahim (2010) in Ahmad (2014) maintained that schools which involve student ingrass cutting, path hoeing, classroom sweeping, toilet cleaning, tree planting and other duties connected with school plant maintenance succeed in maintaining a clean,beautiful, respectable school premises. Olutola's statement reaffirmed that effectivemanagement of school facilities tends to improve if students feel involved and areresponsible for the operation and maintenance of the school physical plant.Some roles of students in the school maintenance include the followings: -

1. Overall responsibilities for maintaining discipline in the school compound outside teaching hour of the school.
2. They are responsible to keep their hostels and the school premises clean.
3. Maintain discipline and order among themselves.

4. Like the duty prefects, they will report to the principal's office every morning before the assembly for briefing and any instructions on any special assignment for the day.
5. All house captains and house prefects are responsible for the maintenance and welfare of their houses.
6. Such prefects may punish students for breach of discipline, disobedience orviolation of school rules.
7. They assist the sick students to receive proper medical attention from theschool dispenser.
8. Also like school head-boy will be responsible to receive all visiting teamsfrom various schools, as well as individuals and be responsible for their welfare and comfortable stay in the compound.
9. They are responsible for organizing and Maintaining discipline in the morningassembly, and
10. After the school hours, the prefects will be responsible for supervising thesmooth running of the school routine. For instance punishment of students. Roll call, prep, bed check, light out, etc. Dare, (2011) in Ahmad (2014)

2.10.12 Roles of Inspectors on the Improvement and Maintenance of Facilities in Secondary School

The concept of inspection is being transformed to one of healthy supervision and guidance. Supervision is intended to cause improvement of teaching and learning by working with teachers who are working with pupils. Inspection or supervision is now recognized with the primary aim advice, which was charged with the duty not of finding fault but of giving practical help and guidance. It is democratic, not bureaucratic or autocratic. Direction and regimentation have to be replaced by wise and constructive suggestions and expert guidance.

Therefore, some roles of inspectors are as follows: as cited by (Kochhar, 2003 in Ahmad 2014):

1. The inspector serves as an adviser and guide to the teachers. Running an induction courses for the newly recruited teachers and the school principals;
2. Visit the school from time to time to ensure proper delivery and efficient utilization of teaching and learning materials;
3. Take accurate and positive reports to the ministry of education on the schools he visited; sufficient books, classroom materials, visual aids and so on; and
4. They carry information from ministry of education to various schools.

2.11 Empirical Studies

Some empirical studies carried out in Nigeria and outside and were directed towards community or parents involvement in various school activities. The main purpose of this study was to investigate the influence of School-Based Management Committees onadministration of senior public secondary schools, in Funtua senatorial zone, Katsina State.

Okpala (2003) conduct a research on the Community involvement in the funding and management of Secondary Education in Urban and Rural Schools in Delta State,The objectives of the study was to investigate the efforts of communities in the provision of instructional materials for secondary education in Delta state, ascertain the community involvement on provision of school facilities for secondary education in Delta State. Four research questions were formulated to guide the study with only two hypotheses. A survey research design was used to obtain information from the opinions of representative of respondents-principals of schools, PTA chairman and community leaders. The study had apopulation of244 principals and 344 PTA chairmen making a total of 588 respondents.A simple random sampling technique was adopted

for selecting the schools, the principals and the PTA chairmen, a total of 120 respondents used as a sample of the study. The instrument used was questionnaire developed by the researcher, mean and standard deviation were used to interpret the result. The t-test was used to analyze the hypothesis at 0.05 level of significant.

The major findings arising from the study are:- that communities participation in the provision of instructional materials and school facilities will enhance secondary education in Delta State. It further revealed that a number of problems militate against effective participation of communities in funding of secondary education such as embezzlement of fund by the executives, falsification of records and personality conflict.

Okwor (1998) Parents Teachers Association's defects or weaknesses in its financial and material support roles in the administration of secondary schools in Enugu State, The main objective of the study was to identify the weaknesses of PTA in various secondary school setting. Four research questions were formulated and used with no hypotheses. A survey research design was used for the study. The simple random sampling technique was employed, the population of the study was 294 principals and 1176 PTA members making a total of 1470 respondents. A sample of 58 out of 294 principals and 232 PTA members out of 1176 were used, making a total of 290 subjects. The instrument used was a validated 49 item questionnaire. Means and standard deviation were used to analyze the data. The findings of the study showed that PTA's relevance virtually on a monopolistic system of fund-raising strategy namely imposing and collecting levies on parents and students. This is at the neglect of other possible effective strategies which constitute a serious defect in its financial and material support roles. It was silent in other task areas of educational administration.

Onuh (2007) Appraisal of Parent Teachers Association performances in secondary schools in OgidiEducation Zone of Anambra State. Some of the objectives of the study was to assess the performance of the P.T.A. in different secondary schools and suggest a possible ways of strengthening their management support system with the view to enhanced service delivery and general improvement of secondary schools in Ogidi Education zone. The design of this study was a survey type because it elicited the opinions of respondents on the extent of P.T.A. perform their roles in the management of secondary schools. A simple random sampling technique was adopted. The sample stood at 764 respondents. The instrument for data collection was a questionnaire developed by the researcher. The instrument has two parts-part A was on Bio-data while part B was on P.T.A. roles and performance separated into 4 clusters of 6 items each. Total number of items equals 24. The data was analyzed with tables and mean ratings to answer the research questions. The population of the study is made up of all principals and teachers in the 42 government owned secondary schools in Ogidi education zone. Total number of principals is 42 while the number of teachers is 1,445 which give us a total of 1487 respondents. All the principals in the 42 government owned secondary were used for the study, 50% of teachers in the school were selected, giving a total number of 722. The questionnaire was structured on a 4 point Likert scale of very Great Extent, Extent, little Extent, and Never. The major findings of the study showed that P.T.A. do not adequately perform their financial obligation in secondary schools of Ogidi Education Zone; they do not construct and equip laboratories and library, provide or refurbish school van as well as renovating dilapidated buildings in the school, and that P.T.A. do not maintain or control disagreement between the principal and teachers. An inference that is drawn from the findings of this study was that several roles which the P.T.A. is expected to perform in secondary schools are not done adequately in Ogidi Education Zone.

Elechi (2003) conduct a research study on "the extent of community participation in the administration of secondary schools in Ebonyi Local Government area of Ebonyi State". The main objectives of the study was to determine how local community through their involvement in secondary school administration assists the state government to achieve their purpose in education. It has five research questions and no hypothesis. The research design was descriptive survey, which sought the opinion of principals, vice-principals, executive members of PTA and school functionaries with regard to the participation of community in the administration of secondary schools. The samples used were 10 principals, 10 vice-principals, five each of the executive members of PTA and school functionaries of each secondary school in Ebonyi L.G.A. making a total of 120 subjects. The instrument for data collection was questionnaire. The data collected were analyzed using appropriate statistical tools-mean, percentage and standard deviation.

The findings showed that communities play some roles in the pupil personnel administration and financial management. However their role involvement is marginal. It also found out that the community did not recognize the principal as the financial head of the school, because they view principals as those who usually embezzle school public funds.The study was only centralized on one objective and five research questions, the finding of this study is not reliable because there is no hypothesis and no hypothesis testing in the study, the study was only a common statistical tools of mean, percentage and standard deviation.

2.12 Summary

The building of realistic expectation of what schools can do in a community represent one of the major task of any administrator, only with such understanding can school make sense to citizens and lead to significant advances in school performance, transparency, accountability

and general development of the school. It is evident that, the school administrators need to create a good rapport and partners with the community in which school are located through school-based management committees in actualization of the school goals. It is generally said, the school is not an island, but partnership of the community in which it located. As evident shown in the literature review, members of the community are highly important to be involve in all the school affairs, therefore school-community relationships require particular attention because of the provision of funds, advices, facilities and supplies through self-help effort as part of management.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methods and procedures used in the conduct of this study. The chapter consist of the following sub-headings:

3.2 Research Design;

3.3 Population of the Study;

3.4 Sample and Sampling Technique;

3.5 Instrumentation;

3.5.1 Validity of the Instrument;

3.5.2 Pilot Study;

3.5.3 Reliability of the Instrument;

3.6 Procedure for Data Collection; and

3.7 Method of Data Analysis

3.2 Research Design

The researcher used descriptive survey research for the study. Muthorni (2005) observe that descriptive research design attempt to describe what is in the social system such as school. This research design appropriate for this research study because it deals with matters concerning education, which is social science, school, and communities are social system. A descriptive survey research design involves acquiring information from one or more groups of people about their opinions, characteristics, attitudes, or even habits. This information is collected by questionnaire, interview, and observations to a sample of individuals. However, in the case of this study questionnaire was used.

3.3 Population of the Study

The study covered a total of 72 public Senior Secondary Schools located across the three Zonal Inspectorate of Education, in Funtua Senatorial Zone. A total of one thousand seven hundred and eighty (1780) respondents formedthe population of the study; which comprises 72 principals, 592 teachers, 1072 SBMC's members and 44 Government officials (supervisors) respectively. This is presented in the table 1 below.

Table 1: Population of the Study

S/N	Zonal Inspectorate of Education	Local Government Area	Number of Schools	Number of Principals	Number of Teachers	SBMC's Officials	Supervisors
1	Funtua	Funtua	12	12	121	160	15
		Bakori	8	8	60	112	
		Danja	5	5	50	80	
2	Malumfashi	Malumfashi	12	12	97	192	15
		Kankara	7	7	47	112	
		Kafur	7	7	40	112	
3	Faskari	Faskari	11	11	92	176	14
		Dandume	5	5	40	64	
		Sabuwa	5	5	45	64	
	Total		**72**	**72**	**592**	**1072**	**44**

Source: Katsina State Ministry of Education (2016)

Table 1 shows a total number of three (3) zonal inspectorate of education in Funtua senatorial zone, with a total number of seventy two (72) public senior secondary schools located across the three (3) zonal inspectorate of Education in Funtua senatorial zone, 72 principals, 592 teachers, 1072 SBMC officials and 44 supervisors respectively.

3.4 Sample and Sampling Techniques

The sample of the study comprised three hundred and forty two (342) respondents which includes 36 principals, 112 teachers, 180 SBMCs and 14 supervisors. In selecting the sample of the study, the researcher select all the three zonal inspectorate of education in Funtua senatorial zone, these are Funtua, Malumfashi and Faskari zonal inspectorate of

education. Stratified and simple random sampling techniques were used in the process of sampling of this study. Thirty six (36) Senior Secondary Schools were randomly selected to participate in the study, representing about 50% of the total population of (72) public senior secondary schools. All the 36 principals in the sampled schools were selected and 30% each of teachers, SBMCs, and supervisors were also selected to participate in the study. The choice of 30% sample size of the study is in line with the opinion of Aderenmou (1985) who suggested that, in descriptive survey research 30% of the population is adequate sample size. James, Joe and Chadwick (2001) were all in conformity with the idea of 30% sample size. But for selecting the sample of senior public secondary schools in each local government in the three (3) zonal inspectorates of education, the researcheruse 50% of the total population as sampled Schools which according to uko (1994) estimating the percentage occurrence at 50% will maximize the sample size of any study. The sample of the study is presented in table 2 below:

Table 2: Sample of the Study

S/N	Zonal Inspectorate of Education	Local Government Area	Sampled Schools	Principal	Number of Teachers	Sample of Teachers	SBMC	Sample SBMC	Supervisors
1	Funtua	Funtua	GsssFuntua	1	14	4	16	5	5
			GC(dw) Funtua	1	15	5	16	5	
			GC(p) Funtua	1	14	4	16	5	
			GSSS Makera	1	10	3	16		
			GGSS Funtua	1	15	5	16	5	
		Danja	GDSS Danja	1	14	4	16	5	
			GDSS Dabai	1	12	4	16	5	
			GDSS Tandama	1	10	3	16	5	
		Bakori	GDSS Kakumi	1	7	2	16	5	
			GDSS Bakori	1	13	4	16	5	
			GGASS Kabomo	1	15	5	16	5	
			GDSS Kurami	1	6	2	16	5	
2	Faskari	Faskari	GDSS Faskari	1	13	4	16	5	
			GDSS Daudawa	1	10	3	16	5	
			GSSS Faskari	1	14	4	16	5	
			GGDSS Daudawa	1	13	4	16	5	
			GDSS Mairua	1	10	3	16	5	
			GDSS Sheme	1	8	2	16	5	
		Dandume	GDSS Dandume	1	13	4	16	5	
			GDSS Mahuta	1	11	3	16	5	
		Sabua	GDSS Sabua	1	15	5	16	5	
			GDSS D/Mu azu	1	9	3	16	5	
3	M/fashi	M/fashi	GGSS M/fashi	1	11	3	16	5	5
			GDSS Dayi	1	8	2	16	5	
			GDSS Mahuta	1	8	2	16	5	
			GUSS M/fashi	1	10	3	16	5	
			GDSS Ketare	1	5	2	16	5	
			GDSS D/knjiba	1	6	2	16	5	
		Kafur	GDSS S/kasa	1	7	2	16	5	
			GDSS Kafur	1	10	3	16	5	
			GDSS Rugoji	1	7	2	16	5	
			GDSS Gozaki	1	8	2	16	5	
		Kankara	GDSS Kankara	1	10	3	16	5	
			GSSS Kankara	1	5	2	16	5	
			GDSS Zango	1	6	2	16	5	
			GDSS Tudu	1	5	2	16	5	
	Total			**36**	**367**	**112**	**576**	**180**	**14**

Source: Funtua, Faskari and Malumfashi zonal inspectorate of Education (2016)

Table 2 shows the three(3)educational zones for the study (Funtua, Faskari and Malumfashi) zonal inspectorates of education, the number of local government areas in each zonal

inspectorate of education, the thirty six (36) sampled secondary schools in the sampled size, the number of principal in each sampled school, 367 number of teachers in the sampled size, 112 sampled teachers from all the sample schools, 5 sampled SBMCs from each sampled school and finally the 5 sampled government agents (supervisors) in two zonal inspectorate of education and 4 sampled of government agents (supervisors) in one zonal inspectorate of education respectively. The table further assisted the researcher to know and identify a total of three hundred and forty two (342) sample of the respondents which comprises 36 principals, 112 teachers, 180 SBMCs and 14 supervisors.

3.5 Instrumentation

One set of instrument wasused for this study. The instrument was a closed ended self-developed modified questionnaire tagged (ISMCASSSQ) which is subject to validity. There were four categories of respondents (Principals, Teachers, SBMCs and Supervisors). The questionnaire has two sections, section A Bio-data of the respondents such as: status, sex and Qualification. Section B contains60 items designed to elicit information from respondents on the influence of School-Based Management Committee on Administration of Senior Secondary Schools in Funtua senatorial zone, Katsina State. The items of the instrument wereadministered among four respondents. Details of the instrument have been shown in the Appendix A. The instrument was a linkert modified five scales of Strongly agree (SA), Agree (A), Undecided (U) Disagree (D) and Strongly Disagree (SD).

3.5.1 Validity of the Instrument

The instrument wasvalidated by the researcher's supervisors and other experts in the field of educational administration and planning in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The essence of such

consultation is to determine whether the instrument are reliable and valid, thus checking whether the items had covered enough to the range of data required, to know whether there were any identifiable ambiguities in the structure of the questions in order to make improvement and reveals flows in the questions and in adequacies in coding system. The expert's criticism and suggestions and comments were incorporated to the final draft of the questionnaire, which eventually led to modification in some items of the instrument.

3.5.2 Pilot study

After the validation of the instrument, pilot study was conducted in order to determine the reliability coefficient of the instrument and to determine the problem areas in the conduct of the main research. While conducting the pilot study, a total of 30 participants from Kankia education zone participated in responding to the questionnaire which was shared among the respondents of the study, and split-half method have been used for pilot study.

3.5.3 Reliability of the Instrument

The data collected from the pilot study were statistically analyzedusing t-test statistical tool for the purpose of determining the reliability coefficient. The reliability coefficient will be determine using Cronbach's Alpha techniques which determined the suitability of the instrument for the study, and it considered reliable if its reliability index falls within 0.5 and 1Usman in Alasoluyi(2015). This means that, the instrument is reliable for gathering data for this study since the reliability index result stand at 0.8 which represent 80% accuracy of the instrument

3.6 Procedure for Data Collection

The researcher designed a schedule representing actual date and time of each activity and event in which this study will be carrying out. The researcher sought the permission from the department of educational foundations and curriculum, Ahmadu Bello University, Zaria. Make

arrangement with the selected schools; Administration of the research instruments was made hand to hand by the researcher and a research assistant through making appointment with the principals, teachers, SBMC's members and Government agents (supervisors) for the smooth distribution of the instruments. A total of three hundred and fourty two copies of questionnaire (342) have been distributed, completed an returned. Details have been shown in table 3 in chapter 4.

3.7 Method of Data Analysis

In analyzing the bio-data and answering the research questions, data collected were presented in a tabular form and responses were calculated in percentages followed by detailed interpretation. The bio-data of the respondents were analysed using frequencies and percentages, whileweighted mean of 3.0 was used as a bench mark for rejection or acceptance of the responses of the respondents to the research questions. Also, all these null hypotheses were analysed using one way Analysis of Variance (ANOVA) at $P = \leq 0.05$ (5%) level of significance. Hence, any hypothesis that is greater than 5% or $p = > 0.05$ will beretained and any hypothesis that is less than 5% i.e $p = < 0.05\%$ will be rejected.

CHAPTER FOUR

RESULTS, ANALYSIS AND DISCUSSIONS OF DATA

4.1 Introduction

This chapter is mainly concerned with the presentation of data collected from four categories of respondents, namely principal, teachers, SBMC's officials and supervisors, analysis of data collected and discussions of the findings of this study.

4.2 Number of Questionnaire Administered, Completed and Returned

A total of three hundred and fourty two (342) copies of questionnaire were administered, completedand returnedamong the four category of respondents in the selected schools, these comprised of 36 principals, 112 teachers, 180 SBMC officials and 14 supervisors. Details have been shown in table 3 below;

Table 3: Number of Questionnaire Administered to the Categories of Respondents and Returned

S/N	Category	Frequency	Percentage %	Cumulative Percentage
1	Principals	36	10.5	10.5
2	Teachers	112	32.7	43.2
3	SBMC Officials	180	52.6	95.8
4	Supervisors	14	4.2	100

Table 3 shows copies of questionnaire administered to the four categories of respondents, were 36 copies administered to 36 principals and returned, 112 copies administered to the teachers and returned, 180 copies to SBMC officials and returned and 14 copies administered to

the government agent (supervisors) and returned respectively. These give us a total of three hundred and fourty two (342) copies of instrument administered and returned.

The analysis of data focuses mainly on the respondent's opinions on Influence of School –Based Management Committees on the Administration of Secondary Schools in Funtua Senatorial Zone, in Katsina State, Nigeria. The Data analyzed was based on the personal information of the respondents, the research questions and the null hypotheses. A total number of three hundred and forty two (342) copies of questionnaire were distributed and successfully completed and retuned. Table of frequency and percentage was used to analyze personal data of the respondents. Weighted mean of 3.0 was used to answer the research questions. A bench mark of 3.0 and above was set for agree and a score of less than3.0was set for disagree. One way Analysis of Variance was used for the Analysis at 0.05 level of significant.

4.3 Bio-Data of Respondents

The bio data of the respondents were analyzed using frequency and percentage on each category of the respondents.Table 4gives the details

Table 4: Analysis of Personal Data of the Respondents

S/N	Bio-Data	Category	Frequency	Percentage %	Cumulative Percentage
		Principal	36	10.5	10.5
1	Status	Teacher	112	32.7	43.2
		SBMC officials	180	52.6	95.8
		Supervisor	14	4.1	100
	Gender	Male	230	67.3	67.3
2		Female	112	32.7	100
		PhD	5	1.5	1.5
3	Qualification	M.Ed	53	15.5	17
		B.Ed	105	30.7	41.7
		NCE	175	51.2	98.9
		Others	4	1.2	100

Table 4.1 shows that 36 principals, 112 teachers, 180 SBMCOfficials and 14 supervisors representing 10.5%, 32.7%, 52.6%, and 4.1% respectively took part in the study. A total of

230respondents representing 67.3% were males while 112 representing 32.7% were females. On qualification, 5 hadph.D,53 had M.ED, 105 had B.ED, and 175 had NCE with respective percentages as 1.5%, 15.5%, 30.75 and 4.1%.

4.4 Answers to Research Questions

The researcher used 3.0 as the mean (weighted mean) otherwise known as decision mean since the instrument was structured along a modified five point Likert scale to take decision on whether to accept or reject the research questions. Therefore, a mean score of 3.0 and above indicates acceptance; while a mean score below 3.0 indicates rejection. This is shown below.

SA = 5 points

A= 4 points

UD= 3 points

D= 2 points

SD= 1 point

$$\frac{5+4+3+2+1}{5} = \frac{15}{5} = 3.0$$

4.4.1 Research Question One:Is there any Influence of School-Based Management Committees on Maintenance of Discipline in Secondary Schools in Funtua senatorial Zone?

This research question relates to items 1-10 in the questionnaire. To answer this question, responses of all the respondents from items 1-10 were collected, analyzed and presented in a table. Thus, table 5 gives the details.

Table 5: Mean Score on theInfluence of School-Based Management Committees on Maintenance of Discipline in Secondary Schools in Funtua Senatorial Zone

S/N	Item Statement	Category of Respondent	SA	A	UD	D	SD	N	Mean
1	School- based management committee participates actively in **e**stablishing disciplinary action against staff or students in the School	Principals	12	20	2	-	2	36	4.1
		Teachers	5	107	-	-	-	112	4.0
		SBMC	25	130	5	10	10	180	3.8
		Supervisor	5	9	-	-	-	14	4.4
2	School- based management committee's Involvement in discipline reduces class absenteeism among the students	Principals	24	10	-	-	2	36	4.5
		Teachers	105	7	-	-	-	112	4.9
		SBMC	98	42	15	16	9	180	4.1
		Supervisor	10	4	-	-	-	14	4.7
3	School- based management committee monitors teachers' attendance to school and class	Principals	10	10	-	10	6	36	3.2
		Teachers	32	80	-	-	-	112	4.3
		SBMC	119	35	6	9	11	180	4.3
		Supervisor	4	6	-	2	2	14	4.1
4	School- based management committee advices the school authority concerning staff and students' general behavior	Principals	13	9	-	12	2	36	3.5
		Teachers	87	8	-	6	11	112	4.4.
		SBMC	25	130	5	10	10	180	3.8
		Supervisor	7	6	-	1	-	14	4.4
5	School- based management committee, in collaboration with government, ensures the commitment of staff to their work	Principals	17	11	2	4	2	36	2.8
		Teachers	88	18	-	2	4	112	4.6
		SBMC	9	145	6	16	12	180	3.8
		Supervisor	10	4	-	-	-	14	4.7
6	Artisans and philanthropists volunteer to recruit security men for School through School- based management committee	Principals	6	12	2	8	8	36	2.7
		Teachers	54	13	-	43	2	112	3.3
		SBMC	10	64	6	72	28	180	2.8
		Supervisor	4	3	-	5	2	14	3.1
7	School- based management committee encourages the school to enforce discipline on erring staff and students	Principals	12	13	-	1	10	36	3.4
		Teachers	16	59	-	13	24	112	1.7
		SBMC	140	25	-	5	10	180	4.6
		Supervisor	6	8	-	-	-	14	1.7
8	School- based management committee is involved in taking decision on serious disciplinary cases in school	Principals	28	8	-	-	-	36	4.8
		Teachers	71	14	-	15	12	112	4.0
		SBMC	25	86	19	28	22	180	3.5
		Supervisor	7	4	-	2	1	14	4.0
9	School- based management committee challenges bad management by making accountable for poor performance	Principals	20	6	-	6	4	36	4.1
		Teachers	52	19	-	25	16	112	3.6
		SBMC	40	84	-	36	20	180	3.5
		Supervisor	2	6	3	3	-	14	4.0
10	School- based management committee motivates staff and pupils by praising and recognition e.g. reward for good performance	Principals	12	18	-	4	2	36	3.9
		Teachers	63	27	-	10	12	112	4.1
		SBMC	45	86	10	19	20	180	3.7
		Supervisor	4	7	-	2	1	14	3.7

From table 5, item 1, revealed that mean score of research question one was accepted, meaning that all the respondents agreed that, School-Based Management Committees influences maintenance of Discipline in Secondary Schools in Funtua Senatorial Zone;with principals having mean scoreof 4.1, teachers 4.0, SBMC officials 3.8 and supervisors4.4. This shows acceptance of the item statement by all the respondents. Item 2 showed that principals have mean score of 4.5, teaches 4.9,SBMC4.1 and supervisors 4.7,which indicate acceptance. Item 3 was also accepted with the mean score for principals 3.2, teacher 4.3,SBMC 4.3 and supervisors4.1. Item 4 was accepted by all the respondents with the mean score of 3.5, 4.4,3.8 and 4.4 for principals, teachers, SBMCand supervisors representatively. Item 5 had mean score for principals 2.8, teachers 4.6,SBMC 3.8 and supervisors 4.7, which imply it was accepted. Item 6 showed that principals had mean score of 2.7, teachers 3.3,SBMC2.8 and supervisors 3.1. Item 7 was rejected by teachers and supervisors but was accepted by principals andSBMC, with the respective mean scores of 3.4, 1.7, 4.6and 1.7. Item 8 have the mean score of 4.8, 4.0, 3.5 and 4.0for principals, teachers,SBMC and supervisors, accordingly. Item 9 have the means score of 4.1, 3.6,3.5 and 4.0 for principals, teachers,SBMC and supervisors respectively and was accepted. Similarly, item 10 was accepted with the corresponding mean score of 3.9, 4.1, 3.7 and 3.7 for principals, teachers, SBMC and supervisors. It was revealed therefore that, School-Based Management Committees play key role in the Maintenance of Discipline in Secondary Schools in Funtua Senatorial Zone.

4.4.2 Research Question Two: Is There Any Influence of School-Based Management Committees on School-Community Relationship in Secondary Schools in Funtua Senatorial Zone?

This research question relates to items 11-20 in the questionnaire. To answer this question, responses of all the respondents from items 11-20 were collected, analyzed and presented in a table. Thus, table 6 gives the details.

Table 6: Mean score on theInfluence of School-Based Management Committees on School-Community Relationship in Secondary Schools in Funtua Senatorial Zone

S/N	Item Statement	Category of Respondent	SA	A	UD	D	SD	N	Mean
1	School- based management committee encourages parents to have regular discussion over their children's progress and problems	Principals	12	20	-	2	2	36	4.1
		Teachers	5	100	-	7	-	112	3.9
		SBMC	25	130	-	15	10	180	3.8
		Supervisor	5	6	-	3	-	14	4.5
2	school- based management committee encourages the school to provide adequate information dissemination to the wider community e.g. school budget and plans for expenditure	Principals	20	10	-	4	2	36	4.2
		Teachers	95	7	-	10	-	112	4.7
		SBMC	98	52	-	21	9	180	4.2
		Supervisor	8	4	-	2	-	14	4.3
3	Community donates lands freely for School expansion through school- based management committee	Principals	8	10	-	10	8	36	3.0
		Teachers	32	70	-	5	5	112	4.1
		SBMC	114	35	6	9	16	180	4.2
		Supervisor	6	4	-	2	2	14	3.7
4	school- based management committee creates formal contacts with interested organizations, groups or individuals including media for wider participation in educational programmes of the School	Principals	10	9	3	12	2	36	3.4
		Teachers	80	15	-	6	11	112	4.3
		SBMC	20	130	5	15	10	180	3.8
		Supervisor	5	6	-	1	2	14	3.8
5	school- based management committee organizes Joint visits/meetings with education service providers to discuss issues for educational development	Principals	17	11	-	4	4	36	3.9
		Teachers	78	18	-	12	4	112	4.4
		SBMC	15	135	6	16	8	180	3.7
		Supervisor	10	4	-	-	-	14	4.7
6	school- based management committee encourages the interest of both Community and Government to support School improvement	Principals	-	15	1	12	8	36	1.8
		Teachers	54	15	-	43	-	112	4.1
		SBMC	16	64	-	72	28	180	3.2
		Supervisor	4	3	-	5	2	14	3.1
7	School- based management committee establishes partnerships with local role models – artisans, business people, local charitable organizations and co-operatives for School development	Principals	10	15	-	1	10	36	3.4
		Teachers	20	59	-	13	20	112	3.4
		SBMC	140	30	-	-	10	180	4.6
		Supervisor	6	4	-	4	-	14	3.9
8	school- based management committee organizes community orientation activities on the rights of the child	Principals	20	8	-	4	4	36	4.0
		Teachers	75	14	-	15	12	112	4.2
		SBMC	29	86	19	28	18	180	3.4
		Supervisor	7	3	-	4	-	14	3.9
9	Community provides the erection of needed facilities through school- based management committee	Principals	-	26	-	6	4	36	4.1
		Teachers	22	29	-	45	16	112	3.0
		SBMC	20	84	-	56	20	180	3.2
		Supervisor	2	6	-	3	3	14	3.1
10	School- based management committee ensures that there is a good learning environment for children	Principals	20	10	-	4	2	36	4.2
		Teachers	65	25	-	14	8	112	4.1
		SBMC	45	86	10	19	20	180	3.7
		Supervisor	4	6	-	4	-	14	3.7

From table 6, item 1 revealed that it was retained by all the respondents with principals having mean score of 4.1, teachers 3.9, SBMC officials 3.8 and supervisors 4.5. This implies that School- based management committee encourages parents to have regular discussion over their children's progress and problems in the School. Item 2 showed that principals have mean score of 4.2, teaches 4.7,SBMC4.2 and supervisors 4.3which indicate acceptance. Item 3 was also accepted with the mean score for principals 3.0, teacher 4.1,SBMC 4.2 and supervisors3.7. Item 4 was further accepted with the mean score of 3.4,4.3,3.8 and 3.8 for principals, teachers,SBMCand supervisors representatively. Item 5 had mean score for principals 3.9, teachers 4.4,SBMC 3.7 and supervisors4.7, which imply it was accepted. Item 6 showed that principals had mean score of 1.8, teachers 4.1,SBMC 3.2 and supervisors3.1. Item 7 was accepted by principals, teachers,SBMC and supervisors, with the respective mean scores of 3.4, 3.4,4.6and 3.9. Item 8 have the mean score of 4.0, 4.2, 3.4 and 3.9 for principals, teachers,SBMC and supervisors, accordingly. Item 9 have the means score of 4.1, 3.0, 3.2 and 3.1 for principals, teachers,SBMC and supervisors respectively and was accepted. Similarly, item 10 was accepted with the corresponding mean score of 4.2, 4.1, 3.7 and 3.7 for principals, teachers, SBMC and supervisor. Based on this,it was revealed that,school-based management committees ensures that mutual relationship exist between the schools and the host communities in Secondary Schools, in Funtua Senatorial Zone.

4.4.3 Research Question Three: What is the Influence of School-Based Management Committees on Provision of Instructional Materials in Secondary Schools in Funtua Senatorial Zone?

This research question relates to items 21-30 in the questionnaire. To answer this question, responses of all the respondents from items 21-30 were collected, analyzed and presented in a table. Thus, table 7 gives the details.

Table 7: Mean Score on the Influence of School-Based Management Committees on Provision of Instructional Materials in Secondary Schools in Funtua Senatorial Zone

S/N	Item Statement	Category of Respondent	SA	A	UD	D	SD	N	Mean
1	the problems of instructional materials such as chalk, writing materials, boards have been minimized through school-based management committee	Teachers	-	32	-	2	2	36	3.7
		SBMC	25	80	-	7	-	112	4.1
		Supervisor	25	145	-	-	10	180	4.0
			5	9	-	-	-	14	4.4
2	School- based management committee actively participates in provision of Audio-visual resources for instructions	Principals	5	10	-	19	2	36	2.9
		Teachers	25	37	-	10	40	112	2.8
		SBMC	98	52	-	21	9	180	4.2
		Supervisor	8	4	-	2	-	14	4.3
3	School- based management committee ensures that computers are provided in the school	Principals	8	5	-	10	13	36	2.6
		Teachers	32	65	5	5	5	112	4.0
		SBMC	114	35	6	9	16	180	4.1
		Supervisor	6	4	-	2	2	14	3.7
4	School- based management committee provides workshops for the school	Principals	10	9	3	12	2	36	3.4
		Teachers	70	25	1	6	10	112	4.2
		SBMC	20	105	5	30	10	180	3.4
		Supervisor	3	6	-	3	2	14	2.9
5	School- based management committee contributes in the repair of broken chairs, tables, desks, windows and doors in the school	Principals	17	11	-	4	4	36	3.9
		Teachers	78	18	-	12	4	112	4.4
		SBMC	15	135	6	16	17	180	3.8
		Supervisor	14	-	-	-	-	14	5.0
6	school- based management committee purchases textbooks, exercise books and other instructional materials for the school	Principals	-	5	1	22	8	36	2.1
		Teachers	14	15	-	43	40	112	5.4
		SBMC	16	24	5	102	33	180	2.4
		Supervisor	-	3	-	9	2	14	2.3
7	school- based management committee contributes in the construction of class rooms in the school	Principals	10	20	-	1	5	36	3.8
		Teachers	30	67	-	10	5	112	4.0
		SBMC	140	20	-	10	10	180	4.5
		Supervisor	6	4	-	4	-	14	3.9
8	school- based management committee contributes in the provision of learning facilities such as library	Principals	8	20	-	8	-	36	3.8
		Teachers	70	10	-	20	12	112	3.9
		SBMC	39	86	9	28	18	180	3.6
		Supervisor	7	3	-	4	-	14	3.9
9	School- based management committee provides public address system in the school	Principals	-	26	-	6	4	36	4.1
		Teachers	20	29	2	45	16	112	2.9
		SBMC	20	79	5	56	20	180	3.8
		Supervisor	2	6	-	3	3	14	2.6
10	School- based management committee supports school to purchase written materials	Principals		10	-	24	2	36	2.6
		Teachers	15	25	-	54	18	112	2.7
		SBMC	45	86	10	19	20	180	3.7
		Supervisor	-	6	-	4	4	14	2.6

From table 7, item 1 revealed that it was retained by all the respondents with principals having mean score of 3.7, teachers 4.1, SBMC officials 4.0 and supervisors 4.4. This implies thatthe

problems of instructional materials such as chalk, writing materials, and boards have been minimized through school- based management committee. Item 2 showed that principals have mean score of 2.9, teaches 2.8,SBMC4.2and supervisors 4.3which indicates acceptance by SBMC and supervisors and rejection by principals and teachers. Item 3 was also accepted by three of the respondents with the mean score for principals 2.6, teacher 4.0,SBMC 4.1 and supervisors 3.7. Item 4 was further accepted with the mean score of 3.4, 4.2, 3.4 and 2.9 for principals, teachers,SBMCand supervisors representatively. Item 5 had mean score for principals 3.9, teachers 4.4,SBMC 3.8 and supervisors 5.0, which imply it was accepted. Item 6 showed that principals had mean score of 2.1, teachers 5.4,SBMC2.4 and supervisors 2.3, which was accepted by one and rejected by three of the respondents. Item 7 was accepted by principals, teachers,SBMC and supervisors, with the respective mean scores of 3.8, 4.0, 4.5and 3.9. Item 8 have the mean score of 3.8, 3.9, 3.6 and 3.9 for principals, teachers,SBMC and supervisors, accordingly. Item 9 have the means score of 4.1, 2.9, 3.8 and 2.6 for principals, teachers,SBMC and supervisors respectively. Similarly, item 10 have the corresponding mean score of 2.6, 2.7, 3.7,2.6 and for principals, teachers, SBMC and supervisor. From the discussion above,it was revealedSchool-Based Management Committeesinfluence theProvision of Instructional Materials in Secondary Schools inFuntua Senatorial Zone.

4.4.4 Research Question Four: Is There Any Influence of School-Based Management Committees on Recruitment of Part-Time Teachers in Secondary Schools in Funtua Senatorial Zone?

This research question relates to items 31-40 in the questionnaire. To answer this question, responses of all the respondents from items31-40 were collected, analyzed and presented in a table. Thus, table 8 gives the details.

Table 8: Mean Score on theInfluence of School-Based Management Committees on Recruitment of Teachers in Secondary Schools in Funtua Senatorial Zone

S/N	Item Statement	Category of Respondent	SA	A	UD	D	SD	N	Mean
1	School- based management committee recruits staff on casual basis in the school	Principals	4	32	-	-	-	36	4.1
		Teachers	25	87	-		-	112	4.2
		SBMC	35	145	-	-	-	180	3.2
		Supervisor	5	9	-	-	-	14	4.4
2	School- based management committee pays the salary of teachers recruited	Principals	5	-	-	29	2	36	2.4
		Teachers	15	17	-	30	50	112	2.3
		SBMC	8	37	15	71	49	180	2.4
		Supervisor	-	4		2	8	14	2.0
3	School- based management committee ensures the commitment of recruited staff to work in the school	Principals	18	15	-	-	3	36	4.3
		Teachers	32	65	5	5	5	112	4.0
		SBMC	120	35	-	9	16	180	4.3
		Supervisor	6	6	-	-	2	14	4.0
4	School- based management committee encourages young women as volunteer teachers by paying allowances to motivate them in the school	Principals	10	9	3	12	2	36	3.4
		Teachers	70	36	-	6	-	112	4.5
		SBMC	30	105	5	40	-	180	3.7
		Supervisor	3	9	-	-	2	14	3.8
5	Recruitment of staff by school- based management committee solves the problem of shortage of teachers in the School	Principals	17	11	-	4	4	36	3.9
		Teachers	78	18	-	12	4	112	4.4
		SBMC	15	105	6	46	17	180	3.5
		Supervisor	14	-	-	-	-	14	5.0
6	School- based management committeedoesn't participate in the interview forrecruitment of new teachers	Principals	22	5	1	-	8	36	3.9
		Teachers	34	35	-	23	20	112	3.4
		SBMC	116	24	5	2	33	180	4.0
		Supervisor	9	3	-	-	2	14	4.1
7	School- based management committee doesn't participate in the development of recruited teachers	Principals	10	20	-	1	5	36	3.8
		Teachers	30	60	7	10	5	112	3.9
		SBMC	130	20	10	10	10	180	4.4
		Supervisor	6	4	-	4	-	14	3.6
8	School- based management committee doesn't contribute in the search for the best teachers to teach-core subjects in the school	Principals	-	20	-	8	8	36	2.9
		Teachers	60	10	-	30	12	112	3.7
		SBMC	39	86	9	28	18	180	3.6
		Supervisor	5	3	2	4	-	14	3.6
9	School- based management committee doesn't participate in the training of newly recruited teachers	Principals	10	16	-	6	4	36	3.6
		Teachers	20	29	2	45	16	112	2.9
		SBMC	20	25	5	60	70	180	2.3
		Supervisor	2	6	-	3	3	14	3.0
10	School- based management committee doesn't encourage non-teaching staff to go for in – service	Principals	-	10	-	24	2	36	2.5
		Teachers	-	25	-	59	28	112	2.1
		SBMC	45	16	10	89	20	180	2.9
		Supervisor	-	2	-	8	4	14	2.0

From table 8,item 1 revealed that it was retained by all the respondents with principals having mean score of 4.1, teachers 4.2, SBMC officials 4.4 and supervisors 4.4. This implies that School- based management committee recruits staff on casual basis in the school. Item 2 showed that principals have mean score of 2.4, teaches 2.3,SBMC2.4and supervisors 2.0which indicates acceptance by SBMC and supervisors and rejection by principals and teachers. Item 3 was also acceptedall the respondents with the mean score for principals 4.3, teacher 4.0,SBMC 4.3 and supervisors 4.0. Item 4 was further accepted with the mean score of 3.4, 4.5, 3.7 and 3.8 for principals, teachers,SBMCand supervisors representatively. Item 5 had mean score for principals 3.9, teachers 4.4,SBMC 3.5 and supervisors 5.0, which imply it was accepted. Item 6 showed that principals had mean score of 3.9, teachers 3.4,SBMC4.0 and supervisors 4.1, which was accepted by all the respondents. Item 7 was accepted by principals, teachers,SBMC and supervisors, with the respective mean scores of 3.8, 3.9, 4.4and 3.6. Item 8 have the mean score of 2.9, 3.7, 3.6 and 3.6 for principals, teachers, SBMC and supervisors, accordingly. Item 9 have the means score of 3.6, 2.9, 2.3 and 3.0 for principals, teachers, SBMC and supervisors respectively. Similarly, item 10 have the corresponding mean score of 2.5, 2.1, 2.97,2.0 and for principals, teachers, SBMC and supervisor. From the discussion above, it was revealed thatschool-based management committees ensure instructional delivery throughrecruitment of part-time teachers in Secondary Schools in Funtua Senatorial Zone.

4.4.5 Research Question Five: What is the Influence of School-Based Management Committees on Staff Development in Secondary Schools inFuntua Senatorial Zone?

This research question relates to items 41-50 in the questionnaire. To answer this question, responses of all the respondents from items41-50 were collected, analyzed and presented in a table. Thus, table 9 gives the details.

Table 9: Mean Score on the Influence of School-Based Management Committees on Staff Development in Secondary Schools in Funtua Senatorial Zone

S/N	Item Statement	Category of Respondent	SA	A	UD	D	SD	N	Mean
1	The school- based management committee recommends teachers who are qualified for in-service training in my school.	Principals	4	22	-	10	-	36	3.6
		Teachers	25	67	-	20	-	112	3.9
		SBMC	35	100	-	45	-	180	3.6
		Supervisor	5	9	-	-	-	14	4.4
2	The school- based management committee encourages and supports teachers to attend conferences.	Principals	5	-	-	29	2	36	2.4
		Teachers	60	37	-	10	5	112	4.2
		SBMC	58	47	5	21	49	180	3.2
		Supervisor	8	4		2	-	14	4.3
3	The school- based management committee encourages and supports teachers to attend workshops.	Principals	18	10	-	5	3	36	4.0
		Teachers	32	65	-	10	5	112	4.0
		SBMC	120	30	-	14	16	180	4.4
		Supervisor	6	6	-	-	2	14	4.0
4	The school- based management committee encourages and supports teachers to attend seminars.	Principals	10	12	2	12	-	36	3.5
		Teachers	70	36	-	6	-	112	4.5
		SBMC	40	105	-	10	25	180	3.7
		Supervisor	3	9	-	-	2	14	3.8
5	The school- based management committee encourages and supports teachers to attend symposia.	Principals	17	11		4	4	36	3.9
		Teachers	78	22	-	12	-	112	4.3
		SBMC	27	105	-	40	17	180	3.6
		Supervisor	10	4	-	-	-	14	4.7
6	The school- based management committee does not encourage and support the experienced teachers to mentor the inexperienced ones.	Principals	2	5	1	20	8	36	2.3
		Teachers	3	5	-	23	81	112	1.4
		SBMC	16	4	5	102	53	180	2.1
		Supervisor	2	3	-	7	2	14	2.7
7	The school- based management committee does not encourage and support orientation for newly recruited teachers in the school.	Principals	1	2	-	21	12	36	1.6
		Teachers	3	6	7	37	59	112	1.7
		SBMC	30	2	10	110	28	180	2.4
		Supervisor	-	4	-	4	6	14	1.3
8	The school- based management committee does not encourage and support non-academic staff to go for conferences.	Principals	-	20	-	8	8	36	2.9
		Teachers	10	10	-	70	12	112	2.2
		SBMC	39	26	9	88	28	180	2.9
		Supervisor	5	3	2	4	-	14	1.4
9	School- based management committee doesn't encourage and support orientation for newly recruited teachers in the school	Principals	10	16	-	6	4	36	3.6
		Teachers	20	29	2	45	16	112	2.9
		SBMC	20	25	5	60	70	180	2.3
		Supervisor	2	6	-	3	3	14	3.0
10	School- based management committee doesn't encourage and support non-academic staff to go for conferences	Principals	5	5	-	24	2	36	2.6
		Teachers	20	5	-	59	28	112	2.4
		SBMC	5	16	10	89	60	180	2.0
		Supervisor	-	2	-	8	4	14	2.0

From table 9, item 1 revealed that it was retained by all the respondents with principals having mean score of 3.6, teachers 3.9, SBMC officials 3.6 and supervisors 4.4. This implies thatthe school- based management committee recommends teachers who are qualified for in-service training in the school. Item 2 showed that principals have mean score of 2.4, teaches 4.2,SBMC3.2and supervisors 4.3which indicates acceptance by SBMC, supervisors and teachers but rejected by principals. Item 3 was also acceptedby all the respondents with the mean score for principals 4.0, teacher 4.0,SBMC 4.4 and supervisors 4.0. Item 4 was further accepted with the mean score of 3.5, 4.5, 3.7 and 3.8 for principals, teachers,SBMCand supervisors representatively. Item 5 had mean score for principals 3.9, teachers 4.3,SBMC 3.6 and supervisors 4.7, which imply it was accepted. Item 6 showed that principals had mean score of 2.3, teachers 1.4,SBMC2.4 and supervisors 2.7, which was rejected by all the respondents. Item 7 was rejected by principals, teachers,SBMC and supervisors, with the respective mean scores of 1.6, 1.7, 2.4and 1.3. Item 8 have the mean score of 2.9, 2.2, 2.9and1.4 for principals, teachers, SBMC and supervisors, accordingly. Item 9 have the means score of 3.6, 2.9, 2.3 and 3.0 for principals, teachers, SBMC and supervisors respectively. Similarly, item 10 have the corresponding mean score of 2.6, 2.4, 2.0,2.0 and for principals, teachers, SBMC and supervisor. From the discussion above, it was revealed school-based management committees encourages staff to participate in staff development programmes but do not sponsor them in Secondary Schools, in Funtua Senatorial Zone.

4.4.6 Research Question Six: What is the Influence of School-Based Management Committees on Provision of Infrastructural Facilities in Secondary Schools, in Funtua Senatorial Zone?

This research question relates to items 51-60 in the questionnaire. To answer this question, responses of all the respondents from items51-60 were collected, analyzed and presented in a table. Thus, table 10 gives the details.

Table 10: Mean Score on theInfluence of School-Based Management Committees on Provision of Infrastructural Facilities inSecondary Schools in Funtua Senatorial Zone

S/N	Item Statement	Category of Respondent	SA	A	UD	D	SD	N	Mean
1	School- based management committee ensures that water facilities are well provided.	Principals	-	32	-	2	2	36	3.7
		Teachers	25	60	-	7	20	112	3.6
		SBMC	25	105	-	40	10	180	3.5
		Supervisor	5	6	-	-	3	14	3.7
2	School- based management committee ensures that light facilities are well provided.	Principals	5	10	-	19	2	36	2.9
		Teachers	5	37	10	20	40	112	2.5
		SBMC	60	42	-	31	47	180	3.2
		Supervisor	8	4	-	2	-	14	4.3
3	School- based management committee ensures that facilities for extra curricula activities are well provided.	Principals	8	5	-	10	13	36	2.5
		Teachers	12	25	5	45	25	112	2.6
		SBMC	114	35	6	9	16	180	1.5
		Supervisor	6	4	-	2	2	14	3.7
4	School- based management committee ensures that health facilities are well provided.	Principals	10	9	3	12	2	36	3.4
		Teachers	20	25	1	56	10	112	2.4
		SBMC	20	5	5	130	20	180	2.3
		Supervisor	3	6	-	3	2	14	1.3
5	School- based management committee ensures that staff quarters are well provided.	Principals	7	1	-	14	14	36	2.3
		Teachers	28	18	-	12	54	112	2.4
		SBMC	15	35	6	116	8	180	2.3
		Supervisor	4	-	-	5	5	14	1.3
6	School- based management committee ensures that food facilities are well provided.	Principals	-	5	1	22	8	36	2.1
		Teachers	14	5	-	43	50	112	2.0
		SBMC	16	14	5	102	43	180	2.2
		Supervisor	-	3	-	9	2	14	2.3
7	School- based management committee ensures that transport facilities are well provided.	Principals	1	2	-	19	14	36	1.7
		Teachers	30	7	-	70	5	112	2.9
		SBMC	40	20	-	110	10	180	2.9
		Supervisor	6	4	-	4	-	14	3.9
8	School- based management committee ensures that students' hostel facilities are well provided.	Principals	8	20	-	8	-	36	3.8
		Teachers	10	10	-	70	12	112	2.2
		SBMC	9	6	9	58	108	180	1.8
		Supervisor	7	3	-	4	-	14	3.9
9	School- based management committee ensures that sport facilities are well provided.	Principals	-	6	-	26	4	36	2.2
		Teachers	10	9	2	65	26	112	2.2
		SBMC	20	29	5	106	20	180	2.6
		Supervisor	2	6	-	3	3	14	3.1
10	School- based management committee ensures that recreational facilities are well provided.	Principals		10	-	24	2	36	2.5
		Teachers	15	5	-	54	38	112	2.2
		SBMC	25	46	10	69	30	180	2.8
		Supervisor	-	6	-	4	4	14	2.6

From table 10, item 1 revealed that it was retained by all the respondents with principals having mean score of 3.7, teachers 3.6, SBMC officials 3.5 and supervisors 3.7. This implies thatSchool- based management committee ensures that water facilities are well provided. Item 2 showed that principals have mean score of 2.9, teaches 2.5,SBMC3.2and supervisors 4.3 which indicates acceptance by SBMC and supervisors, but rejected by principals and teachers. Item 3 was also acceptedby supervisors, but rejected by other respondents with the mean score for principals 2.5, teacher 2.6,SBMC1.5 and supervisors 3.7. Item 4 was accepted by principals but rejected by other respondents with the mean score of 3.4, 2.4, 2.3and 1.3 for principals, teachers,SBMCand supervisors representatively. Item 5 had mean score for principals 2.3, teachers 2.6,SBMC2.6 and supervisors 2.5, which imply rejection by all respondents. Item 6 showed that principals had mean score of 2.1, teachers 2.0,SBMC2.2 and supervisors 2.3, which was rejected by all the respondents. Item 7 was rejected by principals, teachers,SBMC and accepted by supervisors, with the respective mean scores of 1.7, 2.9, 2.9and 3.9. Item 8 have the mean score of 3.8, 2.2, 1.8and3.9 for principals, teachers, SBMC and supervisors, accordingly. Item 9 have the means score of 2.2, 2.2, 2.6 and 3.9 for principals, teachers, SBMC and supervisors respectively. Similarly, item 10 have the corresponding mean score of 2.5, 2.2, 2.8,2.6 and for principals, teachers, SBMC and supervisor. From the discussion above, it was revealed thatSchool-Based Management Committeesare not responsible for the provision of essential facilities in secondary schools in Funtua Senatorial Zone.

4.5 Hypotheses Testing

In this section, all results and outcome of the null hypotheses raised and tested in line with the objectives of this study will be summarized and presented. Data obtained as responses from the respondents (principals, teachers, School Based Management Committeeand

supervisors) from the questionnaire administered were tested. The test of hypotheses was carried out using one way Analysis of Variance (ANOVA). This was determined at 0.05 level of significant and Statistical Package for Social Sciences (SPSS) was used to analyze the data. All the six hypotheses were tested and acceptability or rejection of the Null Hypothesis was determined by comparing the p-value against the significant set by the study (F-value at 0.05 level of significant). Hypothesis is therefore rejected if the p-value is less than the level of significance set by the study.

4.5.1HO_1:There is no Significant Difference in the Opinion of Principals, Teachers, Supervisors and SBMC Representatives in the Influence of School-Based Management Committees on Maintenance of Discipline in Secondary Schools inFuntua Senatorial Zone.

The responses of the respondents on the influence of School-Based Management Committees on maintenance of discipline in Secondary Schoolswas collected and analyzed, the summary of data analyzed in respect of null hypothesis one is presented in table 11

Table 11: Summary of Analysis of Variance (ANOVA) on theInfluence of School-Based Management Committees on Maintenance of Discipline in Secondary Schools inFuntua Senatorial Zone.

Discipline	Sum of Squares	Df	Mean Square	F	Sig.(p)
Between Groups	7.905	3	2.635	2.721	\ 0.044
Within Groups	327.275	338	0.968		
Total	**335.180**	**341**			

From table 11, Show that, the F-value is 2.721 and the P-value is 0.044at 0.05 level of significance. Since the P-value is less than the level of significance set for the study, the hypothesis is therefore rejected, thus, there is significance difference in the opinion of principals,

teachers, supervisors and SBMC representatives in the influence of School-Based Management Committees on maintenance of discipline in Secondary Schools inFuntua Senatorial Zone.

Table 12: Result of the Scheffe Post-Hoc Test on the Mean Score of the Respondents on the Influence of School-Based Management Committees on Maintenance of Discipline in Secondary Schools inFuntua Senatorial Zone.

		Mean Difference			95% Confidence Interval	
(I) Status	(J) Status	(I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Principal	Teacher	.25367	.18852	.613	-.2760	.7834
	SBMC	-.07500	.17965	.982	-.5798	.4298
	Supervisor	.20992	.30993	.928	-.6609	1.0807
Teacher	Principal	-.25367	.18852	.613	-.7834	.2760
	SBMC	-.32867	.11843	.054	-.6614	.0041
	Supervisor	-.04375	.27894	.999	-.8275	.7400
SBMC	Principal	.07500	.17965	.982	-.4298	.5798
	Teacher	.32867	.11843	.054	-.0041	.6614
	Supervisor	.28492	.27302	.780	-.4822	1.0520
Supervisor	Principal	-.20992	.30993	.928	-1.0807	.6609
	Teacher	.04375	.27894	.999	-.7400	.8275
	SBMC	-.28492	.27302	.780	-1.0520	.4822

The result of the Scheffe post-Hoc test indicated that the observed significant difference was between teachers and SBMC, supervisors and SBMC; principal and supervisors, SBMC and supervisors; principals and teachers, supervisors and principals;principals and teachers, teachers and SBMC. There was no significant difference between the opinions of principals and teachers.

4.5.2HO_2: There is no Significant Difference in the Opinion of Principals, Teachers, Supervisors and SBMC Representatives in the Influence of School-Based Management Committees on School-Community Relationship in Secondary SchoolsinFuntua Senatorial Zone.

The responses of the respondents on theinfluence of school-based management committees on school-community relationship in secondary schoolswas collected and analyzed, the summary of data analyzed in respect of null hypothesis two is presented in table 13

Table 13: Summary of Analysis of Variance (ANOVA) on theInfluence of School-Based Management Committees on School-Community Relationship in Secondary SchoolsinFuntua Senatorial Zone.

Community	Sum of Squares	Df	Mean Square	F	Sig.(p)
Between Groups	4.150	3	1.383	1.129	0.337
Within Groups	414.039	338	1.225		
Total	**418.189**	**341**			

From table 13, the F-value is 1.129and the P-value is 0.337at 0.05 level of significance. Since the P-value is more than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significance difference in theopinion of Principals, Teachers, Supervisors and SBMC representatives in the influence of School-Based Management Committee on School-Community relationship in Secondary Schools, inFuntua Senatorial Zone.

4.5.3 HO_3: There is no Significant Difference in the Opinion of Principals, Teachers, Supervisors and SBMC Representatives in the Influence of School-Based Management Committees on Provision of Instructional Materials in Secondary Schools in Funtua Senatorial Zone.

The responses of the respondents on theInfluence of School-Based Management Committees on Provision of Instructional Materials in Secondary Schoolswas collected and analyzed, the summary of data analyzed in respect of null hypothesis three is presented in table 14

Table 14: Summary of Analysis of Variance (ANOVA) on theInfluence of School-Based Management Committees on Provision of Instructional Materials in Secondary Schools in Funtua Senatorial Zone

Instructional materials	Sum of Squares	df	Mean Square	F	Sig.(p)
Between Groups	5.367	3	1.789	1.622	0.184
Within Groups	372.702	338	1.103		
Total	**378.068**	**341**			

From table 14, the F-value is 1.622 and the P-value is 0.184 at 0.05 level of significance. Since the P-value is more than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significance difference in theopinion of Principals, Teachers, Supervisors and SBMC representatives in the Influence of School-Based Management Committees on Provision of Instructional Materials in Secondary Schools in Funtua Senatorial Zone.

4.5.4 HO4:There is no Significant Difference in the Opinion of Principals, Teachers, Supervisors and SBMC Representatives in the INFLUENCE of School-Based Management Committees on Recruitment of Part-Time Teaches in Secondary Schools in Funtua Senatorial Zone.

The responses of the respondents on theinfluence of School-Based Management Committees on recruitment of part-time teaches in Secondary Schools was collected and analyzed, the summary of data analyzed in respect of null hypothesis four is presented in table15

Table 15: Summary of Analysis of Variance (ANOVA) on theInfluence of School-Based Management Committees on Recruitment of Part-Time Teachers in Secondary Schools in Funtua Senatorial Zone

Recruitment	Sum of Squares	df	Mean Square	F	Sig(P).
Between Groups	0.469	3	0.156	0.131	0.942
Within Groups	404.709	338	1.197		
Total	**405.178**	**341**			

From table 15.The F-value is 0.131 and the P-value is 0.942at 0.05 level of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significance difference in the opinion of Principals, Teachers, Supervisors and SBMC representatives in the Influence of School-Based Management Committees on recruitment of Part-Time teaches in Secondary Schools, in Funtua Senatorial Zone.

4.5.5 HO5:There is no significant difference in the opinion of principals, teacher, supervisors and SBMC Representatives in the Influence of School-Based Management Committees on Staff Development in Secondary Schools in Funtua Senatorial Zone.

The responses of the respondents on the influence of School-Based Management Committees on staff development in Secondary Schools was collected and analyzed, the summary of data analyzed in respect of null hypothesis five is presented in table 16

Table 16: Summary of Analysis of Variance (ANOVA) on theInfluence of School-Based Management Committees on Staff Development in Secondary Schools in Funtua Senatorial Zone.

Staff Development	Sum of Squares	df	Mean Square	F	Sig.(p)
Between Groups	7.189	3	2.396	2.311	0.076
Within Groups	350.463	338	1.037		
Total	**357.653**	**341**			

From table 16. The F-value is 2.396 and the P-value is 0.076 at 0.05 level of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significance in theopinion of principals, teacher, supervisors and SBMC representatives in the influence of School-Based Management Committees on staff development in Secondary Schoolsin Funtua Senatorial Zone.

4.5.6 HO6:There is no Significant Difference in the Opinion of Principals, Teachers, Supervisors and SBMC Representatives in the Influence of School-Based Management Committees on Provision of Infrastructural Facilities in Secondary Schools inFuntua Senatorial Zone.

The responses of the respondents on theinfluence of School-Based Management Committees on provision of essential facilities in Secondary Schools collected and analyzed, the summary of data analyzed in respect of null hypothesis six is presented in table 17.

Table 17: Summary of Analysis of Variance (ANOVA) on theinfluence of School-Based Management Committees on Provision of Infrastructural Facilities in Secondary Schools in Funtua Senatorial Zone

Essential Facilities	Sum of Squares	df	Mean Square	F	Sig (P).
Between Groups	7.221	3	2.407	1.960	0.120
Within Groups	415.007	338	1.228		
Total	**422.228**	**341**			

From table 17 the F-value is 1.960 and the P-value is 0.120at 0.05 level of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significance difference in the opinion of principals, teachers, supervisors and SBMC representatives in the influence of School-Based Management Committees on provision of essential facilities in Secondary Schools, in Funtua Senatorial Zone

4.6 Summary of Hypotheses Testing

Table 18 contain the detail summary of the hypotheses tested

.

Table 18: Summary of Tested Null Hypotheses

S/N	Stated Hypotheses	Statistical Tool	Result	Level of Sig.	Decision
1	There is no significant difference in the opinion of principals, teachers, supervisors and SBMC representatives in the influence of School-Based Management Committees on maintenance of discipline in Secondary Schools, in Funtua Senatorial Zone.	Analysis of Variance (ANOV)	F-ratio is 2.721, While the p-value is 0.044	0.05	H01 was rejected. this means that there is significant difference in the opinions of respondents
2	There is no significant difference in the opinion of Principals, Teachers, Supervisors and SBMC representatives in the influence of School-Based Management Committees on School-Community relationship in Secondary Schools in Funtua Senatorial Zone.	Analysis of Variance (ANOV)	F-ratio is 1.129, While the p-value is 0.337	0.05	H02 was retained. this means that there is no significant difference in the opinions of respondents
3	There is no significant difference in the opinion of Principals, Teachers, Supervisors and SBMC representatives in the Influence of School-Based Management Committees on Provision of Instructional Materials in Secondary Schools, in Funtua Senatorial Zone.	Analysis of Variance (ANOV)	F-ratio is 1.622, While the p-value is 0.184	0.05	H03 was retained. this means that there is no significant difference in the opinions of respondents
4	There is no significant difference in the opinion of Principals, Teachers, Supervisors and SBMC representatives in the Influence of School-Based Management Committees on recruitment of Part-Time teaches in Secondary Schools, in Funtua Senatorial Zone.	Analysis of Variance (ANOV)	F-ratio is 0.131 While the p-value is 0.942	0.05	H04 was r retained. this means that there is no significantdifferences in the opinions of respondents
5	There is no significant difference in the opinion of principals, teacher, supervisors and SBMC representatives in the influence of School-Based Management Committees on staff development in Secondary Schools, in Funtua Senatorial Zone.	Analysis of Variance (ANOV)	F-ratio is 2.311, While the p-value is 0.076	0.05	H05 was retained. this means that there is no significant difference in the opinions of respondents
6	There is no significant difference in the opinion of principals, teachers, supervisors and SBMC representatives in the influence of School-Based Management Committees on provision of Infrastructural facilities in Secondary Schools in Funtua Senatorial Zone.	Analysis of Variance (ANOV)	F-ratio is 1.960, While the p-value is 0.120	0.05	H05 was retained. this means that there is no significant difference in the opinions of respondents

4.6 Summary of Major Findings

The findings of the study revealed that**;**

1. School-Based Management Committees havea Lot ofInfluencein Terms of any Disciplinary Action Against any Secondary School Staff or Studentthrough attending meetingon disciplinein Secondary Schools in Funtua Senatorial Zone;
2. There is an existing mutual relationship between the schools and the host Communities through the Influence of School-Based Management Committeesin Secondary Schools in Funtua Senatorial Zone;
3. The Instructional MaterialsProblem have Been Minimized Through the Influence of School-Based Management Committees,by providing instructional materials such as Tape, Audio-visual aids, chalk, Text books Microphone and so onto Secondary Schools in Funtua Senatorial Zone;
4. School-Based Management Committees influenced instructional delivery through recruitment of part-time teachers in Secondary Schools in Funtua Senatorial Zone;
5. School-Based Management Committees influences Staff development by organizing seminars, workshops for capacity building of staff in Secondary Schools in Funtua Senatorial Zone; and
6. School-Based Management Committees does not influence the provision of Infrastructural facilities in secondary schools in Funtua Senatorial Zone.

4.7 Discussion of the Findings

Finding from hypothesis one revealed that School-Based Management Committees played role in the Maintenance of Discipline of students, By their involvement in disciplinary action committee against any secondary school staff or student of Secondary Schools inFuntua

Senatorial Zone.The hypothesis was rejected because there was significant difference in the opinions of respondents on the influence of school based management committee on maintenance of discipline. This is in line with the findings of Udensi (2003), which states that the Local Education District in Lagos, Secondary School Teachers and Educated Parents agreed overwhelmingly that communities to a great extent are involved in the maintenance of discipline in the school system.

The findings further revealed that School-Based Management Committees bring mutual relationship between the schools and the host Communities in Secondary Schools inFuntua Senatorial Zone, through organizing school-community orientation campaign on the importance of involving communities in secondary school administration. This is because parents and communities have been encourages to have regular discussion over their children's progress and problems.This is coincide with the finding of Anthony, Yaro and Iseac (2017) where they find that, Parents' Teachers' Association, Old Student Association, School Committees and School Board of Governors have significant influence on the management of secondary school, in southern senatorial district of Taraba State. The study is further in line with finding of Jane, 2013 which state that, Community Involvement in school, generated social connections between educators, parents and community members. School- Based Management Committee therefore encourages the school to provide adequate information for dissemination to the wider community e.g. school budget and plans for expenditure, etc.Hypothesis two was retained because there was no significant difference in the opinions of respondents on the influence of School-Based Management Committees on School-Community relationship in Secondary Schools inFuntua Senatorial Zone.

Also, the findings show that School-Based Management Committees influence the Provision of Instructional Materials in Secondary Schools by fixing a fee that every student will pay to school termly or yearly basis, with the view of using accumulated revenuefor provision of instructional materials for school progress inFuntua Senatorial Zone.The problems of instructional materials such as chalk, writing materials, boards have been minimized through school- based management committee. School- Based Management Committee contributes in the repair of broken chairs, tables, desks, windows and doors in the school among others.Hypothesis three was retained because there was no significant difference in the opinions of respondents on the influence of School-Based Management Committees on the provision of instructional materials in Secondary Schools inFuntua Senatorial Zone. This is line with the Finding of Okpala (2003) where he expressed that,communities participation in the provision of instructional materials and school facilities will enhance secondary education in Delta State.

This study also finds out that School-Based Management Committees involved in recruitment of part-time teachers in secondary schoolsinFuntua Senatorial Zone. School- Based Management Committee recruits staff on contract or casual basis in the school. This is in line with the finding of the world-bank (2007)which state that, contracts or casual teachers are often hired for secondary teaching and paid through school or community fees in sub-Saharan Africa. The argument here is that, the contracts or casual teachers have a less stable source of remuneration which eventually create issues of lateness, absenteeism and retention.School- based management committee is therefore ensures the commitment of recruited staff toward the success of the school through regular checking of student's note book for recruited teacher. Hypothesis four was retained because there was no significant difference in the opinions of

respondents on influence of School-Based Management Committees on recruitment of part-time teacherson contracts or casual basis in Secondary Schools inFuntua Senatorial Zone.

In addition, the study finds out that School-Based Management Committees encourages staff to participate in staff development programmes but do not sponsor them in Secondary Schools inFuntua Senatorial Zone. School- Based Management Committees recommends teachers who are qualified for in-service training in the school. The school- based management committee also encourages and supports teachers to attend conferencesetc. Hypothesis five was retained because there was no significant difference in the opinions of respondents oninfluence of School-Based Management Committees on staff development programmes in Secondary Schools inFuntua Senatorial Zone

The study also finds out that School-Based Management Committees are not responsible for the provision of Infrastructural Facilities in Secondary Schools inFuntua Senatorial Zone. School- based management committee ensures that water facilities are well provided through regular follow up to the authority concern. School- based management committee ensures that facilities for extra curricula activities are well provided. Hypothesis six was retained because there was no significant difference in the opinions of respondents on the influence of School-Based Management Committees onthe provision of infrastructural facilities in Secondary SchoolsinFuntua Senatorial Zone. This is in line with the finding of Onuh (2007) who states that, Parent and Communities are not perform their financial obligation in secondary schools of Ogidi Education Zone, Anambra State. As he further state that they did not construct and equip laboratories and library, provide or refurbish school van as well as renovating dilapidated buildings in the schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENTDATIONS

5.1 Introduction

This chapter is presented under the following sub-headings:Summary,Conclusions,Recommendations, andSuggestions for further study

5.2 Summary

This study was conducted toexamine the influence of School-Based Management Committees on the administration of senior public secondary schools, the study covered a total of seventy two (72) public senior secondary schools in Funtua Senatorial Zone, Katsina State. In order to achieve the objectives of the study, six specific objectives were raised, in line with these objectives, six research questions, six null hypotheses and six basic assumptions were all formulated. Related literature were reviewed along with four (4) empirical studies and the summary of the chapter were all presented in chapter two of the study. Descriptive statistic research design was adopted for the study, a total of342 respondents were sampled from the total population of 1780. A Self Structured Modified Questionnaire of five point linkert's style was used to collect data from the respondents, the questionnaire is of two sections, section A Bio-data of the respondents while section B contains 60 items.

The instrument was validated by the experts in the field of educational administration and planning, pilot study was conducted Out Side the study area, the result of the pilot study was analysed using t-test statistical tool and reliability coefficient stand at 0.8 which indicate 80% accuracy of the instrument , procedure for data collection and analysis were all stated. The data collected were presented in table and analyzed, using weighted mean to answer the research questions. Thesix hypotheses were tested using one way Analysis of Variance (ANOVA) at 0.05

alpha level of significance, summary table of hypothesis testing have been provided and presented. Descriptive statistic was used to analyze the bio- data of the respondents. The major findings of the study were highlighted and discussed.

5.3 Conclusions

Based on the findings of this study, the researcher concludes that:

School-Based Management Committees have a lot of influence in the Maintenance of Disciplinethrough effective monitoring of staff and students and participatein the enforcement of disciplinary action against erring staff or studentsin Secondary Schools, inFuntua Senatorial Zone.School-Based Management Committees influenced mutual relationship between the schools and the host Communities through constructive engagement with parents and teachers in Secondary Schools, in Funtua Senatorial Zone. School-Based Management Committees influence the Provision of Instructional Materials by participating actively in the provision of instructional materials in Secondary Schools, inFuntua Senatorial Zone. School-Based Management Committees play crucial role in recruitment of part-time teachers for ensuring instructional delivery in Secondary Schools inFuntua Senatorial Zone.

Finally, School-based management committees encourages staff to enroll in various staff development programmes but do not have the capacity to sponsor them in Secondary Schools, inFuntua Senatorial Zone.School-Based Management Committees are not responsibleto provideInfrastructural facilities in secondary schools in Funtua Senatorial Zone.

5.4 Recommendations

In view of findings, the studyrecommend that:

1. School Based Management Committeesshould put more efforts in ensuring that students and staff discipline is given attention by paying regular visitand attend meeting on discipline

mattersin schools and give advises to authority on erring staff and students and recommend the appropriate punishments that will serve as deterrent to othersin Secondary Schools, in Funtua Senatorial Zone;

2. School Based Management Committeesshould ensure mutual understandingbetween school and host communitiesby organizing school-community campaign and orientation on the importance of school-community relationship foreducational development and improvement of Secondary Schools system inFuntua Senatorial Zone;
3. School Based Management Committeesshould further reach out to other non-governmental organization to seek for moreassistance on provision of instructional materialsfor improvement of Secondary SchoolsinFuntua Senatorial Zone;
4. School Based Management Committee should increase their participation in recruitment of part-time teachers on casual basis in Secondary Schools inFuntua Senatorial Zone;
5. School Based Management Committee should participate actively in staff development programme by organising capacity building programmes such as workshops, symposium and their kind for staff development in Secondary Schools,Funtua Senatorial Zone; and
6. School Based Management Committee should liaise with other non-governmental organizations, philanthropist and the government in the provision of infrastructural facilities in secondary schools inFuntua Senatorial Zone.

5.5 Suggestions for Further Studies

The researcher suggested the following areas for further studies;

1. A similar study should be conducted in other states within the northern axis in order to affirm or debunk the findings of the study.

2. Assessment of the Role performance of School-Based Management Committee on the Teachers – Student's Relationships in Secondary SchoolsinFuntua Senatorial Zone.
3. Assessment of the Role Performance of School Based Management Committee on Maintenance of Infrastructural Facilities in Secondary Schools, inFuntua Senatorial Zone.

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APPENDIX 1

Questionnaire on the Influence of School –Based Management Committees on the Administration of Secondary Schools in Funtua Senatorial Zone Katsina State, Nigeria

DepartmentofEducational Foundations & Curriculum,
Faculty of Education,
Ahmadu Bello University,Zaria.
Date: 12/12/2017.

Dear Respondent,

The researcher is an M.Ed student of Educational Administration and Planning, undergoing the study on "***Influence of School-Based Management Committees on the Administration of Senior Secondary Schools inFuntua Senatorial Zone,Katsina State Nigeria".***

Your honest response will assist in the findings of this study. All information given will be treated with strict confidentiality and for the purpose of this study.

Thank you.

Yours Sincerely,

Sanusi LAWAL

Appendix II

Questionnaire on the Influence of School-Based Management Committees on the Administration of Senior Secondary Schools in Funtua Senatorial Zone,Katsina State

Section (A) Bio-Data

Tick in the appropriate options that relate to you.

1. Status:

   Principal ☐ Teacher ☐ cial of SBMC ☐ pervisor ☐

2. Gender:

   Male ☐ Female ☐

3. Qualification:

   N.C.E ☐ eM.EdPh.DOt ☐ ☐ ☐ ☐

Tick in the column that relates to your opinion

Section B: Influence of School-Based Management Committees on Maintenance of Discipline in Secondary Schools in Funtua Senatorial Zone, Katsina State

S/N	ITEMS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	School- based management committee participates actively in establishing disciplinary action against staff or students in the School					
2	School- based management committee's Involvement in discipline reduces class absenteeism among the students					
3	School- based management committee monitors teachers' attendance to school and class					
4	School- based management committee advices the school authority concerning staff and students' general behavior					
5	School- based management committee, in collaboration with government, ensures the commitment of staff to their work					
6	Artisans and philanthropists volunteer to recruit security men for School through School- based management committee					
7	School- based management committee encourages the school to enforce discipline on erring staff and students					
8	School- based management committee is involved in taking decision on serious disciplinary cases in school					
9	School- based management committee challenges bad management by making accountable for poor performance					
10	School- based management committee motivates staff and pupils by praising and recognition e.g. reward for good performance					

Section C: Influence of School-Based Management Committees on School-Community Relationship in Secondary Schools in Funtua Senatorial Zone, Katsina State

S/N	ITEMS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	School- based management committee encourages parents to have regular discussion over their children's progress and problems					
2	school- based management committee encourages the school to provide adequate information dissemination to the wider community e.g. school budget and plans for expenditure					
3	Community donates lands freely for School expansion through school- based management committee					
4	school- based management committee creates formal contacts with interested organizations, groups or individuals including media for wider participation in educational programmes of the School					
5	school- based management committee organizes Joint visits/meetings with education service providers to discuss issues for educational development					
6	school- based management committee encourages the interest of both Community and Government to support School improvement					
7	School- based management committee establishes partnerships with local role models – artisans, business people, local charitable organizations and co-operatives for School development					
8	school- based management committee organizes community orientation activities on the rights of the child					
9	Community provides the erection of needed facilities through school- based management committee					
10	School- based management committee ensures that there is a good learning environment for children					

Section D: Influence of School-Based Management Committees on Provision of Instructional Materials in Secondary Schools in Funtua Senatorial Zone, Katsina State

S/N	ITEMS	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	the problems of instructional materials such as chalk, writing materials, boards have been minimized through school- based management committee					
2	School- based management committee actively participates in provision of Audio-visual resources for instructions					
3	School- based management committee ensures that computers are provided in the school					
4	School- based management committee provides workshops for the school					
5	school- based management committee contributes in the repair of broken chairs, tables, desks, windows and doors in the school					
6	school- based management committee purchases textbooks, exercise books and other instructional materials for the school					
7	school- based management committee contributes in the construction of class rooms in the school					
8	school- based management committee contributes in the provision of learning facilities such as library					
9	School- based management committee provides public address system in the school					
10	School- based management committee supports school to purchase written materials					

Section E: Influence of School-Based Management Committees on Recruitment of Teachers in Secondary Schools inFuntua Senatorial Zone, Katsina State

S/N	ITEMS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	school- based management committee recruits staff on casual basis in the school					
2	school- based management committee pays the salary of teachers recruited					
3	school- based management committee ensures the commitment of recruited staff to work in the school					
4	school- based management committee encourages young women as volunteer teachers by paying allowances to motivate them in the school					
5	Recruitment of staff by school-based management committee solves the problem of shortage of teachers in the School					
6	school- based management committee doesn't participate in the interview for recruitment of new teachers					
7	school- based management committee doesn't participate in the development of recruited teachers					
8	school- based management committee doesn't contribute in the search for the best teachers to teach-core subjects in the school					
9	school- based management committee doesn't participate in the training of newly recruited teachers					
10	school- based management committee doesn't encourage non-teaching staff to go for in -service					

Section F: Influence of School-Based Management Committees on Staff Development in Secondary Schools in Funtua Senatorial Zone, Katsina State

S/N	ITEMS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	The school- based management committee recommends teachers who are qualified for in-service training in my school.					
2	The school- based management committee encourages and supports teachers to attend conferences.					
3	The school- based management committee encourages and supports teachers to attend workshops.					
4	The school- based management committee encourages and supports teachers to attend seminars.					
5	The school- based management committee encourages and supports teachers to attend symposia.					
6	The school- based management committee does not encourage and support the experienced teachers to mentor the inexperienced ones.					
7	The school- based management committee does not encourage and support orientation for newly recruited teachers in the school.					
8	The school- based management committee does not encourage and support non-academic staff to go for conferences.					
9	School- based management committee doesn't encourage and support orientation for newly recruited teachers in the school					
10	School- based management committee doesn't encourage and support non-academic staff to go for conferences					

Section G: Influence of School-Based Management Committees on Provision of Infrastructural Facilities in Secondary Schools inFuntua Senatorial Zone, Katsina State

S/N	ITEMS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	School- based management committee ensures that water facilities are well provided.					
2	School- based management committee ensures that light facilities are well provided.					
3	School- based management committee ensures that facilities for extra curricula activities are well provided.					
4	School- based management committee ensures that health facilities are well provided.					
5	School- based management committee ensures that staff quarters are well provided.					
6	School- based management committee ensures that food facilities are well provided.					
7	School- based management committee ensures that transport facilities are well provided.					
8	School- based management committee ensures that students' hostel facilities are well provided.					
9	School- based management committee ensures that sport facilities are well provided.					
10	School- based management committee ensures that recreational facilities are well provided.					

APPENDIX III

A Table showing the sampled zones, LGAS under each zone and Name of schools

S/N	Zonal inspectorate of Education	Local Government area	Name of Schools
1	Funtua	Funtua	GsssFuntua
			GC(dw) Funtua
			GC(p) Funtua
			GDSS Funtua
			GDSS Makera
			GGDSS Funtua
			GDSS Tuduniya
			GDSS Maska
			GDSS Dikke
			GDSS Goya
			GTC Funtua
2	Faskari	Faskari	GDSS Faskari
			GDSS Daudawa
			GGSS Daudawa
			GSSS Faskari
			GDSS mairua
			GDSS Sheme
			GDSS Yannasawa
			GDSS Maigora
			GDSS Ruwangodiya
			GDSS Tafoki
			GDSS Jiruwa
		Dandume	GDSS Dandume
			GDSS Mahuta
			GDSS Tumburkai
			GDSS Dantakari
		Danja	GDSS Danja
			GSSS Dabai
			GDSS Tandama
			GDSS Kahutu
			GDSS Kokami
		Bakori	GDSS Kakumi
			GSSS Bakori
			GGASS Kabomo
			GDSS Kurami
			GDSS Tsiga
			GDSS Guga
			GDSS Jargaba
		Sabua	GDSS Sabua
			GDSS Dngunmuazu

			GDSS Damari
			GDSS Sabua A
3	M/fashi	M/fashi	GGSS M/fashi
			GDSS Karfi
			GDSS Dayi
			GDSS Mahuta
			GUSS M/fashi
			GDSS Ketare
			GDSS D/knjiba
			GDSS D/rimi
			GDSS Yaribori
			GDSS Dnsarai
			GGSSS M/fashi
			GSFD M/fashi
			GDSS M/fashi
		Kafur	GDSS S/kasa
			GDSS Kafur
			GDSS Rugoji
			GDSS Gozaki
			GDSS R/Sanyi
			GDSS D/kura
			GDSS Gamzago
		Kankara	GDSS Kankara
			GDSS Zangon Pauwa
			GDSS Tudu
			GDSS Gurbi
			GDSS U/Gambo
			GDSS Burdugau
Total	**3**	**9**	**72**