INFLUENCE OF SCHOOL-COMMUNITY RELATIONSHIP ON THE MANAGEMENT OF SECONDARY SCHOOLS IN NORTH-WEST ZONE, NIGERIA

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, IN PARTIAL FULFILLMENT OF THE REQUIRMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,

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ZARIA, NIGERIA

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DECLARATION

I declare that this Thesis titled “Influence of School-Community Relationship on the Management of Secondary Schools in North-West Zone, Nigeria” has been carried out by me in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria under the supervision of Prof B. Maina, Dr. M.I. Harbau and Prof H. A. Yusuf. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this Thesis was previously presented for another degree or diploma at this or any other Institution.

_____ _____

GARBA Kabiru **Date**
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CERTIFICATION

This Thesis titled Influence of School-Community Relationship on the Management of Secondary Schools in North-West Zone, Nigeria by Kabiru Garba meets the regulations governing the award of the degree of Doctor of Philosophy (Educational Administration and Planning) of the Ahmadu Bello University, Zaria and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This Thesis is dedicated to my parents (Alh Abdulhamid Dan-Ajiya) and (Haj. Hadizatu Dan-Ajiya) and my wives (Jamila Kabiru) and (Shafa'atu Kabiru).

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ABSTRACT

This study investigated the Influence of School-Community Relationship on the Management of Secondary Schools in North-West Zone, Nigeria. The study raised eight (8) objectives, among which are to find out the influence of School-Community Relationship on Provision of Instructional Materials in Secondary Schools, assess the influence of School-Community Relationship on Provision of Infrastructural Facilities in Secondary School, examine the influence of School-Community Relationship on Planning of Activities in Secondary Schools in North-West Zone, Nigeria. Eight research questions and eight hypotheses were formulated and tested, respectively in line with objectives of the study. The study adopted descriptive survey design. A total of 161,944 population comprising 3754 principals, 55570 teachers, 45048 PTA officials and 638108 SBMC members were used. The 1288 respondents were purposively selected from sampled schools. The instrument used for data collection was researcher-developed questionnaire using likert scale of 5 point measurement. The instrument was validated by researcher's supervisors and other experts in the department. The reliability of the instrument was achieved by subjecting the result of the pilot test to analysis using Cronbach's Alpha Method the result obtained was 0.86 reliability coefficient. All the eight hypotheses formulated were tested using One Way Analysis of Variance (ANOVA).All eight hypotheses were retained as, no significant differences were established from the opinion of stakeholders. The findings from the study revealed that; School-Community relationship influenced the provision of instructional materials such as text books, mathematical set, chalk, exercise books, writing materials and sport facilities in most secondary schools in North-west Zone, Nigeria and the influence is not significant since P-value .575 is higher than 0.05 level. School-Community Relationship influenced the provision of infrastructural facilities such as classrooms, laboratories, toilet facilities, offices, security fence, and students' furniture in most secondary schools in North-west Zone, Nigeria and the influence is not significant since P-value .213 is higher than 0.05 level. All the hypotheses were tested at 0.05 level of significance. Recommendations were offered which include: Principals should maintain good working relationship with the teachers, Parent Teachers Association (PTA) members, School-Based Management Committee (SBMC) officials and other stakeholders to compliment the government's efforts in provision of instructional materials needed in schools,; Principals should maintain good working relationship with the teachers, Parent-Teachers Association (PTA) members, School Based Management Committee (SBMC) officials and other stakeholders to compliment government's efforts in provision of infrastructural facilities needed in schools

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LIST OF ABBREVIATIONS

ABU	-	Ahmadu Bello University
ANCOPSS	-	All Nigeria Confederation of Principals of Secondary Schools
DRC	-	Disciplinary Review Conference
ERA	-	Educational Reform Act
FGN	-	Federal Government of Nigeria
FRN	-	Federal Republic of Nigeria
GDP	-	Gross Domestic Product
ICB	-	Interpersonal Citizenship Behavior
ICT	-	Information and Communication Technology
MIS	-	Management Information System
MOE	-	Ministry of Education
NPE	-	National Policy on Education
NTI	-	National Teachers Institute
PTA	-	Parent Teachers Association
SBMC	-	School-Based Management Committee School Questionnaire
SCRMSSQ	-	School-Community Relationship on the Management of Secondary
STM	-	School Management Team
UBE	-	Universal Basic Education

OPERATIONAL DEFINITION OF TERMS

School-Community Relationship: Is a relationship existing between the school and immediate community

Management of Secondary School: The provision, training, utilization and evaluation of human and materials resources in achieving the aims of secondary education

Stakeholders: Individuals working hand in hand for the upholding School-Community relationship

Instructional Materials: Teaching aids use to facilitating teaching and learning

Infrastructural Facilities: Are the structures utilized in teaching and learning process

Planning: Is the arrangement of activities and experiences for achieving the school goals

Communication: Is the process of passing information from one person to another for the success of school

Decision Making: Is the process of selecting among the alternatives for achieving the educational goals

Funding: Is the provision of financial resources in school

Interpersonal Relationship: Is an interaction between two or more individuals that coexist in school

Maintenance of Discipline: Is the process of making staff and students to abide by school rules and regulations

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Human and societal development is dependent on the level of educational attainment of the people. Hence, education has been accepted globally as an instrument for national development and transformation (Federal Republic of Nigeria 2014). Education has intrinsic and extrinsic values to both the individuals and the society at large. In view of the great importance attached to education with regard to national and individual life, it is imperative that all hands must be on deck to ensure that the necessary resources for effective development and management of education are provided.

Education in Nigeria is an instrument "par excellence" for effecting national development. It has witnessed active participation by non-government agencies, communities and individuals as well as government intervention (Federal Republic of Nigeria, 2014). As a country, Nigeria is up against a lot of crises in her educational enterprise. Ogundele (2007) notes that "…these crises have been attributed to inadequate funding, poor and irregular salaries, students' population explosion, poor teachers' job satisfaction, poor conducive learning environment, inadequate supply of educational facilities and needed equipment for effective teaching and learning process". These result in low quality and fallen standard of education in our secondary school system. The government attempts to absolve itself with the excuse that it cannot shoulder all the responsibilities of providing education for its teeming population alone. The burden has to be shouldered by all stakeholders in the education industry (Osita, Benson, Ike-Inegbu, 2015). Federal Republic of Nigeria (2013) reiterates that education cannot be free at all levels and it has to be paid for by stakeholders at certain levels.

A school is a small community consisting of staff and pupils which has its own pattern of rules and regulations and at the same time is an integral part of a much wider community with its pattern of thinking, individuals and social organizations that influence

thought and action. In other words, the school does not exist alone; it's a social institution, an agency by which desirable social needs may be met and therefore a means to an end and not an end in itself. Hence the school is created by the society for its continued existence because this is where children are moulded and transformed to become functional and contributory members of the society (Duru-Uremadu 2017).

Secondary education is described as "…the education children receive after primary education and before the tertiary stage (Federal Republic of Nigeria, 2013)". The principal of a secondary school is the chief executive of the school. It is his many different roles that form a synergy for the attainment of the stated goals and objectives. Nwosu (2007) delineates five major task (areas) that are the key to achieving educational goals and objectives in Nigeria. These areas include instructional programmes; staff personnel management; students' personnel management; financial and physical resources management and School-Community Relationship management which are to be supervise by the principal. It is in the effective harmonization of these various task areas that a synergy is formed for the actualization of educational objectives and achievement of educational goals. Moreover, it is worthy of note, that no one task area is more important than the other. This is why, the need for effective teaching and learning in the secondary schools and principals' administrative effectiveness calls for the attention of school-community relations.

School-community relations have become an important aspect of school management because learning does not end when the students leave the school compound at the end of the school day. Learning continues for the child. Interactions with the community cogently affect the child's learning. There is the need therefore, for a deliberate and sustainable effort to establish and maintain mutual understanding between the school and the community. School-community relationship entails the mutual dependence between the school and her host community. It is the positively useful interactions that the school maintains with the

community where it's located. The essence of this relationship is to establish a good rapport between the school and host community in order to achieve educational goals. Schools are located in communities, but they are often 'islands' with no bridges to the 'mainland communities'. Communities often have little or no connections to the schools their children attend. Nevertheless, these entities affect each other for good or for ill. Seeing they share goals related to the education and socialization of the young, schools and communities must relate and liaise with each other. This will minimize problems and maximize results (Osita, Afianmagbon and Ijeom,2015).

In the same vein, the relationship between the community and the school in the funding of education cannot be over emphasized. The community has immense input in the funding of educational projects such as endowment funding, sponsoring of projects and Parents Teachers Association involvement (Okoro and Okoro, 2005). All these indicate that the community and the school exist side by side and always been in existence, as a pre-existing condition for effective schools management. The school is a formal and complex organization established within a community to perform certain social functions. The school exists for the benefit of the community and in the same vein, is a mini society that needs a good relation with the community for it to function effectively. This type of special relationship can be seen as a micro-community existing within a macro-community (Anukam and Anukam, 2006).

School-Community Relation is the degree of understanding and goodwill existing between the school and the community (Oboegbulem, 2004). This relationship portrays the variations, needs, aspirations and values of the community which the school administrator should know for effective school management, and for achievement of goals of secondary education. Schools are social institutions that develop in the child certain skills, abilities and attitudes which improve the quality of life in the community. The community here is referred

to as a small localized, political, social unit whose members share common values; hamlets, villages and towns are often considered as communities (Amadi 2013). The school and the community are two institutions that are inseparable, since the community provides the students that the school trains. School-Community relations serve to achieve the goals of education in a community.

Bibire, (2014) was of the view that School-Community relationship is a two-way symbiotic arrangement through which the school and community cooperate with each other for realization of goals of the community and vice versa. Therefore, a school is a mini society that needs a good relation with the community for it to function effectively. On the other hand, the community also needs school for its survival and progress. Madumere, (2004) was of the view that school as a social system means that the school is part and parcel of the society.

Researchers and practitioners have documented for some time how schools and communities working toward common goals can be beneficial. Communities can provide schools with a context and environment that can either complement or reinforce the values, culture, and learning. Schools provide for their students or negate everything the schools strive to accomplish. Communities also can furnish schools and the students in them with crucial financial support systems as well as the social and cultural values necessary for success and survival in contemporary society. Finally, communities have the potential to extend a variety of opportunities to students and to their families - social, cultural, and vocational (Mahuta, 2007).

Consequently, education seems to be an activity which involves the co-operation of school staff, parents, children and community as a whole. The dependence of school on the community makes it difficult for the school or its professional staff to function effectively without the support of the community. The school derives its existence and life blood from

the community. The community establishes new schools and also assists in equipping the schools with necessary infrastructure. While the school in turn, provides the learning facilities for educating members of the community. The management of public secondary schools can function effectively with a good school-community relationship.

It is vital for both the school and the community to exist in cordial atmosphere of mutual relationship to achieve the goal of secondary education. Secondary education is the education children receive after primary education and before the tertiary stage (FRN, 2014). It stipulates that the broad goals of secondary education shall be to prepare the individual for useful living within the society, and higher education. The principals and teachers of secondary schools need good school-community relations through School-Based management committees, Parent Teachers Associations, community leaders and others for effective school management in order to achieve the goals of secondary education in the community in North West Zone, Nigeria.

The school staff should be involved in school-community relations related programmes like students home-visiting, parents teachers conferences and be devoted to duty as to ensure cordial relationship between the school and community. Some school staff come to school late often, and may attend to school irregularly. This type of behaviour falls short of the expectation of the employer, students and the community; and it does not build good school-community relations. Public secondary schools appear to be missing their students' whose parents and guardians show a lot of concern about their progress and welfare by taking them out of these schools and getting them enrolled into mission private schools. This could be as a result of poor school-community relations. Some people have gone to the extent of regarding the public secondary schools as a dumping ground for the poor (Onah, 2004). Secondary education programme has a very good plan, but how effective the management will be, should be determined by the type of school-community relations that exists; though

school-community relations neither occur by chance, nor are they guaranteed; they require good school management that can use them to achieve the goals and policies of secondary education in responding to the aspirations, values and needs of the community.

School-community relations can dictate the tone of the school by contributing to the smooth running of the school through the sharing of information and resources between the school and community. Principals manage the school with the community in which the school is situated through the School-Based management committees and parent's teachers association. But the fear of financial commitments to school through Parent Teachers Association (P.T.A) or School-Based management committee (SBMC) memberships has resulted in nonchalant attitude of members of the community to these bodies. Secondary schools and communities in North West Zone of Nigeria have not taken into cognizance, the relevance of working in co-operative relationship for effective management of secondary schools. Various communities in the zone cannot play considerable part in financing and managing public secondary schools and the objectives of secondary education are not fully achieved.

Obi (2004) notes that, school-community relationship can take place between the school and the school parents' teachers' association, old students association, school management committees, school board of governors and school proprietors' association among others. The relationship will help them know better the challenges of the school and may provide assistance that may bring effectiveness and efficiency in the educational system. Nakpodia (2013) submitted that, a community through a healthy working relationship with the school manager and the entire School-Community would get to know the school strength and weaknesses and find ways of improving the areas the school is lacking for the achievement of educational goals. The community where the school is situated form a focus point of assessing the activities of the school and make necessary contributions towards its

growth. Activities of the principals, teachers and students are assessed by the community. The community assessment of school is mostly effective in secondary school than tertiary education. A good School-Community relationship could results into accommodation of students of different background and ability within the school programmes, building the school foundation on the needs of the community, leading to the growth in all its ramifications for the good of the citizens. The curriculum and school is usually sensitive to the nature and needs of the community

Communities in Nigeria, assist in the administration of schools through the provision of instructional facilities, protection of school properties, seeking government assistance in the provision of facilities (Oghuvbu and Iyeke, 2004). As a result, all the intra-organizations, students, non-teaching staff, intimately connected with the school should be effectively mobilized. Therefore, when families, schools, and community institutions (e.g., local businesses, community colleges and health agencies) collectively agree upon their goals and decide how to reach them, everyone benefits. Schools enjoy the informed support of families and community members, families experience many opportunities to contribute to their children's education, and communities look forward to an educated, responsible workforce (Bibire, 2014). Benefits accrue to the staff of schools and community agencies as well: they can observe boosts in morale, heightened engagement in their work, and a feeling that their work will net results.

Management of schools as reported by Okwori and Ede (2012) is the art of being able to handle carefully, without being wasteful, what goes on in the process of educating people so that nothing goes out-of-hand. It can also be seen as a process of leading the school towards development through not only the optimum use of the human resources, physical resources, principles and concepts that help in achieving all the objectives of the school but also the proper coordination and adjustment among all of them. Management

could be defined as the systematic arrangement of human and materials resources including activities designed to achieve educational goals at the school level of education. Oyewole (2006) noted that the principal is the chief executive officer in the Nigerian secondary school system. He is a teacher and administrator. Hence, the principal is regarded as the most important functionary in the secondary school system.

Management involves all the processes through which resources are mobilized in educational institutions to accomplish the goals of education. It is a process of mobilizing school resources towards achievement of desirable educational goals. School administration is an activity process that requires expertise and training in educational principles and practices in ensuring proper management of school general activities for achieving result in education. There is wide assumption by many that school administration is an easy activity especially in small private institutions where a man and his wife operates a kindergarten, nursery and or primary school without requisite knowledge on school administrative concepts that forms the background for effective running of school.

Management of the educational enterprise is a subject of great interest. This is because effective management of the educational system/schools is expected to bring about efficiency in the system. Highly effective leadership (by Directors of education, principals, head teachers etc.) would influence the teachers and other school personnel. This in turn would lead to production of a highly skilled manpower (students) and thus national development. This is a task that can be achieved through the use of good school-community relationship.

Schools management involves different aspects such as personnel management, student records, infrastructure, financial records and general administration. The present system of schools management is based on sound record keeping making for continuity irrespective of changes in leadership. Records form the basis for governance, control and

decision making. Billions of pages of information are generated each year by the different ministries, board, departments and units of education. These records can be in duplicates, triplicates etc. depending on the required number for each.

Files of documents are generated and finding information from past documents can be quite a daunting task. Even where computers are used to store information most school records and administration are still paper based. Durosaro (2004) has highlighted some problems of educational management in Nigeria to include gaps in policy, data, funding and quality assurance. He noted that that lack of accurate and timely data is an overriding factor and thus the bane of educational management in Nigeria.

A lot of changes have occurred in Nigerian education system since 1999. These changes require school managers to study, implement and assess teaching-learning outcomes, while at the same time providing performance based reports to the Ministry of Education. Prior to 1999, the traditional roles of school managers were mainly centered on the management of school facility, direction and supervision of teachers, and building positive school-community relations (Hauwa, 2012). However, these roles have expanded under the new democratic dispensation most of which are measurable. Today, the school management team (Principal, Deputy Principals and Heads of Departments) is entrusted with measuring teaching outcome in schools to meet national goals; retraining of staff on Information and Communications Technology (ICT) to meet specific time based national objectives; and effective management of underfunded public schools based on the directions of tough political leaders who mostly coin their manifestoes around free education.

Before now, the general notion of school management among teachers in secondary schools was entirely based on one individual, the principal - who planned everything for the school. Several workshops organized by the All Nigeria Confederation of Principals of Secondary Schools (ANCOPPS) clearly states that the management of school should not rely

on one individual but should be a collective effort of the School Management Team. The School Management Team therefore represents the school's management structure which is responsible for implementing the education policies of the country in their schools. The new education system in Nigeria requires principals of schools to establish the school management teams (SBMC) that will assist in the management of the schools.

School management team refers to staff members who are occupying senior or top management positions at an institution. These imply that the SMTs are decision makers in the school system. This is supported by Westhuizen (2005) who sees the school management team as consisting of different components with the aim of providing effective education according to educational needs of a specific target group. It must be noted that the concept of School Management Team is recognized by the recent Education Reform Acts (2007) in different names: School-Based Management Committee and School Management Organization. While School-Based d Management Committee are mostly established in all basic and secondary schools through the encouragement of the Quality Assurance Department (Education Reform Acts, 2007), School Management organization is meant for Unity Schools in Nigeria and is actually a corporate body registered under the Companies and Allied Matters Act as a Private Company Limited by guarantee (Education Reform Acts, 2007).

Unfortunately, despite the recognition of the School management Team by the Ministry of Education, many school teachers and even administrators still believe that the concept imply how the school principal manages the school facility, staff, community relations and the students. School management team refers to top school officers such as the principal, vice-principal and the heads of departments who plan, organize, lead and implement performance based teaching-learning processes within a school. Therefore the

research work seeks to identify the influence of school-community relationship on the management of secondary schools in North West Zone, Nigeria.

1.2 Statement of the Problem

The success of secondary school education rests on a good management involving the local communities, adequate and well qualified teachers, adequate funds for infrastructural facilities, good planning of activities and decision making process, good interpersonal relationship, maintaining of discipline among teachers and students, together with interested parents supplying children's material needs and bringing home training to supplement the efforts of the teachers at school. For heads of secondary schools to succeed in the management of secondary schools, they need the collaboration and sustenance of the parents, teachers, Secondary Schools Management Board / Teachers Service Commission and the Ministry of Education.

The school principals face numerous administrative problems which militate against operative running of their schools in the North-West Zone, Nigeria. These include inadequate and low quality teachers, inadequate funding to maintain schools, intrusion by parents, poor educational infrastructure—which include inadequate classrooms, furniture, hostel accommodation, staff accommodation, library, laboratories, examinations halls . Others are Lack of information and communication technology (ICT) facilities (internet, satellite cable television, video and digital communication), lack of inclusion of communities in planning of activities, indiscipline behaviours on the part of teachers and students, and uncooperative assertiveness of other school staff. Poor decision making process and bad interpersonal relationship within and outside schools by principals. Where the heads fail to arrest these situations and problems, the smooth running of secondary school is conceded therefore it would be very difficult and hectic.

School -Community Relationship: - Poor school-community relationship and lack of awareness make communities to have a wrong notion that, the communities sees schools as public or Government properties, therefore, have little or no interest on them, the responsibility of running the schools solemnly lies in the hands of the education authorities and that of the school management put in place mostly in North-West Zone, Nigeria.

Some community leaders show indifference and disregard to the affairs of the schools in their communities. Parents in such communities only pay the P.T.A levy when forced and go on to complain that the school management extorts money from them without teaching their children well. It is also not uncommon to hear of community leaders who go to schools to attack or insult the principal or any other staff for one reason or the other. Some community leaders are at conflict with school principals and often petition for the transfer of some principals and staff. In some cases, the community leaders negatively interfere in the day to day administration of the school, encroach or trespass on the school land as well as imposed hostile laws on the schools. These situations are detrimental to child development and depict such community members as showing indifference to their children's educational development.

Inadequate Infrastructural Facilities: - Facilities include all the buildings and equipment in schools that aid teaching and learning. Administration of secondary school is becoming difficult due to inadequate infrastructural facilities. Large number of secondary schools suffers an immense deprivation of facilities that aid teaching and learning. It has been observed that teachers' ineffectiveness in delivering their duties is attributed to inadequate provision of infrastructural facilities for effective teaching and learning. This kind of situation has consistently presented enormous challenges to school heads and has posed serious setback in the management of secondary schools in the North-West Zone, Nigeria.

Founding: - One of the biggest challenges of secondary school management and administration is poor funding. They stress further that the extent to which adequate educational programmes are achieved depends largely on the economic provisions supporting the programme. Insufficient funds often leads to large classes for teachers, skimpy libraries, very limited instructional materials, low-priced building construction and poorly trained teachers. Insufficient funds to maintain schools and pays teachers' salaries are among other factors that militate against the smooth administration of secondary schools. The lack adequate puts enormous degree pressure on school managers, because there is a high degree of pressure on school heads to raise funds so that their schools are fully efficient.

Indiscipline School: - Discipline is an essential element in school administration. The indiscipline problems in schools are ranked as a major problem among students of secondary schools in Nigeria. The enforcement of discipline through corporal means is now criticized around the world. When teachers are not able to impose discipline as a result of conflicting values, they feel unconfident. However, the two major causes of students' indiscipline. First was the constant negative labelling of students followed by teachers' lateness, absenteeism, poor school environment and poor teaching. No doubt that discipline and students control is never easy to maintain, it demands co-operation, wisdom, diplomacies, courage, fairness and firmness. Much of these seem to pose serious challenges to the school heads, hence, decline in academic standards and a lack of authority to provide discipline.

Decision Making: - Planning of activities and policy making in secondary schools involves the participation and involvement of teachers, students and members of the community in decision making process. This means that effective administration requires rational decision making which leads to the selection of the best way to reach anticipated goals. This ability to make rational decision has been limited by low or inadequate knowledge of school administration.

The negative role played by emotions, power, bias, politics, personal attitude and job requirement, often results in bad decisions in the school. Non compliance to the decisions agreed by law especially with regards to the interest of the members of the school leads to conflict and misunderstanding among members of staff as well as students in the school. The negligence and non participation of members of the community with regards to the planning decisions for management of schools also affects some decisions that are made in school. Situations occur where school heads are in conflict with members of the community especially with regards to issues of finance and accountability which tend to make their participation in the planning and implementation of decisions very low. In other words effective management principle holds that a school manager must strive to strike a balance between fairness and firmness in the attainment of educational objectives.

Against the backdrop of the foregoing, as much as it is the responsibility of a pupil or student to excel in his or her academic pursuit, it is also important for parents and the community to guide this individual to excel academically since learning does not stop in the classroom but extends to the student's home and the immediate environment. This study is therefore carried out to examine the influence of school-community relationship in the management of secondary schools in North-west zone of Nigeria

1.3 Objectives of the Study

The main objective of this study is to investigate the influence of School-Community Relationship on the management of Secondary Schools in North-west Zone, Nigeria. The Specific Objectives are to:

i. Find out the influence of School-Community Relationship on Provision of Instructional Materials in Secondary Schools in North-West Zone, Nigeria;
ii. Assess the influence of School-Community Relationship on Provision of Infrastructural Facilities in Secondary Schools in North-West Zone, Nigeria;

iii. Examine the influence of School-Community Relationship on planning of activities in Secondary Schools in North-west Zone, Nigeria;

iv. Determine the influence of School-Community Relationship on Communication in Secondary Schools in North-West Zone, Nigeria;

v. Ascertain the influence of School-Community Relationship on Decision Making in Secondary Schools in North-West Zone, Nigeria;

vi. Evaluate the influence of School-Community Relationship on Funding in Secondary Schools in North-west Zone, Nigeria;

vii. Assess the influence of School-Community Relationship on the management of interpersonal relationship in Secondary Schools in North-west Zone, Nigeria; and

viii. Determine the influence of School-Community Relationship on maintenance of discipline in Secondary Schools in North-west Zone, Nigeria.

1.4 Research Questions

This study presents the following research questions:

i. How does the School-Community Relationship influence the Provision of Instructional Materials in Secondary Schools in North-west Zone, Nigeria?

ii. In what way does the School-Community Relationship influence the Provision of Infrastructural Facilities in Secondary Schools in North-West Zone, Nigeria?

iii. What is the influence of School-Community Relationship in the Planning of Activities in Secondary Schools in North-West Zone, Nigeria?

iv. Does the School-Community Relationship have influence on the Communication in Secondary Schools in North-West Zone, Nigeria?

v. What is the influence of School-Community Relationship on the Decision Making in Secondary Schools in North-West Zone, Nigeria?

vi. In what way does the School-Community Relationship influence Funding in Secondary Schools in North-West Zone, Nigeria?

vii. How does the School-Community Relationship influence the management of Interpersonal Relationship in Secondary Schools in North-West Zone, Nigeria? and

viii. Does the School-Community Relationship have influence on the Maintenance of Discipline in Secondary Schools in North-West Zone, Nigeria?

1.5 Research Hypotheses

In line with the research questions the following null hypotheses were formulated and tested:

$H0_1$: There is no significant difference in the opinions of Principals, Teachers, Parent Teachers Association (PTA) officials, and School-Base Management Committee (Stakeholders) on the influence of School-Community Relationship on Provision of Instructional Materials in Secondary School in North-West Zone, Nigeria;

$H0_2$: There is no significant difference in the opinions of Stakeholders on the influence of School-Community Relationship on provision of Infrastructural Facilities in Secondary Schools in North-West Zone, Nigeria;

$H0_3$: There is no significance difference in the opinions of Stakeholders on the influence of School-Community Relationship on planning in Secondary Schools in North-West Zone, Nigeria;

$H0_4$: There is no significant difference in the opinions of Stakeholders on the influence of School-Community Relationship on Communication in Secondary Schools in North-West Zone, Nigeria;

$H0_5$: There is no significant difference in the opinions of Stakeholders on the influence of School-Community Relationship on Decision making in Secondary Schools in North-West Zone, Nigeria;

$H0_6$: There is no significant difference in the opinions of Stakeholders in the influence of School-Community Relationship on Funding of Secondary Schools in North-West Zone, Nigeria;

$H0_7$: There is no significant difference in the opinions of Stakeholders on the influence of School-Community Relationship on management of Interpersonal Relationship in Secondary Schools in North-West Zone, Nigeria; and

$H0_8$: There is no significant difference in the opinions of Stakeholders on the influence of School-Community Relationship on Maintenance of Discipline in Secondary Schools in North-West Zone, Nigeria.

1.6 Basic Assumptions

This study was based on the assumptions that:

i. School-community Relationship would improve the Provision of Instructional Materials in Secondary Schools in North-West Zone, Nigeria;

ii. School-community Relationship would improve the Provision of Infrastructural Facilities in Secondary Schools in North-West Zone, Nigeria;

iii. School-community Relationship would improve Planning in Secondary Schools in North-West Zone, Nigeria;

iv. School-community Relationship would improve Communication in Secondary Schools in North-West Zone, Nigeria;

v. School-community Relationship would improve Decision Making in Secondary Schools in North-West Zone, Nigeria;

vi. School-community Relationship would improve Funding in Secondary Schools in North-West Zone, Nigeria;

vii. School-community relationship would improve the management of Interpersonal Relationship in Secondary Schools in North-West Zone, Nigeria; and

viii. School-community relationship would improve Maintenance of Discipline in Secondary Schools in North-West Zone, Nigeria.

1.7 Significance of the Study

School-community relation is very crucial in the secondary schools because it makes for an effective school management. School-community relation is of great benefit to the school and the community. The findings of this study will be of benefit to the principals, teachers, students, parents, members of the community, researchers, educational planners, curriculum experts, educators, government, nongovernmental organizations (NGO) and management of mission, policy makers, proprietors of private secondary school because it will expose the areas in which school-community relations can influence the management of secondary schools in North-west Zone, Nigeria, for effective school management.

This study will be beneficial to students, teachers and educational planners and administrators in North-west zone, Nigeria. The result will serve as an awareness avenue and those who have wrong perception of secondary school management and administration will be clarified and consequently embrace School-Community Relationship in school management as a programme designed to enhance education at all levels in Nigeria. The result of this study will stimulate other studies as it will serve as a reference material for future research in a similar field. It will spur other researchers to conduct similar or related research in the area to further consolidate the findings of this study. For the educational planners and administrators in North-west Zone and Nigeria in general, the study will help them to be able to identify areas of their shortcomings with a view to make an adjustments and improvements. On a general note the society stands to benefit from it because secondary schools will be better managed and consequently produce a better crop of students with help of school-community relationship.

1.8 Scope of the Study

This study was conducted in North-west Zone, Nigeria. It investigated the influence of school-Community relationship on the management of secondary schools in the North-west Zone, Nigeria. This study is limited to Kaduna, Kano and Sokoto states in the North-west zone, Nigeria. Therefore Principals, Teachers, Parent Teachers Association (PTA), School-Based Management Committee (SBMC) in the states formed the target population of the study.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter examines the relevant and related literature on School-Community Relationship as it influence the management of secondary schools in North-west Zone, Nigeria. The reviews of related literature are drafted from books, journals, magazines and online materials. The chapter is considered the conceptual framework and empirical studies, and Summary of Literature reviewed under the following headings; Conceptual Framework, Theoretical Framework, Influence of School-Community Relationship in Secondary Schools, Influence of School-Community Relationship in Provision of Instructional Materials in Secondary Schools, Influence of School-Community Relationship in Provision of Infrastructural Facilities in Secondary Schools, Influence of School-Community Relationship in Planning in Secondary Schools, Influence of School-Community Relationship in Communication in secondary schools, Influence of School-Community Relationship in Decision-Making in secondary schools, Influence of School-Community Relationship in Funding of Secondary schools, Influence of School-Community Relationship in Interpersonal Relationship in Secondary Schools, Influence of School-Community Relationship in Maintenance of Discipline in Secondary Schools, Empirical Studies, Summary of the Literature Review.

2.2 Conceptual Framework

The conceptual framework of this study covers School-Community relationship and variables under management of secondary schools:

2.2.1 Concept of School-Community Relationship

School-community relationship can be described as the degree of understanding and goodwill achieved between the school and the community. It therefore means that school-community relationship is that mutual understanding which binds the school and

people, materials and other resources together and creates a favorable school environment for effective and efficient achievement of educational goals Akpakwu (2008).School-community relationship is the process by which the school and community enter into mutual co-operation and team up to carry out some reciprocal services to each other. According to Ogbonna (2003), school-community relationship is a series of planned activities and medium through which the school seeks to learn about its community, to inform the community about, and interpret when necessary the purpose, programmes, problems and needs of the school and to involve the community in planning and evaluating school policies and progress.

School-community relation developed consensus on the role of the school in the community. The basic responsibility of the school is the development of the sills of the mind, but the overall mission has been enlarged. Schools are now asked to become as good and as capable in every way as native endowment permits, the schools are asked to help the children to acquire a skill or characteristic which a majority of the community deems worthwhile (Nakpodia, 2013).It is important to note that School-Community relationship brings about a better understanding between teacher and parents of what children are. It also brings about a better understanding between parents and teachers of the importance of good education. School principals aim at effective school management through good school-community relationship. The effective school management in the context of the study means the ability to bring about the intended result of managing the public secondary schools. Critical assessment of various views shows that there is no conflict in the concepts of school-community relationship. Improvement in School-Community relationship will be to the mutual benefit of both the school and the community for effective school management.

The rationale for school-community relationship is to ensure the smooth running of the school affairs through the activities of both the school and the community. School-community relationship based upon clear, empathetic, respectful communication is an integral component of the supportive school environment.

Osei-Owusu and Sam (2012) observed that the school and the community are two inseparable institutions of man. The school and community should work together to provide forums for discussion about learning and community partnership as this, can provide opportunity to create ideas and resolve concerns constructively; and that is what the school-community relationship stand for.

2.2.2 Concept of Management

Management in education studies the means and methods of administering schools, reveals the distinctive features in the system of school management, and analyzes the specific problems involved in organizing such a system. School management specialists also deal with the activities of public-education agencies involving the educational work of schools; these activities include the organization of methodological assistance for teachers and the inspection of schools. Other subjects of research by school management scholars include the school teacher, the organization of records and accounts of educational institutions, and school statistics.

School management could be defined as the systematic arrangement of human and materials resources including activities designed to achieve educational goals at the school level of education. Oyewole (2006) noted that the principal is the chief executive officer in the Nigerian secondary school system. He is a teacher and administrator. Hence, the principal is regarded as the most important functionary in the secondary school system.

School management involves all the processes through which resources are mobilized in educational institutions to accomplish the goals of education. It is a process of mobilizing

school resources towards achievement of desirable educational goals. School administration is an activity process that requires expertise and training in educational principles and practices in ensuring proper management of school general activities for achieving result in education. There is wide assumption by many that school administration is an easy activity especially in small private institutions where a man and his wife operates a kindergarten, nursery and or primary school without requisite knowledge on school administrative concepts that forms the background for effective running of school.

2.2.3 Concept of Instructional Materials

Instructional materials are print and non-print items that are rested to impact information to students in the educational process. Instructional materials include items such as: kits, textbooks, magazines, newspapers, pictures, recording videos etc. Instructional materials play a very important role in the teaching and learning process. It enhances the memory level of the students. At this time that education has spread wide and entirely, oral teaching cannot be the key to successful teaching/learning; therefore the teacher has to use instructional materials to make teaching and learning process interesting (Ibe, 2011). According toHuen (2010) defines instructional materials as the organization and integration of a number of elements to facilitate learning. Teaching in the class is no longer conceptualized in the narrow sense as merely a matter of the teacher addressing class in more comprehensive approach. The teacher organizes the content of the lesson using symbols of a given language and appropriate methods and instructional materials. Subjects can be taught more effectively through the use of instructional materials. In the traditional concept of things, it means “pieces of apparatus”. Apparatus helps teachers to teach well.

The use of instructional materials can enhance the learning achievement. Fauna (2011) states the important elements of behaviour that provides the base for learning theory situation which consists of all the objects, persons and symbols in the learning environment.

Experience in situation prepares a person to respond to similar situation in future. Use of instructional materials can appeal to the individual attention by creating interest goal that will help the learner achieve direct effort.

2.2.4 Concept of Infrastructural Facilities

Infrastructural facilities refers to the physical and spatial enablers of teaching and learning which include classroom, libraries laboratories, water supply, workshop, transport and communication system, play field, school farms and garden. Infrastructural facilities are the material things that facilitate teaching and learning processes in the school (Ogwu, 2010). School facilities are the material resources that facilitate effective teaching and learning in schools. In the opinions of Asemah (2010), good school facilities like library and laboratories generally provide a conducive/healthy enabling environment for students' learning process. The level of students' concentration gets high which paves way for a more effective teaching and learning process as well as serve as a motivating factor or force for teaching and learning.Asemah further states that school infrastructural facilities serve as an aid to better understanding on the part of the students as well as help the teachers to communicate better, a suitable relaxation centre that eases tension on the part of both the staff and students hence encourage academic performance and help the students in developing their mental alertness which largely enhance academic performance.

Osahon (2011), defined them as those things of education which enables a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. He further stress that educational facilities are those material things that facilitate teaching and learning processes in the school. Some of the reasons for inadequacy of facilities and equipment in Nigerian schools has been sudden increase in enrolment of children in schools and reduced level of local support for schools. By nature, educational facilities have been positively linked with students' academic performance and

educational efficiency. Udoh (2011) posits that the state of infrastructural facilities in Nigerian schools is deplorable. PTA is therefore assisting government in providing infrastructural facilities to schools for teaching and learning. Infrastructural facilities like buildings, science laboratories, toilet facilities and water are often provided by PTA to schools.

School buildings are tangible structures which serve as shelter for educational activities. They include, among others: classrooms, laboratories (e.g.: physics, chemistry, biology, agricultural science, geography and languages, local crafts and home economics), teachers common rooms/offices, toilets, rest rooms, reading rooms, dispensaries, libraries, hostels/dormitories, dining halls, assembly halls, staff quarters, sentry box, etc. The various types of equipment required in schools are classroom equipment (e.g.: desks, chairs, blackboards, cupboards, shelves, dustbins, dusters, wash hand basins, napkins, teaching aids, etc.). Laboratories equipment for physics, chemistry, biology, agricultural science, languages, geography, etc., sports and games equipment e.g.: football, table tennis, volley ball, hockey stands/crossbar, javelin, hurdles, trophies, jerseys/sports vests, etc.

2.2.5 Concept of Planning

Different authors have given different definitions of planning from time to time. The same definitions of planning are as follows. Edem (2006) involves planning activities which aim at the fulfillment of the goals of a particular organization. It calls for the ability of the administrator to make the right decisions to fulfill the required goals. In educational setting therefore, administration has been extended as a service activity or tool through which the fundamental objectives of the educational process may be more fully and efficiently realized. Its essence is the enhancement of teaching and learning processes. Consequently, Ezeuwa (2005) sees it as the act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals. According to Alford and Beatt (2009), Planning is the

thinking process, the organized foresight, the vision based on fact and experience that is required for intelligent action. According to Theo Haimann (2007), planning is deciding in advance what is to be done. When a manager plans, he projects a course of action for further attempting to achieve a consistent co-ordinate structure of operations aimed at the desired results. According to Billy (2010), planning is fundamentally choosing and a planning problem arises when an alternative course of action is discovered. According to Koontz and O' Donnell (2009), planning is an intellectual process, conscious determination of course of action, the basing of decision on purpose, facts and considered estimates.

Planning as viewed by Nwachukwu (2004) entails determination of control, direction and method of accomplishing the overall organisational objectives. Educational planning is increasingly becoming an important management component in education through which educational purposes are initiated translated into programmes and implemented to achieve the desired objective. Planning bridges the gap from where we are to where we want to go. It includes the selection of objectives, policies, procedures and programmes from among alternatives. A plan is a predetermined course of action to achieve a specified goal. It is an intellectual process characterized by thinking before doing. It is an attempt on the part of manager to anticipate the future in order to achieve better performance. Planning is the primary function of management. Planning is the systematic process of establishing a need and then working out the best way to meet the need, within a strategic framework that enables you to identify priorities and determines your operational principles. Planning means thinking about the future so that you can do something about it now.

Planning is a continuous process and a never ending activity of a manager in an enterprise based upon some assumptions which may or may not come true in the future. Therefore, the manager has to go on modifying revising and adjusting plans in the light of changing circumstances. According to George (2006), "Planning is a continuous process and

there is no end to it. It involves continuous collection, evaluation and selection of data, and scientific investigation and analysis of the possible alternative courses of action and the selection of the best alternative.

2.2.6 Concept of Communication

Communication is a process whereby information is enclosed in a package and is channeled and imparted by a sender to a receiver via some medium. The receiver then decodes the message and gives the sender a feedback. All forms of communication require a sender, a message, and an intended recipient; however the receiver need not be present or aware of the sender's intent to communicate at the time of communication in order for the act of communication to occur. Ovwigho (2004) defined communication as the transfer of information and understanding from one person to another, such information may be ideas, attitudes, thoughts, opinions, fact and feelings. Communication is effective, when as result of it, there is a successful transfer of information, meaning and understanding from the sender to the receiver. It is incomplete until the receiver has responded to the message sent.

In the same vein Peretomode (2006) summed it up by saying communication is the ingredient which makes organization possible. It is the vehicle through which the basic leadership functions are carried out. School heads direct, coordinate, plan, and control through communication. Hardly an action is taken in any organization without communication leading to it. These definitions connote the sharing of an orientation towards a set of information sign. The performances of all other functions of management such as planning, organizing, directing, controlling and coordinating depend on effective system of communication. It occurs only when there are two associated information producing processes and the output from one process is the functional inverse of the other process's output. We can say that communication occurred and that information was transferred between the input to the first process and the output of the second. Note that communication

and information are not synonymous terms. The formal incorporation of information and process into a definition of communication provides a model of communication that captures much of the common sense meaning of communication while allowing us to both accurately predict and precisely explain a great deal about communication systems.

Communication as the process of transmitting information and common understanding from one person to another (Keyton, 2011). The word communication is derived from the Latin word, communis, which means common. The definition underscores the fact that unless a common understanding results from the exchange of information, there is no communication. Two common elements in every communication exchange are the sender and the receiver. The sender initiates the communication. In a school, the sender is a person who has a need or desire to convey an idea or concept to others. The receiver is the individual to whom the message is sent. The sender encodes the idea by selecting words, symbols, or gestures with which to compose a message. The message is the outcome of the encoding, which takes the form of verbal, nonverbal, or written language. The message is sent through a medium or channel, which is the carrier of the communication.

2.2.7 Concept of Decision Making

Nwachuku (2006) posited that decision making process is the selection of alternative course of action from available alternatives in order to achieve given objectives. To him, decision making is a sequential process which culminates in a series of choice that stimulates moves or direct actions on a given problem. Decision making can alsobe seen as the study of identifying and choosing alternatives based on the values and preferences of the decision maker. Making a decision implies that there are alternative choices to be considered, and in such a case we want not only to identify as many of these alternatives as possible but to choose the one that best fits with our goals, objectives, desires, values, and so on (Ogunbiyi,2018). According to Baker et al. (2011), decision making should start with the

identification of the decision maker(s) and stakeholder(s) in the decision, reducing the possible disagreement about problem definition, requirements, goals and criteria.

Decision-making is regarded as the cognitive process resulting in the selection of a belief or a course of action among several alternative possibilities. Every decision-making process produces a final choice; it may or may not prompt action. Decision-making is the process of identifying and choosing alternatives based on the values and preferences of the decision-Maker. Decision-making can be regarded as a problem-solving activity terminated by a solution deemed to be satisfactory. It is therefore a process which can be more or less rational or irrational and can be based on explicit or tacit knowledge.

Decision-making is defined as a chosen way of educational activities among several alternatives; it is the essence of planning." (Fatima 2012). It is kind of approach to defining the concepts is associated with planning because during various stages of planning process managers make expert and managerial decisions. Decision-making is considered to be the essence of planning and until a decision is made, we cannot tell that planning document has the character of the plan. Decision-making can be defined as "process that allows decision-maker to select at least one option from a set of possible alternative decisions". (Barkovi; 2009)

2.2.8 Concept of Funding

Funding has been described as the collection and disbursement of funds for public use (Osuntokun, 2003). It has also been regarded as the financial activities of public authorities in terms of taxing, spending, borrowing and lending and it involves the means of providing for the expenditure involved in the staffing, equipment and maintenance of educational institutions (Charles, 2012).

Funding is the act of providing financial resources, usually in the form of money, or other values such as effort or time, to finance a need, program, and project, usually by an

organization or government. Generally, this word is used when a firm uses its internal reserves to satisfy its necessity for cash, while the term ‘financing’ is used when the firms acquires capital from external sources. Sources of funding include credit, venture capital, donations, grants, savings, subsidies, and taxes. Funding can therefore mean providing financial resources to finance a need, program, or project. In general, this term is used when a firm fills the need for cash from its own internal reserves, and the term 'financing' is used when the need is filled from external or borrowed money (Bakwai, 2013).

2.2.9 Concept of Inter- Personal Relationship

The interpersonal relationships often occur in a variety of contexts such as the family, friends, marriages, associates, work, clubs, community, and neighborhood and so on. These relationships usually involve some levels of interdependence, (Caroline, Stephanie, & Karin 2009) an interpersonal relationship is a strong, deep, or close association or acquaintance between two or more people that may range in duration from brief to enduring. This association may be based on inference, love, solidarity, regular business interactions, or some other type of social commitment. Interpersonal relationships are formed in the context of social, cultural and other influences. The context can and may and perhaps will vary from family or kinship relations, friendship, marriage, relations with associates, work, clubs, neighborhoods and places of worship. They may be regulated by law, custom, or mutual agreement, and are the basis of social groups and society as a whole.

Taft (2000) noted that a strong association between individuals with similar interests and mindsets is called as interpersonal relationship. No one on this earth can ever stay alone and it is really important for people to have trustworthy friends around. Interpersonal relationships exist between any two or more persons who interact and fulfill one or more physical or emotional needs. According to a 2010 article in Time magazine, challenges in life may feel less daunting to people with close interpersonal relationships. The magazine notes

that close emotional connections and relationships may provide a sense of safety and security that reduces stress and promotes good health.

Another view by Chiaburu and Harrison (2008)states that an interpersonal relationship is the nature of interaction that occurs between two or more people. People in an interpersonal relationship may interact overtly, covertly, face-to-face or even anonymously. Interpersonal relationships occur between people who fill each other's explicit or implicit physical or emotional needs in some way.

2.2.10 Concept of Discipline

It is not easy to define the word discipline because of the fact that the word can be used in a variety of ways. For instance, Arum (2003),Glasser (2011) see discipline as conforming in totality to laid down norms and as complete obedience to orders. Martella, Neslon and Marchand (2005) view discipline as a means of imparting knowledge and skills. Latham (1997) sees discipline as simply punishment and control. Maintenance of classroom discipline is more than all of the above. It is more than the power the teacher exercises over his students. It is more than the mere maintenance of law and order in the classroom or the right method of dealing with offenders in schools. It means more than punishment and occasional praises and rewards. It is more than mere stillness and quietness in the classroom.

Discipline according to Nakpodia (2010), is the application of all those influences which secure or at least try to secure proper conduct in schools. Classroom discipline is the training which produces in students' self-restraint, orderliness, good conduct, cooperation and the habit of getting the best out of themselves. It involves intellectual and moral education as opposed to mere order and instruction. Discipline is more than simply getting students to behave the way one expects them to or stopping them from behaving the way one does not want on a specific occasion. Discipline according to Latham (1997) is the continuous process

of positive instruction and negative correction through which students are taught to act within specified rules and values.

2.3 Theoretical Framework

The Theoretical framework is built on the following theories; the theories help to explain the relationship between the study topic and management in schools.

2.3.1 Human Relation Theory

The human relation approach is considered to have started with a series of studies known as Hawthorne studies that have strongly influenced administrative theory. Mary Follett who are among the early contributors of human relation theory worked throughout her life to bring about a better ordered society in which the individual might live a more satisfying life. This work was done through presentation of scholarly papers at workshops, seminars and conferences. She concluded that the fundamental problem of any enterprise, whether it be local government, national government, a business organization or an educational system, is the building and maintenance of dynamic, yet harmonious human relationships, because she believed that administration is shared responsibility. She put forward four principles of organization. These are

a) Coordination by direct contact
b) Coordination in the early stages
c) Coordination as the reciprocal relating to all factors in a situation
d) Coordination as a continuing process

She also recognized the existence of conflict in an organization, she discovered that in any organinaation, there are organizational and individual need or goals. She introduces phrases such as “conflict resolution”, “authority and power” and “task of relationships. Follet suggested that organizations function on the principle of power “with” and not power “over”

people. She recognized the holistic nature of community and advances the idea of reciprocal relationship in understanding the dynamic aspect of individual in relationship to others.

School-community relation is very important aspect of school management. School management needs theory that serves as a guide for action. Human relations can guide school principals in their management functions and relation with school community.

The human relations theory according to Follett (1920) in Nnebedum (2004) recognizes the importance of human factor in the achievement of organizational goals. The idea is that individuals have the motivation to perform when they are treated well. With the human relations theorists, the focus is on people and how they interact. School administrator should by this theory build a dynamic inter- personal relationship through delegating functions to teachers and maintaining open-door policy with the staff, students and members of the community etc. The principal is in the most advantageous position to provide the needed leadership in the management of the schools. He should maintain good relationship between the school and the community by involving all members of the School-Community in the decision - making process. This is in line with the concept of democratic leadership which has its basis on the human relations theory.

This theory emphasizes that motivation of workers can be achieved by encouraging their sense of achievement and recognize their personal values other than economic rewards. Follett was concerned with the human problems encountered in organizations, and therefore concluded that such problems can only be minimized when there is co-operation among the workers. She therefore emphasized co-ordination as the basis of any organization effectiveness. This may be true to the school management when there are co-operative relationships and co-ordination between the school and the community. Follett believed that industries, schools and groups have problem of building and maintaining good relationship among various individuals in an organization. Nnebedum (2004) observed that it is not

possible to teach by coercion, goodwill of the people is essential. It becomes imperative and essential that efforts should be geared towards effective human relations among the school principals, staff, students and members of the community especially in North West Zone, Nigeria. Therefore, human relations should be seen as a collective responsibility of both the principals, teachers, students and the community. It is good human relations that the school-community relations seek to achieve.

2.3.2 Co-operative Theory

Chester Irving Barnard (1886-1961) was both a successful corporate executive and a powerful theorist about the nature of corporate organizations. He was one advocate of the co-operative system in administration. His work added momentum to the concept of human relations in administration.

The scholars stressed the idea of organization (corporation) as a co-operative system that included not only the executives and employees but also the investors; suppliers and customers. Organization to Barnard is a system of consciously, systematically coordinated activities of forces of two or more persons having continuity in time. The theory on which this study is pinned is Chester Barnard's co-operative theory. This theory defines organization as a system of co-operation whereby people work together for a common goal. School cannot succeed without the co-operation of individuals within and outside the school. School management committees try to create co-operation of several individuals within the community. School-Community relationship serves as a bridge between the school and the community. It brings people and the school together, government, community and the non-governmental organizations. Through School-Community relationship grants and donations meet the school, as this help towards achieving educational effectiveness or goals of the school.

School can be seen as a cooperate organization which has teaching and non-teaching staff as an employees and parent or community members can be seen as investors and suppliers. The theory as an advocate of the co-operative system in administration suite school as cooperate organization where people work together for a common goal.

2.3.3 System Theory

Bertalanffy (1968) is generally considered as the father of the general systems theory. He proposed the idea of this theory in 1947. He views an organization as a system, the systems theory see that an enterprise is looked upon as artificial system, the internal parts of which work together with the external parts to achieve organizational goals. This theory was developed by Bakke in 1959. He defined an organization parts, there is the belief that the only meaningful way to study an organization is to study it as a system.

The system approach views organization as a system composed of interconnected and thus mutually dependent sub-systems. The school as an organization is in line with system theory as it compose internal sub-system and external as the community .There sub-system can perceive as composed of some complaints, functions and processes. Thus, the organization consents of the following three basic elements. Components in this, there are five basic parts of the organizing system, namely the individual, formal and informal organization pastures of behaviour emerging from roles demands of the organization, role comprehension of the individual and the physical environment in which individual work.

Linking processes, the different components of an organization are required to operate in an organized and a related manner, the interaction between them is contingent upon the linking process which consists of communication, balance and decision-making. Goals of organization, the goals of organization may be growth, stability and interaction. Interaction implies how best the members of an organization can interact with the one another to their mutual advantage.

According to system approach to organization theory of Bakke every organization most has components linking processes and goal of the organization. All these can be obtained in school and community. As it involved development partners both national and international, government and non-governmental organizations, community members, philanthropist and Alumi associations. All these organizations have goals which it tends to achieve and have components which are made up of individual members; informal organization and finally linking process are also obtainable in the non-governmental organization. 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 facilities have to be provided to ensure the actualization of the goals. The community contributes by providing instructional materials, fund, physical facilities and equipment for the effective management of schools. In a nutshell the School-Community relationship when properly in placed can make the management of secondary school easier and goal oriented.

2.3.4 School-Based Management Theory

As reported by Nishimura (2016), the neo-liberal agenda of privatization and the recent upsurge in school-based management (SBM) both imply the importance of community participation for the efficient and effective delivery of educational services (Bruns, Filmer, and Patrinos, 2011). The underlying belief is that the closer the decision-making power is to local communities, the more relevant and efficient the consequent resolutions will be. The theory of SBM emphasizes (a) increasing poor people's opportunity to choose schools and participate, (b) giving citizens a stronger voice, (c) making information about a school's performance widely available, and (d) strengthening the rewards and penalty to schools based

on their performance for improving learning outcome (Barrera-Osorio, Fasih, Patrinos, and Santibáñez, 2009). In more concrete terms, there are three essential components of school management in the theory of SBM, namely, autonomy, assessment, and accountability for improving the learning outcome (Barrera-Osorio et al., 2009; Demas &Arcia, 2015). School management under autonomy often gives an important role to the school management committee and its school policy formation (Yuki, Igei, & Demas, 2016).

School-Based d management has also attracted attention due to the lack of perspectives on school management and their relation to learning outcome in the previous research. For instance, many input-output analyses based on the education production function have discussed possible factors affecting performance of students while paying less attention to how inputs are managed and interacted with at school. Inputs include attributes to students, such as age, gender, socio-economic backgrounds, and teacher and school characteristics such as the pupil-teacher ratio, the pupil-textbook ratio, qualification of teachers, and school facilities, as a proxy indicator for school inputs (Glewwe, Hanushek, Humpage, and Ravina, 2013). Outputs are measured by test scores, promotion rate, dropout rate, and so on. However, these models do not include policy environment and management of school, and they have faced criticisms that they deal with school as “a black box” and that they often lack analysis on how schools are managed and are using resources to improve learning (Hanushek, 2003; Rogers and Demas, 2013).

2.4 Influence of School-Community Relationship in Secondary Schools

School is a social institution designed to work in active close, continuous, mutual relationship with the community it serves. No school can operate in a vacuum without the community it serves. Oboegbulem (2004) defined community as, "a body of people living in the same locality and having a common cultural and historical heritage and the willingness to work together". The definition implies that people in a community are bound to one another,

have common interest and work together for a common goal. Community as noted by Adeyimi (2011) means a local grouping in which people carry out activities connected with education in the area. Continuing, he noted that the term can be used to refer to the various ad-hoc grouping of individuals and organized community bodies within a village or town engaged in the provision of education.

Obi (2004) notes that such groups may include village development associations, age-group associations, social clubs, trade unions, women associations, parents, teachers associations.(PTA), board of education, old students association, churches and abroad meetings. It is important to note that School-Communityrelations bring about a better understanding between teacher and parents of what children are. It also brings about a better understanding between parents and teachers of the importance of good education. School principals aim at effective school management through good school-community relationship. The effective school management in the context of the study means the ability to bring about the intended result of managing the public schools. Critical assessment of various views shows that there is no conflict in the concepts of school-community relations. Improvement in School-Community relations will be to the mutual benefit of both the school and the community for effective school management.

Secondary education in Nigeria is that level of education after the primary education. Secondary education is a link between the Primary and the Tertiary levels of education FRN,(2014). The essence of secondary education is to prepare its recipients for useful living within the society and for higher education. It has two segments in Nigeria, Junior and senior levels. The junior secondary segment where UBE is mainly housed attracts much government attention, but the senior secondary section does not have much of such attention. Some of these secondary schools are located in the urban areas while some are in the rural areas.

However, no matter the location of these schools, they are situated within communities and students are drawn from such communities.

According to Okam and Bozimo (2004), school-community relationship involves the inter-linkage association and cooperation between a school and the host community. It is also concerned with bringing human resources in the community and school for effective and functional school management. This calls for a symbiotic and a reciprocal relationship that would result in the promotion of educational development, with its attendant individual and national growth, development and transformation. Historically, most communities in Nigeria had recognized and appreciated their responsibilities in contributing to the development of secondary education before now; hence they embarked on the construction of school buildings, giving scholarship to brilliant children, providing labour to schools etc. some secondary schools in rural areas today were built through community efforts and handed over to government.

One of the important resources of the school which aid in strengthening School-Community relationship and improves education is allowing community to use school facilities. Bakwai (2013) reports that in northern Nigeria, it is common to some secondary schools buildings or classes are used by "Islamiyya" in the evening or in the night. In relation to that, Mitrofanova (2011) states that encouraging non-profit community groups to use the facilities are not only good use of resources but also provide opportunities for the schools to get involved in community projects. In addition to that, community members make use of the school compound for parking their valuables, particularly cars in the night for security reasons. School halls and play grounds are used by the community for meetings, conduct of cultural festivities and games. Nasiru (2008) and Bakwai (2013) opine that allowing the community to make use of school halls for community meetings, play grounds for games and cultural activities; and the school building for emergency cases will encourage School-

Community relation. The school also assists the community in sharing good information with the public. A lot of messages reach the community through the schools. Pawlas (2005), Mitrofanova (2011) and Bakwai (2013) state that school pass vital information to the community and it is normally done through news release and newsletters. This sharing of information creates better School-Community relationship which ultimately improves teaching and learning and general development of education.

But in recent times, it seems that most communities have started relaxing, showing little interest in contributing to secondary school development. No wonder Federal government emphasis on the role of communities in the management and development of her educational system. School communities include Parents Teachers Association (PTA), SBMC, Board of Governors (BOG), Religious organizations, Town Unions, Alumni Association, Business and Organizations. These bodies are required to get involved and fund the development of secondary education.

Public secondary schools are now characterized by poor sanitation, corrupt ' practices, indiscipline and poor academic performance that literature source such as Onah (2004) noted that public secondary schools are regarded as dumping ground for the poor and less privileged. The parents are afraid to allow their children or wards attend schools that have bad names for corruption. Communities also appear to have lost interest in their schools due to bad moral habits, leaving the schools without much support; these hinder good school-community relations.

2.4.1 The Objective of School-Community Relations

School-community relations like good teaching should have well defined objectives. The objectives are targets in view: they are ends towards which actions are geared. A consensus of purpose of school-community relations according to Okenwa and Igbo (2013) is listed as follows:

i. To quicken the sense of responsibility in all citizens for thoughtful participation in school affairs;

ii. To keep the people informed concerning the purpose, accomplishments, conditions and needs of the school;

iii. To show the public that they are really getting full value for their money;

iv. To provide an agency whereby the public may know and support the vital issue of education;

v. To develop and co-ordinate school activities with community activities in order to bring the school, the home and the community closer together to further ideals of a good society; and

vi. To improve the partnership concept through parental participation, etc.

The afore-listed points show that the school and community have complementary roles to play. The learners move between home and school and at the same time carry with them ideas, behaviour patterns and experiences characteristics of both school and home. Most students come from households in which almost all the parents and care-givers leave their homes for work and such families may be looking to schools for assistance with child-care, after school programmes and assistance with homework. So learning is a shared responsibility of both the school and community. The schools are the community centers that offer educational, social and recreational activities to community. On the other hand, community should give moral and material support to the school. Good school-community relations aim at making school and community play their roles and share in the use of their facilities to ensure effective management of secondary school. This relationship will help to improve the life of the school. Shields(1994) opined that vision of school improvement compels one to create a new conception on the appropriate relationship between the school and its community.

Ezeocha (2012) postulated six major purposes in contemporary school and public relations. These are:

i. To gain financial support for the educational programmeand its objectives;

ii. To make account to the public of the stewardship accorded to the school trustees and the professional staff;

iii. To advance the educational programme;

iv. To promote the partnership concept between the school and other educative agencies in the communities; and

v. To improve the communities and to establish educational leadership for improving school programmes.

Principals should know that the responsibility of establishing good school-community relationship lies with them as school leaders. Hooper (2001) noted that leaders should know that good relationships with their communities either happen by accident or are they guaranteed; they take strategic planning and sustained efforts to succeed. In the light of Ezeocha (2012) a school administrator who is genuinely interested in the progress of the school within the community requires good relationship. Therefore, there is no gain saying the fact that the principals should brace up in their various leadership qualities to adopt strategies for improving school-community relations as this is the objective of school-community relations.

2.4.2 Rationale for School-Community Relations

The rationale for school-community relationship is to ensure the smooth running of the school affairs through the activities of both the school and the community. School-community relationship based upon clear, empathetic, respectful communication is an integral component of the supportive school environment. Ezeocha (2012) observed that the school and the community are two inseparable institutions of man. The school and

community should work together to provide a forum for discussion about learning and community partnership as this can provide opportunity to create ideas and resolve concerns school problem constructively.

Kambuga(2013) very succinctly articulated the school-community relations. According to them, since the community and the school collectively influence and shape the behaviour of the youths, they should realize the need for co-operation and mutual understanding. It is important to note that opportunities should be created for the two parties to exchange views on policies, and agenda. This can be done through special publications, bulletins, reports, parents' teachers conferences and association, old students' association, and board of governor, School-Based d management committees (SBMC) speech and price giving day, etc. The community can be invited to graduation ceremony, sports days and other occasions as they provide opportunities for the school to communicate to the community more information about the school's life and progress. This will enable the community to participate in the school's decision-making.

The community will give full support to decisions and programmes when they are involved in making them. This will help to ensure effective management of secondary schools. There ought to be an effective co-operation between the school and the community, a friendly atmosphere should exist between the school and the community for the realization of personal and collectively purpose of life. Communities have differing needs, aspirations, values, beliefs, cultures and histories. They would want to preserve them through traditional education which is a type of education that enable a child grow into a functional member of his community. School exists to serve its community in meeting or reforming those needs, values and beliefs through a good school - community relations.

Warren (2015) observed that schools cannot teach children well if teachers lack an understanding of their students' cultures and likes, and if they lack meaningful relationship

with their families or communities. School-community relationship makes relevant data on the entire life of the community available for use in the management of the school. In contribution to the fact, Kambuga(2013) opined that the school needs to study the community, collect some relevant data on it and use them for educational purpose.

It is also to be noted here that the school and the community are not static, they change with school programmes and community values and needs etc. Okendu, (2012).noted that the inter-dependence of the school and community is viewed as an aid to achieve the educational primary function of helping children acquire competence in meeting their life tasks and in adapting creatively to change. Hence, improving school-community relationship for effective secondary school management become necessary at this point because through it, the past needs, problems, and aspirations of the community are known for re-examination and integration into the current trends in the global society so that a better future will be re-designed through educational means. Community and the school exists in a symbiotic relationship for the purpose of attaining the goals of education

2.4.3 Factors that Hinder Good School-Community Relations

There are many factors that can hinder good school-community relations in North-west Zone, Nigeria. Lack of awareness from the community members, poor school leadership, lack of community involvement in school affairs, poor interaction between teachers and community members and many others, this is in line with Emenike (2015) who listed five factors which hinder the school-community relations. They include: community encroaching on the school land; community trespasses on school's premises; school interfering in community politics; community interfering in school's affairs; schools interfering in community affairs. Today the school lands which no body in the community is allowed to trespass into, are been encroached. Abonyi (2014) observed that, in all the six

educational zones in Enugu State, there are cases of individuals who have encroached into school lands. It is a very big hindrance to good school-community relationship.

Nakpodia (2011) noted that school culture may marginalize the role of the members of the community and hinder school-community relationship. Such school culture he continued, may include; inaccessible attitude of school principal and unwelcoming visiting procedures of the school. The existence of such school culture depends mostly on the school administrators. They are the people that carry out management functions. A good school-community relationship will help the school principals have a good school culture which can hold the attraction or interest of its community. It was believed that the public schools will do well if the people must be sufficiently aware of their needs, provide adequate funds and maintain a favorable climate of opinion for their support to provide sound education.

Many experts have also shown that' lack of financial resources can hinder everything in education. Adeniji (2018) opined that the purpose of education cannot be achieved without resource. Human, physical and material resources must be harnessed, harmoniously and efficiently together, as well as co-ordinate and managed effectively to attain the desired objective of education. It follows that secondary school staff and students welfare need money. For example, funds are needed for building good staff quarters and dormitories; school-community relationship may likely be hindered where such welfare is lacking.

2.4.4 Strategies for Improving School-Community Relations

The strategy for improving school-community relations for effective school management involves the collective responsibilities of the principal, teachers, parents and community. P.T.A. is a voluntary and welfare association that links the home and the school in partnership for more profitable educational outcomes. Onwurah (2004) notes that school-community relations should be symbiotic, and she suggests the following ways of improving school-community relations for effective school management:

i. **Use of physical facilities:** The school should willingly make its hall and classrooms available to the community for adult education classes, church programmes and other community occasions. The school field can be used for sporting events and crusades. On the other hand, the community can allow the school to use church halls as classrooms. The community can provide houses for teachers. They can provide land for buildings and farmland for schools. Town hall can be used to supplement classrooms for schools that lack buildings.

ii. **Economic provisions:** The school can provide employment opportunities to the community for such posts as security men, gardeners etc. Students can collect sand when the community is setting up school buildings to minimize cost. The community on the other hand can make cash and material donations to the school. The community can also supply labour to the school for projects.

iii. **General services:** The school can initiate, support and help social programmes like clean-up campaign. The school can organize activities to raise funds and help the aged, sick and the poor in the community. On the other hand resource persons with specific competencies from the community can be invited to address students or participate in some school's activities.

Subscribing to the communities participation in school development, Maduewesi (2007) in Ibekwe (2012) pointed out that no school can operate effectively without community interest, understanding and participation, since the community supplements the educational opportunities offered within the community. Similarly, Akindele, (2010) stated that the achievement of effective and efficient education for Nigerians in the foreseeable future should come from increased participation of Community and Private sector.

Community involvement in secondary education development could take different forms since it will be unrealistic to leave the development of secondary school education to

government alone. This involvement could also be at different rate and pace viz-a-viz the peculiarities of a given Community. This could account for the absence or lack of facilities, teachers, and a general dilapidated state of Secondary Schools in certain Communities.

Oboegblu (2004) suggested a number of ways by which the principal can promote good school-community relationship. They are as follows:

1. The principal should make himself accessible to members of the community. The principal should be courteous and straight-forward in dealing with people. He should treat them with cheerfulness, sympathy, understanding, respect and consideration. As an administrator, the principal should cooperate with the members of the community and the general public, and share the school problems and achievements with them. He should be open to suggestions and constructive criticism.
2. The principal should develop an active interest in community life by promoting the involvement and participation of the school in suitable community activities. He should make the facilities and resources of the school available to the community's use. The principal should encourage the study of certain aspects of the community life in the school curriculum. He should also make the existence of the school felt by the community through debates, quizzes, sports and extension programmes for farmers, and he should invite parents by sending those printed cards.
3. The principal should use effective communication with parents, teachers, friends and associates. As an administrator, principal should be ready to supply information about his school to interested members of the community and other visitors who come to the school. He should also learn about the community and develop the style of leadership needed to work with it. The principal should as well maintain regular contact with outside institutions in the community.

4. The principal should encourage the students to develop the spirit of goodwill and respect for the school administration and its staff, and to take pride in the educational achievements of the school. He should help the teachers to understand what the community expects of them as to ensure that their attitude to work, relationship with colleagues and students as well as their general conduct are geared towards fulfilling these, expectations. The teachers' devotion to duty builds up the status of the school in the community. The report cards on students' learning progress in school allow for indirect communication between the teachers and the parents and should be recognized as a valuable tool for improvement of public relations. Parents would be more eager to support a school with teachers who give detailed comments about their children or, the report cards than one with teachers who submit stereo-typed reports of Excellent, Good, Fair and Poor.

5. The principal should not neglect or relegate the non-teaching staff to the background. They are the people that provide the public information about the school to the principal. He should invite the non-teaching staff for discussions on topic affecting their duty.

Mgbodile (2013) notes that the community must be called upon to help in cases of severe discipline problems. According to him the school principal should hold periodic meetings with the P.T.A, SBMC and some important members of the community to discuss important issues affecting the school and the learning programmes. These are also ways by which the principal can enhance and promote good school-community relations.

2.5 Influence of School-Community Relationship in Provision of Instructional Materials in Secondary Schools

Instructional materials have been identified as very important variables in the teaching and learning and that effective learning cannot take place without availability of basic relevant instructional materials in secondary schools in North-west Zone, Nigeria. Instructional materials according to Maitarfsir (2003) are the teaching aids that facilitate quick understand of the subject matter in the classroom. Instructional materials, including textbooks, educational media (library media print, non-print, and electronic resources), computer software, videotapes, films, DVDs, and instructional television programs represent fundamental resources for schools for enhancing instruction, furthering the pursuit of knowledge, and providing experiences of educational significance for class groups or for individual students. It is the shared responsibility of the states and districts in the North-west Zone, Nigeria to provide an adequate number and range of instructional materials and resources in a variety of formats that are appropriate, timely, and essential to the attainment of specified educational objectives. It is also the responsibility of states and districts to provide instructional materials that are free of bias, stereotypes, distortions, and prejudices.

The importance of instructional materials cannot be underestimated. Instructional materials are a range of materials and equipment which make a visual impression on the students, assist the teacher in his task, helping him increase his effectiveness in the classroom. Instructional materials communicate information effectively, promote the acquisition and longer retention of knowledge, when they are systematically designed, reproduced, used and evaluated. Lack of instructional materials to serve as teaching aids that facilitate quick understand of the subject matter in the classroom is a great impediment to conducive learning environment in secondary schools in the North-west Zone, Nigeria. Provision of relevant learning materials such as equipment in the laboratories, charts, diagrams, chemical, models, specimen, and for technology, technological device like

computer, tape recorder and video cassette recorder must be made available in the classroom so as to assist students to have a design of what is taught in their mind.

Therefore, Ogbondah (2008) advocated for of teachers' resourcefulness and also encouraged them to search for necessary instructional materials through local means to supplement or replace the standard ones. Oso (2011) also agreed that the best way for teachers to make use of their manipulative skills is to improvise so as to achieve their lesson objectives at least to a reasonable extent. Jekayinfa (2012) also identified the importance of improvisation of instructional materials as making learning concrete and real, substitutes one thing for another, allows the students to participate in the production of materials, economical and more teacher-student resource oriented. Abdu-Raheem (2014) submitted that improvisation of locally made teaching aids could assist to improve quality of graduates turn out from schools and standard of education generally. Abdu-Raheem and Oluwagbohunmi (2015) also corroborated the idea that resourceful and skillful teachers should improvise necessary instructional materials to promote academic standard in Nigerian schools.

Therefore, school management through school-community relationship should create awareness for the need of parents/guardians and other community members to compliment Government effort and provide instructional material in their respective schools for effective teaching and learning in the North-west Zone, Nigeria.

2.5.1 Need for Instructional Materials in Teaching

The skill of producing local instructional materials is applicable to many different abilities across all academic and non–academic discipline. Teaching–learning may not easily be achieved through the mere use of verbal words. As such producing instructional materials becomes very necessary. The focus of teaching is on the natural reciprocating of comprehension and production in communication; on the functional and collaborative practice of language in flexible learning environment; and individual possession of skills.

Students find it easy and joyful when learning with instructional materials as such, improvisation reveals that there are possibilities of alternatives to teaching and learning aids. It should therefore meet specific teaching and learning situation. Improvisation in economics has become imperative in teaching and learning because the economic situation makes the cost of facilities and equipment very high amidst decreasing or near lack of purchasing power (Adesoji, 2008). Considering the current economic status of the country North-west Geographical Zone in particular there need for school managers and teachers to put in use the good School-Community relationship and source local materials for improvising the instructional materials

Therefore, the teacher education programme must integrate material development where by teachers learn how to design and construct various materials and equipment which could be used for teaching-learning process (Edward, 2010). Improvisations of instructional materials in economics recession by teachers that are innovative in concepts encourage students and teachers to be more creative, innovative and original. It also develops skills in the cognitive, affective and psychomotor domains.

2.5.2 Types of Instructional Materials

Instructional materials can be classified in several ways. For instance, one can distinguish between auditory, visual and reading materials. However, for the purpose of classification, learning materials can be classified as follows:-

i.) **Printed and reference materials:** Textbooks, newspapers, magazines, government documents, teachers‟ guide, duplicated materials, journals, hand book, bulletins, pictures, work books, pamphlets, and leaflets.

ii.) **Graphic materials:** Graphs, charts, diagram, maps, globes.

iii.) **Display materials:** Chalkboard, bulletin boards, flat pictures, magnet boards and flannel board.

iv.) **Projected materials:** Television, video tape, overhead projector, slides and slide projector and transparencies.

v.) **Audio and other visual materials**: Radio, model, computer, tape recording etc.

2.5.2.1 Traditional Instructional Materials

In those days, the instructional materials are models, maps, charts and diagrams, which are used to enhance the teaching and learning, but nowadays the instructional materials that enhance the teaching and learning are film slides, Ipads, projector, television and internet system and so on.

Models: It is part of the duty of any teacher to make models, charts and diagrams (Balogun, 2004). Among the most continuously useful visual aids for the teaching purposes are those that teachers made for themselves. Moreover, the students should be encouraged to help, and to make such aids as a hobby especially in science club, handicraft group basket making, local cage making and so on.

Charts and Graphs: Chart and graph are useful for the immediate illustration of lessons and should be hang by the side of the chalkboard rather than over it for example when studying various theories of demand and supply. According to Akande and Azike (2006), a bar chart or block diagram is composed of a number of spaced rectangles, which generally have their major areas vertical (although this is by no means always the case).

Histogram: A histogram is a diagrammatic presentation of a grouped frequency distribution or any relevant group data. In other words, it is customary to represent a frequency distribution or any appropriate group data diagrammatically in the form of a histogram. It is probably the most important type of graph that displays the shape and spread of continuous sample data.

Maps, Atlases and Textbooks: Maps and atlases are important instructional materials for the teaching and learning. They are good companions when teaching such topics as population

and economic growth According to Anyawu*et al* (2003), textbooks are the most common instructional materials that teachers use to disseminate knowledge. Textbooks had variety values, but are too costly for an average Nigerian student to afford. Some ways by which to ameliorate this problem is for groups of teachers to write jointly and for the school authority to ensure that copies of relevant textbooks are put into the school library to enable students who cannot afford these textbooks to get access to read them.

Use of Journals, Magazines and Handbooks: These are printed materials that can be effectively used to aid teaching, teachers can use them to:

a. Obtain information which cannot be readily obtained from textbooks.

b. Help to bring the teacher up to date in his/her field. When the above are achieved by the teacher, he/she will be able to disseminate the instruction or knowledge gained to the students. This aid effective teaching and learning (Imogie, 2002).

2.5.3 Modern Instructional Materials

Technological advancement came with film slide, Ipad, laptop, projector, television and internet systems are the instructional material which helps in teaching and learning process.

Computer (Ipad, Laptop): Computer has been defined by Imogie (2002), as a calculator, machine, apparatus, mechanical, electrical or electronic equipment for carrying out especially complex calculations, dealing with numerical data or stored items of other information. A computer refers to a device which automatically performs operations, sort's files and edits, thus making it possible to process information with great speed, accuracy and reliability. It combines the efforts of the hardware, software and personnel to operate. Computers are machines that capture data at source, record the data, prepare data, inform acceptable to the machine, perform processing requirements and communicate the results of the processing when so required.

The fifth generation computers are seen as having “artificial intelligence” and “thinking ability” as a result of its complexities and diversities. Computer is very useful because of its numerous applications in our personal and educational life. It is quite evident that the modern man is machine dependent. This is because everywhere, computer has made out lives easier and much more comfortable. Projection screens enhance demonstration and allow for shared screen work; local network server’s facilities proper transfer of files; access to internet can turn each seat into library; and online conferencing can stimulate active, written participation by every student. Computer also can help students visualize objects that are difficult or impossible to view e.g. shift in demand and supply.

Computer programmes are interactive and illustrate a concept through attractive animation, sound and demonstration. They allow students to progress at their own pace and work individually or problem solved in a group. Computer provide immediate feedback, letting students know whether their answer is correct, if the answer is wrong the programme shows students how to correctly answer the question, computers offer a different type of activity and a change of pace from teacher-led or group instruction.

Internet: Balogun (2004) opined that globally, information and communication technology has been changing so dramatically in speed and performance that practitioners have rightly referred to the phenomena as a revolution. One of the most spectacular manifestations of this revolution is the internet. The internet is the international network of computers. It is the global information pool as it links hundreds of nations, thousands of companies and over fifty millions of computers. In many parts of the world, the internet is an indispensable tool for business, education, research, commerce, communication and technological development.

The internet often called the NET, has been variously described as the world’s largest computer network, conglomeration of thousands of computer networks, the information

super-highway and cyber space. Physically, internet is a lot of computers and other communication devices and carriers. The internet exchanges, digitized data.

Information is transmitted on the internet when a message is sent over the internet, Transmission Control Protocol (TCP) breaks the message down into more manageable smaller units called “packets” and attaches to each packet contains information which will enable it re-assemble and even check for errors at the receiving end. The Internet Protocol (IP) labels the various packets with information containing address as of their various destinations and puts the packets on the information highway. Each packet travels independently over the internet and may take a different part to arrive at its destination. Some of the remarkable features of internet include:

1. Real time information retrieval and transfer by transferring and retrieving in time of communication for such purposes,
2. Global Access – it can be accessed from anywhere in the world as long as connection to a local provider can be made,
3. The internet presents information in a user friendly mode by providing a very enabling environment for information dissemination.
4. Dynamic – Internet content is consistently updated to provide users with current state of the art, technologies and information.

Within the past decade, ICT tools have fundamentally changed the way people communicate and do business. They have potential to transform the nature of education – where and how learning takes place and the roles of students and teachers in the learning process. Teacher education institutions should assume a leading role in the transformation of education or be left behind in the swirl of rapid technological change. For education programme to keep the full benefits of ICTs in learning, it is essential that basic ICT tools,

skills and competencies are put in place for effective learning of social studies concepts (Balogun, 2004).

2.5.4 Characteristics of Instructional Materials

Odukwe (2011), saw learning materials as essential part of practical teachings as such, in classrooms, pictures, charts and drawings should also be clear and neat. He added that, net it is not good for a teacher to plan a lesson without some ideas of how he/she will stimulate or motivate his/her students by using pictorials illustrations (pictures, diagrams, charts and models) or materials illustrations. Anyanwu (2003), stressed that graphic materials to be used in classroom should be simple, attractive, large enough and not to be crowded with illustrations and colours. Olaitan (2002) pointed out the good instructional materials must have the following characteristics:

a. appeal to the sense (sound and sight);
b. attract and hold attention; and
c. focus attention on essential elements to be learned at the proper time.

In order to achieve the above objectives, any materials to be used as instructional materials must satisfy the following characteristics:

i) **Flexibility:** In the college or university, the teacher has been taught different ways of teaching hence, while in the classroom a good teacher will attempt to teach his/her lesson using a variety of methods and materials. He/she should therefore, select or construct instructional materials that can be instantly modified to suit change in the approaches to construction.

ii) **Colour:** Since pupils are attracted by bright colours, these should be used in the preparation of teaching also much brightness should be avoided since it may distract students' attention from the objectives of the lesson and the instructional materials.

iii) **Simplicity:** Instructional materials must be simple and present only far ideas at a time. This is because students cannot comprehend complex ideas presented to them at a short-time. If pictures are used, they should illustrate only a very far words or actions. If more detailed pictures are used, students will not know that they are to notice from the picture displayed.

iv) **Visibility:** All the smallest detail to be used in instructional materials should be large enough to be seen by every student in the class. So, such should be placed conspicuously in front of the class to present a clear view to every student.

Ogundele (2007), added that the characteristics of good teaching aids can be seen under the followings:

a. **Sufficiency:** Teaching aids must be sufficient enough for use;

b. **Writing and Lettering:** The lettering or writing must be bold, clear, neat and readable;

c. **Attraction:** That the aids must be neat and attractive to arouse the interest of students. All the lettering must be bold and attractive;

d. **Purpose:** The information in the aids must help students in learning and must be relevant to the lesson;

e. **Accuracy:** They must be accurate in content and language. There should be no mistakes of facts or spelling that is, misinformation; and

f. **Clarity:** All details in the aids for instance, drawings, pictures and so on, should be easily seen by students far away from it. Aids such as radio, tape and television should be clear enough to be heard by all students.

2.5.5 Qualities of Instructional Materials

The resources employed to facilitate effective teaching-learning process are referred to as instructional materials. They are information carriers designed specifically to fulfill objectives in a teaching-learning situation (Akan in NTI, 2014). Therefore, in the teaching

and learning, many of these learning materials are utilized in making teaching more effective and enhancing permanence in learning. These materials are given different taxonomies viz., visual, audio, audio-visual, hardware, software and a host of other nomenclatures.

Instructional materials possess some inherent advantages that make them unique in teaching. For one thing, they provide the teacher with interesting and compelling platforms for conveying information since they motivate learners to want to learn more and more. Also, by providing opportunities for private study and reference, the learner's interest and curiosity are increasingly stimulated. Further, the teacher is assisted in overcoming physical difficulties that could have hindered his effective presentation of a given topic. They generally make teaching and learning easier and less stressful. They are equally indispensable catalysts of economy and intellectual development of the learners. Instructional materials grasp the learners‟ intellect and eliminate boredom. Some of the unique qualities of instructional materials is speedy learning and accuracy. They make the work easier, more appeal, accurate, neater and boosting for clarity of subjects' concepts. Effective use of instructional materials requires a lot of creativity as well as sound knowledge of subject matter in their operation.

2.6 Influence of School-Community Relationship in Provision of Infrastructural Facilities in Secondary Schools

Provision and maintenance of school infrastructural facilities has considered previously as the sole responsibility of government in the North-west Zone, Nigeria. With increase in awareness parent/guardian and other members of community are now making commitment in that regard. With help School-Community relationship through regular meeting with schools managers community member are contributing a lot in the providing and maintaining of secondary schools infrastructures. Infrastructural facilities constitute a strategic factor in the functioning of a secondary school system. This is so because they determine to a very large extent the smooth functioning of any teaching and experimental

demonstrations and even other extra-curricular activities. He further stated that their availability, adequacy and relevance influence efficiency and high performance. In his words, Farombi (2003) opined that the wealth of a nation or society could determine the quality of education in that land; emphasizing that a society that is wealthy will establish good schools with professional personnel (quality teachers), learning infrastructures that with such, students may learn with ease thus bringing about good academic achievement.

2.6.1 Infrastructural Facilities Management in Secondary Schools

Facilities management is a collective responsibility of the federal, state, local government authorities, School managers, staff and students of the individual schools and the community where the school is located. Facilities management is an integral part of the overall management of the school. The actualization of the goals and objectives of education require the provision, maximum utilization and appropriate management of the facilities. Furthermore, advances in science and technology, necessitate that the school manager should adopt modern methods of facilities management. This will improve the quality of teaching and learning. A direct relationship exists between the quality of school facilities provided and the quality of the products of the school. The physical environment of a school is a major determining factor in the attainment of its objectives Manga, Aliyu & Garba (2013).

Facilities management is a process that ensures that buildings and other technical systems support the operations of an organization. The International Facilities Management Association (2002) described facilities management as the practice of co-ordination of the physical workplace with the people and the work of the organization; it integrates the principles of business administration, architecture and the behavioural and engineering sciences. School facilities management is the application of scientific methods in the planning, organizing, decision-making, co-ordination and controlling of the physical environment of learning for the actualization of the educational goals and objectives. This

involves among other things, collective decision making in relation to selection of site for establishment of new schools, design and construction of new school plants including grounds, renovation and modernization of old plants, provision of equipment for academic and non-academic activities, maintenance of all facilities and review of management practices and processes.

2.7 Influence of School-Community Relationship on Planning in Secondary School

Planning is another area through which School-Community relationship can assist in the management of secondary schools in North-west Zone, Nigeria. Planning is about developing a good match between the activities of an institution and the demands of the environment in which it operates (Nte, 2007). It focuses on the institution's mission, objectives, strengths, weaknesses, opportunities and threats. Therefore, communities in which school live have enough to contribute in planning the education of their children. Parents/Guardians and other community members in the North-west Zone can similarly add their input in the planning of some activities in school, that is, the areas of students discipline, admission, transition exercise, school festivals, utilization and maintenance of school facilities, sport activities, examination, execution etc

Planning as a way of projecting our intentions, that is, a method of deciding what we want to accomplish. Ejiogu (2010) holds that to plan, means to project, forecast, design or make or chart our course. From these views, it can be summarized that planning refers to the act of deciding in advance what is to be done, how and when to do it, where and who is to do it in order to achieve the goals or objectives of the system. For example, when arrangements are made as to how many students are to be in a class, how many classes will be needed to accommodate all the available children seeking admission into our school system, we say we have planned the educational system.

A plan is a detailed scheme; programme or method worked out before hand for the purpose of achieving a set objective. There are three basic elements in a plan, viz: it deals with the future involves action and identifies who is to implement the future action. On the other hand, the process of setting out in advance this plan is what is called planning. Planning bridges the gap between where we are and where we want to be.

In line with our definition of planning earlier on, educational planning can be defined as the process of setting out in advance, strategies, policies, procedures, programmes and standards through which an educational objective (or set of objectives) can be achieved. For the explanation of educational planning to be concise, a number of basic elements must be present in that explanation. These are that:

a. educational planning is a detailed and systematic process: it just does not happen by chance.
b. it sets out in advance. It is a forecast of what duties, assignments and tasks (operations) are to take pace in the future.
c. it must identify strategies, policies, procedures, programmes and standards: all these are necessary in order to chart the course of action that is required.
d. It is goal-oriented: it is directed at achieving set educational objectives.
e. planning must take into consideration knowledge of the system for which the plan is to be make, the part of that system on which the plan is to be made and the available resources in that system (Peretomode 2013).

In a similar study, Ugwuanyi (2003) examined strategies for involving the community in secondary school administration in Nsukka education zone of Enugu State. The research design used was descriptive survey. The sample comprised the entire population of the study which is seventy- seven principals in the area. Data were analyzed using mean and t-test statistics. The findings of the study revealed that principals have a positive perception

towards community participation in school administration with a grand mean of 3.62 which was above the criterion mean of 2.50. It showed that communities are actively involved in secondary school administration with a grand mean of 3.76 above the mean of 2.50. It also revealed that strategies such as employing nonprofessional staff from the community, decentralization of administrative power to embrace communities, sharing of information and decision making with communities, and involving the P. T. A. in school disciplinary committee can be used to involve communities in active administration of secondary schools.

It is however noted that over the years the challenges facing our public secondary schools due to lack of proper planning have been those of poor infrastructure, inadequate staffing, inadequate funding, and poor quality assurance owing to various training limitations (e.g. lack of facilities, equipment and essential reading materials, etc.) unsuitable policy environment and other organizational and management issues pertaining to school administration, manpower requirements and curriculum development, (Onwuliri, 2008). Probably the reason for the unfortunate situation could be adduced to poor strategic management skills of the principals who have not dutifully planned strategically to put things in place. Besides, many policies and programmes have been initiated in the past without commensurate result or impact. It would seem therefore that the need for the use of effective tools for school administration has not been given requisite attention.

Therefore planning in the North-west Zone in Nigeria forms a bridge between where a school is now and where it wants to be in future in the light of its analysis of the environment. It analyzes internal strengths and weaknesses; external opportunities and threats; generates alternative strategies; chooses from alternatives in the light of predetermined criteria; sets measurable goals and objectives; draws up implementation plans, which include action plans, people responsible and time frames and draws up evaluation criteria with help of school community.

2.7.1 Characteristics of Educational Planning

Educational planning has a number of characteristics. According to Adesina in Oso 20111) these characteristics are basically four. They are: primacy of planning, pervasiveness of planning, mission – oriented and future oriented.

i. **Primacy of Planning**

Planning is the first step in management. It takes precedence over all the other managerial functions. Everybody plans even though not everybody plans well. As a teacher, you plan your lessons before you go to teach them. As at present, as a school manager you plan the way you want conduct excursion with your students, etc. It is after this planning that you can organize it, identify those people who will help you to look after the students, guide the students during excursion, and do other things. It is also after this that you will look for a means of transportation.

ii. **Planning is pervasive**:

By this, we mean that planning cuts across all levels of management and all the other managerial functions. Whether at the primary, secondary or university level of education, planning is done. For example the managerial functions of organizing, staffing, etc involve some planning. The way the excursion mentioned above is to be organized has to be planned. Also, its implementation too needs to be planned or else you find out that some of the activities may either be forgotten or that those which are to come first are treated last and vice versa.

iii. **Planning is Mission – Oriented**

Planning involves the mapping out or charting of activities in such a way that it helps to satisfy human wants. Thus, planning is goal-directed i.e planning is directed at achieving a specified goal or a set of goals.

iv. **Planning is Future-Oriented**

Planning is a process of deciding in advance what should be done in future, how it is to be done, who will do it, when and where to do it. This process takes into consideration past trends and present experiences in order to project into the future. Future, here, can be near or far. A plan can therefore be short-term, medium term or long-term depending on its duration. A short-team, plan is that which is for a period not more than 3 years. It is a medium-term if the plan is for between 3 and 5 years. It will call long-term if the plan is for more than 5 years.

2.7.2 Planning Process

Adesinain Oso (20111) identified three major steps in the educational planning process. It is important that we understand those steps. They are: statement of educational objectives, identification of various activities needed to achieve the stated educational objectives and evaluation of results.

i. **Statement of educational objectives**.

The educational objectives must be identified and clearly stated. This will ensure that there is no confusion about the objectives.

ii. **Identification of various activities**.

The various activities which are needed to achieve the stated objectives must be clearly identified. Usually, those activities relate to the supply of the human and material resources that are required. This ranges from identifying such institutions (schools, examination bodies, etc) that would have to be established for the plan implementation and monitoring, to the number of cleaners required. They also relate to the identification of the number of staff required, their qualifications and experience and the amount of money required to maintain the system.

iii. **Evaluation of results**:

Evaluation should be related to the stated objectives. The extent to which a plan meets the objectives it has established for itself can be determined by looking at the implementation in relation to those objective and outcome results.

2.7.3 Uses of Planning in secondary school

Considering that planning of activity in secondary school is concerned with the problem of wisely distributing the limited resources and the types of school activity to be carried out, the process of planning school activity comprises three main functions.

1. Identification of Objectives and strategies:

By this researcher mean that planning of activity in secondary school in North-west Geopolitical zone, helps in identifying and defining the objectives and the strategies, programmes, procedures, policies and standards which education needs to be more effective and efficient. Through planning of activity we are able to clearly identify and define educational objectives, identify and also clearly define various activities which are to be carried out to achieve the educational objectives in secondary schools.

2. Educational Planning aids decision making:

Planning in the management of secondary school helps decision maker war all levels to reach a better and well informed decision. This is because through proper planning, adequate data are collected on the particular level that we wish to plan for and on the basis of such information available. It is also easier to arrive at better decisions. Planning in secondary school therefore helps to promote speedy and effective administration of the system since the administrators of the system are provided with necessary guidelines to work with. Furthermore, with planning in secondary schools, it becomes easy to evaluate the progress made in the school system (Asiabaka, 2008).

2.8 Influence of School-Community Relationship in Communication in Secondary School

The principles of good communication between schools and the community can better be achieved by school managers with the existence of cordial School-Community relationship in the North-west Zone, Nigeria. Parents/guardian and other community members need to be acquainted with what is happening in schools, the programmes and activities available for their children through proper channel of communication. The School-Community members need to be aware on the norms, value and aspiration of the larger community in which the school is situated. Maintaining good School-Community relationship is the major responsibility of school administrator and other stakeholders from the community through good communication.

Communication in Secondary schools helps individuals and groups within the School-Community to coordinate activities to achieve goals, and it's vital in socialization, decision-making, problem-solving and change-management processes. Internal communication also provides teachers with important information about their jobs, organization, environment and each other. Communication can help motivate, build trust, create shared identity and spur engagement among teachers and students; it provides a way for individuals to express emotions, share hopes and ambitions and celebrate and remember accomplishments. Communication is the basis for individuals and groups in the school to make sense of their organization, what it is and what it means. The hierarchy of employees' communication needs which reflects the above mentioned points. We can quote Lukazewski (2006) who reported that, "The greatest continuing area of weakness in management practice is the human dimension. In good times or bad, there seems to be little real understanding of the relationships between managers, among employees, and interactions between the two. When there are problems, everyone acknowledges that the cause often is a communication problem; so now what?"

If we consider the role of motivational practices followed in the secondary schools, we can easily find a solution to the 'communication problem' mentioned above. Motivating is the work which managers perform to inspire, encourage and impel people to take action. To motivate the teachers, the teachers must be reached and to reach him there must be a completed understanding of the complexity of his make-up. Motivation efforts must be directed towards improving organization operations. To be effective, however they must also be designed to show benefits to the employee. In fact, motivation can best be accomplished when workers are able to merge their personal ambitions with those of the organization Akpakwu (2008).

Internal communication within the secondary school system plays a very vital role in implementation of all these ideal motivational practices in the school. To quote a recent article in the 'Sunday Times', ' If people understand the bigger organizational picture they will be more willing to stay for the ride and more motivated to do the job you need them to do.'(*Sunday Times*, April 28, 2002). It is this making people understand the bigger picture, is an important and complex job that demands attention from practicing managers. Indeed, the 'manager who suffers from poor communication skills is likely to feel frustrated most of the time. And he is even more likely to be surrounded by a number of unhappy and unproductive subordinates. Organizational communication can be defined as the process by which individuals stimulate meaning in the minds of other individuals by means of verbal or nonverbal messages in the context of a formal organization' *(*Richmond et al, 2005).

A review of the literature with respect to organizational communication reveals a central, shared emphasis on the issues of control and coordination through proper communication. Organisational communication research has evolved considerably from the early conceptions of communication and its role in the organisation. Recognition for the importance of communication to the management process can be attributed largely to the

work of Chester Barnard (1938) who maintained that communication was the very "heart" of the management process. The human relationships movement of the 1940's contributed significantly to the notion that communication in organisations should be a two-way process. It emphasized the concern for employee attitudes and satisfaction, stimulated research on employee involvement in decision making, the two-step flow of communication, and upward and downward communication flow. In 1950's, research on the effects of feedback on employee performance and climate research was initiated. The problem of upward communication distortion was the focus of attention and research methodologies like ECCO (Episodic Communication Channels and Organizations- Davis, 1953) were developed. The term "communication audit" was first used by Odiorne (1954) as a description of the process used to assess the accuracy of management's perceptions of subordinates' communication.

Communication audit methodologies advanced a general systems approach to the study of organizational communication. In modern days, we understand 'communication' as one of the most dominant and important activities in organizations (Harris and Nelson, 2008). Fundamentally, relationships grow out of communication, and the functioning and survival of organizations is based on effective relationships among individuals and groups. In addition, organizational capabilities are developed and enacted through "intensely social and communicative processes" (Jones et al., 2004).

Organizational communication has become increasingly important for overall organizational functioning and performance (Baker, 2002). One of the reasons for this is the direct contribution of organizational communication to organizational and employee learning, which is qualified as an critical factor for competitive advantage (Gargiulo, 2005).Due to the enormous challenges offered by worldwide competition, there is an increasing mandate to reduce the barriers of understanding for managing these enormous challenges. Organizational communication can decrease barriers of understanding, so that knowledge can flow

throughout the organization. Knowledge establishes the basis for efficiencies and competitive advantage.

Organizations are also confronted with changes that made organizational communication both more complex and more important to the overall performance of organizations. Work has become increasingly complex and requires more interaction and coordination among employees. Additionally, the pace of work has become faster and workers are more distributed.

Another major change that is observable in organizations is that organizations have become more multicultural. This implies that organizations are more diverse in terms of gender, race, ethnicity and nationality than in the past. Part of this development generates substantial potential benefits for organizations, such as more creativity and innovation, improved decision making, and more flourishing marketing to different groups of customers. However, there are also potential costs involved with multicultural organizations, like interpersonal conflicts and communication breakdowns. Research found evidence for a negative relation between demographic diversity and communication effectiveness. This implies that when the members of organizations become more dissimilar, the communication process becomes more complex.

2.8.1 Channels of Communication in Secondary Schools

Effective communication enables management of the secondary schools to perform appropriate functions and achieve pre-stated results. However, for a communication to be effective a proper channel must be utilized. There are various channels of communication which could be applied in a secondary school. They range from face-to –face communication, group meeting and the various kinds of written communication discussed, above. These channels are means of transmitting information within and outside the school. These channels are broadly categorized into formal and informal communication channels (Madu, 2006).

1) **Internal Communication**: All organizations including secondary schools generate internal communication. Communication flows within a secondary school are multi-direction, messages are sent verbally downward from one level to lower level by way of chain of command. Most orders and instructions take this path. But much communicating is vertically upward, from lower to higher levels. Managers require information from their subordinates about their problems, work in progress and other data that relate to what the organization is doing. (Appleby, 2003)
2) **External Communication**: All secondary schools also initiate communication with individuals and groups outside the school setting. Generally, as a school grows, external communications increase and may include thousands of suppliers, wholesalers, retailers, and other types of organization.
3) **Formal Communication**: This type of communication in an effective school setting flows in various, directions, downward, upward, and crosswise / horizontal. These are officially recognized by the enterprise.
4) **Downward Communication**: These are communication in which messages and information flows from people at the higher levels of management of the secondary schools to those at lower levels in the organizational hierarchy. This kind of communication exists especially in organizations with an authoritarian atmosphere. The information that can be transmitted in this form includes; implementation of goals, strategies and objectives etc. downward flow of information through the different levels of the organization is time consuming, indeed, delays may be so frustrating that some top managers insist that information be sent directly to the person or groups requiring it.
5) **Upward Communication**: This is a system of communication, which travels from subordinates to supervisors and continues up the organizational hierarchy. Unfortunately, this flow is often hindered by manager in the communication chain, who filters the

message and do not transmit all the information especially unfavorable news to their bosses. Upward communication transmission of information is essential for control purposes. Upper management needs to know specially production performance facts, marketing information, and financial data, what lower-level employees are thinking and so on.

6) **Crosswise Communication**: Crosswise Communication in secondary schools includes the horizontal flow of information among people on the same or similar organization levels and the diagonal flow, among persons at different levels, who have no direct reporting relationship with one another. This kind of communication is used to speed information flow, to improve understanding, and to co-ordinate efforts for the achievement of organizational objectives. A great deal of communication does not follow the organizational hierarch but cuts across the chain of command.

7) **Informal Communication**: Informal Communication exists outside the formal authority structure of the secondary schools. Informal communication co-exists with formal communication but bypasses hierarchical level and cuts across vertical chains of command to connect virtually any member of the organization (Madu, 2006). An example of this informal type of communication is the grapevine. It is an information communication channels in an organization, which does not respect formal lines of authority. The grapevine has come to mean an informal means of circulating information; news or gossip that has been obtained secretly or from private sources. All organizations have a grapevine or an informal communication channel. The grapevine creates a problem in that the information that is communicated is usually only partially based on fact or at best is incomplete and as information passes through the grapevine it generally become distorted. Some managers deliberately use the grapevine to sample people opinions on various ideas because it is accurate and most of the time relevant to

organization. It is a very important aspect of organization communication. Efficient managers should not do away with it.

2.8.2 Barriers to Communication in a Secondary School

One of the functions of communication in a secondary school is to ensure that each individual in the school knows what he/she is expected to be doing at work to further the goals of the school. Good communications are essential to getting any organizational activities done because co-operation is impossible without it. However, difficulties to good communication arising from differences in social, racial or educational backgrounds, compounded by age difference, communication breakdown and poor listing skills (BPP, 2000). Other communication barriers according to Madu, (2006) include: Emotionality, different perception, influence of attitude and differences in status and power. In this study specific attention is being paid to two barriers in communication, which Holmes (2007) noted are very critical problems in organizations. These are:

- Breakdown in communication
- Poor listing skills of employees in an organization.

Breakdown in communication: It is no surprise that managers frequently site communication breakdown as one of their most important problems. However, communication problems are often symptoms of more deeply rooted problems as a result of poor planning which may be the cause of uncertainty about the direction of the organization (Weihrich et al 2005). Similarly, a poorly designed organization structure may not clearly communicate organizational relationships. Vague performance standards may leave managers uncertain about what is expected of them (Holmes, 2012). Thus the perceptive manager will look for the causes of communication breakdown, which could include:

i. Communication downward (i.e. from superiors to subordinates) may breakdown because of poor organization, confusion about the message being transmitted or for

personal reasons. If the channels of communication are inefficient or insufficient, the organization is at fault. Confusion will also occur if the superior manager is incompetent and issues instructions, which cannot be understood because they do not make sense. Poor personal relations between superior and subordinate will cause a breakdown in communications because of mutual suspicion or because of their different backgrounds.

ii. Communications upward (from subordinate to superior) may breakdown for the same reasons. An additional consideration is that the subordinate, because he wants to hide his own errors on the errors of a fellow worker, or because he does not want to bother his boss with a problem he thinks he can handle himself, may give incorrect information for his superior to act on (BPP, 2000).

iii. Horizontal communication. Horizontal communication (i.e. between people on the same hierarchical levels, perhaps in different department) may cause breakdown of communication because departments are geographically separated with inadequate communication links. There is no formal organization for the cross-fertilization of ideas and opinions between departments, the organization is too centralized and insists on all such negotiations being made at top management level, or/ and because there is a poor informal communication structure.

From these stated causes of communication breakdown in an organization, it is apparent that communication problems fall in to three broad categories. Firstly, there may be a bad formal communications system, secondly there may be misunderstanding about the actual content of a message, and thirdly, there may be inter-personal difficulties causing breakdown even though the formal communications organization may be adequate under normal circumstances.

2.9 Influence of School-Community Relationship on Decision-Making in secondary school

Because decision making is so important and can have such significant effects on the operation of schools, it has been suggested that administration is decision making (March, 2010). It would be a mistake however, to conclude that only administrators make decisions. Increasingly, important decisions are being made in schools by non-administrative personnel. Thus, while decision making is an important administrative process, it is fundamentally a people process.

Decision making has been observed to be the heart of administrative process and leadership in schools. The principals and teachers in secondary schools are faced with myriads of challenges in both teaching and administrative activities which seem to have consistently hampered the realization of the objectives of the school. These problems require unified effort from the principals, teachers and community members for quality and effective administration. It has been observed that teachers are central in the management of schools and their involvement in decision making process is such a sensitive issue in schools that neglect of it by the principals could cause a lot of rift, conflict, misgiving and hindrance to the realization of the objectives of the school goals.

The success or failure of any school is largely dependent upon the groups that make it up and effective utilization of the intellectual abilities of these group or human resources helps the development of such an organization or school. Udo and Akpa (2007) asserted that where teachers are adequately involved in decision making process, there would be commitment and adequate support with the principal and the realization of school goal will be easy, apathy and opposition within the school will be minimized.

System participative decision making can be seen as “higher level individual’s effort to provide those at a lower level with a greater voice in organizational performance. The definition makes it clear that in the intelligence quotient literature, participative decision

making represents a deliberate change from traditional management in which minority of upper-level management employees make all of the decisions regarding organizational policies and functioning. Jewell in Bakwai and Fatima (2016) summed up participative decision making as an effort to avoid the "nobody asked" syndrome. They further explained it to mean soliciting employee's idea for turning the situation in an organization around. They further opined that along with the expectation that asking, will improve the quality of organizational decision making, it is an expectation that people who participate in decisions that affect them will understand the issues better and accept the decisions more readily.

Ndu and Anogbov (2007) noted that where teachers are not involved in governance, result to teachers behaving as if they are strangers within the school environment. Thus, most teachers do not put in their best to have full sense of commitment and dedication to the school. Mullins (2005) is of the opinion that many people believed that staff participation in decision making leads to higher performance and which is necessary for survival in an increasingly competitive world. In an organisation boredom and frustration at work is often the result of an employee's lack of involvement in decision making processes with the organization's goals and a feeling that their ideas are not wanted or listened to. He further expatiated that staff turnover increases as employee's walkout of the door for more interesting jobs.

Holmes (2012) corroborated this fact and saw involvement of employees in decision making as empowerment while a neglect of employees in decision making was seen as an assumption that workers are untapped resources with knowledge and experience and an interest in becoming involved, employers need to provide opportunities and structures for their involvement. He also assumed that participative decision making is likely to lead to job satisfaction and better quality decisions and that gains are available both to employers (increased efficiency) and workers (job satisfaction), in short an everyone-wins scenario.

Staff cooperation is believed to be an indisputable asset to the school principals while involvement in decision making process by the teachers could ease the principal's mounting problems as many heads would be put together to intellectually solve problems that could have remained unsolved by the principals alone.

Administration is sometimes conceptualized as the job of the school principal which include holding together the organization, making progress towards set objectives, and getting things done. It is also the process of organization leadership (Udoh and Akpa, 2007). While other people defined administration as fascinating and frustrating, it can also be seen as a function so broad in scope that no one person can or should do. In school administration involving teachers in decision making process is like when two men cooperate to roll a stone that neither could have rolled. Many managers express a belief that involvement of workers in decision making will improve the quality of workers decision making in the organization Udo and Akpa (2007). In contrast, where teachers lack motivation and involvement in decision making, truancy, excessive excuses, abstention and complaints usually emerge leading to general ineffectiveness, inefficiency, low productivity and non-achievement of goals of organization Emeneke (2004).

Okoyewas reported by Edem(2006) in his view said that workers should be involved in decision that concern them like general working conditions, fringe benefits and staff development programs as this adds to the attractiveness of the organization climate. Climate that encourages involvement in decision making is characterized by openness and risk taking. This environment encourages teachers to try new ideas and approaches. However, it should be noted that teachers were less willing to participate in decision making if they perceive that their principals sought their opinions but want to make the final decision rather than allowing teachers that opportunity.

Luthans (2005) supported this view that if managers claim to want participation from their people but never let them become intellectually and emotionally involved and never use their suggestions, the result may be negative. Still in line with the view, Emeneke (2004) buttressed the fact that when people are part of decision making process, there is greater opportunity of the expression of mind, ideas, existing disputes and more occasions for disagreements and agreements. In some establishments, they are gender biased that women are marginalized in decision making process.

2.9.1 The Nature of Decision Making

Decisions are made at all levels of school organization. The superintendent makes decisions concerning a school district's goals and strategies. Then principals make tactical decisions concerning those goals and strategies to accomplish them in relation to their own buildings. Department heads and team leaders then make curricular and operational decisions to carry out the day-to-day activities of a department or unit. And, finally, classroom teachers make decisions in their classrooms.

Decision makingis a process of making a choice from a number of alternatives to achieve a desired result (Eisenfuhr, 2011). This definition has three key elements. First, decision making involves making a choice from a number of options - the school district can carry more or less inventory of school supplies and the math department can choose the Macmillan or McGraw-Hill math series. Second, decision making is a process that involves more than simply a final choice from among alternatives if the school district decides to renovate the existing high school rather than build a new one, we want to know how this decision was reached. Finally, the “desired result” mentioned in the definition involves a purpose or target resulting from the mental activity that the decision maker engages in to reach a final decision - to locate the new elementary school on the east side of town.

Decision making is a way of life for school administrators. Although everyone in a school makes some decisions, school administrators are paid to make decisions. Their main responsibility lies in making decisions rather than performing routine operations. The quality of the decisions made is a predominant factor in how the superintendent, for example, views a principal's performance, or how a principal views a department head or team leader's performance. Furthermore, decision making affects the performance of a school or school district and the welfare of its stakeholders: students, teachers, parents, and the community.

2.9.2 Models of Decision Making

The decision making Model are of two types i.e Rational and Non- Rational models:

The Rational Model

Administrative decision making is assumed to be rational. By this we mean that school administrators make decisions under certainty: They know their alternatives; they know their outcomes; they know their decision criteria; and they have the ability to make the optimum choice and then to implement it (Towler, 2010). According to the rational model, the decision making process can be broken down into six steps (Schoenfeld, 2011).

After a problem is identified, alternative solutions to the problem are generated. These are carefully evaluated, and the best alternative is chosen for implementation. The implemented alternative is then evaluated over time to assure its immediate and continued effectiveness. If difficulties arise at any stage in the process, recycling may be effected.

Thus, we see that decision making is a logical sequence of activities. That is, before alternatives are generated, the problem must be identified, and so on. Furthermore, decision making is an iterative activity. Decision making is a recurring event, and school administrators can learn from past decisions.

Non-Rational Models*:*

Unlike the rational view, several non-rational models of managerial decision-making suggest that it is difficult for managers to make optimal decisions due to the limitations of information-gathering and processing. Within the non-rational framework, three major models of decision-making have been identified by researchers' i.e. Satisfying model, Incremental model and Garbage-can model.

2.10 Influence of School-Community Relationship in Funding of Secondary Schools

The funding of education is the heart of the educational crisis in many countries of the world. In Nigeria, North-west Geopolitical zone in particular, there appears to be a perennial crisis of funding and lack of definite structures and strategies in funding of education in almost all the states in zone. Funding depicts the provision of economic resources (funds) which invariably means money for a project, businesses or any other private or public institutions. Funding is the provision of money to an organization for the achievement of organizational goals. Igbinedion (2006) described funding as the application of money, men and material to the efforts aimed at the achievement of goals and objectives of the community or other educational institutions like the school. Okpala (2013) which stated that communities through parents' teachers association (PTA) assist in the funding of education; and Tobeho (2010) who maintained that parents fund schools through fees and other channels. Ugwu (2010) stated that the community forms the Parents Teachers Association with enormous functions such as fund raising, maintenance of school discipline and participatory of efforts of the community to building schools, so as to afford their children the benefits of educating. Stressing the necessity of community participation in the running of Secondary Schools in Nigeria, the National Policy on Education, Stated that, "School System and consequently their management and day-to-day administration shall grow out of the cultural and social ethos of the community which they serve"(FRN, 2014).

In this era of economics recession and globalization, the government or the school administrators cannot manage schools alone but with combined efforts of the community. This is because the management of schools has become very difficult with its unique problems as posited by Obi (2003). According to Obi this problems arise from such areas like increase in cost of education, technological influence explosive students' enrolment, school-community conflicts and staff and students indiscipline. The educational system according to FRN (2014) is cost intensive and demands adequate funding and specialist personnel, Science laboratories, technical workshops, music and language laboratories and art studios to be constructed and experts to teach these specialist subjects. These require adequate funding to enable the school acquire resources needed for effective teaching and learning. These provision made in the national policy on education was made at a time when there was economic boom, but its implementation is taking place at a time of economic 'doom'. With the present state of the nation's economy, it will be extremely difficult, if not impossible, to implement the education programme satisfactorily in the various communities across the country without the communities active involvement in the funding of such programme.

2.10.1 Funding in Secondary Schools

It is the duty of the school principal to use the available money in his /her school to the benefit of the school. The existence of free tuition fee in Nigerian secondary schools and government poor or lack of political will in secondary education have made for little available fund in secondary schools.

The impress to schools for running costs is very small and not even constant. The schools live on the mercy of the P.T.A levies from students. Government is only interested in paying the staff salaries. It is a known fact that education in the North-west Geopolitical Zone in Nigeria is poorly funded. It is actually left for the school principals to see that the little imprest given to them and the P.T.A levies are judiciously used. Money should only be used

on the important items to ensure that students are taught properly. It is the duty of the government to make available adequate financial resources to schools. Principals should run their schools as if they are running their private businesses.

2.10.2 Funding of Education in Nigeria

The challenges of Nigeria education sector in general and its funding in particular could be traced to policy and strategy instability and inconsistency, inefficient management, wastages and leakages there by overriding macroeconomic conditions that have determined the fate of the sector and where the economy is not growing at a reasonable high and sustainable rate, it will not have the resources to fund a largely – social service sector such as education in Nigeria with a high population growth rate, lackluster growth rate of the GDP would imply severe resource constraints, which could lead to the poor resourcing of social sector such as education, for most of the period 1970 – 2013, the country recorded either negative GDP growth rates or low positive growth rates. It should not be surprising therefore, that education has been poorly funded over the period. Government depends heavily on oil for an average of about 80% of its total revenue, while non-oil (agriculture, solid minerals and other resources) revenue contributes much less an average of about 20%.The problem with this revenue structure is that oil revenue on which the Government depends heavily is highly exposed to the volatiles of the price of oil in the international market. Such derived fluctuations in the major revenue item of government means that without careful planning and rationalization of expenditure of the revenue, the implementation of government projects and programmes would be subject to frequent disruptions and distortions Debie (2012).

An examination of the records shows that the Nigerian Government has tended to embark on ambitious education programmes in spontaneous response to oil booms. In 1973-1979 Nigeria experienced the first oil boom as a result of the Arab oil embargo against the U.S.A. In 1990, there was a second oil boom because of the Gulf war and the United Nations

trade embargo on Iraq and Kuwait. A third oil boom started from 2003 fuelled mainly by galloping economic growth and attendant high energy demand in several emerging economies, particularly, China. It was in response to the windfall revenues resulting from the 1973-1979 oil booms that the Nigerian Government in 1976 introduced the Universal Primary Education. This laudable programme caused a dramatic expansion in the demand for educational services at the primary level. But the financial resources became inadequate, particularly following the collapse of oil prices.

2.11 Influence of School-Community Relationship on management of Interpersonal Relationship in Secondary Schools

Positive interpersonal relationships at work have an advantageous impact on both organizational and individual variables. Research has demonstrated that friendships at work can improve individual employee attitudes such as job satisfaction, job commitment, engagement and perceived organizational support (Murrell and Thatcher, 2010). In addition, employee's negative work attitudes can be mitigated when peers act as confidantes to discuss bad and unpleasant work experiences (Song and Olshfski, 2008). Finally, valued work relationships can influence organizational outcomes by increasing institutional participation, establishing supportive and innovative climates, increasing organizational productivity and indirectly reducing the intent to turnover (Berman, West, Richter, and Maurice, 2002).

Given that friendships at work provide valuable individual and organizational outcomes, one might ask, how can organizations generate positive interpersonal relationships? Previous research has examined contextual and demographic antecedents to workplace relationships to better understand what influences the likelihood that employees develop positive relationships at work. Forming interpersonal connections at work has strong dispositional roots and therefore, employees' personality will influence their development of meaningful interpersonal ties. We also explore interpersonal citizenship behavior (OCBI) as yet another potential advantage of positive interpersonal relationships. Interpersonal

citizenship behavior occurs when coworkers assist one another beyond their job requirements (Bowler and Brass, 2006).

Coworkers who are friends are more likely to help one another than coworkers who are not friends. Given our supposition that differences in personality should predispose individuals to create and value social connections in the workplace differently, thus influencing one's level of interpersonal relationships and in turn impacting their work behavior, our exploration of personality, relationships, and OCBI proceeds from an intermediary variable framework. Research has demonstrated a positive relationship between personality and extra-role behaviors. More specifically, studies conducted by Ilies et al. (2009) revealed that agreeableness had both a direct effect on OCBI and an indirect effect through job satisfaction. Because of the distal relationship between personality and behavior, there are likely to be other intermediary variables which link personality and OCBI. For example, communion striving, or the need for acceptance and getting along with others, has been suggested as an important intervening variable between personality and behavior (Barrick et al., 2001).

2.11.1 Interpersonal Relationship in Secondary School

School Administrator constitutes dynamic leaders who influence classroom teachers who are their immediate subordinates in the school management system. Coetzee, (2010) noted that in most of the successes or failures in school administration or other institutions depend largely on the influence of these leaders on their subordinates.

Teaching performance could be described as the duties performed by a teacher or teachers at a particular period in the school stem in achieving organizational goals. It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. However, Peretemode (2013) argued that job performance is determined by the workers' level of participation in the day to day running of the

organization. Performance may also be seen as “an act of accomplishing or executing a given task”. It could also be described as the ability to combine skillfully the right behaviour towards the achievement of organizational goals and objectives.

Interpersonal relationship has the potential to influence classroom performance and learning outcomes in positive ways and also negatively. Within the classroom, students tend to interact with each other more than with their teachers. These interactions are typically under constant teacher supervision, they can complement teacher behaviour in ways that directly support the instructional process. Students provide each other with valuable resources necessary to accomplish academic task. Students frequently clarify and interpret their teachers concerning what they should be doing and how to do it, provide mutual assistance in the form of volunteering substantive information and answering questions and as such share various school materials such as books, pencils, pens, and papers. Classmates also provide each other with information by modeling both academic achievements. Peers provide each other with normative standards for performance by comparing works and grades.

In recent years, there have been some controversies on the precise role of interpersonal relationship behaviours in promoting academic achievement. In this regard, capacity of the student to adhere to his/her role requirements for learning behaviour such as high time- in- task and paying attention as may be appropriate during the learning process, which are demonstrably positive predictors of learning could provide the avenue for making appropriate learning. According to Thomas in Bibire, (2014) that posited that such and other behaviours serve to accelerate the learning process and consequently enhance the degree of recorded learning. In the same vein, socially irresponsible behaviours such as classroom disruptive activities like noise making, bullying and fighting serve only to reduce time on task and to vitiate appropriate engagement in learning activities. The effect of this is a decline in gains and diminished academic achievement.

There is the perception that students' adherence to classroom rules offers a fertile ground that enables them focus their efforts on teaching–learning progress. In other words having positive interpersonal relationship behaviours and positive perception of social and civic obligations offers the student the motivational orientation that is necessary for success in school work. In the same vein, Kodzi et al. (2011) posited that good interpersonal interactions of teachers with students had positive effects on academic achievement, good interpersonal interactions with teachers and parents had positive effects on academic achievement; a situation where parents provided materials and financial support and were generally involved in school affairs those students had better grades than students whose parents were not involved.

Lack of parental involvement in the classroom also had negative effects on students' grades. They concluded that the quality of social relationships is associated with academic outcomes. Wetzel and Watkins (2002) revealed in their study that quality of students' peer relationships affect academic orientation and performance. In the same vein Duflo et al. (2009) examined the impact of peer academic performance on peers of first graders in a randomized evaluation of a tracking system and found that high achieving students maintained their higher performance while low achieving student indirectly benefited from tracking through their teachers teaching at a level more appropriate to the students.

2.11.2 Antecedents of Interpersonal Relationships at Work

Past research has focused on the formation of interpersonal relationships at work as a function of employee demographics and the work environment. Song and Olfshki (2008) proposed that who we claim as our friends is influenced by our family ties, class, ethnic background, race, gender, age, experience, interests, and geography. Many theories support the proposition that demographic characteristics impact social relationships between

individuals (Sacco and Schmitt, 2005). People categorize themselves and others into in-groups and out-groups according to salient characteristics, including race and sex.

Individuals tend to minimize differences among in-group members and maximize perceived differences between groups. Individuals react more positively to interactions with people in the same group, even when group distinctions are arbitrary (Sacco and Schmitt, 2005). Similarly, the similarity-attraction paradigm and relational demography theory suggest that demographic similarity leads to attraction and liking and positively impacts the social relationships between employees. Interestingly, these theories suggest that demographic effects on work place relationships and the consequences of such relationships may occur even without extensive employee interaction.

In addition to demographic antecedents, organizations have many environmental characteristics that can facilitate friendship making. Song and Olfshki (2008) suggest that organizational cultures which foster informal communication provide more opportunities to form friendships. Specifically, organizational norms and rules that encourage communication between immediate superiors and subordinates have a positive impact on friendship opportunity. Further, friendships at work may form simply because of the close proximity, interactions and shared experiences of coworkers (Berman et al., 2002).

Managers may be instructed to promote a climate of openness and friendship among their staff and to set positive examples of desired workplace relationships. In a study of senior managers, Berman et al. (2002) identified common strategies for promoting a climate of friendship. The strategies included providing employees the opportunity to socialize; encouraging them to act friendly toward one another and to seek each other for emotional support; and training supervisors to establish positive relationships with employees.

2.11.3 Personality and Interpersonal Relationships at Work

The research focus thus far on demographic and situational antecedents of interpersonal relationships at work neglects the argument that an individual's dispositional differences likely also influence the formation of positive work relationships. Indeed, researchers have paid limited attention to identifying individual, non-demographic attributes that facilitate the construction of social ties even though meaningful relationships on the job are likely to be a function of the nature of two people who come together. Developing positive interpersonal relationships at work should be rooted in dispositional differences.

Kalish and Robins (2006) suggest that psychological predispositions are critical factors at the most basic level of a social relationship between two individuals. The five-factor model of personality as reported by Hough and Furnham, (2003), including openness, conscientiousness, extraversion, agreeableness, and emotional stability, provides a meaningful theoretical framework for postulating the likelihood that certain traits lead to the development of interpersonal relationships at work. The last three traits, extraversion, agreeableness, and emotional stability, are of interest here. These three dispositional tendencies represent core elements of interpersonal behavior and represent interpersonal traits that have been demonstrated to be positively related to social cohesion (Van Vianen and De Dreu, 2001). Morespecifically, each trait supports the development of social ties with others.

Extroverts are described as energetic, participative, gregarious and expressive. Because they tend to be social, assertive and bold in nature, extraverted individuals should form and maintain interpersonal relationships at work. Employees high on extraversion enjoy socializing and developing relationships. They are therefore more likely to cultivate social interaction and build new connections. Taking a social networks perspective, Kalish and Robins (2006) provide evidence that extraverted workers tend to construct broad, dense, heterogeneous social networks. Extraverts not only have a higher quantity of interpersonal

relationships, but they also perceive those relationships to be of higher quality. Extraverted individuals feel closer to their friends' and value those relationships more highly (Berry, Willingham and Thayer, 2010).

2.11.4 Outcomes of Interpersonal Relationships at Work

Valued interpersonal relationships positively impact individual attitudes, opinions and organizational outcomes. This is true for both relationships between coworkers and relationships between supervisors' and subordinates. In a study of government workers in South Korea and the United States, Song and Olfshki (2008) found that in both countries friendships between superiors and subordinates positively affect work attitudes. . Mohanty (2010) found similar results when examining work units of nurses. Unit morale was directly related to supervisor support and co-worker relationships. Results from a Gallup study suggest that friendships and socially supportive environments at work are related to employee engagement and commitment (Ellingwood, 2011).

Chiaburu and Harrison (2008) found that coworker support, including coworker mentoring, friendliness and positive effect, was associated with increased levels of job satisfaction, job involvement and organizational commitment. In the same study, coworker support was negatively associated with detrimental aspects of role perceptions (e.g., role ambiguity, role conflict and role overload). Further, communicating with others for affection or inclusion eases frustration and job-related anxiety and stress.

Positive work relationships help to reduce turnover and improve performance by providing functional-, task- or career-related benefits. In a study of employees in a small electric utility organization, perceptions of friendship opportunities in the workplace had a direct effect on job involvement and job satisfaction and an indirect effect on organizational commitment and intention to turnover. Supervisors who establish positive work relationships with subordinates (i.e., adopt a relational management style) can improve employee retention

(Newman, 2007). Case evidence from the service industry found that stores experienced lower turnover rates when managers built social webs and cultivated a close culture among workers.

As characterized by a district manager for a national food-service chain, "…it's not the pay that makes employees stick around, it's their relationship with their manager" (White, 2005, pp. A1).Performance levels improve because social ties help sustain productivity via coworker support (Chiaburu& Harrison, 2008). Further, informal learning is more likely to take place between coworkers with higher quality relationships, leading to higher levels of learning and increased performance (Eraut, 2004).

2.12 Influence of School-Community Relationship in Maintenance of Discipline in Secondary Schools

Secondary schools' administrators and parents/guardian should be more alive to their responsibilities. They should double their efforts at ensuring that there is high-level discipline in their domains both at school and home. They should supervise the teaching of teachers in schools regularly, movement of both staff and students and ensure that discipline is maintained among the students and teachers. Teachers and students found to have shown dereliction of duties and contravene school rules and regulations should be reprimanded.

On the job discipline means working, cooperating and applying oneself in a responsible and orderly manner to accomplish work. Khan (2002) define disciplinary actions as punishment awarded to government servants for lapse of duty or violation of rules, in-efficiency, insubordination, intoxication, immorality and lack of integrity, including violation of recognized code of ethics. He further divides these actions into formal and informal actions and advocates the need to provide a suitable machinery and procedure to do fairness and justice, in taking disciplinary actions against the employees.

In this way disciplinary actions can be classified as formal and informal or major and minor disciplinary actions. The distinction between major and minor is based on the seriousness of the problem and disciplinary action taken.

A clear classification of formal and informal actions is given below:

a. Informal disciplinary measures include oral cautions, warnings and counseling.

b. The formal disciplinary actions include written warnings, explanation letters and other warnings on misconduct, suspension and dismissal from the job.

2.12.1 Maintenance of Discipline in Secondary Schools

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. The aim of discipline is therefore, to help the individual to be well adjusted, happy and useful to his society. Evertson and Emmer (2005), is also applied to the punishment that is the consequence of breaking the rules. The aim of discipline is to set limits restricting certain behaviors or attitudes that are seen as harmful or going against school policies, educational norms, school traditions, et cetera. According to him, discipline is an art that requires knowledge, skill, sensitivity, and self-confidence. Like any art, it is one that you will acquire through training and experience and it becomes easier with practice.

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 behaviour. In other words, the usage of school discipline sometimes means upholding disciplinary action against nonconformity with the school rules these can affect staff and students.

Students' misbehaviour is a prevailing problem affecting schools not only in Nigeria but also across the many nations around the world. Students' misconduct in the classroom interferes with teaching and learning and is thought to be precursor to later school dropout and similar negative social outcomes.

The indiscipline problem in schools is ranked as a major problem among students of secondary schools in North-west Zone in Nigeria. Disruptive behaviour is a concern to schools and parents and to fellow students, whose education may be adversely affected. So it cannot be ignored, and schools must tailor a well-understood sound behaviour and discipline policy. When schools effectively communicate rules, set high expectations and provided frequent feedback, the need for discipline will likely be infrequent.

However, action is occasionally required to correct a situation where a student has broken the rules or is not putting in the required amount of effort. The approach taken to the disciplinary action often determines its effectiveness. Many traditional approaches to discipline are negative, punitive and reactive, which result in bad feelings for all parties involved. A positive approach to discipline involves a process designed to solve performance problems and encourage good performance. The basic theory behind the positive discipline approach is that when a student is treated as an adult who must solve a problem, rather than as a child who must be punished, the student is more likely to respond positively and correct the problem.

Well before any disciplinary action is required, there must be acceptance and understanding of the rules of conduct and the disciplinary system by both teachers and students. Students should know exactly what is expected of them and what the consequences will be if they do not meet those expectations. The rules should be consistent and fair. The discipline system will be more effective when the disciplinary action is meant to tackle the root cause of indiscipline behaviour of the students.

2.12.2 Discipline and Staff Performance

Every organization adopts formal or informal/ major or minor disciplinary actions against their employees to regulate work and bring orderliness at the work place. It is generally seen that the emphasis is normally on the informal or minor corrective measures at public sector organizations and especially at universities, the service organizations. If these informal or minor actions fail then more formal methods are adopted by the organizations. According to the Standard Practice Guide of University of Michigan, the policy on discipline requires the employees to maintain a standard of performance and conduct that contributes to the continuing excellence and orderly and efficient operation of the university.

Misconduct is defined as any behavior or performance that adversely effects the orderly or efficient operation of the university, for example, violation of rules and regulations, unsatisfactory work performance, off duty behavior which adversely affects the employment relationship. The extent of disciplinary action taken depends on all the facts and circumstances available at the time the decision is made. Nature of misconduct, employees' past record, and years of service are also given consideration. Types of disciplinary actions include, oral and written warning or reprimand, suspension, layoff (time off without pay for misconduct), written reprimand in lieu of disciplinary layoff, and termination following a Disciplinary Review Conference (DRC). DRC provide an opportunity for discussion with employee whose termination at the initiative of university is contemplated.

According to Bernardin (2007) some people focus on discipline approach and others focus on punishment. Punishment is the provision of a negative consequence following a behavior. It focuses on past and penalizes undesirable behavior. On the other hand discipline is more future oriented and its goal is to point the way to more positive and productive behavior rather than to penalize the person for his or her mistakes. Mohanty (2010) defined campus indiscipline as a process whereby an institution fails to realize its objectives. It leads

to less number of teaching hours, irregularity in examination schedules, delays in declaration of results, increases politicking, reduced office hours, damages in physical resources and other facilities.

There are three reasons for employee misconduct; the first type includes employee related discipline problems. They become discipline problems because they lack knowledge to perform their duties, they dislike their job or they resent authority, rules, regulations or orders. Other reasons to respond inappropriately to the work situations may also be their unsuitability for the job or they carry their financial and family problems to work. Second reason is supervisor related, they contribute to discipline problems if they are excessively negative and authoritarian, ignore human relations. Stresses, pressures, coercion and punishment could also lead towards indiscipline behavior. Employees may react to such management techniques with sabotage, slowdown and unnecessary waste or they may resort to aggressiveness or repression. Another way supervisors contribute to disciplinary problems is by ordering improper assignments which are beyond the employees' capabilities. Third reason is misconduct related to organization e.g. unstable and unnecessarily restrictive policies and regulations or improper expectations lead towards violations by the workforce.

Types of Discipline

There are three types of discipline in school as stated below:

Preventive Discipline:- Preventing misbehaviour is obviously preferable then dealing with it after it has occurred. Some experts such as Jones (2001) contend that the best way to prevent classroom misbehaviour is to provide a stimulating curriculum that involves students so successfully that they spend little time thinking of misbehaving.

Supportive Discipline: All students may become restive and subject to temptation at times, when signs of incipient misbehaviour appear, supportive discipline should be brought into play at such times. This facet of discipline assists students with self-control by helping them get back on task. Often only the student involved knows it has been used.

Corrective Discipline: Even the best efforts in preventive and supportive discipline cannot eliminate all misbehaviour. When students violate rules, teachers deal with the misbehaviour expeditiously. Corrective discipline should neither intimidate students nor does prompt power struggle.

2.13 Empirical Studies

Study conducted by Ajayi, Haastrup and Arugundade (2009) examined the relationship between parents' involvement in school administration and effectiveness of secondary schools in Nigeria. The population consisted of all the teachers, principals and parents of the students in public secondary schools in South-West Nigeria. The Data were analyzed using frequency counts, percentage scores and Pearson product moment correlation. The only hypothesis formulated in the study was tested at 0.05 level of significance. The study revealed that parents were much involved in the administration of secondary schools in Nigeria. The study also revealed that secondary schools in the area covered were moderately effective. However, the study showed that there was no significant relationship between parents' involvement in school administration and effectiveness in schools. It was recommended that the school administrators should sustain the high level of parents' involvement in school administration in order to maintain cordial relationship between the parents and the school authorities. Since parents' involvement in school administration was not significantly related to the effectiveness of the schools, the government and other stakeholders should make the teaching learning environment of the schools more conducive in order to improve their effectiveness.

This study is related with current research as it consider parent involvement in school administration and effectiveness of secondary schools in Nigeria while the current research work attempt to investigate the influence of School-Community relationship in the management of secondary schools in North West Zone, Nigeria. There are similarities in method of data analysis in both studies. While the disparities can be clearly seen in method of hypotheses testing, time of research and geographical location.

In similar study conducted by Anthony, Yaro and Pev (2017) investigated the influence of school-community relationship on the management of secondary schools in Southern Senatorial District of Taraba State. Specifically, the study seeks to determine the influence of Parents' Teachers' Association (PTA), old students, school committees and school board of governors on the management of secondary schools in Southern Senatorial District of Taraba State. Four research questions and four hypotheses guided the study. The descriptive survey design was adopted for the study. Out of a population of 1642 secondary school teachers, 240 were sampled for the study. A 20-item structured questionnaire titled School-Community Relationship and Management Questionnaire (SCRMQ) with a reliability coefficient of 0.81 was employed for data collection. Mean scores and standard deviation were used to answer the research questions, while single factor analysis of variance (ANOVA) was used to test the hypotheses at 0.05 level of significance. The study found out that Parents' Teachers' Associations have significant influence on the management of secondary schools. Since the obtained F of 8.07 calculated at 0.05 level of significance for 5 and 234 degree of freedom, exceeds the critical value of F (2.21) for 5 and 234 degree of freedom and p = 0.05, the null hypothesis is not accepted. Old Students' Associations have significance influence on management of secondary schools, since F of 6.77 calculated at 0.05 level of significance for 5 and 234 degree of freedom was obtained. Since the F-cal (6.77) exceeds the F-crit (2.21) for 5 and 234 degree of freedom and p = 0.05, the null

hypothesis is not accepted. school committees have significance influence on the management of secondary schools Since the obtained F of 12.14 calculated at 0.05 level of significance for 4 and 235 degree of freedom, exceeds the critical value of F (2.37) for 4 and 235 degree of freedom and 0.05 level of significance, the null hypothesis is not accepted and school board of governors have significant influence on the management of secondary schools, because F of 11.42 at 0.05 level of significance for 5 and 234 degree of freedom was observed. Hence the calculated F (11.42) is greater than the critical value of F (2.21) for 5 and 234 degree of freedom and 0.05, the null hypothesis is not accepted.

The research under review relate with current work as both share the same title that is, influence of School-Community relationship on the management of secondary schools, adopted same design descriptive survey and same statistical analysis. But the researches differ in objectives, variables, scope. The differences can clearly be seen in the respondents as only teachers opinion were collected in the research under review while in the current study principals, teachers, PTA, and SBMC were serve as respondents. Time for the study differs and geographical area, the review work was carried out in North East Zone Nigeria particularly Southern senatorial district of Taraba State while the research in focus is in North-west Zone Nigeria.

Study conducted by Bakwai(2013) assessed school-community relationship among secondary schools in Zamfara State. The population of the study consisted of all the principals, vice principals, teachers and PTA officials of the 89 Senior Secondary Schools in Zamfara State. Among the major findings of the study is that School-Community relationship is very important in determining the rate at which activities in Secondary Schools in Zamfara State were carried out. The study revealed that both the communities and the schools engaged in maximum cooperation and utilization of facilities such as school field, school halls, town hall, festivals etc. It was recommended that schools should necessarily understand the opinion

of communities regarding both broad educational issues and day to day operation of the schools themselves. It was also recommended that vigorous campaign should be launched at both the State and Local government level to sensitize citizens on the need for their participation in the education of their children.

The study under review is related to the current research work as it assessed school-community relationship among secondary schools in Zamfara State and study in focus attempt to investigate the influence of School-Community relationship in the management of secondary schools in North West Zone, Nigeria. It's also similar in population of the study as both research works involved principals, teachers and PTA officials. The study under review is limited to only Zamfara State while research in focus covers the entire seven states of North West Zone, Nigeria and time for the conduct of research differ.

In another research conducted by Bakwai and Ibrahim (2016) on community participation in decision-making in North-west Zone basic schools, Nigeria. The objectives of the study among others was to examine the level of community participation in decision-making in North-west zone basic schools., examine the communities participation in disciplinary processes in North-west zone basic schools and whether communities participate in organizing school programmes in North-west zone basic The study used descriptive survey research design. The population for this study comprises of 21220 UBE schools and their SBMCs. Simple random sampling technique was used to select four states (Jigawa, Katsina, Sokoto and Zamfara States). A sample of 370 basic schools was selected from Jigawa, Katsina, Sokoto and Zamfara States using proportionate, stratified and systematic random sampling method at different stages. In each of the selected school, eight SBMC members were selected to respond the questionnaire. The members selected include the chairman, the secretary, the teachers' representative, the students' representative, the women leader, and any three other members available. Validated Community Participation

Questionnaire (CPQ) was used in this study. Pilot test was conducted and test-retest method was used to determine the reliability index of 0.79 for the CPQ. Percentages and mean score were used to analyze the research questions.

The level of community participation in decision-making in North-west Zone basic schools was found high. This was because the mean of the values was 4.14. Considering the values individually, 856 (39%) respondents believed that the community participation in decision-making was very high. Another group of 652 (29%) respondents claimed that community participation in decision making was high, and another group of 543 (25% of the respondents) maintained that it was moderate. It was also found that, communities participate in the disciplinary processes in North-west Zone basic schools. As the analysis indicate that a total of 1516 (68.3%) of the respondents have said that community members did participate in school disciplinary process. While only 286 (12.9%) believed that community members did not participate in disciplinary process in their school. This means that community participated in disciplinary process in North-west Zone basic schools. It was also revealed that communities participate in organizing school programmes in North-west Zone basic schools. The statistics revealed that those who believed that community members participated in organizing school progarmme were 1120 (50.5%) respondents. The remaining 731 (32.9%) claimed that communities did not participate in organizing school programme in North-west Zone basic schools, Nigeria.

The similarities between the two researches both are related to community participation in secondary schools in North-west Zone, Nigeria, the study under review are on decision making, discipline, organizing programmes which are among the variables of research under study. Both works adopted survey design and School-Based management committee (SBMC) among the respondents. The differences are the works under review focus mainly on community participation in decision making in secondary schools while the

research under study focuses on School-Community relationship on the management of secondary schools in North-West Zone Nigeria which make it unique. Time differ for the conduct of the researches and method of statistical analysis.

Another study conducted by Ejeh, Okenjom, Chizi-Woko & Agbo (2016) on Extent of Community Participation in Funding of Secondary School in Abakaliki Education Zone of Ebonyi State. The study aimed at determining the extent of community participation in funding of secondary schools in Abakaliki Education Zone of Ebonyi State. One research question and one null hypothesis guided the study. The design adopted for the study was a descriptive survey research design. The study was carried out in Abakliki Education Zone of Ebonyi State. All the 59 principals and 1,922 teachers in the 59 public secondary schools in Abakaliki Education Zone comprises the population of the study. Four hundred and forty three (443) respondents out of which 59 principals and 384 teachers formed the sample of the study. This sample was drawn through proportionate stratified random sampling technique. A researcher's structured questionnaire was used as the instrument for data collection. Mean and standard deviation were used to answer the research question while t-test was used to test the null hypothesis. From the analysis, it revealed that the respondents had their respective mean scores with respect to the 7 items with overall mean scores of 2.47 and 2.85 for the principals and teachers respectively. Standard deviation of 0.45 and 0.42 showed that the responses of the two groups did not very much. It implied that with principals' responses, communities to a low extent participate in funding of secondary education in Abakaliki Education Zone while the teachers' responses revealed that communities to a high extent participate in funding of secondary education in Abakaliki Education Zone.

The research relates to the current research as it mainly study funding which is one of the variables in the influence of School-Community relationship in the management of secondary school in the North-west Zone, Nigeria. Similarly both researches adopted

descriptive survey design and principals and teachers are among the respondents in current study. The differences can clearly be seen in scope of the researches, the research under review cover zonal educational area of Abakalike in Ebonyi state while current study cover the entire North-west Zone of Nigeria. Geographical locations differ and time for conduct of the researches.

Iyaji (2014) conducted a research study on involving the community in secondary school administration in Kogi State. The design used in the study was correlational survey. Three research questions and two hypotheses were used. Proportionate stratified random sampling technique was used. One hundred and forty urban schools and one hundred and fifty - nine rural schools were selected. A population of two hundred and ninety- nine secondary school principals, fifty community leaders, and fifty philanthropists and voluntary agencies was drawn from the Roman Catholic Mission, United Evangelical Church and Anglican Communion. A thirty item questionnaire was used. Percentage was used to answer all the research questions, and z-test was used to test the hypotheses. The mean scores of both the negative and positive respondents were compared.

The results of the study showed that school principals are highly supported involving the community in secondary school administration to acquaint the community with school problems, and that the infrastructure and skills available in the school are highly relevant to the needs of the community. It revealed the school authority will very much appreciate community relations in taking active part in funding of school and maintenance of school facilities. The findings also showed that there is no significant difference in the age of principals as it affects their views on advisory role of community as a strategy for their involvement in second any school administration.

The study under review is similar with the current study in dealing with community and secondary management. Variables of funding and maintenance of school facilities are

also similar. Differences are the study under review focuses on involving the community in secondary school administration while the current study is about School-Community relationship on management of secondary schools. Time of the study and geographical location differentiates between two research works. The uniqueness of this study from any other research work is looking at the influence of School-Community relationship on the management of secondary schools particularly in the North-west Geopolitical Zone, Nigeria.

In a study titled" Extent of Community Participation in the Provision of School Plant in the Administration of Public Secondary Schools in Enugu State" by Okenwa and Igbo (2013), The main objective of the study is examined the extent of community participation in the provision of school plant in the administration of public secondary schools in Enugu State. One research question and one null hypothesis guided the study. Descriptive survey research design employing simple random sampling was used to sample 7211 of all the principals and classroom teachers from both rural and urban schools in Enugu State: Out of which 702 respondents responded to the study. The instrument used for data collection was questionnaire. The questionnaire was face validated by experts in the field of education, reliability co-efficient of 0.73 was obtained using croanbach alpha method of determining internal consistency of the instrument. The research question was answered using mean and grand mean while the hypothesis was tested using t-test statistics.

The result revealed that the extent of community participation in the provision of school plant in public secondary schools in Enugu State was low. The result of t-test shows that t-value is 1.29 and the critical value of t was 1.96 since the calculated value of t was less than the critical value of t, the null hypothesis was not rejected. This means that no significant difference exist between the mean perception scores of principals and teachers regarding the extent of community participation in the provision of school plant. Conclusively the findings showed that, due to non-participation of community members in

the provision of school plant, most of the buildings in public secondary schools are dilapidated and sagging.

This research is relevant to the present research under study, as it focuses on community participation and administration of secondary schools, the objective of the research under review is one of the variables of the study in focus i.e. school plant and school facilities. The respondents are also similar that is principals and teachers, descriptive survey design and questionnaires as means for data collection. The differences are the research under review focuses on community participation in the administration of secondary schools while the current study focuses on School-Community relationship on the management of secondary schools, geographical location, time for the researches and variables, review study has only school plant which is one of the eight variables of the current study.

Okpala (2013) 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 a population of 244 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 deviations 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 community's 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.

The research is therefore similar to the study under review as both attempting to study School-Community relationship which make community participation in the management of secondary schools especially in the areas of funding, provision of instructional materials and school facilities, both researches employ descriptive survey design, they also share similar respondents which include principals and parent Teachers Association (PTA). The major differences between the two research works are, research under review investigate community involvement while study in focus concentrates on School-Community relationship, time for research, geographical location and other variables.

Osita, Afianmagbon and Ijeoma **(**2015) in their work which investigated the principals' utilization of school-community relationship in achieving administrative effectiveness in private secondary schools in South East States, Nigeria. Among the objective of the study was to investigate the extent to which the principals' utilization of school-community relationship influences the management of instructional programmes in the private secondary schools in the South East States, Nigeria?extent to which the principals' utilization of school-community relationship influence organizational management or the management of school plant and finance in the private secondary schools in the South East? The study was a descriptive survey which adopted ex-post facto method. Five research questions were posed while four null hypotheses were formulated and duly tested at 0.05 level of significance. Data were collected from two thousand two hundred and twenty five (2,225) private secondary school teachers selected by a multi-stage stratified random

sampling technique. A researcher developed instrument titled “Principal Effectiveness in Community Relations Teacher Questionnaire (PECRTQ)” was used for data collection. Data were analyzed using means to answer the research questions, and the z-test statistic to test the null hypotheses.

Results indicated that private secondary school principals were effective in utilizing school-community relationship for effective instructional program management, student personnel administration, staff personnel administration and in fiscal and physical resource management. The principals were moderately effective in communications with school-community. A significant relationship was established between the principals’ utilization of school-community relationship and instructional programmes management in Imo and Anambra States, between school-community relationship and student personnel administration in Abia and Enugu States, and between school-community relationship and staff personnel administration in Anambra and Ebonyi States. No significant relationship was established between school-community relationship and management of fiscal and physical resources in Imo and Enugu States. Based on the findings of this study, it was recommended, among other things, that, private secondary school principals and proprietors should improve on their collaborative efforts with the communities in the education and socialization of the youth.

This study is related to the current research as both studies focuses on School-Community relation in secondary schools, it’s also similar in some variables under study which include funding, school plant and communication. Both studies share the same design, mode of data collection and method of data analysis to answer research questions. The differences appear in statistical method in hypotheses testing, the study under review applied Z-test while current study uses ANOVA. Geographical location and time for the conduct of research differ. The research under review was on private secondary schools in the South

East States while the current research is in public secondary schools in North Western States. Above all the uniqueness of the current research concentrates on the influence of School-Community relationship on the management of secondary schools in North West Zone, Nigeria.

Owan, (2019) in his study assessed school-community relationship and school system effectiveness in secondary schools in Cross River State. Four null hypotheses were formulated accordingly as guide to the study. The study adopted descriptive survey research design. A total of 1,480 academic staff which comprised 271 principals, and 396 vice principals selected through census technique, and 813 teachers selected using simple random sampling technique, were used to elicit data for the study. "School-Community Relationship and Secondary School System Effectiveness Questionnaire (SCRSSSEQ)" was used as instrument for data collection. Collected data were analyzed using descriptive statistics, while the null hypotheses were all tested at .05 level of significance using Pearson Product Moment Correlation with the aid of SPSS version 21. Findings from the study revealed that: parent-teachers' relationship, School-Community use of resources, school-community communication and school-community collaboration are significantly related to secondary school system effectiveness respectively, in Calabar Municipal Area of Cross River State. It was concluded that generally School-Community relationship has significant relationship with school system effectiveness respectively. Based on the findings of this study, it was recommended among others that; principals should setup active parents' teachers' associations in their schools with leaders of the association comprising of community members and staff of the school. This will serve as a link that binds the school to the community and will create a platform for discussing and settling disputes.

The study under review is similar to the current research in some variables such as School-Community relationship, School-Community communication. Both researches

adopted descriptive survey design. There are also similarities in the respondents principal and teachers. Structured questionnaire were both used in data collection and data collected were both analysed using descriptive statistics. The disparities can be identified from the method of hypotheses testing, scope and geographical location; the research under review was conducted in Cross Rivers State while study in focus covers North West Zone, Nigeria. The uniqueness of the current study seeks to investigate the influence of School-Community relationship in management of secondary schools in North West Zone, Nigeria.

Sanusi (2018) conducted a similar research titled Influence of School-Based Management Committees on the Administration of Senior Secondary Schools in Funtua Senatorial Zone, Katsina State. The study had six objectives among which were to; assess the influence of School-Based Management Committees on maintenance of discipline in Secondary Schools in Funtua Senatorial Zone, Katsina State; ascertain the influence of School-Based Management Committees on provision of infrastructural facilities in secondary schools in Funtua Senatorial Zone, Katsina State; determine the influence of School-Based Management Committees on provision of instructional materials in Secondary Schools in Funtua Senatorial Zone, Katsina State; In line with these objectives, six research questions, six null hypotheses and six basic assumptions were formulated. 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 six hypotheses were tested using One Way Analysis of Variance (ANOVA) at 0.05 alpha 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 in Funtua Senatorial Zone, Katsina State, because 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; School-Based Management Committees influenced the Provision of Instructional Materials in Secondary Schools in Funtua Senatorial Zone, Katsina State.

The study under review is similar with current study in variables of maintenance of discipline, infrastructure and instructional materials. It's also similar in the design as both involve descriptive survey design and share same statistical analysis. The differences can be identify as the study under review focuses on School-Based d management committee on the management of senior secondary schools while the current research focuses on influence of School-Community relationship on the management of secondary schools. Scope also differs as the study under review is limited in Funtua senatorial zone in Katsina state while current research cover the entire North-west Zone, Nigeria. Time for the study differs and study under review limited to senior secondary schools.

Tata and Abdullahi (2014) this study investigated the relevance of School-Community relationship on the development of primary education in Azare metropolis of Bauchi state, Nigeria. Among other objectives of the study is to identify the contributions of community towards its relationship with the school which help in the development of primary education in Azare metropolis of Bauchi state in terms of provision of land, classroom, furniture, fund, books, other materials and maintaining of discipline. The population of the study comprises of headmasters and their assistants, teachers and SBMC members totaling to 2,752. The sample used was 388 selected using disproportionate stratified random sampling techniques. The data for the study was collected through structured questionnaire and were analyzed using frequency and simple percentage. It was found out that School-Community relationship is very relevant in the development of primary education in Azare metropolis due to the fact

that community provides lands for building schools 247 (64%)say yes and no with 141 (39%), funds 197 (51%)yes and 191 (49%) say no, facilities yes with 235 (61%) while no with 153 (39%), supervise what is going on in school, build additional classrooms and help in the maintenance of indiscipline yes with 346 (89%) and no with 42 (11%). It was also found out that the school on the other hand, has resources which it uses to improve School-Community relationship and ultimately develops education which, include classrooms, play grounds, halls, surroundings, information dissemination to community and making itself available for consultations.

This research is therefore relevant to the present research under study as in involve relevance of School-Community relationship on the development of primary education while current study focuses on influence of School-Community relationship on the management of secondary schools, the respondents are similar as it involve Head masters, teachers and SBMC. The disparities in the researches are, the study under review on primary education while current research on secondary schools, the statistical analysis differs and time for the study are differently so also geographical location.

Ugwuanyi (2003) carried out a research on strategies for involving the community in secondary school administration in Nsukka education zone of Enugu State. Specifically, the study investigated: the perception of the principals as regards the involvement of the community in secondary school administration, the extent in the opinion of the principals are the communities actively involved in the running of secondary schools, the strategies for involving the communities in active participation in secondary school administration, the efficiency of the strategies far involving the communities in secondary school administration Four research questions and two hypotheses guided the study. The research design used was descriptive survey. The instrument used in data collection was a structured questionnaire. The sample comprised the entire population of the study which is seventy- seven principals in the

area. The research questions were analyzed using mean score; while the hypotheses were tested using t-test statistics.

The findings of the study revealed that principals have a positive perception towards community participation in school administration with a grand mean of 3.62 which was above the criterion mean of 2.50. It showed that communities are actively involved in secondary school administration with a grand mean of 3.76 above the mean of 2.50. It also revealed that strategies such as employing nonprofessional staff from the community, centralization of administrative power to embrace communities, sharing of information and decision making with communities, and involving the P.T.**A** in school disciplinary committee can be used to involve communities in active administration of secondary schools.

Similarities between this research work and work under review is both consider community and secondary schools administration. The differences is that the work under review focus on the strategies of involving community in secondary school administration while the current research concentrate in School-Community relationship on management of secondary schools. There is also difference in geographical location and time for research.

The study conducted by Yakubu (2017) assessed the management of funding and discipline in secondary schools in southern Kaduna senatorial zone, Nigeria. Among the objective were to determine the funding of Secondary Schools in Southern Kaduna senatorial Zone and examine the maintenance of discipline in Secondary schools in Southern Kaduna Senatorial Zone Descriptive survey research design was used for the study. The population sample was three hundred and eighty - six (386) that is 5 Ministry of Education Officials, 60 principals from sixty secondary schools, 203 teachers and 118 Parents Teachers Association (P.T.A) officials in secondary schools in the area of study. Multi – stage, simple and stratified random sampling technique were used to select the schools, teachers and parents used for the study. A set of structured questionnaires was used to collect the data for the study. The data

were analyzed using frequency, percentages and Analysis of Variance (ANOVA). The hypothesis formulated in the study was tested at 0.05 level of significance. Out of the two hypotheses, one was retained and one was rejected.

The study revealed that parents were much involved in the funding of secondary schools in the area covered. It was discovered that there is no significant relationship between parents' involvement in funding secondary school education. It is therefore evidenced that parents contribute greatly in funding secondary schools in southern Kaduna Senatorial zone since 60% of the ministry of education officials Agree, 71%, 76%, 80.5% for principals, Teachers and PTA respectively. It also revealed that, to a very large extent, parents and teachers were involved in the maintenance of discipline in secondary schools in the area of study because 80%, 73%, 81.3%and 82.2% of MOE Officials, principals, teachers and PTA official all agree.

The study under review is related to the current research in the variables of funding and discipline, Southern Kaduna senatorial district is also in the North West Zone, Nigeria. Similarities can also be seen in research design as it all embraced descriptive survey design, principals, teachers and PTA as respondents to both studies, method of instrumentation and data analysis and hypothesis testing are also similar. The major differences between the two research works are, the study under review concentrate on the assessed the management of funding and discipline in secondary schools while the current research seek to investigate the influence of School-Community relationship in the management of secondary schools, time for the study differ and scope, study in focus cover the entire North West Zone, Nigeria.

2.14 Summary of the Literature Review

The review of literature related to this study was carried out fewer than two major headings; they include the theoretical/conceptual review and empirical studies. The study reviewed on human relation theory, the concept of school-community relations, the

objectives of school-community relations, the rationale for School-Community relations, and the factors that hinder good school-community relations were all presented, after which the review on research studies also dwelt on the strategies for improving school-community relations.

The literature revealed that most researchers had focused on strategies for improving community participation in the management of secondary schools and on strategies for involving the community in secondary school administration in their areas. None of the studies had actually dealt with the strategies for improving school-community relations for effective management of' public secondary schools.

The result of these discoveries, had roused and sustained the researcher's interest on the study, and made him perceive the need to carry on with the study. Hence, it is hoped that its finding will come up with strategies for improving school-community relationship for effective management of secondary schools in the zone.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methods and procedures employed for the study. The presentation was organized as research design, population of the study, sample and sampling techniques, instrumentation, validity of the instrument, pilot study, reliability of the instrument, procedure for data collection and procedure for data analyses

3.2 Research Design

The study adopted a descriptive survey design. According to Parkidisi (2003) survey is a general procedure of collection of data from a selected sample of a population to describe the condition of the general population through simple random sampling techniques and the result obtained was used to generate data from the selected population of the study. This assertion is supported by Offo (2001) defined survey as the structure that guides the researcher on the procedure for generating data and provide the basis upon which the generated data is analyzed. The research design would therefore afford the researcher an opportunity to investigate various issues with regard to influence of School-Community relationship on the management of secondary school in North-west Zone, Nigeria.

3.3 Population of the Study

The population of this study comprises all the principals, teachers, Parent Teachers Association (PTA) and School-Based Management Committee (SBMC) in the North-west Zone, Nigeria. The North-west Zone comprises seven (7) states in the region namely Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto and Zamfara. The respondents are mainly principals, teachers, Parent Teacher Association (PTA) officials and School-Based Management (SBMC) members. These categories of respondents were selected to respond on the Influence of School-Community Relationship on management of secondary schools. The data obtained from the ministries of education of Jigawa, Kaduna, Katsina, Kebbi, Sokoto and Zamfara

states and Kano State Secondary Schools Management Board were used for the study. The distribution of the population is shown in Table 1.

Table 1: Population of the Study

S/N	State	No. of Public Schools	No. of Principals	No. of Teachers	SBMC Members	PTA Officials	Total
1	Jigawa	354	354	6366	6018	4248	17340
2	Kaduna	543	543	11479	9231	6516	22312
3	Kano	1123	1123	15207	19091	13476	50020
4	Katsina	774	774	7691	1315	9288	31685
5	Kebbi	329	329	5073	5593	3948	15272
6	Sokoto	343	343	4589	5831	4116	15222
7	Zamfara	288	288	5165	4896	3456	10093
	Total	**3754**	**3754**	**55570**	**63818**	**45048**	**161,944**

Source: Ministries of Education and Secondary Schools Management Board in North West Zone, Nigeria 2018

The data showed that there were three thousand seven hundred and fifty four principals controlling the same number of schools as well as fifty five thousand five hundred and seventy teachers teaching in the said schools. There were also sixty three thousand eight hundred and eighteen PTA officials and forty five thousand and forty eight SBMC members as management committee to the North-west secondary schools in Nigeria.

3.4 Sample and Sampling Techniques

Bichi (2004) considers sample as a portion of the population being studied, drawn through a definite procedure. Sampling can also be seen as the process of selecting elements from the population in such a way that the sampled elements selected represent the population.

Simple random sampling using balloting technique was used to select three states. The researcher wrote the names of the states shuffled and asked one research assistant to pick 3 and the states picked were Kano, Kaduna and Sokoto states. The sample schools were selected proportionately base on the number of schools per state, 87 school from Kaduna, 180 schools from Kano and 55 schools from Sokoto. Convenient sampling technique was used to select the teachers, principals, PTA officials and SBMC members who are willing to respond

to the questionnaire. The researcher adopted Research Advisors Table (2006) for determining the sampled size of schools for the study. Table 2 contains the summary of sampled schools.

Table 2: Sample for the Study

S/N	State	Number of School	Sampled School	Number of Sample
1	Kaduna	541	87	348
2	Kano	1123	180	720
3	Sokoto	343	55	220
	Total	**2007**	**322**	**1288**

Table 2 revealed the summary of the three (3) sampled states with a total of two thousand and seven (2007) schools as population and three hundred and twenty two (322) sampled schools. The respondents from each school were purposively selected as it automatically serves the interest of research work; the respondents are principal, teacher, PTA official and SBMC member. This indicates that each sample school has equal four respondents. The researcher has adopted the research advisors (2006) in getting the sample schools out of the total population of schools in the sample state for the research. From the table 2 above the total sampled schools are 322 (schools) used for the study. Therefore, each school has one (1) principal, one (1) teacher, one (1) PTA official and one (1) SBMC member making a total of four (4) respondents. A total of 1288 respondents have been used for the research work to cover three hundred and twenty two (322) sampled schools.

3.5 Instrumentation

A researcher-structured questionnaire was constructed using five point Likert scale; it was designed in line with the research objectives, research questions and hypotheses for the study. The questionnaire was tagged “School-Community Relationship on Management of Secondary School Questionnaire (SCRMSSQ). This is in line with the assertion of Asika (2002) who asserted that a researcher-developed questionnaire could be useful in descriptive survey. As asserted by Victoria (2014) the questionnaire technique of data collection provides

vital information on how a researcher obtains the needed details on which the result and conclusion from the study are based. The questionnaire is commonly used to collect data from a survey of large disperse groups of respondents.

The questionnaire was segmented into two parts, Part I contain demographic information of the respondents and the part II response from the item statements based on the respondent's opinion. The part II is further divided into eight section (A – H) so as to capture responses for eight variables questions rise by the research work. The questionnaire contained eighty five (85) items and is design for the principals, teachers, PTA members and SBMC members. Five options were given in each item statement while the respondents responded by ticking options that suited their opinions. The options stand as follows:

SA = Strongly Agree

A= Agree

UD = Undecided

D = Disagree

SD = Strongly Disagree

3.5.1 Validity of the Instrument

Validity of an instrument is the extent to which the instrument is able to precisely measure what it was designed to measure. A number of steps were taken by the researcher to make the instrument valid. Face and content validity of the questionnaire was assumed through comments from supervisors and experts in educational administration and planning, other lecturers outside the education foundation and curriculum department.

3.5.2 Pilot test

A pilot test is essential in order to establish the reliability of a research instrument. This claim is recommended by Masanawa (2016).The reliability of School-Community Relationship on the Management of Secondary Schools Questionnaire (SCRMSSQ) was established through the pilot test, by administering the instrument on eighteen (18) secondary

schools randomly selected in Kebbi state. The respondents were purposively selected for the test, eighteen (18) principals; eighteen (18) teachers, eighteen (18) PTA members and eighteen (18) SBMC members were involved making a total of 72 questionnaires.

The purpose of this test was to familiarize the researcher with the process and procedure involved in the administration, collection and analysis of data in the operation of the main research and test the reliability or otherwise of the main instrument. The result of the pilot test revealed the reliability of the instrument which was used for the research. About seventy two (72) copies of questionnaires were distributed to the respondents where sixty seven (67) completed copied retrieved all most 93% were recaptured.

3.5.3 Reliability of the Instrument

Reliability is the degree of consistency between two measures of the same thing. Operationally, to test for reliability of the instrument, pilot study was carried out on 18 secondary schools randomly selected from the area under study area involving principals, teachers, PTA members and SBMC members as the respondents through the use of spilt half method. The pilot test result was analysed using cronback alpha method of estimating consistence. This method determines the consistency of the result of the pilot test obtained. The result revealed 0.86 coefficients. It showed a great reliability index for the measuring instrument. This indicated that the instrument is reliable for the study.

3.6 Procedure for Data Collection

In this study, the instrument for the research was meant for four categories of respondents i.e principals, teachers, PTA officials and SBMC members. The researcher has collected introduction letters from the department of Educational Foundation and Curriculum to state ministries of education of Kaduna, Kano and Sokoto states. The ministries have further issued the researcher with introduction letters to schools. The researcher has visited the sampled secondary schools and administered the questionnaires to the respondents with

the help of research assistance. The completed questionnaires has been retrieved from the principals and vice principals in their respective schools. The researcher has used the school principals to get the information on how to locate their SBMC members and PTA members in the community. Some principals assisted the researcher in delivering and retrieving the questionnaires to/from their PTA and SBMC members. This method facilitated high rate of return and effectiveness in the administration of questionnaires. Data generated from the completed questionnaires has been subjected to analysis.

3.7 Procedure for Data Analyses

The data collected from the respondents through the questionnaire were subjected to statistical analysis in order to arrive at acceptable decision for the research questions and hypotheses already formulated for the study. The data were processed with the help of computer to obtain means and grand mean. The Analysis of Variance (ANOVA) was applied to test the level of significance and measure the availability of the influence between School-Community relationship and variables of management of secondary schools under study.

CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the analysis of data collected from the field. One thousand two hundred and eighty eight (1288) copies of questionnaire were administered to the respondents. The analysis was based on one thousand one hundred and eighty three (1183) questionnaire retrieved as sample for the study. The first section of the chapter presents the analysis of the research questions, followed by hypotheses testing, summary of major findings and discussion of findings. The research examined the influence of School-Community relationship on the management of secondary school in North-West Zone, Nigeria.

4.2 Response to Research Questions

The data collected from Principals, Teachers, PTA officials and SBMC members were summarized using frequency counts, percentage and mean based on each respondent. The summarized data were merged together to form one item for each section. Hence, the research questions raised in the study were analyzed using frequency counts, percentage and mean. The decision mean for each of the research question is 3.0 where means below 3.0 indicate negative response, while means of 3.0 and above indicate positive influence.

This section also presents the responses of the respondents to issues raised in the research questions as follows:

i. How does the School-Community relationship influence provision of instructional materials in Secondary Schools in North-west Zone, Nigeria?

ii. In what way does the School-Community relationship influence Provision of infrastructural Facilities in Secondary Schools in North-west Zone, Nigeria?

iii. What is the influence of School-Community relationship in planning of activities in Secondary Schools in North-west Zone, Nigeria?

iv. Does the School-Community relationship have influence on Communication in Secondary Schools in North-west Zone, Nigeria?

v. What is the influence of School-Community relationship on decision making in Secondary Schools in North-west Zone, Nigeria?

vi. In what way does the School-Community relationship influence Funding in Secondary Schools in North-west Zone, Nigeria?

vii. How does the School-Community relationship influence interpersonal relationship in Secondary Schools in North-west Zone, Nigeria?

viii. Does the School-Community relationship have influence on Maintenance of Discipline in Secondary Schools in North-west Zone, Nigeria?

To answer the research questions, the data gathered from respondents responses were analyzed using frequency, mean and standard deviation.

4.2.1 Responses of Respondents on the Influence of School-Community Relationship on Instructional Materials in Secondary Schools in North-west Zone, Nigeria.

The frequencies, percentage, cross tabulation; and mean scores were used to determine the responses of the respondents on the influence of School-Community relationship on provision of instructional materials in Secondary Schools in North-west Zone, Nigeria.

Research Question 1: How does School-Community Relationship influence the provision of instructional materials in Secondary Schools in North-west Zone, Nigeria?

The research question 1 relates to items 1-10 in the questionnaire. The respondents' responses were gathered, analyzed and presented in a table. Table 3gives the details.

Table 3: Opinions of Respondents on Influence of School-Community Relationship on Provision of Instructional Materials in Secondary Schools in North-west Zone, Nigeria

S/N	ITEMS STATEMENT	Category of Respondents	SA		A		U		D		SD		
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Mean
1	School-Community Relationship (SCR) influences the provision of textbooks in this school.	Principal	43	13.3	83	25.7	145	45.0	46	14.2	06	1.8	3.2
		Teachers	39	12.1	79	24.5	143	44.4	53	16.4	06	1.8	3.3
		PTA Officials	44	13.6	83	25.7	135	41.9	49	15.2	06	1.8	3.5
		SBMC	38	11.8	82	25.8	138	42.5	44	13.9	07	1.9	3.3
2	School-Community Relationship influences the provision of chalk in this school.	Principal	42	13.1	83	25.7	143	44.4	45	15.0	09	2.0	3.6
		Teachers	43	13.3	67	20.8	136	42.0	47	14.3	10	2.1	3.2
		PTA Officials	39	12.1	71	22.0	135	41.9	44	13.9	09	2.0	3.4
		SBMC	44	13.6	71	22.0	94	29.1	90	27.9	10	2.1	3.3
3	School-Community Relationship influences the provision of mathematical set in this school.	Principal	38	11.8	82	25.8	133	40.3	55	16.6	08	1.9	3.1
		Teachers	42	13.7	81	25.7	130	39.2	58	17.7	06	1.8	3.1
		PTA Officials	43	13.3	80	25.5	128	39.1	57	16.9	08	1.9	3.4
		SBMC	39	12.1	80	25.5	125	38.8	55	16.6	07	1.9	3.4
4	School-Community Relationship influences the provision of exercise books in this school	Principal	90	27.9	161	50.0	19	5.9	42	13.0	10	2.1	3.4
		Teachers	81	25.1	141	43.7	36	11.1	58	18.0	06	1.8	3.3
		PTA Officials	85	26.3	136	42.2	19	5.9	43	13.1	08	1.9	3.2
		SBMC	88	27.3	139	43.1	17	5.3	36	11.1	07	1.9	3.3
5	School-Community Relationship influences the provision of laboratory equipment in this school.	Principal	79	24.5	95	29.5	108	33.5	59	17.8	10	2.1	3.3
		Teachers	86	25.3	93	28.8	104	31.7	64	19.8	10	2.1	3.3
		PTA Officials	93	28.8	93	28.8	100	31.3	59	17.8	13	4.0	3.4
		SBMC	85	26.3	93	28.8	103	30.7	58	17.6	12	3.7	3.1
6	School-Community Relationship influences the provision of sport facilities in this school.	Principal	98	30.4	102	30.6	73	22.6	76	23.6	17	5.2	3.2
		Teachers	84	25.6	103	30.7	68	21.1	85	26.3	7	1.9	3.3
		PTA Officials	77	25.2	95	29.5	67	20.5	79	24.5	10	2.1	3.2
		SBMC	83	25.7	100	31.3	71	21.5	75	22.8	10	2.1	3.2
7	School-Community Relationship influences the provision of cardboard papers in this school.	Principal	75	42.5	97	26.0	89	20.5	68	4.1	12	6.8	3.5
		Teachers	64	36.3	105	37.5	83	5.0	70	9.5	11	11.7	3.1
		PTA Officials	90	27.9	161	50.0	19	5.9	42	13.0	10	2.1	3.4
		SBMC	81	25.1	141	43.7	36	11.1	58	18.0	06	1.8	3.6
8	School-Community Relationship influences the provision of instructional models in this school.	Principal	85	26.3	136	42.2	19	5.9	43	13.1	08	1.9	3.2
		Teachers	88	27.3	139	43.1	17	5.3	36	11.1	07	1.9	3.3
		PTA Officials	79	24.5	95	29.5	108	33.5	59	17.8	10	2.1	3.4
		SBMC	86	25.3	93	28.8	104	31.7	64	19.8	10	2.1	3.5
9	School-Community Relationship influences the provision of biros in this school.	Principal	93	28.8	93	28.8	100	31.3	59	17.8	13	4.0	3.4
		Teachers	85	26.3	93	28.8	103	30.7	58	17.6	12	3.7	3.1
		PTA Officials	98	30.4	102	30.6	73	22.6	76	23.6	17	5.2	3.2
		SBMC	84	25.6	103	30.7	68	21.1	85	26.3	7	1.9	3.3
10	School-Community Relationship influences the provision of local materials for teachers to improvise instructional materials in this School.	Principal	77	25.2	95	29.5	67	20.5	79	24.5	10	2.1	3.2
		Teachers	83	25.7	100	31.3	71	21.5	75	22.8	10	2.1	3.2
		PTA Officials	75	42.5	97	26.0	89	20.5	68	4.1	12	6.8	3.6
		SBMC	79	36.9	78	32.8	88	19.2	62	4.1	10	6.8	3.4
						Grand Mean1							**3.3**

Table 3 shows the response of Principals, Teachers, P.T.A and SBMC on influence of School-Community relationship on provision of instructional materials in secondary schools in North-west Zone, Nigeria. Item 1 was an attempt to find out whether School-Community relationship (SCR) influences the provision of textbooks in schools. Finding reveals 3.2 mean for principal, 3.3 for teachers, 3.5 mean PTA officials and 3.3 mean for SBMC officials which indicates that the item was agreed by all because their mean scores were more than 3.0 cutoff point. Item 2 was an attempt to investigate whether School-Community relationship influences the provision of chalk in schools. The analysis revealed means scores of 3.6 for principal, 3.2 for teachers, 3.4, PTA officials and 3.3 for SBMC officials which indicates that the item was agreed by all stakeholders since the calculated mean scores were greater than 3.0 cutoff point. The item 3 was an attempt which sought to find out whether School-Community relationship influences the provision of mathematical set in schools had it mean scores greater than 3.0 benchmark. Principal scored 3.1, teachers 3.1, PTA officials 3.4 and SBMC officials 3.4 which shows School-Community relationship influences the provision of mathematical set in schools. Item 4 of this research question was an attempt sought to investigate whether School-Community relationship influences the provision of exercise books in schools. Finding reveals 3.4 mean for principal, 3.1 for teachers, 3.2 mean PTA officials and 3.3 mean for SBMC officials which are more than 3.0 cutoff point which means that School-Community relationship influences the provision of exercise books in schools. The analysis of item 5 revealed 3.3 mean for principal, 3.3 for teachers, 3.3 mean PTA officials and 3.4 mean for SBMC officials which means that School-Community relationship influences the provision of laboratory equipment in schools since all calculated mean scores were more than 3.0 cutoff point.

Item 6 was an attempt to finds out whether School-Community relationship influences the provision of sport facilities in schools. The analysis reveals 3.2 mean for principal, 3.3 for

teachers, 3.2 mean PTA officials and 3.2 mean for SBMC officials which indicates that the item was agreed by all stakeholders as their mean scores were above 3.0 benchmark. This therefore, means that School-Community relationship influences the provision of sport facilities in schools. Item 7 was an attempt to find out whether School-Community relationship influences the provision of cardboard papers in schools. The analysis reveals 3.5 mean for principal, 3.1 for teachers, 3.4 mean PTA officials and 3.6 mean for SBMC officials which are more than 3.0 benchmark which indicates that School-Community relationship influences the provision of cardboard papers in schools. Item 8 was an attempt to investigates whether School-Community relationship influences the provision of instructional models in schools. The result revealed 3.2 mean for principal, 3.3 for teachers, 3.4 mean PTA officials and 3.5 mean for SBMC officials which are greater than 3.0 benchmark. This also means that School-Community relationship influences the provision of instructional models in schools. Item 9 was an attempt to determine whether School-Community relationship influences the provision of biros in schools. The results showed 3.4 mean for principal, 3.1 for teachers, 3.2 mean PTA officials and 3.3 mean for SBMC officials which are more than 3.0 cutoff point which means that School-Community relationship influences the provision of biros in schools. Item 10 was an attempt to find out if School-Community relationship influences the provision of local materials for teachers to improvise instructional materials in Schools. The result revealed 3.2 mean for principal, 3.2 for teachers, 3.6 mean PTA officials and 3.4 mean for SBMC officials which are greater than 3.0 benchmark. This therefore, means that School-Community relationship influences the provision of local materials for teachers to improvise instructional materials in Schools. The grand mean of the items was found to be 3.3 which is also more than the benchmark of 3.0 for agreement. It therefore implies that School-Community relationship influences the provision instructional materials in secondary schools in North-west Zone, Nigeria.

4.2.2 Responses of Respondents on the Influence of School-Community Relationship on Provision of Infrastructural Facilities in Secondary Schools in North-west Zone, Nigeria

The frequencies, percentage and mean scores were used to determine the responses of the respondents on the influence of School-Community relationship on provision of infrastructural facilities in Secondary Schools in North-west Zone, Nigeria.

Research Question 2: In what way does the School-Community relationship influence Provision of infrastructural Facilities in Secondary Schools in North-west Zone, Nigeria?

The research question 2 relates to items 11-20 in the questionnaire. The respondents' responses were gathered, analyzed and presented in a table. Table 4 gives the details.

Table 4: Opinions of Respondent on Influence of School-Community Relationship on Provision of Infrastructural Facilities in Secondary Schools in North-west Zone, Nigeria

S/N	ITEMS STATEMENT	Category of Respondents	SA		A		U		D		SD		
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Mean
11	School-Community Relationship influences the provision of classrooms in this school	Principal	32	14.2	102	30.6	73	22.6	76	23.6	17	5.2	3.2
		Teachers	34	16.4	103	30.7	68	21.1	85	26.3	7	1.9	3.3
		PTA Officials	41	18.2	95	29.5	67	20.5	79	24.5	10	2.1	3.2
		SBMC	46	20.9	100	31.3	71	21.5	75	22.8	10	2.1	3.2
12	School-Community Relationship influences the provision of staff accommodation in this school.	Principal	32	15.0	97	26.0	89	20.5	68	4.1	12	6.8	3.5
		Teachers	34	14.3	105	37.5	83	5.0	70	9.5	11	11.7	3.1
		PTA Officials	27	13.9	161	50.0	19	5.9	42	13.0	10	2.1	3.4
		SBMC	25	27.9	141	43.7	36	11.1	58	18.0	06	1.8	3.1
13	School-Community Relationship influences the provision of offices in this school.	Principal	43	16.6	136	42.2	19	5.9	43	13.1	08	1.9	3.2
		Teachers	27	17.7	139	43.1	17	5.3	36	11.1	07	1.9	3.3
		PTA Officials	32	16.9	95	29.5	108	33.5	59	17.8	10	2.1	3.3
		SBMC	19	16.6	93	28.8	104	31.7	64	19.8	10	2.1	3.3
14	School-Community Relationship influences the provision of toilet facilities in this school.	Principal	23	13.0	93	28.8	100	31.3	59	17.8	13	4.0	3.4
		Teachers	24	18.0	93	28.8	103	30.7	58	17.6	12	3.7	3.1
		PTA Officials	32	13.1	102	30.6	73	22.6	76	23.6	17	5.2	3.2
		SBMC	32	11.1	103	30.7	68	21.1	85	26.3	7	1.9	3.3
15	School-Community Relationship influences the provision of security fence in this school.	Principal	24	17.8	95	29.5	67	20.5	79	24.5	10	2.1	3.2
		Teachers	18	19.8	100	31.3	71	21.5	75	22.8	10	2.1	3.2
		PTA Officials	75	17.8	97	26.0	89	20.5	68	4.1	12	6.8	3.4
		SBMC	79	17.6	78	32.8	88	19.2	62	4.1	10	6.8	3.4
16	School-Community Relationship influences the provision of library in this school.	Principal	43	14.2	83	25.7	145	45.0	46	14.2	06	1.8	3.2
		Teachers	39	16.4	79	24.5	143	44.4	53	16.4	06	1.8	3.3
		PTA Officials	44	12.2	83	25.7	135	41.9	49	15.2	06	1.8	3.5
		SBMC	38	13.9	82	25.8	138	42.5	44	13.9	07	1.9	3.3
17	School-Community Relationship influences the provision of laboratory in this school.	Principal	42	15.0	83	25.7	143	44.4	45	15.0	09	2.0	3.6
		Teachers	43	14.3	67	20.8	136	42.0	47	14.3	10	2.1	3.2
		PTA Officials	39	13.9	71	22.0	135	41.9	44	13.9	09	2.0	3.4
		SBMC	44	27.9	71	22.0	94	29.1	90	27.9	10	2.1	3.3
18	School-Community Relationship influences the provision of water supply in this school.	Principal	38	16.6	82	25.8	133	40.3	55	16.6	08	1.9	3.5
		Teachers	42	17.7	81	25.7	130	39.2	58	17.7	06	1.8	3.7
		PTA Officials	43	16.9	80	25.5	128	39.1	57	16.9	08	1.9	3.4
		SBMC	39	16.6	80	25.5	125	38.8	55	16.6	07	1.9	3.4
19	School-Community Relationship influences the provision of student furniture in this school.	Principal	34	13.0	161	50.0	19	5.9	42	13.0	10	2.1	3.4
		Teachers	27	18.0	141	43.7	36	11.1	58	18.0	06	1.8	3.1
		PTA Officials	25	13.1	136	42.2	19	5.9	43	13.1	08	1.9	3.2
		SBMC	43	11.1	139	43.1	17	5.3	36	11.1	07	1.9	3.3
20	School-Community Relationship influences the provision of office furniture in this school.	Principal	27	17.8	95	29.5	108	33.5	59	17.8	10	2.1	3.3
		Teachers	32	19.8	93	28.8	104	31.7	64	19.8	10	2.1	3.3
		PTA Officials	19	17.8	93	28.8	100	31.3	59	17.8	13	4.0	3.4
		SBMC	23	17.6	93	28.8	103	30.7	58	17.6	12	3.7	3.6
							Grand Mean1						**3.3**

Table 4 shows the responses of Principals, Teachers, P.T.A and SBMC on influence of School-Community relationship on provision of infrastructural facilities in secondary schools in North-west Zone, Nigeria. Item 11 was an attempt to finds out whether School-Community relationship influences the provision of classrooms in schools. The results reveals 3.2 mean for principal, 3.3 for teachers, 3.2 mean PTA officials and 3.2 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influences the of provision classrooms in secondary schools in North-west Zone, Nigeria. Item 12 was an attempt to investigate whether School-Community relationship influences the provision of staff accommodation in schools. The analysis shows 3.2 mean for principal, 3.1 for teachers, 3.4 mean PTA officials and 3.1 mean for SBMC officials which are greater than 3.0 cutoff point indicating that School-Community relationship influences the provision of staff accommodation in secondary schools in North-west Zone, Nigeria. Item 13 was an attempt to finds out whether School-Community relationship influences the provision of offices in schools. The analysis shows 3.2 mean for principal, 3.3 for teachers, 3.3 mean PTA officials and 3.3 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influences the provision of offices in secondary schools in North-west Zone, Nigeria. Item 14 was an attempt to investigate whether School-Community relationship influences the provision of toilet facilities in schools. The analysis shows 3.4 mean for principal, 3.1 for teachers, 3.2 mean PTA officials and 3.3 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influences the provision of toilet facilities in secondary schools in North-west Zone, Nigeria. Item 15 was an attempt to determine whether School-Community relationship influences the provision of security fence in schools. The analysis reveals 3.2 mean for principal, 3.2 for teachers, 3.4 mean PTA officials and 3.4 mean for SBMC officials

which are more than 3.0 cutoff point indicating that School-Community relationship influences the provision of security fence in secondary schools in North-west Zone, Nigeria.

Item 16 was an attempt to finds out whether School-Community relationship influences the provision of library in schools. The analysis reveals 3.2 mean for principal, 3.3 for teachers, 3.5 mean PTA officials and 3.3 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influences the provision of library in secondary schools in North-west Zone, Nigeria. Item 17 was an attempt to find out whether School-Community relationship influences the provision of laboratory in schools. The analysis reveals 3.6 mean for principal, 3.2 for teachers, 3.4 mean PTA officials and 3.3 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influences the provision of laboratory in secondary schools in North-west Zone, Nigeria. Item 18 was an attempt to investigate whether School-Community relationship influences the provision of water supply in schools. The analysis reveals 3.5 mean for principal, 3.7 for teachers, 3.4 mean PTA officials and 3.4 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influences the provision of water supply in secondary schools in North-west Zone, Nigeria. Item 19 was an attempt to investigates whether School-Community relationship influences the provision of student's furniture in schools. The analysis reveals 3.4 mean for principal, 3.1 for teachers, 3.2 mean PTA officials and 3.3 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influences the provision of students' furniture in secondary schools in North-west Zone, Nigeria. Item 20 was an attempt to finds out if School-Community relationship influences the provision of office furniture in schools. The analysis reveals 3.3 mean for principal, 3.3 for teachers, 3.4 mean PTA officials and 3.4 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influences the provision of office furniture in

secondary schools in North-west Zone, Nigeria. The grand mean was found to be 3.3 which also more than the 3.0 benchmark for agreement meaning that School-Community relationships influence the provision of infrastructural facilities in secondary schools in North-west Zone, Nigeria.

4.2.3 Responses of Respondents on the Influence of School-Community Relationship on Planning of Activities in Secondary Schools in North-west Zone, Nigeria

The frequencies, percentage and; mean scores were used to determine the responses of the respondents on the influence of School-Community relationship of activities in Secondary Schools in North-west Geopolitical Zone, Nigeria.

Research Question 3: What is the influence of School-Community relationship in planning of activities Secondary Schools in North-west Zone, Nigeria?

The research question 3 relates to items 21-30 in the questionnaire. The respondents' responses were gathered, analyzed and presented in a table. Table 5 gives the details.

Table 5: Opinions of Respondent on the Influence of School-Community Relationship on Planning of Activities in Secondary Schools in North-west Zone, Nigeria

S/N	ITEMS STATEMENT	Category of Respondents	SA		A		U		D		SD		
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Mean
21	School-Community Relationship (SCR) influences the planning of school calendar in this school	Principal	93	28.8	93	28.8	100	31.3	59	17.8	13	4.0	3.4
		Teachers	85	26.3	93	28.8	103	30.7	58	17.6	12	3.7	3.1
		PTA Officials	98	30.4	102	30.6	73	22.6	76	23.6	17	5.2	3.2
		SBMC	84	25.6	103	30.7	68	21.1	85	26.3	7	1.9	3.3
22	School-Community Relationship influences the planning of human resources in this school.	Principal	77	25.2	95	29.5	67	20.5	79	24.5	10	2.1	3.2
		Teachers	83	25.7	100	31.3	71	21.5	75	22.8	10	2.1	3.2
		PTA Officials	75	42.5	97	26.0	89	20.5	68	4.1	12	6.8	3.3
		SBMC	79	36.9	78	32.8	88	19.2	62	4.1	10	6.8	3.4
23	School-Community Relationship influences the planning of admission in this school.	Principal	43	13.3	83	25.7	145	45.0	46	14.2	06	1.8	3.2
		Teachers	39	12.1	79	24.5	143	44.4	53	16.4	06	1.8	3.3
		PTA Officials	44	13.6	83	25.7	135	41.9	49	15.2	06	1.8	3.5
		SBMC	38	11.8	82	25.8	138	42.5	44	13.9	07	1.9	3.3
24	School-Community Relationship influences the planning of extracurricular activities in this school	Principal	42	13.1	83	25.7	143	44.4	45	15.0	09	2.0	3.6
		Teachers	43	13.3	67	20.8	136	42.0	47	14.3	10	2.1	3.2
		PTA Officials	39	12.1	71	22.0	135	41.9	44	13.9	09	2.0	3.4
		SBMC	44	13.6	71	22.0	94	29.1	90	27.9	10	2.1	3.3
25	School-Community Relationship influences the planning of sanitation exercise in this school.	Principal	38	11.8	82	25.8	133	40.3	55	16.6	08	1.9	3.5
		Teachers	42	13.7	81	25.7	130	39.2	58	17.7	06	1.8	3.1
		PTA Officials	43	13.3	80	25.5	128	39.1	57	16.9	08	1.9	3.4
		SBMC	39	12.1	80	25.5	125	38.8	55	16.6	07	1.9	3.4
26	School-Community Relationship influences the planning of security measures in this school.	Principal	90	27.9	161	50.0	19	5.9	42	13.0	10	2.1	3.4
		Teachers	81	25.1	141	43.7	36	11.1	58	18.0	06	1.8	3.1
		PTA Officials	85	26.3	136	42.2	19	5.9	43	13.1	08	1.9	3.2
		SBMC	88	27.3	139	43.1	17	5.3	36	11.1	07	1.9	3.3
27	School-Community Relationship influences the planning of school festivals in this school	Principal	79	24.5	95	29.5	108	33.5	59	17.8	10	2.1	3.3
		Teachers	86	25.3	93	28.8	104	31.7	64	19.8	10	2.1	3.3
		PTA Officials	93	28.8	93	28.8	100	31.3	59	17.8	13	4.0	3.4
		SBMC	85	26.3	93	28.8	103	30.7	58	17.6	12	3.7	3.1
28	School-Community Relationship influences planning the activities of club and societies in this school.	Principal	98	30.4	102	30.6	73	22.6	76	23.6	17	5.2	3.2
		Teachers	84	25.6	103	30.7	68	21.1	85	26.3	7	1.9	3.3
		PTA Officials	77	25.2	95	29.5	67	20.5	79	24.5	10	2.1	3.2
		SBMC	83	25.7	100	31.3	71	21.5	75	22.8	10	2.1	3.2
29	School-Community Relationship influences the planning of fund raising in this school.	Principal	75	42.5	97	26.0	89	20.5	68	4.1	12	6.8	3.2
		Teachers	64	36.3	105	37.5	83	5.0	70	9.5	11	11.7	3.1
		PTA Officials	90	27.9	161	50.0	19	5.9	42	13.0	10	2.1	3.4
		SBMC	81	25.1	141	43.7	36	11.1	58	18.0	06	1.8	3.1
30	School-Community Relationship influences planning the utilization of fund in this School.	Principal	85	26.3	136	42.2	19	5.9	43	13.1	08	1.9	3.2
		Teachers	88	27.3	139	43.1	17	5.3	36	11.1	07	1.9	3.3
		PTA Officials	79	24.5	95	29.5	108	33.5	59	17.8	10	2.1	3.3
		SBMC	86	25.3	93	28.8	104	31.7	64	19.8	10	2.1	3.3
							Grand Mean1						**3.4**

Table 5 shows the response of Principals, Teachers, P.T.A and SBMC on influence of School-Community relationship on planning of activities in secondary schools in North-west Zone, Nigeria. Item 21 was an attempt to find out whether School-Community relationship (SCR) influences the planning of school calendar in schools. Finding reveals 3.4 mean for principal, 3.1 for teachers, 3.2 mean PTA officials and 3.3 mean for SBMC officials which indicates that the item was agreed by all because their mean scores were more than 3.0 cutoff point. Item 22 was an attempt to investigate whether School-Community relationship influences the planning of human resources in schools. The analysis revealed means scores of 3.2 for principal, 3.2 for teachers, 3.3, PTA officials and 3.4 for SBMC officials which indicates that the item was agreed by all stakeholders since the calculated mean scores were greater than 3.0 cutoff point. The item 23 was an attempt to find out whether School-Community relationship influences the planning of admission in schools had it mean scores greater than 3.0 benchmark. Principal scored 3.2, teachers 3.3, PTA officials 3.3 and SBMC officials 3.3 which shows School-Community relationship influences the planning of admission in schools. Item 24 was an attempt to investigate whether School-Community relationship influences the planning of extracurricular activities in schools. Finding reveals 3.6 mean for principal, 3.2 for teachers, 3.4 mean PTA officials and 3.3 mean for SBMC officials which are more than 3.0 cutoff point which means that School-Community relationship influences the planning of extracurricular activities in schools. The analysis of item 25 revealed 3.5 mean for principal, 3.1 for teachers, 3.4 mean PTA officials and 3.4 mean for SBMC officials which means that School-Community relationship influences the planning of sanitation exercise in schools since all calculated mean scores were more than 3.0 cutoff point.

Item 26 was an attempt to finds out whether School-Community relationship influences the planning of security measures in schools. The analysis reveals 3.4 mean for

principal, 3.1 for teachers, 3.2 mean PTA officials and 3.3 mean for SBMC officials which indicates that the item was agreed by all stakeholders as their mean scores were above 3.0 benchmark. This therefore, means that School-Community relationship influences the planning of security measures in schools. Item 27 was an attempt to find out whether School-Community relationship influences the planning of school festival in schools. The analysis reveals 3.3 mean for principal, 3.3 for teachers, 3.3 mean PTA officials and 3.4 mean for SBMC officials which are more than 3.0 benchmark which indicates that School-Community relationship influences the planning of school festival in schools. Item 28 was an attempt to investigate whether School-Community relationship influences the planning of school activities of club and societies in schools. The result revealed 3.1 mean for principal, 3.2 for teachers, 3.3 mean PTA officials and 3.2 mean for SBMC officials which are greater than 3.0 benchmark. This also means that School-Community relationship influences the planning of school activities of club and societies. Item 29 was an attempt to determine whether School-Community relationship influences the planning of fund raising in schools. The results showed 3.2 mean for principal, 3.1 for teachers, 3.4 mean PTA officials and 3.1 mean for SBMC officials which are more than 3.0 cutoff point which means that School-Community relationship influences the planning of fund raising in schools. Item 30 was an attempt to find out if School-Community relationship influences the planning the utilization of fund in Schools. The result revealed 3.2 mean for principal, 3.3 for teachers, 3.3 mean PTA officials and 3.3 mean for SBMC officials which are greater than 3.0 benchmark. This therefore, means that School-Community relationship influences the planning the utilization of fund in Schools. The grand mean of the items was found to be 3.4 which is also more than the benchmark of 3.0 for agreement. It therefore implies that School-Community relationship influences the planning of activities in secondary schools in North-west Zone, Nigeria.

4.2.4 Responses of Respondents on the Influence of School-Community Communication in Secondary Schools in North-west Zone, Nigeria

The frequencies, percentage cross tabulation and mean scores were used to determine the responses of the respondents on the influence of School-Community relationship communication in Secondary Schools in North-west Zone, Nigeria.

Research Question 4: Does School-Community Relationship have influence on communication in Secondary Schools in North-west Zone, Nigeria?

The research question 4 relates to items 31-40 in the questionnaire. The respondents' responses were gathered, analyzed and presented in a table. Table 6 gives the details

Table 6: Opinions of Respondent on Influence of School-Community Relationship on Communication in Secondary Schools in North-west Zone, Nigeria

S/N	ITEMS STATEMENT	Category of Respondents	SA		A		U		D		SD		
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Mean
31	School management communicates to the School-Community the new educational policies by the government in this school	Principal	79	24.5	95	29.5	108	33.5	59	17.8	10	2.1	3.3
		Teachers	86	25.3	93	28.8	104	31.7	64	19.8	10	2.1	3.3
		PTA Officials	93	28.8	93	28.8	100	31.3	59	17.8	13	4.0	3.4
		SBMC	85	26.3	93	28.8	103	30.7	58	17.6	12	3.7	3.1
32	Through good School-Community Relationship this School specific needs are communicated to the authority	Principal	98	30.4	102	30.6	73	22.6	76	23.6	17	5.2	3.2
		Teachers	84	25.6	103	30.7	68	21.1	85	26.3	7	1.9	3.3
		PTA Officials	77	25.2	95	29.5	67	20.5	79	24.5	10	2.1	3.2
		SBMC	83	25.7	100	31.3	71	21.5	75	22.8	10	2.1	3.2
33	School-Community Relationship creates awareness to parents, teachers and students on school rules and regulations in this school.	Principal	75	42.5	97	26.0	89	20.5	68	4.1	12	6.8	3.4
		Teachers	64	36.3	105	37.5	83	5.0	70	9.5	11	11.7	3.1
		PTA Officials	90	27.9	161	50.0	19	5.9	42	13.0	10	2.1	3.4
		SBMC	81	25.1	141	43.7	36	11.1	58	18.0	06	1.8	3.1
34	School-Community Relationship help in disseminating information to parents, teachers and students as it comes from ministry of education in this school.	Principal	85	26.3	136	42.2	19	5.9	43	13.1	08	1.9	3.2
		Teachers	88	27.3	139	43.1	17	5.3	36	11.1	07	1.9	3.3
		PTA Officials	79	24.5	95	29.5	108	33.5	59	17.8	10	2.1	3.3
		SBMC	86	25.3	93	28.8	104	31.7	64	19.8	10	2.1	3.3
35	School-Community Relationship influences the regular meeting with SBMC and PTA in this school.	Principal	15	33.6	77	39.5	93	5.8	93	9.2	21	11.7	3.6
		Teachers	10	49.1	82	21.8	85	10.9	101	12.7	23	3.6	3.2
		PTA Officials	14	39.7	72	28.8	90	12.3	97	9.6	20	9.6	3.1
		SBMC	13	37.5	74	37.0	89	4.2	94	9.2	20	11.7	3.8
36	School-Community Relationship influences utilizations of suggestion box in this school.	Principal	13	52.7	76	18.2	102	12.7	97	10.9	11	5.4	3.7
		Teachers	12	35.7	76	32.8	107	16.4	93	9.6	13	5.4	3.5
		PTA Officials	13	36.4	74	38.3	100	5.8	93	8.3	13	11.3	3.2
		SBMC	12	50.9	76	20.0	101	9.0	89	14.5	12	5.5	3.1
37	School-Community Relationship influences the utilization of notice board in this school.	Principal	06	34.3	84	41.0	92	10.9	101	6.8	16	6.8	3.2
		Teachers	08	33.6	74	39.5	86	5.8	111	9.2	22	11.7	3.2
		PTA Officials	06	49.1	81	21.8	92	10.9	97	12.7	17	3.6	3.3
		SBMC	06	39.7	76	32.9	89	13.6	99	8.2	17	5.4	3.1
38	School-Community Relationship influences the distribution of Report Card in this school.	Principal	13	36.6	75	37.9	114	5.4	84	8.6	13	11.3	3.4
		Teachers	12	50.9	77	20.0	114	9.0	83	14.5	15	5.5	3.3
		PTA Officials	13	27.3	76	45.2	109	12.3	79	9.6	16	5.4	3.4
		SBMC	11	35.0	75	37.5	108	5.8	81	10.0	15	11.7	3.6
39	Information security treat good school is communicated to this school with good School-Community relationship	Principal	18	36.4	90	27.3	85	10.9	92	92	14	94	3.1
		Teachers	20	34.3	83	41.0	88	10.9	92	92	18	94	3.1
		PTA Officials	17	33.6	84	39.5	84	5.8	91	92	17	94	3.8
		SBMC	16	49.1	84	21.8	81	10.9	94	92	15	94	3.7
40	Community cultural values are communicated to school for both staff and students with help School-Community Relationship in this school.	Principal	38	39.7	102	28.8	73	12.3	76	9.6	10	9.6	3.1
		Teachers	34	37.5	103	37.0	68	4.2	85	9.2	11	11.7	3.8
		PTA Officials	37	52.7	95	18.2	70	12.7	79	10.9	12	5.4	3.7
		SBMC	37	35.7	100	32.8	67	16.4	75	9.6	11	5.4	3.5
						Grand Mean1							**3.5**

Table 6 shows the responses of Principals, Teachers, P.T.A and SBMC on influence of School-Community relationship on communication in secondary schools in North-west Zone, Nigeria. Item 31 was an attempt to finds out whether School-Community relationship influences new educational policies in schools. The results reveals 3.3 mean for principal, 3.3 for teachers, 3.4 mean PTA officials and 3.1 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influence new educational policies in secondary schools in North-west Zone, Nigeria. Item 32 was an attempt to investigate whether School-Community relationship influences communicating school specific needs to authorities in schools. The analysis shows 3.2 mean for principal, 3.3 for teachers, 3.2 mean PTA officials and 3.2 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influence communicating school specific needs to authorities in secondary schools in North-west Zone, Nigeria. Item 33 was an attempt to find out whether School-Community relationship influences creating awareness to parents, teachers and students on school rules and regulations in schools. The analysis shows 3.4 mean for principal, 3.1 for teachers, 3.4 mean PTA officials and 3.1 mean for SBMC officials which are less than 3.0 cutoff point indicating that School-Community relationship influence creating awareness to parents, teachers and students on school rules and regulations in secondary schools in North-west Zone, Nigeria. Item 34 was an attempt to investigates whether School-Community relationship helps in disseminating information to parents, teachers and students as it comes from ministry of education in schools. The analysis shows 3.3 mean for principal, 3.2 for teachers, 3.2 mean PTA officials and 3.2 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship helps in disseminating information to parents, teachers and students as it comes from ministry of education in secondary schools in North-west Zone, Nigeria. Item 35 was an attempt to determines whether School-Community relationship influences the regular

meeting with SBMC and PTA in schools. The analysis reveals 3.6 mean for principal, 3.2 for teachers, 3.1 mean PTA officials and 3.8 mean for SBMC officials which are than 3.0 cutoff point indicating that School-Community relationship influence regular meeting with SBMC and PTA in secondary schools in North-west Zone, Nigeria.

Item 36 was an attempt to find out whether School-Community relationship influences the utilization of suggestion box in schools. The analysis reveals 3.7 mean for principal, 3.5 for teachers, 3.2 mean PTA officials and 3.1 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influence the utilization of suggestion box in secondary schools in North-west Zone, Nigeria. Item 37 was an attempt to finds out whether School-Community relationship influences the utilization of notice board in schools. The analysis reveals 3.2 mean for principal, 3.2 for teachers, 3.3 mean PTA officials and 3.1 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influences the utilization of notice board in secondary schools in North-west Zone, Nigeria. Item 38 was an attempt to investigates whether School-Community relationship influences the distribution of Report Cardin schools. The analysis reveals 3.4 mean for principal, 3.3 for teachers, 3.4 mean PTA officials and 3.6 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influences the distribution of Report Cardin secondary schools in North-west Zone, Nigeria. Item 39 was an attempt to investigate whether School-Community relationship influences the provision of security information in schools. The analysis reveals 3.1 mean for principal, 3.1 for teachers, 3.8 mean PTA officials and 3.7 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influences the provision of security information in secondary schools in North-west Zone, Nigeria. Item 40 was an attempt to finds out if School-Community relationship influences the communication of cultural values in schools. The analysis reveals 3.1 mean for principal, 3.8

for teachers, 3.7 mean PTA officials and 3.5 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influence the communication of cultural values in secondary schools in North-west Zone, Nigeria. The grand mean was found to be 3.5 which also greater than the 3.0 benchmark for agreement meaning that School-Community relationships influences communication in secondary schools in North-west Zone, Nigeria.

4.2.5 Responses of Respondents on the Influence of School-Community Relationship on Decision Making in Secondary Schools in North West Zone, Nigeria

The frequencies, percentage cross tabulation and mean scores were used to determine the responses of the respondents on the influence of School-Community relationship on decision making in Secondary Schools in North West Zone, Nigeria.

Research Question 5: What is the influence of School-Community relationship on decision making in Secondary Schools in North West Zone, Nigeria?

The research question 5 relates to items 41–50 in the questionnaire. The respondents' responses were gathered, analysed and presented in a table. Table 7 gives the details

Table 7: Opinions of Respondent on Influence of School-Community Relationship on Decision Making in Secondary Schools in North-west Zone, Nigeria

S/N	ITEMS STATEMENT	Category of Respondents	SA		A		U		D		SD		
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Mean
41	School-Community Relationship (SCR) influences the PTA involvement in decision making in this school	Principal	93	28.8	93	28.8	100	31.3	59	17.8	13	4.0	3.4
		Teachers	85	26.3	93	28.8	103	30.7	58	17.6	12	3.7	3.1
		PTA Officials	98	30.4	102	30.6	73	22.6	76	23.6	17	5.2	3.2
		SBMC	84	25.6	103	30.7	68	21.1	85	26.3	7	1.9	3.3
42	School-Community Relationship influences the teacher's involvement in decision concerning the school matters in this school.	Principal	77	25.2	95	29.5	67	20.5	79	24.5	10	2.1	3.2
		Teachers	83	25.7	100	31.3	71	21.5	75	22.8	10	2.1	3.2
		PTA Officials	75	42.5	97	26.0	89	20.5	68	4.1	12	6.8	3.0
		SBMC	79	36.9	78	32.8	88	19.2	62	4.1	10	6.8	3.4
33	School-Community Relationship influences the student's participation during decision concerning them in this school.	Principal	43	13.3	83	25.7	145	45.0	46	14.2	06	1.8	3.2
		Teachers	39	12.1	79	24.5	143	44.4	53	16.4	06	1.8	3.3
		PTA Officials	44	13.6	83	25.7	135	41.9	49	15.2	06	1.8	3.5
		SBMC	38	11.8	82	25.8	138	42.5	44	13.9	07	1.9	3.3
44	School-Community Relationship influences the SBMC participation during decision making in this school.	Principal	93	28.8	93	28.8	100	31.3	59	17.8	13	4.0	3.4
		Teachers	85	26.3	93	28.8	103	30.7	58	17.6	12	3.7	3.1
		PTA Officials	98	30.4	102	30.6	73	22.6	76	23.6	17	5.2	3.2
		SBMC	84	25.6	103	30.7	68	21.1	85	26.3	7	1.9	3.3
45	School-Community Relationship influences the decision on staff development in this school	Principal	77	25.2	95	29.5	67	20.5	79	24.5	10	2.1	3.2
		Teachers	83	25.7	100	31.3	71	21.5	75	22.8	10	2.1	3.2
		PTA Officials	75	42.5	97	26.0	89	20.5	68	4.1	12	6.8	3.0
		SBMC	79	36.9	78	32.8	88	19.2	62	4.1	10	6.8	3.4
46	School-Community Relationship influences the decision on sanitation exercises in this school.	Principal	43	13.3	83	25.7	145	45.0	46	14.2	06	1.8	3.2
		Teachers	39	12.1	79	24.5	143	44.4	53	16.4	06	1.8	3.3
		PTA Officials	44	13.6	83	25.7	135	41.9	49	15.2	06	1.8	3.5
		SBMC	38	11.8	82	25.8	138	42.5	44	13.9	07	1.9	3.3
47	School-Community Relationship influences the decision on student discipline in this school.	Principal	42	13.1	83	25.7	143	44.4	45	15.0	09	2.0	3.6
		Teachers	43	13.3	67	20.8	136	42.0	47	14.3	10	2.1	3.2
		PTA Officials	39	12.1	71	22.0	135	41.9	44	13.9	09	2.0	3.4
		SBMC	44	13.6	71	22.0	94	29.1	90	27.9	10	2.1	3.3
48	School-Community Relationship influences the decision on security matters in this school	Principal	38	11.8	82	25.8	133	40.3	55	16.6	08	1.9	3.0
		Teachers	42	13.7	81	25.7	130	39.2	58	17.7	06	1.8	3.1
		PTA Officials	43	13.3	80	25.5	128	39.1	57	16.9	08	1.9	3.4
		SBMC	39	12.1	80	25.5	125	38.8	55	16.6	07	1.9	3.4
49	School-Community Relationship influences the decision on facility development in this school.	Principal	90	27.9	161	50.0	19	5.9	42	13.0	10	2.1	3.4
		Teachers	81	25.1	141	43.7	36	11.1	58	18.0	06	1.8	3.1
		PTA Officials	85	26.3	136	42.2	19	5.9	43	13.1	08	1.9	3.2
		SBMC	88	27.3	139	43.1	17	5.3	36	11.1	07	1.9	3.3
50	School-Community Relationship influences the decision on the utilization of fund in this school.	Principal	93	28.8	93	28.8	100	31.3	59	17.8	13	4.0	3.4
		Teachers	85	26.3	93	28.8	103	30.7	58	17.6	12	3.7	3.1
		PTA Officials	98	30.4	102	30.6	73	22.6	76	23.6	17	5.2	3.2
		SBMC	84	25.6	103	30.7	68	21.1	85	26.3	7	1.9	3.3
							Grand Mean1						**3.6**

Table 7 shows the responses of Principals, Teachers, P.T.A and SBMC on influence of School-Community relationship on decision making in secondary schools in North-west Zone, Nigeria. Item 41 was an attempt to finds out whether School-Community relationship influences the PTA involvement in decision making in schools. The results reveals 3.3 mean for principal, 3.3 for teachers, 3.4 mean PTA officials and 3.1 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influence the PTA involvement in decision making in secondary schools in North-west Zone, Nigeria. Item 42 was an attempt to investigate whether School-Community relationship influences teachers' involvement in decision making concerning the school matter. The analysis shows 3.2 mean for principal, 3.3 for teachers, 3.2 mean PTA officials and 3.2 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influence teachers' involvement in decision making concerning the school matter in secondary schools in North-west Zone, Nigeria.

Item 43 was an attempt to finds out whether School-Community relationship influences students' participation during decision concerning them in schools. The analysis shows 3.4 mean for principal, 3.1 for teachers, 3.4 mean PTA officials and 3.1 mean for SBMC officials which are less than 3.0 cutoff point indicating that School-Community relationship influences students' participation during decision concerning them in secondary schools in North-west Zone, Nigeria. Item 44 was an attempt to investigate whether School-Community relationship influences SBMC participation during decision making in schools. The analysis shows 3.3 mean for principal, 3.2 for teachers, 3.2 mean PTA officials and 3.2 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influences SBMC participation during decision making in secondary schools in North-west Zone, Nigeria. Item 45 was an attempt to determine whether School-Community relationship influences the decision on staff development in schools. The

analysis reveals 3.6 mean for principal, 3.2 for teachers, 3.1 mean PTA officials and 3.8 mean for SBMC officials which are than 3.0 cutoff point indicating that School-Community relationship influence the decision on staff development in North-west Zone, Nigeria.

Item 46 was an attempt to finds out whether School-Community relationship influences the decision on sanitation exercise in schools. The analysis reveals 3.7 mean for principal, 3.5 for teachers, 3.2 mean PTA officials and 3.1 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influence the decision on sanitation exercise in secondary schools in North-west Zone, Nigeria. Item 47 was an attempt to find out whether School-Community relationship influences the decision on student discipline in schools. The analysis reveals 3.2 mean for principal, 3.2 for teachers, 3.3 mean PTA officials and 3.1 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influences the decision on student discipline in secondary schools in North-west Zone, Nigeria. Item 48 was an attempt to investigate whether School-Community relationship influences the decision on security matters in schools. The analysis reveals 3.4 mean for principal, 3.3 for teachers, 3.4 mean PTA officials and 3.6 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influences the decision on security matters in secondary schools in North-west Zone, Nigeria.

Item 49 was an attempt to investigate whether School-Community relationship influences the decision on facility development in schools. The analysis reveals 3.1 mean for principal, 3.1 for teachers, 3.8 mean PTA officials and 3.7 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influences the decision on facility development in secondary schools in North-west Zone, Nigeria. Item 50 was an attempt to find out if School-Community relationship influences decision on utilization of fund in schools. The analysis reveals 3.1 mean for principal, 3.8 for teachers,

3.7 mean PTA officials and 3.5 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influence the decision on utilization of fund in secondary schools in North-west Zone, Nigeria. The grand mean was found to be 3.5 which also less than the 3.0 benchmark for agreement meaning that School-Community relationships influences decision making in secondary schools in North-west Zone, Nigeria.

4.2.6 Responses of Respondents on the Influence of School-Community Relationship on Funding in Secondary Schools in North-west Zone, Nigeria

The frequencies, percentage, cross tabulation and mean scores were used to determine the responses of the respondents on the influence of School-Community relationship on funding in Secondary Schools in North-west Zone, Nigeria.

Research Question 6: In what way does the School-Community relationship influence Funding in Secondary Schools in North-west Zone, Nigeria?

The research question 6 relates to items 51-60 in the questionnaire. The respondents' responses were gathered, analyzed and presented in a table. Table 8 gives the details

Table 8: Opinions of Respondent on Influence of School-Community Relationship on Funding in Secondary Schools in North-west Zone, Nigeria

S/N	ITEMS STATEMENT	Category of Respondents	SA		A		U		D		SD		
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Mean
51	School-Community Relationship influences the payment of PTA levy in this school.	Principal	77	25.2	95	29.5	67	20.5	79	24.5	10	2.1	3.2
		Teachers	83	25.7	100	31.3	71	21.5	75	22.8	10	2.1	3.2
		PTA Officials	75	42.5	97	26.0	89	20.5	68	4.1	12	6.8	3.1
		SBMC	79	36.9	78	32.8	88	19.2	62	4.1	10	6.8	3.4
52	School-Community Relationship encourage voluntary monetary donation in this school.	Principal	43	13.3	83	25.7	145	45.0	46	14.2	06	1.8	3.2
		Teachers	39	12.1	79	24.5	143	44.4	53	16.4	06	1.8	3.3
		PTA Officials	44	13.6	83	25.7	135	41.9	49	15.2	06	1.8	3.5
		SBMC	38	11.8	82	25.8	138	42.5	44	13.9	07	1.9	3.3
53	School-Community Relationship enhances financial of school projects by community members in the school.	Principal	42	13.1	83	25.7	143	44.4	45	15.0	09	2.0	3.6
		Teachers	43	13.3	67	20.8	136	42.0	47	14.3	10	2.1	3.2
		PTA Officials	39	12.1	71	22.0	135	41.9	44	13.9	09	2.0	3.4
		SBMC	44	13.6	71	22.0	94	29.1	90	27.9	10	2.1	3.3
54	School-Community Relationship call for participation of NGO's financial contribution in this school.	Principal	77	25.2	95	29.5	67	20.5	79	24.5	10	2.1	3.2
		Teachers	83	25.7	100	31.3	71	21.5	75	22.8	10	2.1	3.2
		PTA Officials	75	42.5	97	26.0	89	20.5	68	4.1	12	6.8	3.1
		SBMC	79	36.9	78	32.8	88	19.2	62	4.1	10	6.8	3.4
55	School-Community Relationship influences lunching of programmers in this school.	Principal	43	13.3	83	25.7	145	45.0	46	14.2	06	1.8	3.2
		Teachers	39	12.1	79	24.5	143	44.4	53	16.4	06	1.8	3.3
		PTA Officials	44	13.6	83	25.7	135	41.9	49	15.2	06	1.8	3.5
		SBMC	38	11.8	82	25.8	138	42.5	44	13.9	07	1.9	3.3
56	School-Community Relationship influences personal financial Donations by philanthropist in the school.	Principal	93	28.8	93	28.8	100	31.3	59	17.8	13	4.0	3.4
		Teachers	85	26.3	93	28.8	103	30.7	58	17.6	12	3.7	3.1
		PTA Officials	98	30.4	102	30.6	73	22.6	76	23.6	17	5.2	3.2
		SBMC	84	25.6	103	30.7	68	21.1	85	26.3	7	1.9	3.3
57	School-Community Relationship stimulates funding of projects by the state government in the school.	Principal	77	25.2	95	29.5	67	20.5	79	24.5	10	2.1	3.2
		Teachers	83	25.7	100	31.3	71	21.5	75	22.8	10	2.1	3.2
		PTA Officials	75	42.5	97	26.0	89	20.5	68	4.1	12	6.8	3.1
		SBMC	79	36.9	78	32.8	88	19.2	62	4.1	10	6.8	3.4
58	School-Community Relationship ensures the utilization of fund available in this school.	Principal	43	13.3	83	25.7	145	45.0	46	14.2	06	1.8	3.2
		Teachers	39	12.1	79	24.5	143	44.4	53	16.4	06	1.8	3.3
		PTA Officials	44	13.6	83	25.7	135	41.9	49	15.2	06	1.8	3.5
		SBMC	38	11.8	82	25.8	138	42.5	44	13.9	07	1.9	3.3
59	School-Community Relationship sources fund for the purchase of instructional materials in this school.	Principal	42	13.1	83	25.7	143	44.4	45	15.0	09	2.0	3.6
		Teachers	43	13.3	67	20.8	136	42.0	47	14.3	10	2.1	3.2
		PTA Officials	39	12.1	71	22.0	135	41.9	44	13.9	09	2.0	3.4
		SBMC	44	13.6	71	22.0	94	29.1	90	27.9	10	2.1	3.3
60	School-Community Relationship influences payment of clubs and society fees in this school.	Principal	38	11.8	82	25.8	133	40.3	55	16.6	08	1.9	3.1
		Teachers	42	13.7	81	25.7	130	39.2	58	17.7	06	1.8	3.1
		PTA Officials	43	13.3	80	25.5	128	39.1	57	16.9	08	1.9	3.4
		SBMC	39	12.1	80	25.5	125	38.8	55	16.6	07	1.9	3.4
							Grand Mean1						**3.4**

Table 8 shows the responses of Principals, Teachers, P.T.A and SBMC on influence of School-Community relationship on funding in secondary schools in North-west Zone, Nigeria. Item 51 was an attempt to finds out whether School-Community relationship influences the payment of PTA levy in schools. The results reveals 3.3 mean for principal, 3.2 for teachers, 3.2 mean PTA officials and 3.1 mean for SBMC officials which are more than 3.4 cutoff point indicating that School-Community relationship influence the PTA involvement in decision making in secondary schools in North-west Zone, Nigeria. Item 52was an attempt to investigate whether School-Community relationship encourages voluntary monetary donation in school. The analysis shows 3.2 mean for principal, 3.3 for teachers, 3.5 mean PTA officials and 3.3 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship encourages voluntary monetary donation in secondary schools in North-west Zone, Nigeria.

Item 53 was an attempt to find out whether School-Community relationship enhances financial of school projects by community members in schools. The analysis shows 3.6 mean for principal, 3.3 for teachers, 3.4 mean PTA officials and 3.3 mean for SBMC officials which are less than 3.0 cutoff point indicating that School-Community relationship enhances financial of school projects by community members in secondary schools in North-west Zone, Nigeria. Item 54 was an attempt to investigates whether School-Community relationship call for participation of NGO's financial contribution in schools. The analysis shows 3.2 mean for principal, 3.2 for teachers, 3.1 mean PTA officials and 3.4 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship call for participation of NGO's financial contribution in secondary schools in North-west Zone, Nigeria. Item 55 was an attempt to determine whether School-Community relationship influences lunching of programmers in schools. The analysis reveals 3.2 mean for principal, 3.3 for teachers, 3.5 mean PTA officials and 3.3 mean for SBMC officials

which are than 3.0 cutoff point indicating that School-Community relationship lunching of programmers in secondary schools in North-west Zone, Nigeria.

Item 56 was an attempt to find out whether School-Community relationship influences personal financial Donations by philanthropist in schools. The analysis reveals 3.4 mean for principal, 3.1 for teachers, 3.2 mean PTA officials and 3.3 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influence personal financial Donations by philanthropist in secondary schools in North-west Zone, Nigeria. Item 57 was an attempt to find out whether School-Community relationship stimulates funding of projects by the state government in schools. The analysis reveals 3.2 mean for principal, 3.2 for teachers, 3.1 mean PTA officials and 3.4 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship stimulates funding of projects by the state government in secondary schools in North-west Zone, Nigeria. Item 58 was an attempt to investigate whether School-Community relationship ensures the utilization of fund available in schools. The analysis reveals 3.2 mean for principal, 3.3 for teachers, 3.5 mean PTA officials and 3.3 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship ensures the utilization of fund available in secondary schools in North-west Zone, Nigeria. Item 59 was an attempt to investigate whether School-Community relationship sources fund for the purchase of instructional materials in schools. The analysis reveals 3.6 mean for principal, 3.2 for teachers, 3.4 mean PTA officials and 3.3 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community sources fund for the purchase of instructional materials in secondary schools in North-west Zone, Nigeria. Item 60 was an attempt to find out if School-Community relationship influences payment of clubs and society fees in schools. The analysis reveals 3.1 mean for principal, 3.1 for teachers, 3.4 mean PTA officials and 3.4 mean for SBMC officials which are more than 3.0 cutoff point

indicating that School-Community relationship influences payment of clubs and society fees in secondary schools in North-west Zone, Nigeria. The grand mean was found to be 3.4 which also less than the 3.0 benchmark for agreement meaning that School-Community relationships influences funding in secondary schools in North-west Zone, Nigeria.

4.2.7 Responses of Respondents on the Influence of School-Community Relationship on the management of Interpersonal Relationship in Secondary Schools in North-west Zone, Nigeria

The frequencies, percentage cross tabulation and mean scores were used to determine the responses of the respondents on the influence of School-Community relationship on the management of interpersonal relationship in Secondary Schools in North-west Zone, Nigeria.

Research Question 7: How does the School-Community Relationship influence the management of interpersonal relationship in Secondary Schools in North-west Zone, Nigeria? The research question 7 relates to items 61-70 in the questionnaire. The respondents' responses were gathered, analyzed and presented in a table. Table 9 gives the details.

Table 9: Opinions of Respondent on Influence of School-Community Relationship on the management of Interpersonal Relationship in Secondary Schools in North-west Zone, Nigeria

S/N	ITEMS STATEMENT	Category of Respondents	SA		A		U		D		SD		
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Mean
61	School-Community Relationship enhances relationship between principal and village head in this school.	Principal	43	13.3	83	25.7	145	45.0	46	14.2	06	1.8	3.2
		Teachers	39	12.1	79	24.5	143	44.4	53	16.4	06	1.8	3.3
		PTA Officials	44	13.6	83	25.7	135	41.9	49	15.2	06	1.8	3.5
		SBMC	38	11.8	82	25.8	138	42.5	44	13.9	07	1.9	3.3
62	School-Community Relationship influences relationship between principal and Religion Leaders in this school.	Principal	42	13.1	83	25.7	143	44.4	45	15.0	09	2.0	3.6
		Teachers	43	13.3	67	20.8	136	42.0	47	14.3	10	2.1	3.2
		PTA Officials	39	12.1	71	22.0	135	41.9	44	13.9	09	2.0	3.4
		SBMC	44	13.6	71	22.0	94	29.1	90	27.9	10	2.1	3.3
63	School-Community Relationship influences relationship between principal and PTA Members in this school.	Principal	38	11.8	82	25.8	133	40.3	55	16.6	08	1.9	3.1
		Teachers	42	13.7	81	25.7	130	39.2	58	17.7	06	1.8	3.1
		PTA Officials	43	13.3	80	25.5	128	39.1	57	16.9	08	1.9	3.4
		SBMC	39	12.1	80	25.5	125	38.8	55	16.6	07	1.9	3.4
64	School-Community Relationship influences relationship between principal and SBMC members in this school.	Principal	43	13.3	83	25.7	145	45.0	46	14.2	06	1.8	3.2
		Teachers	39	12.1	79	24.5	143	44.4	53	16.4	06	1.8	3.3
		PTA Officials	44	13.6	83	25.7	135	41.9	49	15.2	06	1.8	3.5
		SBMC	38	11.8	82	25.8	138	42.5	44	13.9	07	1.9	3.3
65	School-Community Relationship influences relationship between principal and old boys in this school.	Principal	42	13.1	83	25.7	143	44.4	45	15.0	09	2.0	3.6
		Teachers	43	13.3	67	20.8	136	42.0	47	14.3	10	2.1	3.2
		PTA Officials	39	12.1	71	22.0	135	41.9	44	13.9	09	2.0	3.4
		SBMC	44	13.6	71	22.0	94	29.1	90	27.9	10	2.1	3.3
66	School-Community Relationship influences relationship between principal and teachers in this school.	Principal	77	25.2	95	29.5	67	20.5	79	24.5	10	2.1	3.2
		Teachers	83	25.7	100	31.3	71	21.5	75	22.8	10	2.1	3.2
		PTA Officials	75	42.5	97	26.0	89	20.5	68	4.1	12	6.8	3.1
		SBMC	79	36.9	78	32.8	88	19.2	62	4.1	10	6.8	3.4
67	School-Community Relationship influences mediation of conflict between teachers and community in this school.	Principal	43	13.3	83	25.7	145	45.0	46	14.2	06	1.8	3.2
		Teachers	39	12.1	79	24.5	143	44.4	53	16.4	06	1.8	3.3
		PTA Officials	44	13.6	83	25.7	135	41.9	49	15.2	06	1.8	3.5
		SBMC	38	11.8	82	25.8	138	42.5	44	13.9	07	1.9	3.3
68	School-Community Relationship influences mediation of conflict between students and community members in this school.	Principal	42	13.1	83	25.7	143	44.4	45	15.0	09	2.0	3.6
		Teachers	43	13.3	67	20.8	136	42.0	47	14.3	10	2.1	3.2
		PTA Officials	39	12.1	71	22.0	135	41.9	44	13.9	09	2.0	3.4
		SBMC	44	13.6	71	22.0	94	29.1	90	27.9	10	2.1	3.3
69	School-Community Relationship influences mediation of conflicts between supporting staff and community members in this school.	Principal	77	25.2	95	29.5	67	20.5	79	24.5	10	2.1	3.2
		Teachers	83	25.7	100	31.3	71	21.5	75	22.8	10	2.1	3.2
		PTA Officials	75	42.5	97	26.0	89	20.5	68	4.1	12	6.8	3.1
		SBMC	79	36.9	78	32.8	88	19.2	62	4.1	10	6.8	3.4
70	School-Community Relationship influences relationship between teachers and supporting staff in this school.	Principal	43	13.3	83	25.7	145	45.0	46	14.2	06	1.8	3.2
		Teachers	39	12.1	79	24.5	143	44.4	53	16.4	06	1.8	3.3
		PTA Officials	44	13.6	83	25.7	135	41.9	49	15.2	06	1.8	3.5
		SBMC	38	11.8	82	25.8	138	42.5	44	13.9	07	1.9	3.3
						Grand Mean1							**3.4**

Table 9 shows the responses of Principals, Teachers, P.T.A and SBMC on influence of School-Community relationship on the management of interpersonal relationship in secondary schools in North-west Zone, Nigeria. Item 61 was an attempt to find out whether School-Community relationship influences relationship between principal and village head in schools. The results reveals 3.3 mean for principal, 3.3 for teachers, 3.5 mean PTA officials and 3.3 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influence relationship between principal and village head in secondary schools in North-west Zone, Nigeria. Item 62 was an attempt to investigate whether School-Community relationship influences relationship between principal and Religion Leaders in school. The analysis shows 3.6 mean for principal, 3.2 for teachers, 3.4 mean PTA officials and 3.3 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influences relationship between principal and Religion Leaders in secondary schools in North-west Zone, Nigeria. Item 63 was an attempt to finds out whether School-Community relationship influences relationship between principal and PTA Members in schools. The analysis shows 3.1 mean for principal, 3.1 for teachers, 3.4 mean PTA officials and 3.4 mean for SBMC officials which are less than 3.0 cutoff point indicating that School-Community relationship influences relationship between principal and PTA Members in secondary schools in North-west Zone, Nigeria.

Item 64 was an attempt to investigate whether School-Community relationship influences relationship between principal and SBMC Members in schools. The analysis shows 3.2 mean for principal, 3.3 for teachers, 3.5 mean PTA officials and 3.3 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influences relationship between principal and PTA Members in secondary schools in North-west Zone, Nigeria. Item 65 was an attempt to determine whether School-Community relationship influences relationship between principal and old boys in schools.

The analysis reveals 3.6 mean for principal, 3.2 for teachers, 3.4 mean PTA officials and 3.3 mean for SBMC officials which are than 3.0 cutoff point indicating that School-Community relationship influences relationship between principal and old boys in secondary schools in North-west Zone, Nigeria.

Item 66 was an attempt to find out whether School-Community relationship influences relationship between principal and teachers in schools. The analysis reveals 3.2 mean for principal, 3.2 for teachers, 3.1 mean PTA officials and 3.4 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influences relationship between principal and teachers in secondary schools in North-west Zone, Nigeria. Item 67 was an attempt to find out whether School-Community relationship influences mediation of conflict between teachers and community in schools. The analysis reveals 3.2 mean for principal, 3.3 for teachers, 3.5 mean PTA officials and 3.3 mean for SBMC officials who are more than 3.0 cutoff point indicating that School-Community relationship influences mediation of conflict between teachers and community in secondary schools in North-west Zone, Nigeria. Item 68was an attempt to investigate whether School-Community relationship influences mediation of conflict between students and community in schools. The analysis reveals 3.6 mean for principal, 3.2 for teachers, 3.4 mean PTA officials and 3.3 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influences mediation of conflict between students and community in secondary schools in North-west Zone, Nigeria. Item 59 was an attempt to investigate whether School-Community relationship influences mediation of conflict between supporting staff and community in schools. The analysis reveals 3.2 mean for principal, 3.2 for teachers, 3.1 mean PTA officials and 3.4 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community influences mediation of conflict between supporting staff and community in secondary schools in North-west Zone, Nigeria. Item 70 was an

attempt to find out if School-Community relationship influences mediation of conflict between teachers and supporting staff in schools. The analysis reveals 3.2 mean for principal, 3.3 for teachers, 3.5 mean PTA officials and 3.3 mean for SBMC officials which are more than 3.0 cutoff point indicating that School-Community relationship influences mediation of conflict between teachers and supporting staff in secondary schools in North-west Zone, Nigeria. The grand mean was found to be 3.4 which also more than the 3.0 benchmark for agreement meaning that School-Community relationships influences interpersonal relationship in secondary schools in North-west Zone, Nigeria.

4.2.8 Responses of Respondents on the Influence of School-Community Relationship on Maintenance of Discipline in Secondary Schools in North-west Zone, Nigeria

The frequencies, percentage cross tabulation and mean scores were used to determine the responses of the respondents on the influence of School-Community relationship on maintenance of discipline in Secondary Schools in North-west Zone, Nigeria.

Research Question 8: Does School-Community Relationship have influence on maintenance of discipline in Secondary Schools in North-west Zone, Nigeria?

The research question 8 relates to items 71-80 in the questionnaire. The respondents' responses were gathered, analyzed and presented in a table. Table 10 gives the details

Table 10: Opinions of Respondent on Influence of School-Community Relationship on Maintenance of Discipline in Secondary Schools in North-west Zone, Nigeria

S/N	ITEMS STATEMENT	Category of Respondents	SA		A		U		D		SD		
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Mean
71	Through the efforts of members of the community discipline between teachers and principal is managed in this school.	Principal	93	28.8	93	28.8	100	31.3	59	17.8	13	4.0	3.4
		Teachers	85	26.3	93	28.8	103	30.7	58	17.6	12	3.7	3.1
		PTA Officials	98	30.4	102	30.6	73	22.6	76	23.6	17	5.2	3.2
		SBMC	84	25.6	103	30.7	68	21.1	85	26.3	7	1.9	3.3
72	Through the efforts of members of the community discipline among teachers is managed in this school.	Principal	77	25.2	95	29.5	67	20.5	79	24.5	10	2.1	3.2
		Teachers	83	25.7	100	31.3	71	21.5	75	22.8	10	2.1	3.2
		PTA Officials	75	42.5	97	26.0	89	20.5	68	4.1	12	6.8	3.0
		SBMC	79	36.9	78	32.8	88	19.2	62	4.1	10	6.8	3.4
73	Through the efforts of members of the community discipline is managed between teachers and students in this school.	Principal	43	13.3	83	25.7	145	45.0	46	14.2	06	1.8	3.2
		Teachers	39	12.1	79	24.5	143	44.4	53	16.4	06	1.8	3.3
		PTA Officials	44	13.6	83	25.7	135	41.9	49	15.2	06	1.8	3.5
		SBMC	38	11.8	82	25.8	138	42.5	44	13.9	07	1.9	3.3
74	Through the efforts of members of the community discipline is managed among the students in this school.	Principal	93	28.8	93	28.8	100	31.3	59	17.8	13	4.0	3.4
		Teachers	85	26.3	93	28.8	103	30.7	58	17.6	12	3.7	3.1
		PTA Officials	98	30.4	102	30.6	73	22.6	76	23.6	17	5.2	3.2
		SBMC	84	25.6	103	30.7	68	21.1	85	26.3	7	1.9	3.3
75	Through the efforts of members of the community discipline is managed between teachers and non-teaching staff in this school.	Principal	77	25.2	95	29.5	67	20.5	79	24.5	10	2.1	3.2
		Teachers	83	25.7	100	31.3	71	21.5	75	22.8	10	2.1	3.2
		PTA Officials	75	42.5	97	26.0	89	20.5	68	4.1	12	6.8	3.0
		SBMC	79	36.9	78	32.8	88	19.2	62	4.1	10	6.8	3.4
76	Through the efforts of members of the community discipline is managed among non-teaching staff in this school.	Principal	43	13.3	83	25.7	145	45.0	46	14.2	06	1.8	3.2
		Teachers	39	12.1	79	24.5	143	44.4	53	16.4	06	1.8	3.3
		PTA Officials	44	13.6	83	25.7	135	41.9	49	15.2	06	1.8	3.5
		SBMC	38	11.8	82	25.8	138	42.5	44	13.9	07	1.9	3.3
77	Through the efforts of members of the community discipline is managed between students and non-teaching staff in this school.	Principal	42	13.1	83	25.7	143	44.4	45	15.0	09	2.0	3.6
		Teachers	43	13.3	67	20.8	136	42.0	47	14.3	10	2.1	3.2
		PTA Officials	39	12.1	71	22.0	135	41.9	44	13.9	09	2.0	3.4
		SBMC	44	13.6	71	22.0	94	29.1	90	27.9	10	2.1	3.3
78	Through the efforts of members of the community discipline is managed between the principal and non-teaching staff in this school.	Principal	38	11.8	82	25.8	133	40.3	55	16.6	08	1.9	3.0
		Teachers	42	13.7	81	25.7	130	39.2	58	17.7	06	1.8	3.1
		PTA Officials	43	13.3	80	25.5	128	39.1	57	16.9	08	1.9	3.4
		SBMC	39	12.1	80	25.5	125	38.8	55	16.6	07	1.9	3.4
79	Through the efforts of members of the community discipline is managed between the principal and students in this school.	Principal	90	27.9	161	50.0	19	5.9	42	13.0	10	2.1	3.4
		Teachers	81	25.1	141	43.7	36	11.1	58	18.0	06	1.8	3.1
		PTA Officials	85	26.3	136	42.2	19	5.9	43	13.1	08	1.9	3.2
		SBMC	88	27.3	139	43.1	17	5.3	36	11.1	07	1.9	3.3
80	Through the efforts of members of the community discipline is managed between the school and community in this school	Principal	93	28.8	93	28.8	100	31.3	59	17.8	13	4.0	3.4
		Teachers	85	26.3	93	28.8	103	30.7	58	17.6	12	3.7	3.1
		PTA Officials	98	30.4	102	30.6	73	22.6	76	23.6	17	5.2	3.2
		SBMC	84	25.6	103	30.7	68	21.1	85	26.3	7	1.9	3.3
							Grand Mean1						**3.6**

Table 10 shows the responses of Principals, Teachers, P.T.A and SBMC on influence of School-Community relationship on maintenance of discipline in secondary schools in North-west Zone, Nigeria. Item 71 was an attempt to find out whether through the efforts of members of the community discipline between teachers and principal is managed in schools. The results reveals 3.3 mean for principal, 3.3 for teachers, 3.4 mean PTA officials and 3.1 mean for SBMC officials which are more than 3.0 cutoff point indicating that through the efforts of members of the community discipline between teachers and principal is managed in secondary schools in North-west Zone, Nigeria. Item 72 was an attempt to investigate whether through the efforts of members of the community discipline among teachers is managed in this school. The analysis shows 3.2 mean for principal, 3.3 for teachers, 3.2 mean PTA officials and 3.2 mean for SBMC officials which are more than 3.0 cutoff point indicating that through the efforts of members of the community discipline among teachers is managed in secondary schools in North-west Zone, Nigeria. Item 73 was an attempt to find out whether through the efforts of members of the community discipline is managed between teachers and students in schools. The analysis shows 3.4 mean for principal, 3.1 for teachers, 3.4 mean PTA officials and 3.1 mean for SBMC officials which are less than 3.0 cutoff point indicating that school through the efforts of members of the community discipline is managed between teachers and students in secondary schools in North-west Zone, Nigeria.

Item 74 was an attempt to investigate whether through the efforts of members of the community discipline is managed among students in schools. The analysis shows 3.3 mean for principal, 3.2 for teachers, 3.2 mean PTA officials and 3.2 mean for SBMC officials which are more than 3.0 cutoff point indicating that through the efforts of members of the community discipline is managed among students in secondary schools in North-west Zone, Nigeria. Item 75 also was an attempt to determine whether through the efforts of members of the community discipline is managed between teachers and non-teaching staff in schools. The

analysis reveals 3.6 mean for principal, 3.2 for teachers, 3.1 mean PTA officials and 3.8 mean for SBMC officials which are than 3.0 cutoff point indicating that through the efforts of members of the community discipline is managed between teachers and non-teaching staff in North-west Zone, Nigeria.

Item 76 was an attempt to find out whether through the efforts of members of the community discipline is managed among non-teaching staff in schools. The analysis reveals 3.7 mean for principal, 3.5 for teachers, 3.2 mean PTA officials and 3.1 mean for SBMC officials which are more than 3.0 cutoff point indicating that through the efforts of members of the community discipline is managed among non-teaching staff in secondary schools in North-west Zone, Nigeria. Item 77 was an attempt to find out whether through the efforts of members of the community discipline is managed between students and non-teaching staff in schools. The analysis reveals 3.2 mean for principal, 3.2 for teachers, 3.3 mean PTA officials and 3.1 mean for SBMC officials which are more than 3.0 cutoff point indicating that through the efforts of members of the community discipline is managed between students and non-teaching staff in secondary schools in North-west Zone, Nigeria. Item 78 was an attempt to investigate whether through the efforts of members of the community discipline is managed between principal and non-teaching staff in schools. The analysis reveals 3.4 mean for principal, 3.3 for teachers, 3.4 mean PTA officials and 3.6 mean for SBMC officials which are more than 3.0 cutoff point indicating that through the efforts of members of the community discipline is managed between principal and non-teaching staff in secondary schools in North-west Zone, Nigeria. Item 79 was an attempt to investigate whether through the efforts of members of the community discipline is managed between principal and students in schools. The analysis reveals 3.1 mean for principal, 3.1 for teachers, 3.8 mean PTA officials and 3.7 mean for SBMC officials which are more than 3.0 cutoff point indicating that through the efforts of members of the community discipline is managed

between principal and students in secondary schools in North-west Zone, Nigeria. Item 80 was an attempt to find out if through the efforts of members of the community discipline is managed between school and community in schools. The analysis reveals 3.1 mean for principal, 3.8 for teachers, 3.7 mean PTA officials and 3.5 mean for SBMC officials which are more than 3.0 cutoff point indicating that through the efforts of members of the community discipline is managed between school and community in schools in secondary schools in North-west Zone, Nigeria. The grand mean was found to be 3.5 which also more than the 3.0 benchmark for agreement meaning that School-Community relationships influences maintenance of discipline in secondary schools in North-west Zone, Nigeria.

4.3 Hypotheses Testing

This section presents the result of the hypotheses testing. All the eight null hypotheses postulated for this study were tested using Analysis of Variance (ANOVA) at 0.05 level of significance. If the calculated p-value is equal or less than 0.05 level of significant the null hypothesis will be rejected but if the calculated p-value is greater than the significant level of 0.05 the null hypotheses will be retain. The summary of the analysis is being presented as follows:

Hypothesis One: There is no significant difference in opinions of principals, teachers, Parent Teachers Association (PTA) officials and School-Based Management Committee (SBMC) (Stakeholders) in the influence of School-Community Relationship on provision of instructional materials in Secondary Schools in North-west Zone, Nigeria.

This hypothesis was tested using Analysis of Variance (ANOVA). The summary is presented in table 11.

Table 11: Summary of Analysis of Variance on the Influence of School Community Relationship on Instructional Materials in North-west Zone, Nigeria

Variable	Sum of Squares	Df	Mean Square	F	P value
Between Groups	13.240	3	4.413	5.543	.573
Within Groups	49726.449	1179	42.177		
Total	**49739.689**	**1182**			

Table 11 shows analysis of hypothesis which state that there is no significant difference in the opinions of Principals, Teachers, Parent Teachers Association (PTA) officials, and School-Based Management Committee (SBMC) (Stakeholders) in the influence of School-Community Relationship on provision of Instructional Materials in North-west Zone, Nigeria. The result revealed that calculated F-value of 5.543 with p-value of .573 which is greater than 0.05 level of significance. Therefore, the hypothesis which stated that, there is no significant difference in opinions of principals, teachers, Parent Teachers Association (PTA) officials and School-Based Management Committee (SBMC) (Stakeholders) in the influence of School-Community Relationship on provision of instructional materials in Secondary Schools in North-west Zone, Nigeria is retained. This implied that School-Community Relationship influences provision of instructional materials in secondary schools in North-west Zone, Nigeria.

Hypothesis Two: There is no significant difference in opinions of Stakeholders in the influence of School-Community Relationship on provision of Infrastructural Facilities in Secondary Schools in North-west Zone, Nigeria.

This hypothesis was tested using Analysis of Variance (ANOVA). The summary is presented in table 12.

Table 12: Summary of Analysis of Variance on the Influence of School-Community Relationship on Infrastructural Facilities in Secondary Schools in North-west Geopolitical Zone, Nigeria

Variables	Sum of Squares	Df	Mean Square	F	P value
Between Groups	617.510	3	205.837	3.911	.213
Within Groups	68373.350	1179	57.993		
Total	**68990.861**	**1182**			

Table 12 shows analysis of variance on the influence of School-Community relationship on provision of infrastructural facilities in secondary schools in North-west Zone, Nigeria. Result revealed that the calculated F-value of 3.911 with p-value of .213 which is greater than 0.05 level of significance. The hypothesis which states that there is no significant difference in the opinions of Stakeholders in the influence of School-Community Relationship on provision of Infrastructural Facilities in Secondary Schools in North-west Zone, Nigeria is therefore retained. This means School-Community Relationship influences provision of infrastructural facilities in secondary schools in North-west Zone, Nigeria.

Hypothesis Three: There is no significance difference in the opinions of Stakeholders in the influence of School-Community Relationship on planning in Secondary Schools in North-west Zone, Nigeria.

This hypothesis was tested using Analysis of Variance (ANOVA). The summary is presented in table 13.

Table 13: Summary of Analysis of Variance on the Influence of School-Community Relationship on Planning of Activities in Secondary Schools in North-west Geopolitical Zone, Nigeria

Variables	Sum of Squares	Df	Mean Square	F	P value
Between Groups	4518.730	3	1506.243	12.821	.618
Within Groups	79214.844	1179	67.188		
Total	**83733.574**	**1182**			

Table 13 shows analysis of variance on the influence of School-Community relationship on planning of activities in secondary schools in North-west Zone, Nigeria. Result revealed that the calculated F-value of 12.821 with p-value of .618 which is greater than 0.05 level of significance. The hypothesis which states that there is no significant difference in the opinions of Stakeholders in the influence of School-Community Relationship on planning of activities in Secondary Schools in North-west Zone, Nigeria is therefore retained. This means School-Community Relationship influences planning of activities in secondary schools in North-west Zone, Nigeria.

Hypothesis Four: There is no significant difference in the opinions of Stakeholders in the influence of School-Community Relationship on Communication in Secondary Schools in North-west Zone, Nigeria.

This hypothesis was tested using Analysis of Variance (ANOVA). The summary is presented in table.

Table 14: Summary of Analysis of Variance on the Influence of School-Community Relationship on Communication in Secondary Schools in North-west Zone, Nigeria

Variable	Sum of Squares	Df	Mean Square	F	P value
Between Groups	18.447	3	6.149	11.213	.743
Within Groups	52327.623	1179	44.383		
Total	**52346.069**	**1182**			

Table 14 shows analysis of variance on the influence of School-Community relationship on communication in secondary schools in North-west Zone, Nigeria. Result revealed that the calculated F-value of 11.213 with p-value of .743 which is greater than 0.05 level of significance. The hypothesis which states that there is no significant difference in the opinions of Stakeholders in the influence of School-Community Relationship on communication in Secondary Schools in North-west Zone, Nigeria is therefore retained. This

means School-Community Relationship influences communication in secondary schools in North-west Zone, Nigeria.

Hypothesis Five: There is no significant difference in the opinions of Stakeholders in the influence of School-Community Relationship on decision making in Secondary Schools in North-west Zone, Nigeria.

This hypothesis was tested using Analysis of Variance (ANOVA). The summary is presented in table 15.

Table 15: Summary of Analysis of Variance on the Influence of School-Community Relationship on Decision Making in Secondary Schools in North-west Zone, Nigeria

	Sum of Squares	Df	Mean Square	F	P value
Between Groups	3243.346	3	1081.115	34.654	.843
Within Groups	90650.532	1179	76.888		
Total	**93893.878**	**1182**			

Table 15 shows analysis of variance on the influence of School-Community relationship on decision making in secondary schools in North-west Zone, Nigeria. Result revealed that the calculated F-value of 34.654 with p-value of .843 which is greater than 0.05 level of significance. The hypothesis which states that there is no significant difference in the opinions of Stakeholders in the influence of School-Community Relationship on decision making in Secondary Schools in North-west Zone, Nigeria is therefore retained. This means School-Community Relationship influences decision making in secondary schools in North-west Zone, Nigeria.

Hypothesis Six: There is no significant difference in the opinions of stakeholder in the influence of School-Community Relationship on Funding of Secondary Schools in North-west Zone, Nigeria.

This hypothesis was tested using Analysis of Variance (ANOVA). The summary is presented in table 16.

Table 16: Summary of Analysis of Variance on the Influence of School-Community Relationship on Funding in Secondary Schools in North-west Zone, Nigeria

	Sum of Squares	Df	Mean Square	F	P value
Between Groups	13.240	3	4.413	25.543	.657
Within Groups	49726.449	1179	42.177		
Total	**49739.689**	**1182**			

Table 16 shows analysis of variance on the influence of School-Community relationship on funding in Secondary Schools in North-west Zone, Nigeria. Result revealed that the calculated F-value of 25.543 with p-value of .657 which is greater than 0.05 level of significance. The hypothesis which states that there is no significant difference in the opinions of Stakeholders in the influence of School-Community Relationship on funding in Secondary Schools in North-west Zone, Nigeria is therefore retained. This means School-Community Relationship influences funding in secondary schools in North-west Zone, Nigeria.

Hypothesis Seven: There is no significant difference in the opinions Stakeholders in the influence of School-Community Relationship on Interpersonal Relationship in Secondary Schools in North-west Zone, Nigeria.

This hypothesis was tested using Analysis of Variance (ANOVA). The summary is presented in table 17.

Table 17: Summary of Analysis of Variance on the Influence of School-Community Relationship on the management of Interpersonal Relationship in Secondary Schools in North-west Zone, Nigeria

	Sum of Squares	Df	Mean Square	F	P value
Between Groups	617.510	3	205.837	13.921	.465
Within Groups	68373.350	1179	57.993		
Total	**68990.861**	**1182**			

F-critical = 3.59

Table 17 shows Analysis of Variance on the influence of School-Community relationship on the management of Interpersonal Relationship in Secondary Schools in North-west Zone, Nigeria. Result revealed that the calculated F-value of 13.921 with p-value of .465 which is greater than 0.05 level of significance. The hypothesis which states that there is no significant difference in the opinions of Stakeholders in the influence of School-Community Relationship on Interpersonal Relationship in Secondary Schools in North-west Zone, Nigeria is therefore retained. This means School-Community Relationship influences Interpersonal Relationship in secondary schools in North-west Zone, Nigeria.

Hypothesis Eight: There is no significant difference in the opinions of Stakeholders in the influence of School-Community Relationship on Maintenance of Discipline in Secondary Schools in North-west Zone, Nigeria.

This hypothesis was tested using Analysis of Variance (ANOVA). The summary is presented in table 18.

Table 18: Summary of Analysis of Variance on the Influence of School-Community Relationship on Maintenance of Discipline in Secondary Schools in North-west Zone, Nigeria

	Sum of Squares	Df	Mean Square	F	P value
Between Groups	1444.123	3	481.374	20.672	.342
Within Groups	52402.725	1179	44.447		
Total	**53846.849**	**1182**			

Table 18 shows analysis of variance on the influence of School-Community relationship on maintenance of discipline in secondary schools in North-west Zone, Nigeria. Result revealed that the calculated F-value of 20.672 with p-value of .342 which is greater than 0.05 level of significance. The hypothesis which states that there is no significant difference in the opinions of Stakeholders in the influence of School-Community

Relationship on maintenance of discipline in Secondary Schools in North-west Zone, Nigeria is therefore retained. This means School-Community Relationship influences maintenance of discipline in secondary schools in North-west Zone, Nigeria.

4.4 Summary of Hypotheses Testing

This presents the Summary of all the null hy0potheses tested in the course of this study. Details are presented in table 25.

Table 19: Summary of Hypotheses Testing

S/No	Hypotheses Statements	Statistical Test	Results	Level of significance	Decision
1	There is no significant difference in the opinions of Principals, Teachers, Parent Teachers Association (PTA) officials, and School-Based Management Committee (Stakeholders) on the influence of School-Community Relationship on provision of Instructional Materials in North-west Zone, Nigeria.	ANOVA	Calculated P-value=.575	0.05	Retained
2	There is no significant difference in opinions of Stakeholders on the influence of School-Community Relationship on provision of Infrastructural Facilities in Secondary Schools in North-west Zone, Nigeria.	ANOVA	Calculated P-value=.213	0.05	Retained
3	There is no significance difference in the opinions of Stakeholders on the influence of School-Community Relationship on planning in Secondary Schools in North-west Zone, Nigeria.	ANOVA	Calculated P-value=.618	0.05	Retained
4	There is no significant difference in Stakeholders on the influence of School-Community Relationship on Communication in Secondary Schools in North-west Zone, Nigeria.	ANOVA	Calculated P-value=.843	0.05	Retained
5	There is no significant difference in the opinions of Stakeholders on the influence of School-Community Relationship on Decision making in Secondary Schools in North-west Zone, Nigeria.	ANOVA	Calculated P-value=.743	0.05	Retained
6	There is no significant difference in the opinions of Stakeholders in the influence of School-Community Relationship on Funding of Secondary Schools in North-west Zone, Nigeria.	ANOVA	Calculated P-value=.657	0.05	Retained
7	There is no significant difference in the opinions Stakeholders on the influence of School-Community Relationship on the management of Interpersonal Relationship in Secondary Schools in North-west Zone, Nigeria.	ANOVA	Calculated P-value=.461	0.05	Retained
8	There is no significant differences in the opinions of Stakeholders on the influence of School-Community Relationship on Maintenance of Discipline in Secondary Schools in North-west Zone, Nigeria.	ANOVA	Calculated P-value=.342	0.05	Retained

Table 19 reveals the summary of the eight hypotheses which were tested using the analysis of Variance (ANOVA). Hypothesis one which state that, There is no significant difference in the opinions of Principals, Teachers, Parent Teachers Association (PTA) officials, and School-Based Management Committee (Stakeholders) on the influence of School-Community Relationship on provision of Instructional Materials in North-west Zone, Nigeria. When tested shows that the observed level of significant P.575 is greater than 0.05 fixed significant level, therefore it was retained. Hypothesis two state that, There is no significant difference in opinions of Stakeholders on the influence of School-Community Relationship on provision of Infrastructural Facilities in Secondary Schools in North-west Zone, Nigeria, the results reveals the observed level of significant P.213 is greater than 0.05 fixed level of significant, therefore, it was retained. Hypothesis three states that, there is no significant difference in the opinions of Stakeholders on the influence of School-Community Relationship on planning in Secondary Schools in North-west Zone, Nigeria. The analysis reveals that, the observed level of significant P.618 is more than 0.05 fixed significant level therefore it was retained.

The hypothesis four states that, there is no significant difference in opinion of Stakeholders on the influence of School-Community Relationship on Communication in Secondary Schools in North-west Zone, Nigeria. The analysis shows that the observed level of significant P.843 is less than 0.05 fixed significant level, therefore was retained. While hypothesis five states that there is no significant difference in the opinions of Stakeholders on the influence of School-Community Relationship on Decision making in Secondary Schools in North-west Zone, Nigeria. The analysis reveals that the observed level of significant P.743 is greater than 0.05 fixed significant level therefore it was retained. The hypothesis six states that there is no significant difference in the opinions of Stakeholders in the influence of School-Community Relationship on Funding of Secondary Schools in North-west Zone,

Nigeria. The result shows that, the observed level of significant P.657 is greater than 0.05 fixed significant level therefore it was retained.

From the summary of the analysis the hypothesis seven states that there is no significant difference in opinion of Stakeholders on the influence of School-Community Relationship on the management of Interpersonal Relationship in Secondary Schools in North-west Zone, Nigeria. The result shows that the observed level of significant P.461 is greater than 0.05 fixed significant level therefore it was retained. The hypothesis eight states that, there is no significant difference in the opinions of Stakeholders on the influence of School-Community Relationship on Maintenance of Discipline in Secondary Schools in North-west Zone, Nigeria. The analysis reveals that the observed level of significant P.342 is more than 0.05 fixed significant level therefore it was retained.

4.5 Summary of Findings

The study revealed that:

1. The School-Community Relationship had influence on provision of instructional materials such as text books, mathematical set, chalk, exercise books, writing materials and sport facilities in most secondary schools in North-west Zone Nigeria as perceived by stakeholders and the test of null hypothesis confirm the opinions of respondents. The influence was not significantly different since P value .575 is higher than 0.05 level (Grand Mean = 3.3);
2. School-Community Relationship influenced the provision of infrastructural facilities such as classrooms, laboratories, toilet facilities, offices, security fence, and students' furniture in most secondary schools in North-west Zone, Nigeria. The influence was not significant since P value .213 is higher than 0.05 level, (Grand Mean = 3.3);
3. School-Community Relationship influenced planning of activities like human resource, new admission, extracurricular activities, sanitation exercise, activities of club and

societies in most secondary schools in North-west Zone, Nigeria. The influence was not significant since P value .618 is higher than 0.05 level(Grand Mean = 3.4);

4. Communication within the staff and students, between school and community is influenced by School-Community Relationship in most secondary schools in North-west Zone, Nigeria. The influence is not significant since P value .843 was higher than 0.05 level(Grand Mean = 3.5);
5. School-Community Relationship influenced decision making in terms of staff development, sanitation exercise, students discipline, security matters, facilities development and utilization of funds in most secondary schools in North-west Zone, Nigeria. The influenced is not significant since P value .743 was higher than 0.05 level(Grand Mean = 3.6);
6. School-Community Relationship influences funding from individuals through payment of PTA levy, club and society fees, philanthropist and NGOs donations in most secondary schools in North-west Zone, Nigeria and the influence was not significant since P value .657 is higher than 0.05 level(Grand Mean = 3.4);
7. The existence of good interpersonal relationship among academic and non-academic staff, between staff and students, between principals and staff and between principals and students is influenced by School-Community Relationship in most secondary schools in North-west Zone, Nigeria. The influence is not significant since P value .461 was higher than 0.05 level (Grand Mean = 3.4); and
8. School-Community Relationship influenced maintenance of discipline through community effort among principals, teachers, students and non-academic staff in most secondary schools in North-west Zone, Nigeria. The influence is not significant since P value .342 was higher than 0.05 level(Grand Mean = 3.6).

4.6 Discussion of the Findings

This section presents the discussions of findings on the opinions of respondents on all the issues related to the eight research questions and eight hypotheses. The main objective of the study is to investigate the Influence of School-Community Relationship on the Management of Secondary Schools in North-west Zone, Nigeria. The data collected through the administration of questionnaires was analyzed using one way analysis of variance (ANOVA). This presents the discussion on the finding of the study.

The first issue discussed in this study centered on the School-Community Relationship on the provision of instructional materials in Secondary Schools in North-west Zone, Nigeria. In the hypothesis one, the significant difference in the opinion of the four groups of respondents, namely; principals, teachers, PTA and SBMC on the influence of School-Community relationship on provision of instructional materials in secondary schools in North-west Zone, Nigeria were tested. The result therefore indicated that there was no significant difference in the opinions of respondents on provision of instructional materials. It was discovered that majority of the respondents remain agreed with the fact that School-Community Relationship influences the provision of instructional materials in schools. The finding is in line with research results conducted by Sanusi (2018) which state that School-Based Management Committees influenced the Provision of Instructional Materials in Secondary Schools in Funtua Senatorial Zone, Katsina State. In another development, 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, his findings arising from the study reveal that communities participation in the provision of instructional materials which enhance secondary education in Delta State. Therefore, the current study made similar revelation.

Hypothesis two sought the opinion of principals, teachers, PTA and SBMC on influence of School-Community relationship on the provision of infrastructural facilities in secondary schools in North-west Zone, Nigeria. The respondents were in harmony in their opinions on the influence of School-Community relationship on provision of infrastructural facilities in secondary schools. Consequently, the null hypothesis was retained. The finding of the current study concurred with Okenwa and Igbo (2013) who lamented that the extent of community participation in the provision of school plant in public secondary schools in Enugu State was moderate by the community members in the provision of school plant. The finding also coin sided with revelation made by Udoh (2011) who posits that the state of infrastructural facilities in Nigerian schools is deplorable. PTA is therefore assisting government in providing infrastructural facilities to schools for teaching and learning. Infrastructural facilities like buildings, science laboratories, toilet facilities and water are often provided by PTA to schools.

Hypothesis three tested for significant differences in the opinion of principals, teachers, PTA and SBMC on influence of School-Community Relationship on planning of activities in secondary schools in North-west Zone, Nigeria. The result of the analysis of variance reveals that there is no significant difference in the opinion of stake holders and the null hypothesis was accepted. The result indicated that there is no much variation in the opinion of principals, teachers, PTA, and SBMC with regard to the influence of School-Community Relationship on the planning of activities in secondary schools. This finding coincided with the research conducted by Bakwai& Fatima (2016) who posited that communities participate in organizing school programmes in North-west Zone basic schools. The statistics revealed that those who believed that community members participated in organizing school progarmme were 1120 (50.5%) respondents. The remaining 731 (32.9%)

claimed that communities did not participate in organizing school programme in North-west Zone basic schools, Nigeria.

Hypothesis four tested for significant difference in the opinions of principals, teachers, PTA and SBMC on influence School-Community Relationship on communication in secondary schools in North-west Zone, schools. The finding discovered that no significant variations exist in the opinion of the respondents' on communication. The finding was in line with a research conducted by Tata and Abdullahi (2014) this study investigated the relevance of School-Community relationship on the development of primary education in Azare metropolis of Bauchi state, Nigeria. It was found out that School-Community relationship is very relevant in the development of primary education in Azare metropolis due to the fact that community supervise what is going on in school, and the school disseminates information to community and making itself available for consultations.

Hypothesis five tested for the significant difference in the opinion of respondents-principal, teachers, PTA and SBMC on decision making. The analysis of the data on the hypothesis revealed that there is no significant difference in the opinions of the respondents on influence of School-Community relationship on decision making in secondary schools in the North-west Zone, Nigeria. The findings discovered that there is no significant variation in opinion of respondents on decision making. The findings of this study were in congruence with the findings of the study conducted by Bakwai and Fatima (2016) on community participation in decision-making in North-west Zone basic schools, Nigeria. The research discovered that the level of community participation in decision-making in North-west Zone basic schools was found high.

Hypothesis six tested for the significant difference in the opinion of respondents (principal, teachers, PTA and SBMC) on influence of School-Community Relationship on funding in secondary schools in North-west Zone, Nigeria. The results of the analysis of the

data indicated no variation in the opinion of the respondents. The finding contradicts with the views of Okpala (2003) who conduct a research on the Community involvement in the funding and management of Secondary Education in Urban and Rural Schools in Delta State. His result 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. In the same vein Ejeh, Okenjom, Chizi-Woko and Agbo (2016) opined that with principals' responses, communities to a low extent participate in funding of secondary education in Abakaliki Education Zone. In support to the current research findings the study conducted by Yakubu (2017) revealed that parents were much involved in the funding of secondary schools. It was therefore evidenced that parents contribute greatly in funding secondary schools in southern Kaduna Senatorial zone.

Hypothesis seven tested for the significant difference in the opinion of respondents (principals, teachers, PTA and SBMC) on the influence of School-Community relationship on interpersonal relationship in secondary schools in North -West Zone, Nigeria. The result revealed that School-Community relationship influences interpersonal relationship in secondary schools in North -West Zone, Nigeria. The finding was in line with Taft (2000) who noted that a strong association between individuals with similar interests and mindsets is called interpersonal relationship. No one on this earth can ever stay alone and it is important for people to have trustworthy friends around. Interpersonal relationships exist between any two or more persons who interact and fulfill one or more physical or emotional needs.

The results of also revealed no significant difference in the opinions of principals, teachers, PTA and SBMC on the influence of School-Community relationship on maintenance of discipline in secondary schools in North-west Zone, Nigeria was tested. The findings of this study are in line with Bakwai and Fatima (2016) who maintained that that, communities participate in the disciplinary processes in North-west Zone basic schools. As

their analysis indicates that a total of 1516 (68.3%) of the respondents have said that community members did participate in school disciplinary process. While only 286 (12.9%) believed that community members did not participate in disciplinary process in their school. Sanusi (2018) conducted a similar research titled Influence of School-Based Management Committees on the Administration of Senior Secondary Schools in Funtua Senatorial Zone, Katsina State. His findings were School-Based Management Committees played role mainly in the Maintenance of Discipline of students in Secondary Schools in Funtua Senatorial Zone, Katsina State. In another development Yakubu (2017) revealed that, to a very large extent, parents and teachers were involved in the maintenance of discipline in secondary schools in southern Kaduna senatorial zone, Nigeria. Ugwuanyi (2003) supported the current findings by stating that involving the P. T. **A** in school disciplinary committee can be used to involve communities in active administration of secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the whole study; the conclusion arrived at from the findings and recommendations that were offered. The chapter also suggests some areas for further research.

5.2 Summary

This study investigated the Influence of School-Community Relationship on the Management of Secondary Schools in North-west Zone, Nigeria and it was structured in to five chapters in order to effectively carry out the research. Chapter one presented the background to the study, objectives of the study, statement of the problem, research questions, research hypotheses, basic assumptions, significance of the study, and scope of the study. The study is significant to the principals, teachers, non-tutorial, students, parents, members of the community, educational planners, curriculum experts, educators, government and nongovernmental organizations, policy makers; private secondary schools because it will expose the areas in which school-community relationship can influence effective school management in Secondary Schools.

Chapter two of this study provides the review of the related literature; various concepts and School-Community Relationship, Management, Instructional materials, infrastructural facilities, planning, communication, decision making, funding, interpersonal relationship, maintenance of discipline, concept of school-community relations, the objectives of school-community relations, the rationale for School-Community relations, and the factors that hinder good school-community relations. The study reviewed on human relation theory and Empirical study of the research was also done.

The study described the methodology used in chapter three, which primarily relates to the ways in which the researcher structures a research project based on objectives of the study. The main design adopted for the study is survey research design. The population of the study is 161,944 comprises of 3,754 principals, 55,570 teachers, 63,818 PTA officials and 45,048 SBMC officials from seven states of the study area.' Questionnaire was used to gather the responses from the principals, teachers, PTA members and SBMC officials. The questionnaire was designed using the five Likert rating scale. The data analysis was carried out using Analysis of Variance (ANOVA) for null hypotheses stated in chapter one of the study at 0.05 alpha level of significance. The responses were further subjected to statistical inferences that led to a decision on the inquiries made. The results revealed that the School-Community Relationship influences the provision of instructional materials such as text books, mathematical set, chalk, exercise books, writing materials and sport facilities in secondary schools in North-west Zone, Nigeria and the influence is statistically significant. School-Community Relationship influences the provision of infrastructural facilities such as classrooms, laboratories, toilet facilities, offices, security fence, and students' furniture in secondary schools in North-west Zone, Nigeria and the influence is statistically significant. School-Community Relationship influences planning of activities like human resource, new admission, extracurricular activities, sanitation exercise, activities of club and societies in secondary schools in North-west Zone, Nigeria and the influence is statistically significant. Communication within the staff and students, between school and community is influenced by School-Community Relationship in secondary schools in North-west Zone, Nigeria and the influence is statistically significant. School-Community Relationship influences decision making in terms of staff development, sanitation exercise, students discipline, security matters, facilities development and utilization of funds in secondary schools in North-west Zone, Nigeria and the influence is statistically significant. School-Community Relationship

influences funding from individuals, philanthropist, and NGOs in secondary schools in North-west Zone, Nigeria and the influence is statistically significant. The existence of good interpersonal relationship among academic and non-academic staff, between staff and students, between principals and staff and between principals and students is influenced by School-Community Relationship in secondary schools in North-west Zone, Nigeria and the influence is statistically significant. School-Community Relationship influences maintenance of discipline in secondary schools in North-west Zone, Nigeria and the influence is statistically significant.

5.3 Conclusion

Based on the on the findings of this study, it was concluded that:

1 School-Community Relationship influenced provision of instructional materials such as text books, mathematical set, chalk, exercise books, writing materials and sport facilities in secondary schools in most secondary schools in North-west Zone, Nigeria;

2 School-Community Relationship influenced provision of infrastructural facilities such as classrooms, laboratories, toilet facilities, offices, security fence, and students' furniture in most secondary schools in North-west Zone, Nigeria;

3 School-Community Relationship influenced planning of activities like human resource, new admission, extracurricular activities, sanitation exercise, activities of club and societies in most secondary schools in North-west Zone;

4 Communication within the staff and students, between school and community is influenced by School-Community Relationship in most secondary schools in North-west Zone, Nigeria;

5 School-Community Relationship influenced decision making in terms of staff development, sanitation exercise, students discipline, security matters, facilities

development and utilization of funds in most secondary schools in North-west Zone, Nigeria;

6 School-Community Relationship influenced funding from individual (through payment of PTA levy, club and society fees), philanthropist, and NGOs in most secondary schools in North-west Zone, Nigeria;

7 The existence of good interpersonal relationship among academic and non-academic staff, between staff and students, between principals and staff and between principals and students is influenced by School-Community Relationship in most secondary schools in North-west Zone, Nigeria; and

8 School-Community Relationship influenced maintenance of discipline through community efforts in maintaining of discipline among principals, teachers, students and non-teaching staff in most secondary schools in North-West Zone, Nigeria.

5.4 Recommendations

The following recommendations were made on the basis of the findings conclusions of this study:

1. Principals should maintain good working relationship with the teachers, PTA members, SBMC officials and other stakeholders so as to compliment government efforts in provision of instructional materials needed in schools;
2. Principals should maintain good working relationship with the teachers, PTA members, SBMC officials and other stakeholders so as to compliment government efforts in provision of infrastructural facilities needed in schools;
3. Principals should maintain good working relationship with the teachers, PTA members, SBMC officials and other stakeholders so as to compliment government efforts in all aspect of planning in schools;

4. Principals should maintain good working relationship with the teachers, PTA members, SBMC officials and other stakeholders so as to compliment government efforts in communication needed in schools;
5. Principals should maintain good working relationship and involve teachers, students, PTA members, SBMC officials and other stakeholders so as to participate in decision making in schools;
6. Principals should maintain good working relationship with the teachers, PTA members, SBMC officials and other stakeholders so as to compliments government efforts in funding needed in schools;
7. Principals should work hand in hand with teachers, PTA members, SBMC officials and other stakeholders from the community so as to maintain good working relationship in schools; and
8. Principals should work hand in hand with the teachers, PTA members, SBMC officials and other stakeholders in the community so as to maintain discipline in schools.

5.5 Contributions to Knowledge

The research work has generated vital information on how School-Community Relationship influenced management of secondary schools in North-West Zone, Nigeria. Based on the findings, conclusion and recommendations of the study, it is established that:

1. In most Schools with good School-Community Relationship in placed; it has reported that, there was provision of instructional materials such as text books, mathematical set, chalk, exercise books, writing materials and sport facilities by stakeholders in North-West Zone, Nigeria. Therefore the contribution is that, School-Community Relationship is considered to have influence on provision of instructional materials in schools. By putting these outcomes into consideration the stakeholders such as principals, teachers, PTA members and SBMC officials will take advantage of this study and thus bring improvement on the provision of instructional materials in secondary schools;
2. In most Schools where good School-Community Relationship is in place, it has reported that, there was provision of infrastructural facilities such as classrooms, laboratories, toilet facilities, offices, security fence, and students' furniture by stakeholders. Therefore the contribution is that, School-Community Relationship is considered to have influence on provision of infrastructural facilities in schools. By putting these outcomes into consideration the stakeholders such as principals, teachers, PTA members and SBMC officials will take advantage of this study and thus bring improvement on the provision and maintenance of infrastructural facilities in secondary schools;
3. The research work reveled that School-Community Relationship influenced planning of activities like human resource, new admission, extracurricular activities, sanitation exercise, activities of club and societies in most secondary schools in North-west Zone, Nigeria. Therefore the contribution is that, School-Community Relationship is considered to have influence on planning in schools. This development signify that stakeholders such

as principals, teachers, PTA members and SBMC officials will take advantage of this study and thus bring improvement on planning of activities in secondary schools; and

4. The empirical studies reviewed did not discuss the influence of School-Community Relationship on communication, decision making, funding, interpersonal relationship and maintenance of discipline in the management of secondary schools. Therefore this research work has contributed to knowledge by opening a new chapter in management of secondary schools for school managers, policy makers, educational planners, proprietors of private schools and researchers.

5.5 Suggestions for Further Studies

The researcher suggests for further studies in the following areas:

1 A similar study should be conducted in other parts of the country using different method to see if similar findings can be obtained;

2 Influence of School-Community relationship on the Management of Secondary Schools in North-West Zone, Nigeria using other variables of management in school other than the one in current study; and

3 Assessment of School-Community Relationship on the Management of Private Secondary Schools in North East Zone, Nigeria. This is necessary because the present work is only on public schools.

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APPENDIX I

QUESTIONNAIRE ON: SCHOOL-COMMUNITY RELATIONSHIP ON MANAGEMENT OF SECONDARY SCHOOLS (SCRMSS)

Topic: Influence of School-Community Relationship on Management of Secondary Schools in North-west Geopolitical Zone, Nigeria

Section A: Demographic Data of the Respondents

In this part you are please required to tick into one of the option that suit your personal information or comment where necessary.

1 Status

(a) Principal ☐

(b) Teacher ☐

(c) P T A Officials ☐

(d) S B M C Officials ☐

2 Gender

(a) Male ☐ (b) Female ☐

3 Years of Working Experience

(a) 1 – 10 years ☐

(b) 11- 20 years ☐

(c) 21- 30 years ☐

(d) 31- 35 year ☐

4 Qualification

(a) SSCE and below ☐

(b) NCE/OND ☐

(c) BSC/HND ☐

(d) Masters and above ☐

(e) Others, specify _____

5 School Location

(a) Urban ☐

(b) Rural ☐

6 State

(a) Kaduna ☐

(b) Kano ☐

(c) Sokoto ☐

Guidelines

Kindly respond by ticking one of the five options which suit your opinion. The meaning of the abbreviation in the column stands as follows

STRONGLY AGREE	SA
AGREE	A
UNDECIDE	UD
DISAGREE	D
STRONGLY DISAGREE	SD

Section B: Opinion of Respondents on the Influence of School-Community Relationship on Provision of Instructional Material in Secondary Schools in North-west Zone, Nigeria

S/N	Item Statement	Responses				
		SA	A	UD	D	SD
1	School-Community Relationship (SCR) influences the provision of textbooks in this school.					
2	School-Community Relationship influences the provision of chalk in this school.					
3	School-Community Relationship influences the provision of mathematical set in this school.					
4	School-Community Relationship influences the provision of exercise books in this school					
5	School-Community Relationship influences the provision of laboratory equipment in this school.					
6	School-Community Relationship influences the provision of sport facilities in this school.					
7	School-Community Relationship influences the provision of cardboard papers in this school.					
8	School-Community Relationship influences the provision of instructional models in this school.					
9	School-Community Relationship the provision of biros in this school.					
10	School-Community Relationship influences the provision of local materials for teachers to improvise instructional materials in this School.					

Section C: Opinion of Respondents on the Influence of School-Community Relationship on Provision of Infrastructural Facilities in Secondary Schoolsin North-west Zone, Nigeria

S/N	Item Statement	Responses				
		SA	A	UD	D	SD
11	School-Community Relationship influences the provision of classrooms in this school.					
12	School-Community Relationship influences the provision of staff accommodation in this school.					
13	School-Community Relationship influences the provision of offices in my school.					
14	School-Community Relationship influences the provision of toilet facilities in this school.					
15	School-Community Relationship influences the provision of security fence in this school.					
16	School-Community Relationship influences the provision of library in this school.					
17	School-Community Relationship influences the provision of laboratory in this school.					
18	School-Community Relationship influences the provision of water supply in this school.					
19	School-Community Relationship influences the provision of student furniture in this school.					
20	School-Community Relationship influences the provision of office furniture in this school.					

Section D: Opinion of Respondents on the Influence of School-Community Relationship on Planning of Activities in Secondary Schools in North-west Zone, Nigeria

S/N	**Item Statement**	**Responses**				
		SA	**A**	**UD**	**D**	**SD**
21	School-Community Relationship influences the planning of school calendar in this school.					
22	School-Community Relationship influences the planning of human resources in this school.					
23	School-Community Relationship influences the planning of admission in this school.					
24	School-Community Relationship influences the planning of utilization of facilities in this school.					
25	School-Community Relationship influences the planning of sanitation exercise in this school.					
26	School-Community Relationship influences the planning of security measures in this school.					
27	School-Community Relationship influences the planning of school festivals in this school.					
28	School-Community relationship influences planning of the maintenance of facilities in this school					
29	School-Community Relationship influences the planning of fund raising in this school.					
30	School-Community Relationship influences the planning and the utilizations of funds in this school					

Section E: Opinion of Respondents on the Influence of School-Community Relationship on Communication in Secondary Schools in North-west Zone, Nigeria

S/N	Item Statement	Responses				
		SA	A	UD	D	SD
41	School management communicates to the School-Community the new educational policies by the government in this School.					
42	Through good School-Community Relationship school specific needs are communicated to the authority for their respond in this school.					
43	School-Community Relationship creates awareness to parents, teachers and students on school rules and regulations in this school.					
44	School-Community Relationship help in disseminating information parents, teachers and students as it comes from ministry of education in this school.					
45	School-Community Relationship influences regular meeting with SBMC and PTA in this School.					
46	School-Community Relationship influences the utilizations of suggestion box in this school.					
47	School-Community Relationship influences the utilization of notice board in this school.					
48	School-Community Relationship influences the distribution of Report Card in this School.					
49	Information on security treat is communicated to this school with good School-Community Relationship.					
50	Community cultural values are communicated to school for both staff and students with help of good School-Community Relationship in this school.					

Section F: Opinion of Respondents on the Influence of School-Community Relationship on Decision Making in Secondary Schools in North-we Zone, Nigeria

S/N	Item Statement	Responses				
		SA	A	UD	D	SD
31	School-Community Relationship influences community involvement in decision making in this School.					
32	School-Community Relationship influences the teacher's involvement in decision concerning school matters in this School.					
33	School-Community Relationship influences student's participation during decision concerning them in this School.					
34	School-Community Relationship influences the community participation during decision making in this school.					
35	School-Community Relationship influences the decisions on staff development in this School.					
36	School-Community Relationship influences the decision on sanitation exercise in this School.					
37	School-Community Relationship influences the decision on students discipline in this School.					
38	School-Community Relationship influences the decision on security matters in this school.					
39	School-Community Relationship influences decision on facility development in this school.					
40	School-Community Relationship influences the decision on the utilization of fund in this school.					

Section G: Opinion of Respondents on the Influence of School-Community Relationship on Funding in Secondary Schools in North-west Zone, Nigeria

Item Statements		**Responses**				
		SA	**A**	**UD**	**D**	**SD**
51	School-Community Relationship influences payment of PTA levy in this school.					
52	School-Community Relationship encourage voluntary monetary donation in this School.					
53	School-Community Relationship enhances financing of school projects by community members in this school.					
54	School-Community Relationship call for participation of NGO's financial contribution in this school.					
55	School-Community Relationship influences lunching of programmes in this School.					
56	School-Community Relationship influences personal financial Donations by Philanthropist in this school					
57	School-Community Relationship stimulates funding of projects by the state government in this school.					
58	School-Community Relationship ensures the utilizations of fund available in this school.					
59	School-Community Relationship evaluates the utilization of fund in this School.					
60	School-Community Relationship influences payment of Clubs and Society Fees in this School.					

Section H: Opinion of Respondents on the Influence of School-Community Relationship on management of Interpersonal Relationship in Secondary Schools in North-west Zone, Nigeria

	Item Statement	Responses				
		SA	A	UD	D	SD
61	School-Community Relationship enhances relationship between principal and village head in this school.					
62	School-Community Relationship influences relationship between Principal and Religious Leaders in this school.					
63	School-Community Relationship influences relationship between Principal and PTA Members in this school.					
64	School-Community Relationship influences relationship between Principal and SBMC Members in this school.					
65	School-Community Relationship influences relationship between Principal and Old Boys in this school.					
66	School-Community Relationship influences relationship between Principal and Teachers in this school.					
67	School-Community Relationship influences mediation of conflict between teachers and community members in this school.					
68	School-Community Relationship influences mediation of conflicts community members and students in this school.					
69	School-Community Relationship influence relationship between Teachers and Community Members in this School.					
70	School-Community Relationship influences relationship between Teachers and Supporting Staff in this School.					

Section I: Opinion of Respondents on the Influence of School-Community Relationship on Maintenance of Discipline in Secondary Schools in North-west Zone, Nigeria

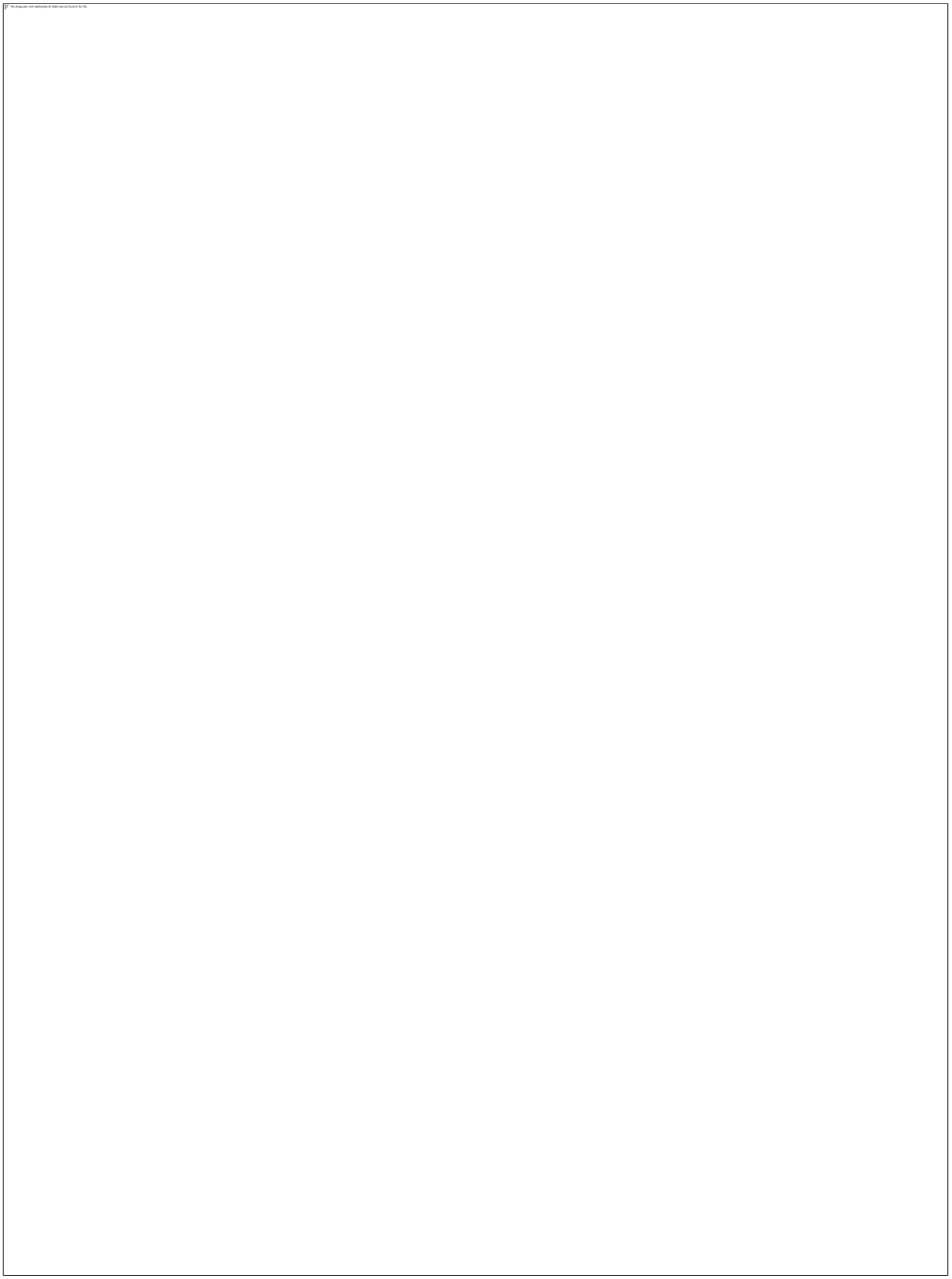
	Item Statements	**Responses**				
		SA	**A**	**UD**	**D**	**SD**
71	Through the efforts of members of the community discipline between teachers and principal is managed in this school					
72	Through the efforts of members of the community discipline among teachers and is managed in this school.					
73	Through the efforts of members of the community discipline is managed between teachers and students in this school.					
74	Through the efforts of members of the community discipline is managed among students in this school.					
75	Through the efforts of members of the community discipline is managed between teachers and non-teaching in this school.					
76	Through the efforts of members of the community discipline is managed among non-teaching staff in this school.					
77	Through the efforts of members of the community discipline is managed between Students and non-teaching staff in this school.					
78	Through the efforts of members of the community discipline is managed between principal and non-teaching staff in this school.					
79	Through the efforts of members of the community discipline is managed between principal and students in this school.					
80	Through the efforts of members of the community discipline is managed between school and community in this school.					

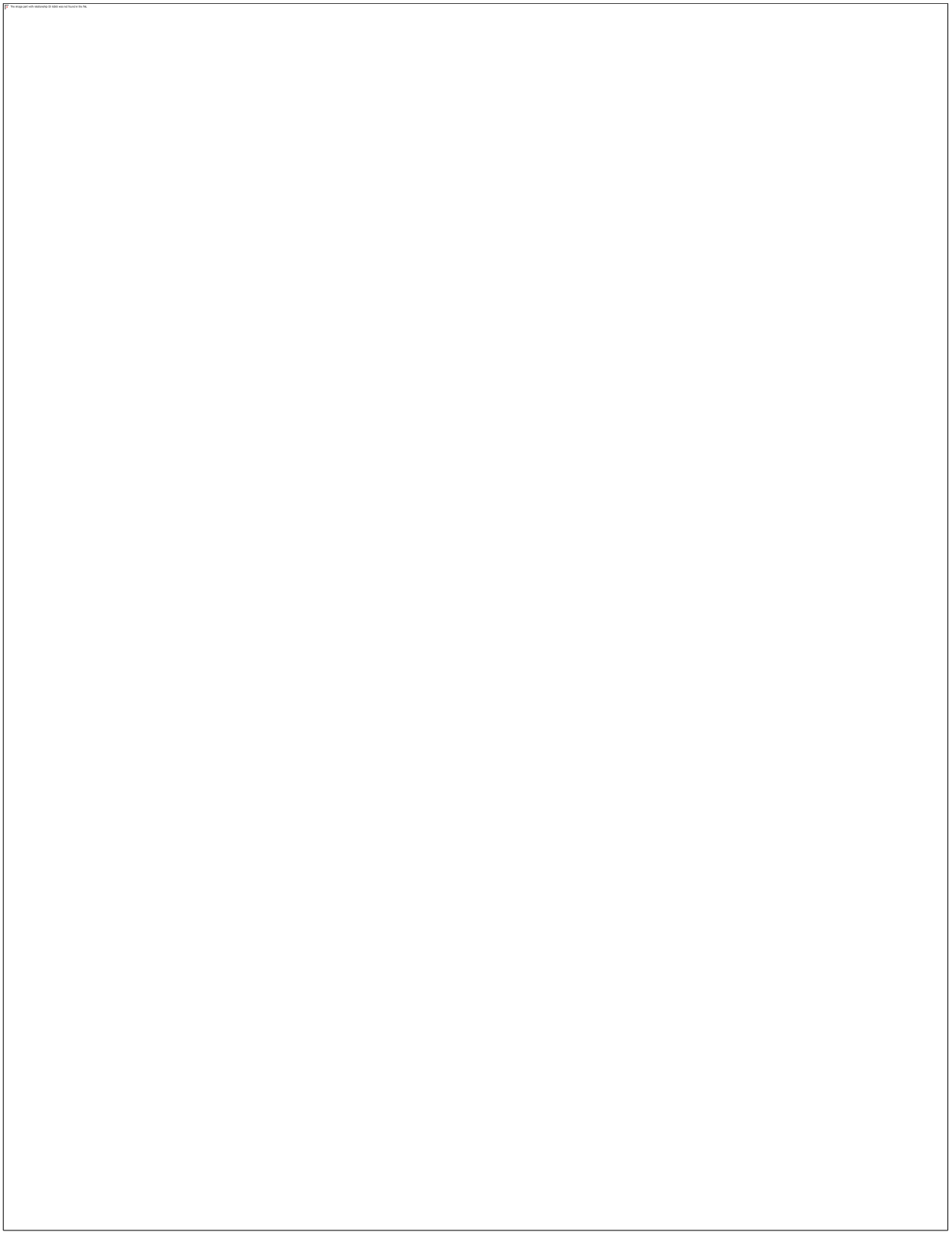
APPENDIX II

INTRODUCTION LETTERS




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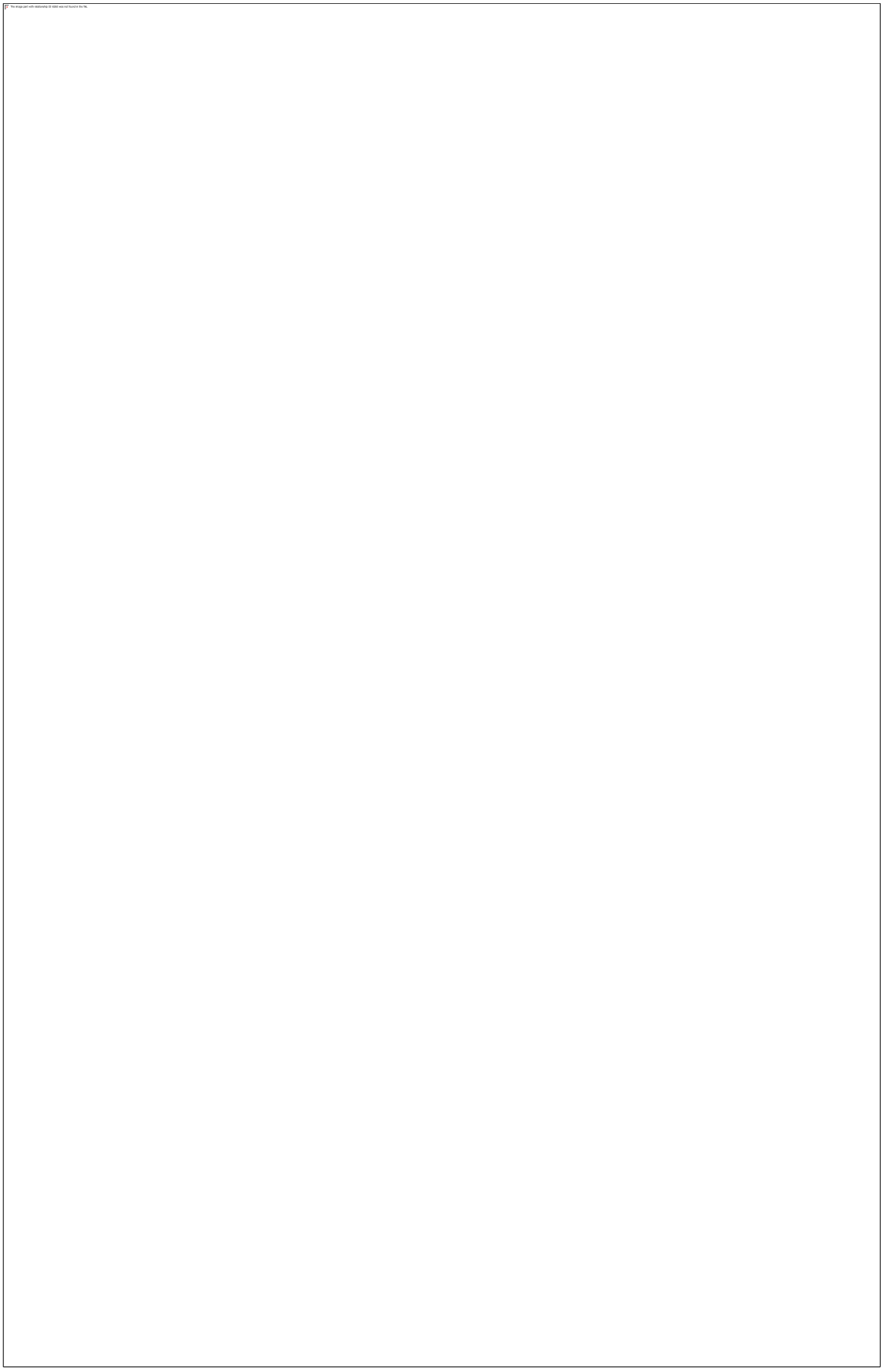

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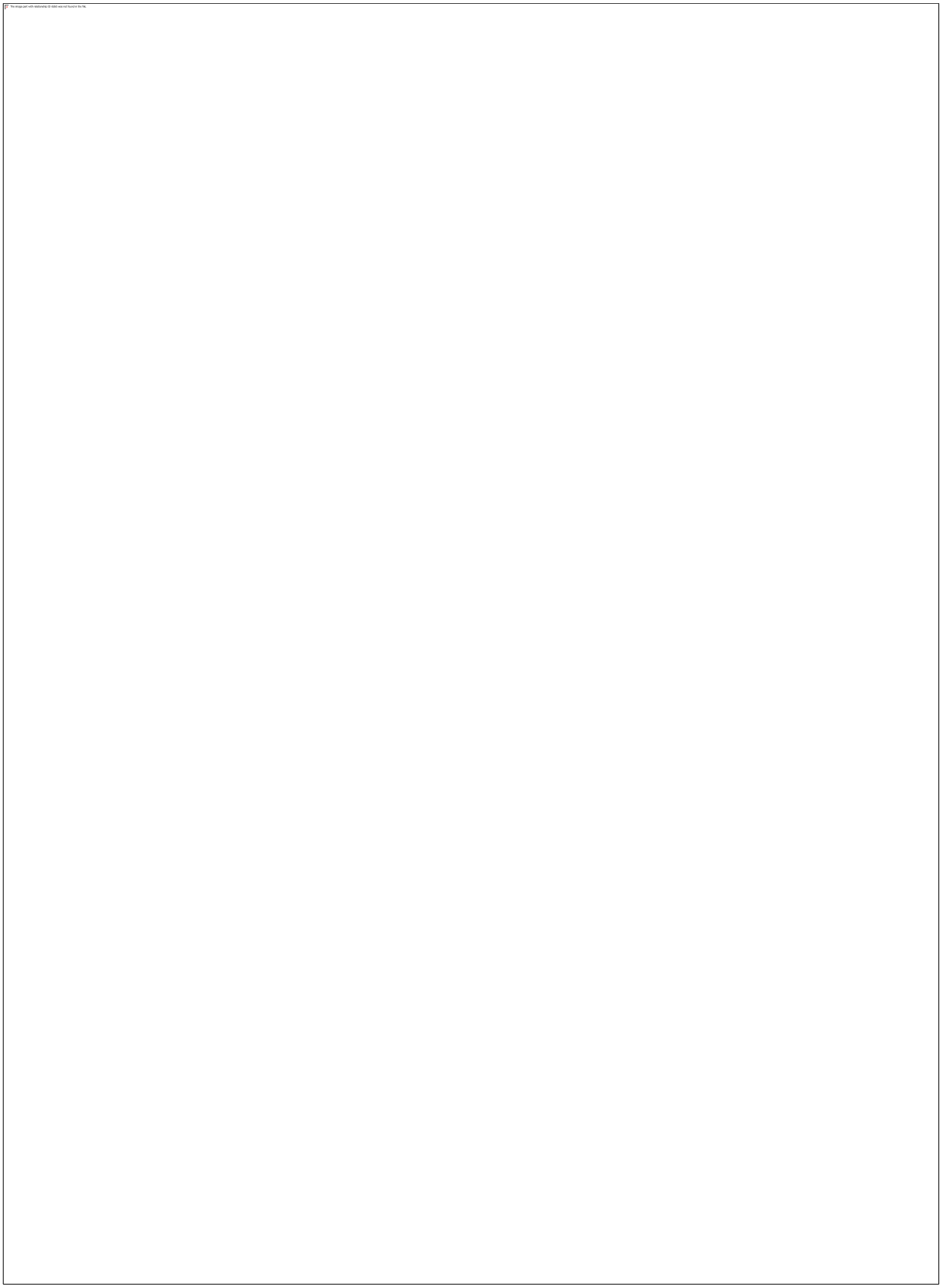

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APPENDIX III

KADUNA STATE ANNUAL SCHOOL CENSUS REPORT, 2018

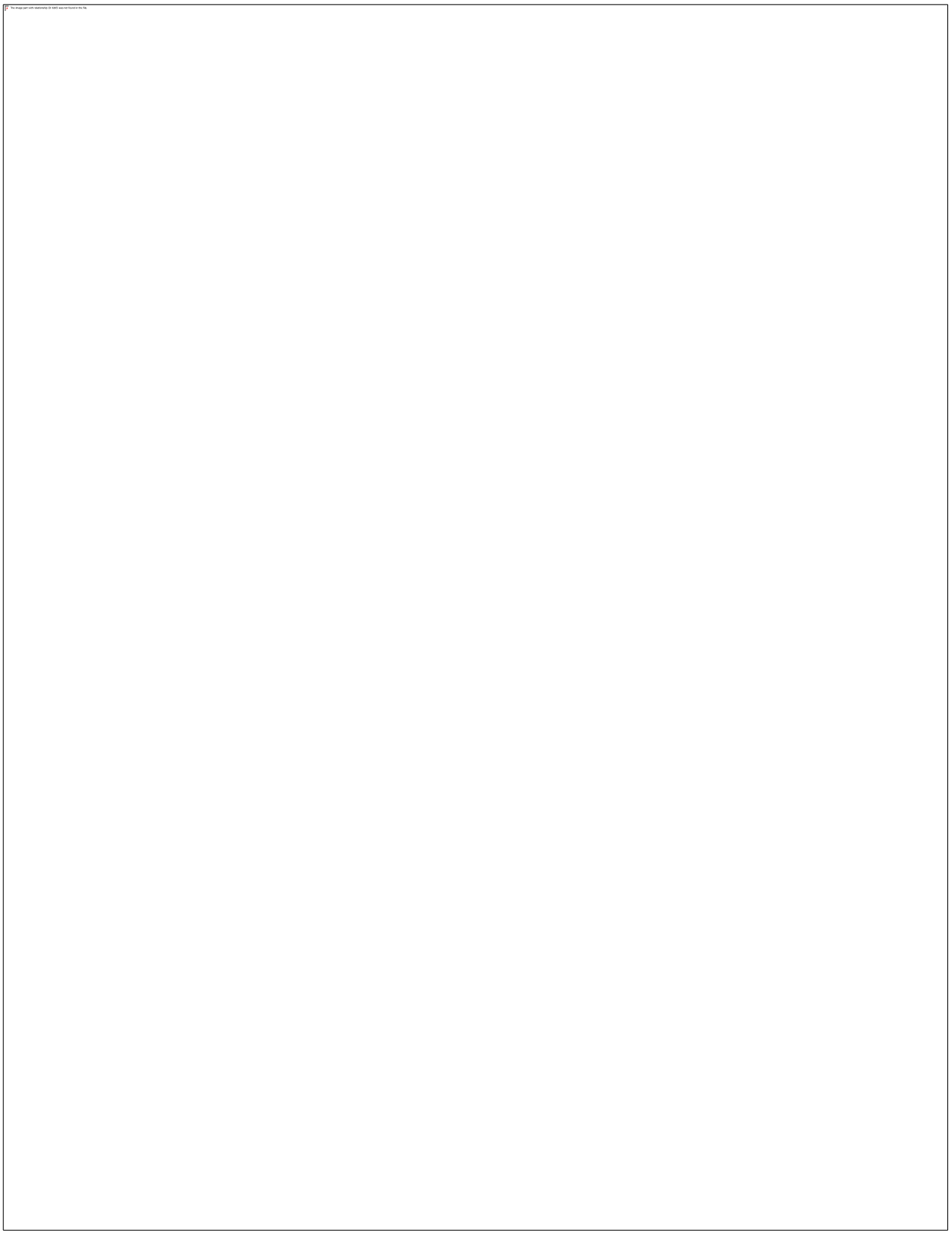


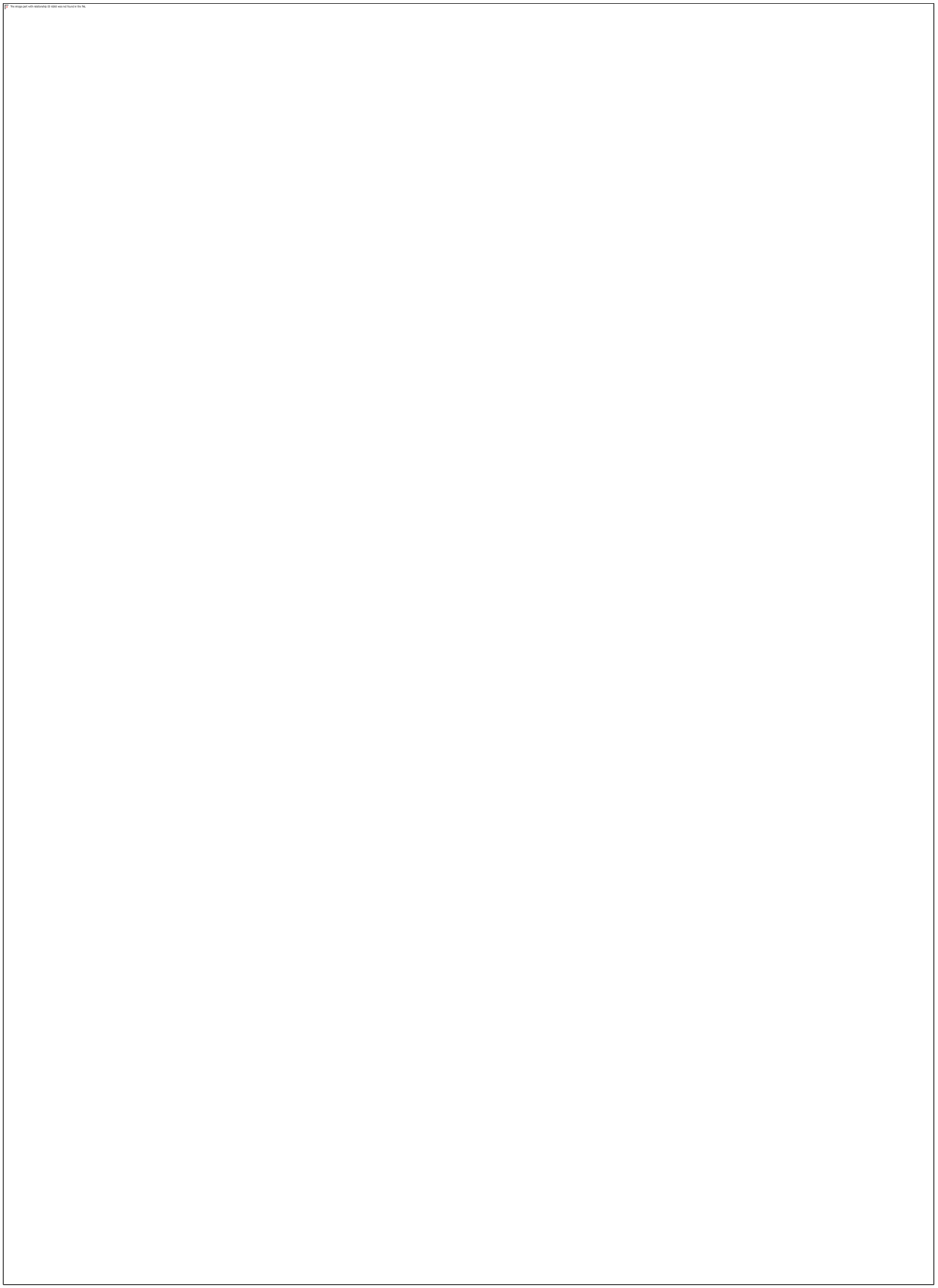

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APPENDIX IV

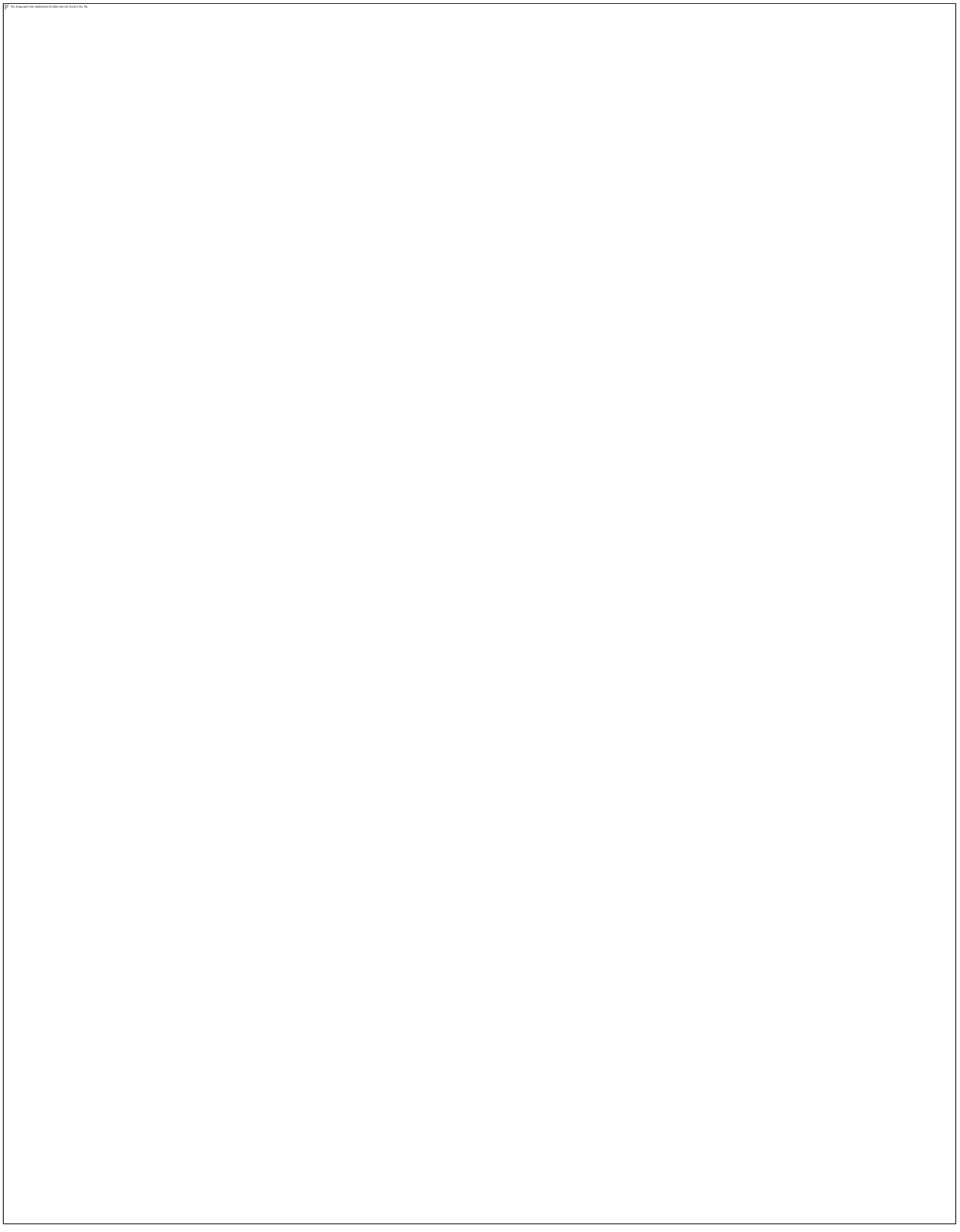
KANO STATE ANNUAL SCHOOL CENSUS REPORT, 2018




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APPENDIX V


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APPENDIX VII

KADUNA STATE SCHOOLS' CHECKLIST AS AT 2018

SENATORIAL ZONE	L.G.A	SCHOOLS	PRINCIPALS	TEACHERS
Zone 1	Soba	15	15	296
	Lere	34	34	565
	S/gari	22	22	749
	Zaria	24	24	688
	Makarfi	12	12	279
	Kubau	19	19	376
	Kudan	10	10	284
	Ikara	16	16	458
	Sub-Total	**152**	**152**	**3,695**
Zone 2	Giwa	21	21	288
	Igabi	24	24	498
	B/Gwari	17	17	289
	Kajuru	19	19	397
	K/North	29	29	999
	K/South	25	25	898
	Chukun	29	29	699
	Sub-Total	**164**	**164**	**4,068**
Zone 3	Jaba	17	17	276
	Kachia	34	34	469
	Kagarko	29	29	568
	Kauru	25	25	357
	Kaura	16	16	588
	Sanga	20	20	264
	Jama'a	30	30	697
	Z/Kataf	54	54	497
	Sub-Total	**225**	**225**	**3,716**
	Grand Total:	**541**	**541**	**11,479**

APPENDIX VII

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
Faculty of Education
AHMADU BELLO UNIVERSITY, ZARIA

Vice-Chancellor: Professor Ibrahim Garba, *B.Sc (Hons) Geology, M.Sc (Mineral Exploration) ABU, Ph.D Geology (London), D.I.C., FNMGS*
Head of Department: Dr. Musa Idris Harbau, *GRH (TC), NCE, B.A.(Ed), M.Ed Admin and Planning (BUK), PhD Admin and Planning (ABU)*

Our Ref: DEFC/S.25 Date: _____

THE CHAIRMAN,
STATE UNIVERSAL BASIC
EDUCATION BOARD
KANO, KANO STATE

SUBEB, KANO
5 NOV 2018
RECEIVED

Dear Sir,

LETTER OF INTRODUCTION

The bearer, ILORIN GARBA, with Registration Number P14EDFC9015, is a student in this department. He /She is carrying out research, being part of requirement for graduation, in PH.D IN EDUC. ADMIN. & PLANNING. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is

INFLUENCE OF SCHOOL – COMMUNITY RELATIONSHIP ON THE MANAGEMENT OF SECONDARY SCHOOL IN NORTH-WEST ZONE, NIGERIA

Thanks in anticipation of your kind response.

Yours sincerely,

05/11/2018

Dr. M.I. Harbau
Head of Department

Head of Department
Dept. of Educational Foundations
Curriculum
A. B. U. Zaria

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
Faculty of Education
AHMADU BELLO UNIVERSITY, ZARIA

Vice-Chancellor: Professor Ibrahim Garba, *B.Sc (Hons) Geology, M.Sc (Mineral Exploration) ABU, Ph.D Geology (London), D.I.C., FNMGS*
Head of Department: Dr. Musa Idris Harbau, *GRII (TC), NCE, B.A.(Ed), M.Ed Admin and Planning (BUK), PhD Admin and Planning (ABU)*

Our Ref: DEFC/S.25 Date: _____

THE EXECUTIVE SECRETARY
KANO STATE SENIOR SECONDARY
MANAGEMENT BOARD
~~KANO, KANO STATE~~

KANO STATE SNR. SEC. SCHOOL MANAGEMENT BOARD.
RECEIVED
P.M.B 3065 KANO
SIGN.
DATE. 15/10/18

Dear Sir,

LETTER OF INTRODUCTION

The bearer, KABIRU GARBA, with Registration Number PHD/EDFC/9015, is a student in this department. He /She is carrying out research, being part of requirement for graduation, in PH.D IN EDUC. ADMIN. & PLANNING. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is

INFLUENCE OF SCHOOL-COMMUNITY RELATIONSHIP ON THE MANAGEMENT OF SECONDARY SCHOOLS IN NORTH-WEST ZONE, NIGERIA

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Yours sincerely,

15/10/2018

Dr. M.I. Harbau
Head of Department

Head of Department
Dept. of Educational Foundations & Curriculum
A. B. U. Zaria

KANO STATE SENIOR SECONDARY SCHOOLS MANAGEMENT BOARD

GIDAN MALAMAI

No. 1 Lawan Danbazau Link, P. M. B. 3065, Kano.

☎: 064-318855, 669420, 661948, 667884, 667869

Our Ref: KSSMB/ABM/003/VOL.I *Your Ref:* ..... *Date:* 25/06/2019

THE ZONAL EDUCATION DIRECTORS OF
(14) ZONAL EDUCATION
OFFICES, KANO, KANO
STATE OF NIGERIA.

LETTER OF INTRODUCTION

The Board is introducing Kabiru Garba.

A research from Ahmadu Bello University Zaria (ABU)

He is conducting research on Influence of School-Community Relationship on the management of the Secondary Schools in North-West Zone, Nigeria.

You are expected to give him/her all the necessary assistance to facilitate his/her research because of the importance the Board attaches to research work.

The Board appreciates your usual co-operation.

Best regards,

25/06/2019

Baba Bako

CEO Publication/Documentation.

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
Faculty of Education
AHMADU BELLO UNIVERSITY, ZARIA

Vice-Chancellor: **Professor Ibrahim Garba,** *B.Sc (Hons) Geology, M.Sc (Mineral Exploration) ABU, Ph.D Geology (London), D.I.C., FNMGS*
Head of Department: **Dr. Musa Idris Harbau,** *GRII (TC), NCE, B.A.(Ed), M.Ed Admin and Planning (BUK), PhD Admin and Planning (ABU)*

Our Ref: DEFC/S.25 Date: 22 – 10 – 2018

THE HON. COMMISSIONER,
MINISTRY OF BASIC & SECONDARY EDUCATION
SOKOTO. SOKOTO STATE

Dear Sir,

LETTER OF INTRODUCTION

The bearer, KABIRU GARBA, with Registration Number P14GEDFC9025, is a student in this department. He /She is carrying out research, being part of requirement for graduation, in Ph.D IN EDUC. ADMIN. & PLANNING. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is

INFLUENCE OF SCHOOL-COMMUNITY RELATIONSHIP ON THE MANAGEMENT OF SECONDARY SCHOOLS IN NORTH-WEST ZONE, NIGERIA

Thanks in anticipation of your kind response.

Yours sincerely,

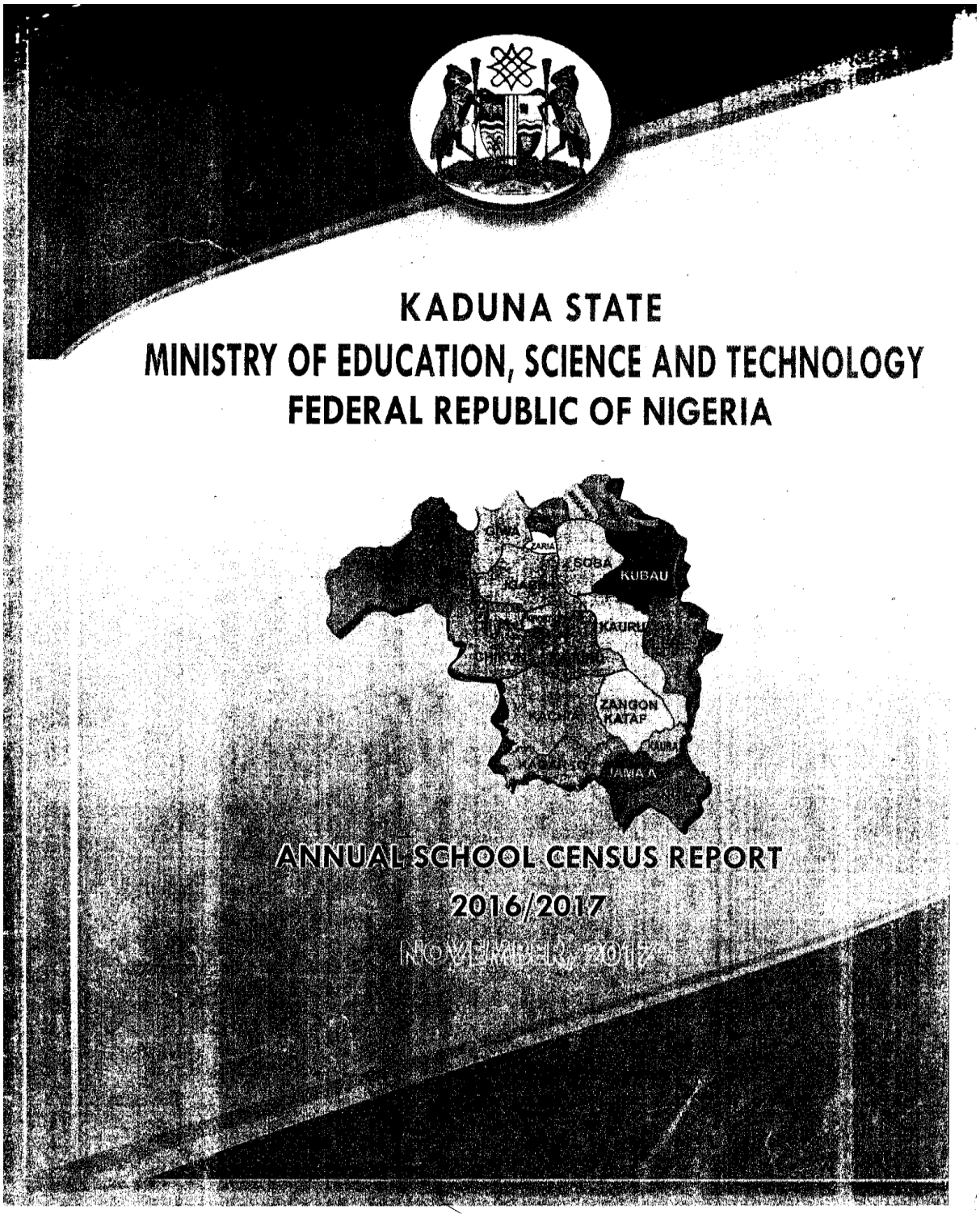
25/10/2018

Dr. M.I. Harbau
Head of Department

Head of Department
Dept. of Educational Foundations & Curriculum
A. B. U. Zaria

APPENDIX III

KADUNA STATE ANNUAL SCHOOL CENSUS REPORT, 2017



Chapter 2
ASC Information and Coverage

Table 2.1: Number of Schools

Original school list	Public				Private
	Pre-Primary and Primary	Junior Secondary	Science & Tech Schools	Senior Secondary	
1A. Responded	4,245	411	26	316	1,158
1B. Did not respond	3	1	-	-	15
1. Total	4,248	412	26	316	1,173
Response rate, original school list (%)	99.9%	99.8%	100%	100.0%	98.7%
2. Total					
1A+2. Responded	4,245	411	26	316	1,158
1B. Did not respond	3	1	-	-	15
1A+1B+2. Total	4248	412	26	316	1,173
Response rate, all schools (%)	99.9%	99.8%	100%	100.0%	98.7%

The table of summary above depicts the summary of the current ASC coverage. The response rate of public Pre-Primary and Primary schools stood at 99.9%. The response rate of junior secondary schools also stood at 99.8% while that of senior secondary schools stood at 100%. Science and vocational schools also have a total coverage of 100%. On the other hand, private schools had coverage of 98.7%. However, the coverage of public schools is almost complete while more effort should be made to improve the coverage of private schools to be complete as well.

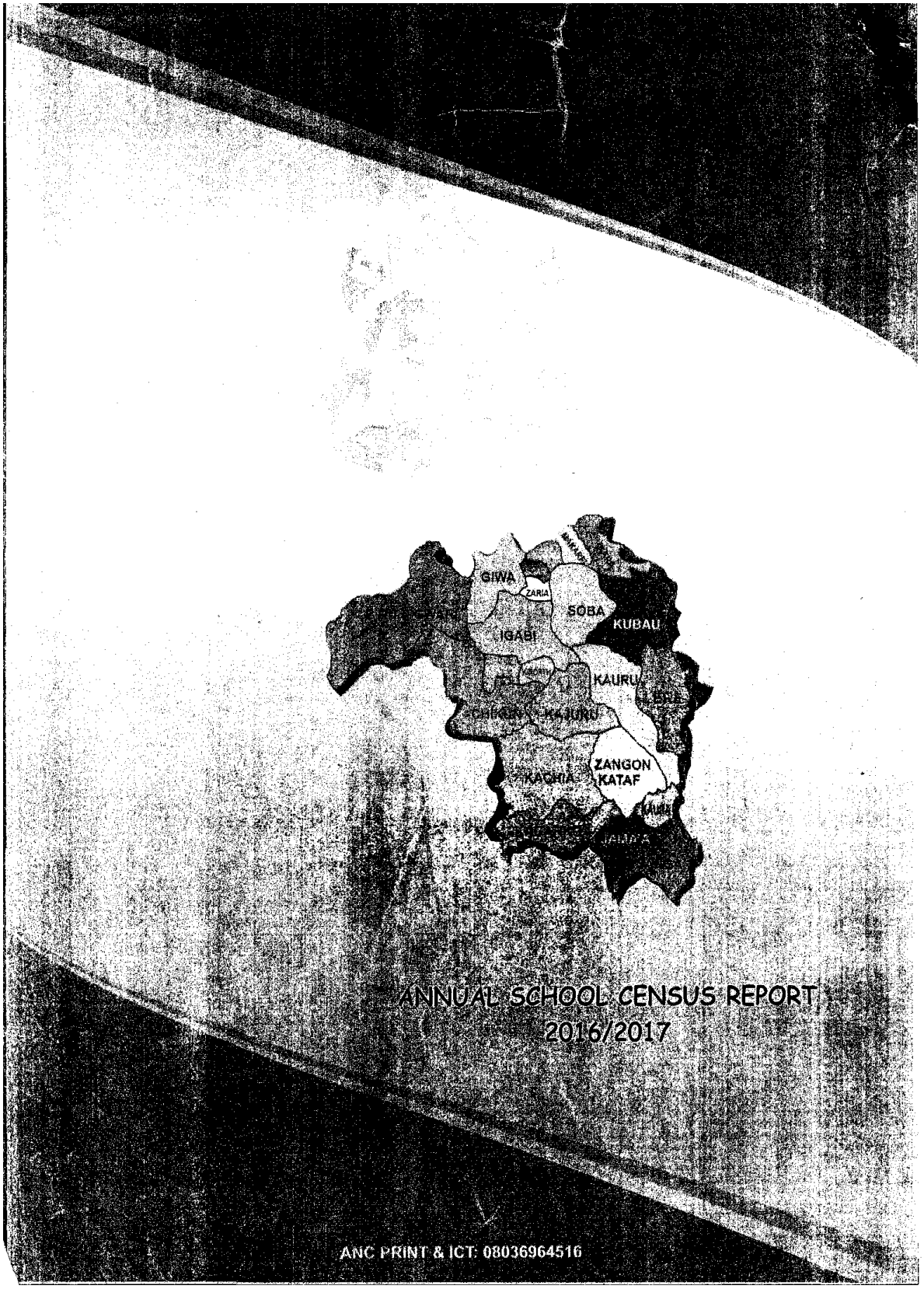
Table 2.2: Number of Private schools by level

Schools	Number of schools	Schools Subsets	Number of schools
Schools with pre-primary classes	1048	Of which: Pre-Primary only	17
Schools with primary classes	1089	Of which: Primary only	45
Schools with junior secondary classes	638	Of which: Junior secondary only	7
Schools with senior secondary classes	462	Of which: Senior secondary only	0

Table 2.3: Number of Public Schools, Enrolment and Teachers

Level	Number of schools	Number of pupils			Number of teachers		
		Male	Female	Total	Male	Female	Total
All Pre-primary and Primary	4,245	940,797	875,135	1,815,932	16,038	16,022	32,060
Junior secondary only	411	165,212	133,182	298,394	3,424	2,093	5,517
Senior School only	316	71,839	58,263	130,102	3,553	1,787	5,340
Total	4,972	1,177,848	1,066,580	2,244,428	23,015	19,902	42,917

The summary table above shows that the combined public Pre-Primary and Primary schools enrolments stood at 1,815,932 out of which 875,135 were girls. The percentage of girls in Pre-



ANNUAL SCHOOL CENSUS REPORT 2016/2017

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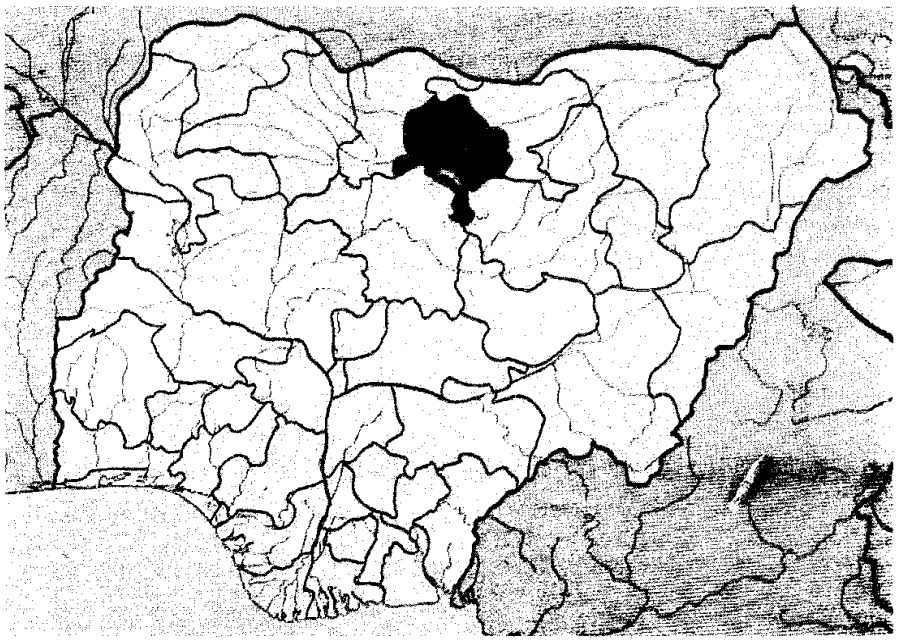
APPENDIX IV

KANO STATE ANNUAL SCHOOL CENSUS REPORT, 2017

KANO STATE

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY

FEDERAL REPUBLIC OF NIGERIA



ANNUAL SCHOOL CENSUS REPORT

2016/2017

July,2017

1

Table 2.3: Number of Public Schools, Enrolment and Teachers

Level	Number of schs	Number of pupils			Number of teachers		
		Male	Female	Total	Male	Female	Total
All Pre-primary & Primary	6,333	1,597,350	1,590,346	3,187,696	31,690	8,363	40,053
Junior secondary only	957	199,666	162,356	362,022	6,708	1,834	8,542
Senior School only	547	131,357	88,375	219,732	5,144	1,521	6,665
Total	**7,837**	**1,928,373**	**1,841,077**	**3,769,450**	**43,542**	**11,718**	**55,260**

Table 2.3: Number of Private Schools, Enrolment and Teachers

Level	Number of schs	Number of pupils			Number of teachers		
		Male	Female	Total	Male	Female	Total
All Pre-primary & Primary		85,265	36,017	171,282			
Junior secondary only		28,341	34,529	62,870			
Senior School only	966	17,771	21725	39,496	9,488	8,411	17,899
Total	**966**	**131,377**	**92,271**	**273,648**	**9,488**	**8,411**	**17,899**

There is 6333 Public Pre - Primary and Primary schools in the State and the overall pupil's enrolments stand at 3,187,696 out of which 1,590,346 are girls representing 49.9% of the total Enrolment. However, from the total number of schools and enrolment, there are 2720 Pre – Primary centres in the State with a total enrolment of 303,831 out of which 150,131 are girls representing 49% of the Pre – Primary Enrolment. Likewise, there are 957 JSS with a total of 362,022 students which 162,356 were females constituting 49%. Similarly, there are 547 Senior Secondary Schools with a total of 219,732 students whereby 88,375 are females and apportioned 40% of the Senior Secondary School Enrolment.

Table 2.4: Number of public schools with special curriculum

Primary education	Number of schools	Number of pupils			Number of teachers		
		Male	Female	Total	Male	Female	Total
Islamiyya Integrated	3,407	604,445	764,327	1,368,772	12,798	4,405	17,203
Nomadic	313	46,645	41,761	88,406	997	57	1,054
Special needs	24	1,927	1,912	3,839	100	18	118
Junior secondary education							
Islamiyya Integrated	87	10,102	18,402	28,504	580	133	713
Vocational	-	-	-	-	-	-	-
Sci& Tech./Senior secondary education							
Islamiyya Integrated (Sci& Tech.)	-	-	-	-	-	-	-
Vocational	-	-	-	-	-	-	-
Science and Technical College	28	10,151	4,932	15,083	737	149	886

APPENDIX V

SOKOTO STATE ANNUAL SCHOOL CENSUS REPORT
ASC 2017/2018



SOKOTO STATE MINISTRY OF BASIC AND SECONDARY EDUCATION

FEDERAL REPUBLIC OF NIGERIA

November, 2018

unicef

USAID
FROM THE AMERICAN PEOPLE

GLOBAL PARTNERSHIP FOR EDUCATION/ NIGERIAN PARTNERSHIP FOR EDUCATION PROGRAMME

THE WORLD BANK

ASC Information and Coverage

Table 2.1: Number of Schools

Original school list	Public				
	Pre-Primary and Primary	Junior Secondary	Science & Tech Schools	Senior Secondary	Private
1A. Responded	2,042	271	10	121	192
1B. Did not respond **	-	-	-	-	5
1. Total	2,042	271	10	121	197
Response rate, original school list %	100.0%	100.0%	100%	100.0%	97.5%
2. Total					
1A+2. Responded	2,042	271	10	121	192
1B. Did not respond **	-	-	-	-	5
1A+1B+2. Total	2,042	271	10	121	197
Response rate, all schools (%)	100.0%	100.0%	100%	100.0%	97.5%

The table summary above depicts the summary of the current ASC coverage. The response rate of public Pre-Primary and Primary schools stood at 100%. The response rate of junior secondary schools also stood at 100% while that of senior secondary schools stood at 100%%. Science and vocational schools also have a total coverage of 100%. On the other hand, private schools had coverage of at 97.5%. However, the coverage of public schools is complete while more effort should be made to improve the coverage of private schools to be complete in subsequent ASC exercises.

Table 2.2: Number of Private schools by level

Schools	Number of schools	Schools Subsets	Number of schools
Schools with pre-primary classes	174	Of which: Pre- Primary only	0
Schools with primary classes	183	Of which: Primary only	4
Schools with junior secondary classes	88	Of which: Junior secondary only	1
Schools with senior secondary classes	53	Of which: Senior secondary only	1

Table 2.3: Number of Public Schools, Enrolment and Teachers

Level	Number of schools	Number of pupils			Number of teachers		
		Male	Female	Total	Male	Female	Total
All Pre-primary and Primary	2,042	465,795	325,317	791,112	11,480	2,671	14,151
Junior secondary only	271	72,569	40,568	113,137	3,084	1,068	4,152
Senior School only	121	49,319	26,744	76,063	2,326	832	3,158
Total	2,434	587,683	392,629	980,312	16,890	4,571	21,461

The summary table above shows that the combined public Pre-Primary and Primary schools enrolments stood at 791,112 out of which 325,317 were girls. The percentage of girls in Pre-

APPENDIX VII

KADUNA STATE SCHOOLS' CHECKLIST AS AT 2018

SENATORIAL ZONE	L.G.A	SCHOOLS	PRINCIPALS	TEACHERS
Zone 1	Soba	15	15	296
	Lere	34	34	565
	S/gari	22	22	749
	Zaria	24	24	688
	Makarfi	12	12	279
	Kubau	19	19	376
	Kudan	10	10	284
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	Igabi	24	24	498
	B/Gwari	17	17	289
	Kajuru	19	19	397
	K/North	29	29	999
	K/South	25	25	898
	Chukun	29	29	699
	Sub-Total	**164**	**164**	**4,068**
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	Kachia	34	34	469
	Kagarko	29	29	568
	Kauru	25	25	357
	Kaura	16	16	588
	Sanga	20	20	264
	Jama'a	30	30	697
	Z/Kataf	54	54	497
	Sub-Total	**225**	**225**	**3,716**
	Grand Total:	**541**	**541**	**11,479**

APPENDIX VII

KANO STATE SECONDARY SCHOOL CHECKLIST, 2018

KANO STATE SECONDARY SCHOOLS MANAGEMENT BOARD			
DEPARTMENT OF PLANNING, RESEARCH AND STATISTICS			
LIST OF PUBLIC SECONDARY SCHOOLS ACROSS THE 14 ZONAL EDUCATION OFFICES			
S/N	SCHOOLS	GRADE	ZONE
1	GGASS DANZABUWA	SENIOR	BICHI
2	GSS BICHI	SENIOR	BICHI
3	GDSS BAGWAI	SENIOR	BICHI
4	GGSS BICHI	SENIOR	BICHI
5	GSS B/GARI	SENIOR	BICHI
6	GGASS BICHI	SENIOR	BICHI
7	GGASS U/GYARTAI	SENIOR	BICHI
8	GGASS BAGWAI	SENIOR	BICHI
9	GSS DANZABUWA	SENIOR	BICHI
10	GSS SAYE	SENIOR	BICHI
11	GGJSS CHIRANCHI	SENIOR	BICHI
12	GASS K/BICHI	SENIOR	BICHI
13	GSS TSANYAWA	SENIOR	BICHI
14	GSS BADUME	SENIOR	BICHI
15	GGASS SAYE	SENIOR	BICHI
16	GSS K/GIWA	SENIOR	BICHI
17	GSS SHUWAKI	SENIOR	BICHI
18	GGSS TSANYAWA	SENIOR	BICHI
19	GSS KIYAWA	SENIOR	BICHI
20	GSS DUMBULUN	SENIOR	BICHI
21	GSS GOGORI	SENIOR	BICHI
22	GSS DANGADA	SENIOR	BICHI
23	GJSS CHIRANCI	JUNIOR	BICHI
24	GSS CHIROMAWA	SENIOR	BICHI
25	GJASS M/GARU	JUNIOR	BICHI
26	GJISS M/GARU	JUNIOR	BICHI
27	GJSS AMINU GALADIMA	JUNIOR	BICHI
28	GSS YANDADI	SENIOR	BICHI
29	SIS BICHI	SENIOR	BICHI
30	GSS KWANDAWA	SENIOR	BICHI
31	GASS TSANYAWA	SENIOR	BICHI
32	GSS ROMO	SENIOR	BICHI
33	GGSS SHUWAKI	SENIOR	BICHI
34	GGJSS LAMBA	SENIOR	BICHI
35	GJSS TATSAN	JUNIOR	BICHI
36	GSS GWARMAI	SENIOR	BICHI
37	GJSS K/KUKA	SENIOR	BICHI
38	GSS YANGANAU	SENIOR	BICHI
39	GGASS GOGORI	SENIOR	BICHI
40	GJSS BICHI	JUNIOR	BICHI
41	GJSS YAN AWAKI C.E	JUNIOR	BICHI
42	GSS KUNCHI	SENIOR	BICHI
43	GJSS C.E DADDAUDA	JUNIOR	BICHI
44	GSS GADANYA	SENIOR	BICHI
45	GSS GURUN C.E	SENIOR	BICHI

46	**GGASS HARBAU**	SENIOR	BICHI
47	**GJSS YAR GWANDA**	JUNIOR	BICHI
48	GJSS KOKAI	JUNIOR	BICHI
49	GJSS YANDADI	JUNIOR	BICHI
50	GGJSS B/TSANYAWA	JUNIOR	BICHI
51	GGJASS DUMBULUN	JUNIOR	BICHI
52	GSS HARBAU	SENIOR	BICHI
53	GJSS M/SARARI	SENIOR	BICHI
54	GSS DADDARAWA	SENIOR	BICHI
55	GJSS D/KARYA	JUNIOR	BICHI
56	GGJSS KUNCHI	SENIOR	BICHI
57	GJSS YAMMAMMAN C.E	JUNIOR	BICHI
58	GGJSS DANGADA	JUNIOR	BICHI
59	GSS DAMARGU	SENIOR	BICHI
60	GJSS YOLA	JUNIOR	BICHI
61	GJSS YAN KAMAYE C.E	JUNIOR	BICHI
62	GJSS YANDUTSE	JUNIOR	BICHI
63	GGJSS ROMO	JUNIOR	BICHI
64	GJSS SARE-SARE	JUNIOR	BICHI
65	GSS R/DAKO	SENIOR	BICHI
66	GSIS MOJI	SENIOR	BICHI
67	GJSS W/BAGGA	JUNIOR	BICHI
68	GJSS MUNTSIRA	JUNIOR	BICHI
69	GJSS HAGAGAWA	JUNIOR	BICHI
70	GJSS G/BATURE	JUNIOR	BICHI
71	GJSS YANCHIBI	JUNIOR	BICHI
72	GJISS DUMBULUN	JUNIOR	BICHI
73	GGJASS BADAU	JUNIOR	BICHI
74	GGJISS KIYAWA	JUNIOR	BICHI
75	GJISS KIYAWA	JUNIOR	BICHI
76	GGJASS G/ZAKI	JUNIOR	BICHI
77	GJSS GWADAMA	JUNIOR	BICHI
78	GGJSS TSAURE	JUNIOR	BICHI
79	GGSS HARBAU	SENIOR	BICHI
80	GJSS SURFAN	JUNIOR	BICHI
81	GSS M/FADA	JUNIOR	BICHI
82	GJSS TINKI	JUNIOR	BICHI
83	GJSS D/DORAWA	JUNIOR	BICHI
84	GJSS U/GYARTAI	JUNIOR	BICHI
85	GSS SHEKA	SENIOR	D/KUDU
86	GGASS SHEKA	SENIOR	D/KUDU
87	GGSS CHIRANCHI	SENIOR	D/KUDU
88	GSS MARIRI	SENIOR	D/KUDU
89	GSS PANSHEKARA	SENIOR	D/KUDU
90	GGASS L/IDI	SENIOR	D/KUDU
91	GSS NAIBAWA	SENIOR	D/KUDU
92	GGSS ABDU MARIRI	SENIOR	D/KUDU
93	GC ZAWACHIKI	SENIOR	D/KUDU
94	GGSSS D/KUDU	SENIOR	D/KUDU

95	GGSS [redacted]AYA	SENIOR	D/KUDU
96	GE[redacted]DULE	SENIOR	D/KUDU
97	G[redacted]PANSHEKARA	SENIOR	D/KUDU
98	GSS DAWAKINKUDU	SENIOR	D/KUDU
99	GGSS WAILARI	SENIOR	D/KUDU
100	GSS GANO	SENIOR	D/KUDU
101	GGSS ZAWACHIKI	SENIOR	D/KUDU
102	GSS KUMBOTSO	SENIOR	D/KUDU
103	GSS DANMALIKI	SENIOR	D/KUDU
104	GSS JA'OJI	SENIOR	D/KUDU
105	GGJASS JA'OJI	JUNIOR	D/KUDU
106	GGASS JIDO	SENIOR	D/KUDU
107	GJSS CHIRANCHI	JUNIOR	D/KUDU
108	GSS D/NASIDI	SENIOR	D/KUDU
109	SES T/MALIKI	SENIOR	D/KUDU
110	GASS D/KUDU	SENIOR	D/KUDU
111	GGSS CHALAWAAWS)	SENIOR	D/KUDU
112	GGSS G/GAWA	SENIOR	D/KUDU
113	GGSS GWAZAYE	SENIOR	D/KUDU
114	GGSS GANO	SENIOR	D/KUDU
115	GSS DAWAKIJI	SENIOR	D/KUDU
116	GSS YARGAYA	SENIOR	D/KUDU
117	GSS KUMBOTSO	SENIOR	D/KUDU
118	GSS KAYI	SENIOR	D/KUDU
119	GSS DANBARE	SENIOR	D/KUDU
120	GSS TAMBURAWA	SENIOR	D/KUDU
121	GSS YANKATSARI	SENIOR	D/KUDU
122	GGSS BECHI	SENIOR	D/KUDU
123	GSS GARINDAU	SENIOR	D/KUDU
124	GGASS YANKATSARI	SENIOR	D/KUDU
125	GSS GURJIYA	SENIOR	D/KUDU
126	GSS WARAWA	SENIOR	D/KUDU
127	GJSS K/TAINNA	JUNIOR	D/KUDU
128	GGASS TAMBURAWA	SENIOR	D/KUDU
129	GSS DANTUBE	SENIOR	D/KUDU
130	GSS TSAKUWA	SENIOR	D/KUDU
131	GJSS WAILARI	JUNIOR	D/KUDU
132	GGISS MAAJI TAMBURAWA	SENIOR	D/KUDU
133	GSS U/RIMI	SENIOR	D/KUDU
134	GGASS TSAKUWA	SENIOR	D/KUDU
135	GJSS BATAKAYE	JUNIOR	D/KUDU
136	GGJASS DANBARE	SENIOR	D/KUDU
137	GGJASS K/AREWA	JUNIOR	D/KUDU
138	GGJASS NAIBAWA	JUNIOR	D/KUDU
139	GSS TANAGAR	SENIOR	D/KUDU
140	GJSS ZAWACHIKI	JUNIOR	D/KUDU
141	GJASS ZOGARAWA	JUNIOR	D/KUDU
142	GJSS S/GANDU	JUNIOR	D/KUDU
143	GSS LIMAWA	SENIOR	D/KUDU

144	GGSS KODE	SENIOR	D/KUDU
145	GSS GOGEL	SENIOR	D/KUDU
146	GSS YANDAUDU	SENIOR	D/KUDU
147	GGSS WARAWA	SENIOR	D/KUDU
148	GGJASS YARGAYA	JUNIOR	D/KUDU
149	GGSS DAWAKIJI	SENIOR	D/KUDU
150	GJSS YANKUSA	JUNIOR	D/KUDU
151	GJSS NATA'ALA	JUNIOR	D/KUDU
152	GJSS DANFARI	JUNIOR	D/KUDU
153	GJSS ZARA	JUNIOR	D/KUDU
154	GGISS GANO	SENIOR	D/KUDU
155	GSS CHALAWA	SENIOR	D/KUDU
156	GJSS IMAWA	JUNIOR	D/KUDU
157	GGASS T/GABAS	SENIOR	D/KUDU
158	GJSS K/SANI	JUNIOR	D/KUDU
159	GGJASS DANGORO	JUNIOR	D/KUDU
160	JISS JIDO	JUNIOR	D/KUDU
161	GGJASS JUMARGALADIMA	JUNIOR	D/KUDU
162	GGJASS GURJIYA	JUNIOR	D/KUDU
163	GSS YARTOFA	SENIOR	D/KUDU
164	GSS KANTSI	SENIOR	D/KUDU
165	GJASS U/DUNIYA	JUNIOR	D/KUDU
166	GGJASS TANAGAR	JUNIOR	D/KUDU
167	GSIS ALITINI	SENIOR	D/KUDU
168	GSS DABAR KWARI	SENIOR	D/KUDU
169	AISHA LAMIDO JSS	JUNIOR	D/KUDU
170	GSS KODE	SENIOR	D/KUDU
171	GJSSS DANBAGINA	JUNIOR	D/KUDU
172	GGJASS LIMAWA	JUNIOR	D/KUDU
173	GGASS CHALAWA	SENIOR	D/KUDU
174	GGJISS U/RIMI	JUNIOR	D/KUDU
175	GGJASS G/DAU	JUNIOR	D/KUDU
176	GJASS DAGINAWA	JUNIOR	D/KUDU
177	GGJASS YANDALLA	JUNIOR	D/KUDU
178	GJASS K/KUDU	JUNIOR	D/KUDU
179	GJSS DOSAN	JUNIOR	D/KUDU
180	GGJASS GOGEL	JUNIOR	D/KUDU
181	GGJASS GIWARAN	JUNIOR	D/KUDU
182	GGJASS MATAGE	JUNIOR	D/KUDU
183	GGJASS JEMAGU	JUNIOR	D/KUDU
184	GJSS TATSAWARKI	JUNIOR	D/KUDU
185	GJISS GANO	JUNIOR	D/KUDU
186	GJSS JUMARGALADIMA	JUNIOR	D/KUDU
187	GJSS S/JUMA	JUNIOR	D/KUDU
188	GGJASS SHADAI	JUNIOR	D/KUDU
189	GGJASS DOSAN	JUNIOR	D/KUDU
190	GAC GWALE	SENIOR	DALA
191	GSS DALA	SENIOR	DALA
192	GSS GWALE	SENIOR	DALA

193	GGSS KURNA	SENIOR	DALA
194	GGAC GORON DUTSE	SENIOR	DALA
195	GSS WARURE	SENIOR	DALA
196	GGSS JAEN	SENIOR	DALA
197	GGC DALA	SENIOR	DALA
198	GGC KANO	SENIOR	DALA
199	GSS KURNA ASABE	SENIOR	DALA
200	GSS GORON DUTSE	SENIOR	DALA
201	GGSS DORAYI BABBA	SENIOR	DALA
202	GGSS DORAYI KARAMA	SENIOR	DALA
203	GGSS GWALE	SENIOR	DALA
204	GGSS DUKAWUYA	SENIOR	DALA
205	GSS DORAYI KARAMA	SENIOR	DALA
206	GSS DORAYI BABBA	SENIOR	DALA
207	GSS KOFAR DAWANAU	SENIOR	DALA
208	GGSS KOFAR MAZUGAL	SENIOR	DALA
209	GGSS BULUKIYA	SENIOR	DALA
210	GSS GWAMMAJA	SENIOR	DALA
211	GGASS KOFAR NAISA	SENIOR	DALA
212	GGSS SANI MAINAGGE	SENIOR	DALA
213	GJSS M/MADAKIN GINI	JUNIOR	DALA
214	GSS KOFAR RUWA	SENIOR	DALA
215	GJSS JAEN CO-EXIST	JUNIOR	DALA
216	GGSS YAMMATA	SENIOR	DALA
217	GGSS DANDISHE	SENIOR	DALA
218	GGSS JANBULO	SENIOR	DALA
219	GGSS AISAMI	SENIOR	DALA
220	GGASS GWAMMAJA	SENIOR	DALA
221	GASS YALWA	SENIOR	DALA
222	GGSS UNGUWAR DABAI	SENIOR	DALA
223	CEC GIDAN GALADIMA	SENIOR	DALA
224	GGSS GORON DUTSE	SENIOR	DALA
225	GGJSS FILIN DURIMI	JUNIOR	DALA
226	GGSS TURAKI HASHIM	SENIOR	DALA
227	GSS ABDU NALITI	SENIOR	DALA
228	BGGASS SABON SARA	SENIOR	DALA
229	GSS AISAMI	SENIOR	DALA
230	GJSS KOFAR WAIKA CO-	JUNIOR	DALA
231	GGSS GWAMMAJA	SENIOR	DALA
232	GJSS TUDUN YOLA CO-E	JUNIOR	DALA
233	GGSS YALWA MODEL	JUNIOR	DALA
234	GSS YAR'KWADI	SENIOR	DALA
235	GGJSS ANWARU	JUNIOR	DALA
236	GJSS GWAMMAJA	JUNIOR	DALA
237	GJSS M/M/G/KAYA	JUNIOR	DALA
238	GJSS JILAWA CO-EXIST	JUNIOR	DALA
239	GJSS KUKA BULUKIYA	JUNIOR	DALA
240	GGJSS U/A/J/DISO	JUNIOR	DALA
241	SIS LOKON MAKERA	SENIOR	DALA

242	GJSS PROF IYY	JUNIOR	DALA
243	GJASS KANSAKALI	JUNIOR	DALA
244	GJSS KOFAR KABUGA	JUNIOR	DALA
245	G/DUTSE WOMEN CENT	SENIOR	DALA
246	GGJSS DALA NEW	JUNIOR	DALA
247	ABDULLAHI ABBAS GJSS	JUNIOR	DALA
248	GGJSS ADAKAWA	JUNIOR	DALA
249	GGJSS DISO	JUNIOR	DALA
250	GGJSS BADAIU	JUNIOR	DALA
251	GGJSS TSAMIYA ZUBAU	JUNIOR	DALA
252	GJSS DUTSEN DALA	JUNIOR	DALA
253	GGJSS MAZAUNA	JUNIOR	DALA
254	GGJAS YAKUBU ADAMU	JUNIOR	DALA
255	SPORT ACADEMY	JUNIOR	DALA
256	GJSS MASAKA	JUNIOR	DALA
257	GGJASS IMAMU MAGILI	JUNIOR	DALA
258	GSS DAMBATTA	SENIOR	DBT
259	GGASS DAMBATTA	SENIOR	DBT
260	GSS DAWANAU	SENIOR	DBT
261	GSS D/TOFA	SENIOR	DBT
262	GGSS KWA	SENIOR	DBT
263	MGGSS DAMBATTA	SENIOR	DBT
264	GASS D/TOFA	SENIOR	DBT
265	GGSIS DAMBATTA	SENIOR	DBT
266	GGASS D/TOFA	SENIOR	DBT
267	ADSS JANGUZA	SENIOR	DBT
268	HABU DBT SIS	SENIOR	DBT
269	GSISS DAMBATTA	SENIOR	DBT
270	GSS TOFA	SENIOR	DBT
271	GSS LAMBU	SENIOR	DBT
272	GSS DANDALAMA	SENIOR	DBT
273	GSS MAKODA	SENIOR	DBT
274	GSS KWA	SENIOR	DBT
275	GGASS TUMFAFI	SENIOR	DBT
276	GSS TUMFAFI	SENIOR	DBT
277	GASS FAGWALAWA	SENIOR	DBT
278	GSS KORE	SENIOR	DBT
279	GGSS TOFA	SENIOR	DBT
280	GGSS DAWANAU	SENIOR	DBT
281	GSS C/INGAWA	SENIOR	DBT
282	GSS MAITSIDAU	SENIOR	DBT
283	GSS DANGUGUWA	SENIOR	DBT
284	GJASS DAWANAU	JUNIOR	DBT
285	GSS GWARABJAWA	SENIOR	DBT
286	GSS KOGUNA	SENIOR	DBT
287	GGSS MAKODA	SENIOR	DBT
288	GGASS KORE	SENIOR	DBT
289	GJSS BATTA	JUNIOR	DBT
290	GGJASS LAMBU	JUNIOR	DBT

291	GSS DOKA	SENIOR	DBT
292	GGASS FAGWALAWA	SENIOR	DBT
293	GSS AJUMAWA	SENIOR	DBT
294	GGJSS KUNNAWA	JUNIOR	DBT
295	GSIS TOFA	SENIOR	DBT
296	GSS GWAMAI	SENIOR	DBT
297	GSIS LAMBU	SENIOR	DBT
298	GASS DUNGURAWA	SENIOR	DBT
299	GGSS MAITSIDAU	SENIOR	DBT
300	GSS JALLI	SENIOR	DBT
301	GDJSS KANTI	JUNIOR	DBT
302	GJISS DANSUDU	JUNIOR	DBT
303	GGJSS SALE KUIDAWA	JUNIOR	DBT
304	GSS SAIDAWA	SENIOR	DBT
305	GGJASS DOKA	JUNIOR	DBT
306	GSS GANDUJE	SENIOR	DBT
307	GGASS AJUMAWA	SENIOR	DBT
308	GJSS JOBE	JUNIOR	DBT
309	GGSIS JANGUZA	SENIOR	DBT
310	GGASS KOGUNA	SENIOR	DBT
311	GASS KANTUDU	SENIOR	DBT
312	GSS WAILARE	SENIOR	DBT
313	GSS M/D TOFA	SENIOR	DBT
314	GSS TATTARAWA	SENIOR	DBT
315	GJSS U/RIMI	JUNIOR	DBT
316	GCEC DAMBATTA	SENIOR	DBT
317	GSS SANSAN	SENIOR	DBT
318	GJSS GAJIDA	JUNIOR	DBT
319	GSS ZAGO	SENIOR	DBT
320	GJSS BAREBARI	JUNIOR	DBT
321	GSS GWANDA	SENIOR	DBT
322	GJSS MADACHI	JUNIOR	DBT
323	GJSS DANITACE	JUNIOR	DBT
324	GDJSS DAMBATTA	JUNIOR	DBT
325	GJSS RUWANTSA	JUNIOR	DBT
326	GJASS KORE	JUNIOR	DBT
327	GSIS CHIDARI	SENIOR	DBT
328	GJSS LANGEL	JUNIOR	DBT
329	GJSS YANOKO	JUNIOR	DBT
330	GJSS G/MAJE	JUNIOR	DBT
331	GJSS SHANTAKE	JUNIOR	DBT
332	GJSS JIBGA	JUNIOR	DBT
333	GGJSS SATAME	JUNIOR	DBT
334	GGJSS YARRUTU	JUNIOR	DBT
335	GJSS MAHUTA	JUNIOR	DBT
336	GJSS TANGAJI	JUNIOR	DBT
337	GJSS SABARU	JUNIOR	DBT
338	GGJASS WANGARA	JUNIOR	DBT
339	GGJSS YARIMAWA	JUNIOR	DBT

340	GJSS DANFAMIN TOFA	JUNIOR	DBT
341	GGASS ALBASU	SENIOR	GAYA
342	GSS GAYA YAMMA	SENIOR	GAYA
343	GGSS GAYA	SENIOR	GAYA
344	GSS AJINGI	SENIOR	GAYA
345	GTQSS GAYA	SENIOR	GAYA
346	GSS DANGWANI	SENIOR	GAYA
347	GASS FARAGAI	SENIOR	GAYA
348	GGASS FARAGAI	SENIOR	GAYA
349	GSS PANDA	SENIOR	GAYA
350	GGSS AJINGI	SENIOR	GAYA
351	GGISS TSANGAYA	SENIOR	GAYA
352	GSS TORANKE	SENIOR	GAYA
353	GSS HUGUMA	SENIOR	GAYA
354	GGSS PANDA	SENIOR	GAYA
355	GASS ALBASU	SENIOR	GAYA
356	GSS FAJEWA	SENIOR	GAYA
357	GJASS AJINGI	JUNIOR	GAYA
358	GSS HUNGU	SENIOR	GAYA
359	GGJASS ALBASU	JUNIOR	GAYA
360	GSS CHULA	SENIOR	GAYA
361	GASS TSANGAYA	SENIOR	GAYA
362	GGASS TORANKE	SENIOR	GAYA
363	GSS DAHO	SENIOR	GAYA
364	GSS SAYA SAYA	SENIOR	GAYA
365	GSS DUNDUN	SENIOR	GAYA
366	GGSS HUGUMA	SENIOR	GAYA
367	GGASS CHULA	SENIOR	GAYA
368	GSS K/MAKAMA	SENIOR	GAYA
369	GJSS BATAIYA	JUNIOR	GAYA
370	GGJSS FAJEWA	JUNIOR	GAYA
371	GGJASS K/MAKAMA	JUNIOR	GAYA
372	GGJASS DIRIBO	JUNIOR	GAYA
373	GSS BALARE	SENIOR	GAYA
374	GGJASS DAHO	SENIOR	GAYA
375	GSS GURDUBA	SENIOR	GAYA
376	GGJISS SAYASAYA	JUNIOR	GAYA
377	GJASS Z/GULYA	JUNIOR	GAYA
378	GGJSS KUNKURAWA	JUNIOR	GAYA
379	GGJASS BALARE	JUNIOR	GAYA
380	GJSS SAKWAYA	JUNIOR	GAYA
381	GJASS GWAGWARANDAN		GAYA
382	GJASS KAYARDA	JUNIOR	GAYA
383	GJASS GAMARYA	JUNIOR	GAYA
384	GJTQSS TORANKE	JUNIOR	GAYA
385	GJASS KYANSHA	JUNIOR	GAYA
386	GGJSS NAFISA MAHMUD	JUNIOR	GAYA
387	GGJASS B/BAKO	JUNIOR	GAYA
388	GJSS YANKAU	JUNIOR	GAYA

389	GJSS K/WACIYAWA	JUNIOR	GAYA
390	GJASS HAMDULLAHI	JUNIOR	GAYA
391	GJSS FAN'IDAU	JUNIOR	GAYA
392	GGJASS JIBAWA	JUNIOR	GAYA
393	GGASS RINDATOZO	SENIOR	GAYA
394	GSS GAYA GANDU	SENIOR	GAYA
395	GGUC KACHAKO	SENIOR	GAYA
396	GGASS TAKAI	SENIOR	GAYA
397	GSS TAKAI	SENIOR	GAYA
398	GASS KACHAKO	SENIOR	GAYA
399	SIS GAYA	SENIOR	GAYA
400	GSS KADEMI	SENIOR	GAYA
401	GGASS KADEMI	SENIOR	GAYA
402	GASS KADEMI	SENIOR	GAYA
403	GSS KACHAKO	SENIOR	GAYA
404	GSS FARURUWA	SENIOR	GAYA
405	GSS SHAGOGO	SENIOR	GAYA
406	GSS DURBUNDE	SENIOR	GAYA
407	GGASS KACHAKO	SENIOR	GAYA
408	SIS TAKAI	SENIOR	GAYA
409	GSS FALALI	SENIOR	GAYA
410	GGASS FALALI	SENIOR	GAYA
411	GGASS DURBUNDE	SENIOR	GAYA
412	GSS MAIMAKAWA	SENIOR	GAYA
413	GGJSS FARURUWA	JUNIOR	GAYA
414	GGASS SHAGOGO	SENIOR	GAYA
415	GJSS KARFI	JUNIOR	GAYA
416	GSS ZUGA	SENIOR	GAYA
417	GJSS GAMOJI	JUNIOR	GAYA
418	GJSS AMARAWA	SENIOR	GAYA
419	GGJASS ZUGA	JUNIOR	GAYA
420	GJSS KAZURAWA	JUNIOR	GAYA
421	GJSS BALAN	JUNIOR	GAYA
422	GGJSS TAKAI	JUNIOR	GAYA
423	GJSS DANBAZAU	JUNIOR	GAYA
424	GGJASS DANBAZAU	JUNIOR	GAYA
425	GJSS K/SIDDA	JUNIOR	GAYA
426	GGJASS K/SIDDA	JUNIOR	GAYA
427	GGSS KABO	SENIOR	GWARZO
428	GGSS GWARZO	SENIOR	GWARZO
429	GSS GARO	SENIOR	GWARZO
430	GSS KABO	SENIOR	GWARZO
431	AGGASS GETSO	SENIOR	GWARZO
432	GSS GWARZO	SENIOR	GWARZO
433	GSS RIJI	SENIOR	GWARZO
434	GGASS GWARZO	SENIOR	GWARZO
435	GGASS R/GADO	SENIOR	GWARZO
436	GGASS SHANONO	SENIOR	GWARZO
437	GSS KUTAMA	SENIOR	GWARZO

438	GGSS GARO	SENIOR	GWARZO
439	GSS KARKARI	SENIOR	GWARZO
440	GSS R/GADO	SENIOR	GWARZO
441	GSS SHANONO	SENIOR	GWARZO
442	GSS BM GETSO	SENIOR	GWARZO
443	SIS GWARZO	SENIOR	GWARZO
444	GSS TSAURE	SENIOR	GWARZO
445	GASS SHANONO	SENIOR	GWARZO
446	GJSS DAKWARA	JUNIOR	GWARZO
447	GJSS DANYA	JUNIOR	GWARZO
448	GGASS KUTAMA	SENIOR	GWARZO
449	GGASS KABO	SENIOR	GWARZO
450	GJSS YAGWAMAWA	JUNIOR	GWARZO
451	GGASS GARO	SENIOR	GWARZO
452	GGSS RIJI	SENIOR	GWARZO
453	GSS GODIYA	SENIOR	GWARZO
454	GSS DURUN	SENIOR	GWARZO
455	GSS Y/DANZIYAL	SENIOR	GWARZO
456	GJSS BALAN C/E	JUNIOR	GWARZO
457	GSS FARURUWA	SENIOR	GWARZO
458	GSS D/BAKOSHI	SENIOR	GWARZO
459	GSS LAKWAYA	SENIOR	GWARZO
460	SIS KABO	SENIOR	GWARZO
461	GJSS DANNAFADA	JUNIOR	GWARZO
462	GSS GULU	SENIOR	GWARZO
463	GGJTQSS SALIHAWA	JUNIOR	GWARZO
464	GGJIS MAINIKA	JUNIOR	GWARZO
465	GJSS BUTU-BUTU	JUNIOR	GWARZO
466	GJSS BASKORE C/E	JUNIOR	GWARZO
467	GJSS KOYA C/E	JUNIOR	GWARZO
468	GSS DOKA-DAWA	SENIOR	GWARZO
469	GGJASS GUDE	JUNIOR	GWARZO
470	SIS R/GANGARE	SENIOR	GWARZO
471	GGSIS Y/DANZIYAL	SENIOR	GWARZO
472	GSS MASANAWA	SENIOR	GWARZO
473	GGJTQSS KARKARI	JUNIOR	GWARZO
474	GJSS KAROFI	JUNIOR	GWARZO
475	GJSS MAINIKA	JUNIOR	GWARZO
476	GSS KARA	SENIOR	GWARZO
477	GJSS G/DUTSE C/E	JUNIOR	GWARZO
478	GGSIS RUGOJI	SENIOR	GWARZO
479	HCQ GWARZO	JUNIOR	GWARZO
480	GJSS ZANGO C/E	JUNIOR	GWARZO
481	GJTQSS KABO C/E	JUNIOR	GWARZO
482	SIS R/GADO	SENIOR	GWARZO
483	GJSS MADADI	JUNIOR	GWARZO
484	GGJASS GODIYA	JUNIOR	GWARZO
485	GSS DUGABAU	SENIOR	GWARZO
486	GJSS GUDE	JUNIOR	GWARZO

487	GGJASS DURUN	JUNIOR	GWARZO
488	GJTQSS GARO	JUNIOR	GWARZO
489	GGJASS GULU	JUNIOR	GWARZO
490	GJSS LENI C/E	JUNIOR	GWARZO
491	GJSS JUJI	JUNIOR	GWARZO
492	GGJASS FARURUWA	JUNIOR	GWARZO
493	GGJASS TSAURE	JUNIOR	GWARZO
494	GGJSS D/BAKOSHI	JUNIOR	GWARZO
495	GGJASS KARA	JUNIOR	GWARZO
496	GGJASS DUGURAWA	JUNIOR	GWARZO
497	GGJASS MADADI	JUNIOR	GWARZO
498	GJSS KOKIYA	JUNIOR	GWARZO
499	GJSS S/BIRNI	JUNIOR	GWARZO
500	GGJASS LAKWAYA	JUNIOR	GWARZO
501	GJSS MAIGARI C/E	JUNIOR	GWARZO
502	GGJASS DAKODAWA	JUNIOR	GWARZO
503	GGJASS DANNAFADA	JUNIOR	GWARZO
504	GGJASS S/LAYIN KARA	JUNIOR	GWARZO
505	GJSS JANBIRJI	JUNIOR	GWARZO
506	GJSS DUGURAWA	JUNIOR	GWARZO
507	GJSS BADARI	JUNIOR	GWARZO
508	GGJASS MASANAWA	JUNIOR	GWARZO
509	GJSS KADAMU C/E	JUNIOR	GWARZO
510	GJSS GAMMO C/E	JUNIOR	GWARZO
511	GGJASS INDABO	JUNIOR	GWARZO
512	GJSS S/LAYIN KARA	JUNIOR	GWARZO
513	GGJASS YARBAGARUWA	JUNIOR	GWARZO
514	GJSSS JANBARDE	JUNIOR	GWARZO
515	GJSS JAMA'A	JUNIOR	GWARZO
516	GJSS MALAMAWA	JUNIOR	GWARZO
517	GJSS GODARAWA C/E	JUNIOR	GWARZO
518	GGJTQSS GWARZO	JUNIOR	GWARZO
519	GJSS KANYE	JUNIOR	GWARZO
520	GGJASS JAULERE	JUNIOR	GWARZO
521	GJSS TAMAWA	JUNIOR	GWARZO
522	GJSS KANWA	JUNIOR	GWARZO
523	GSS KAFIN MAIYAKI	SENIOR	KARAYE
524	GTQSS KIRU	SENIOR	KARAYE
525	GSS KARAYE E.P.	SENIOR	KARAYE
526	GGASS KAFIN MAIYAKI	SENIOR	KARAYE
527	GGSS KARAYE	SENIOR	KARAYE
528	GSS ROGO	SENIOR	KARAYE
529	GASS KIRU GABAS	SENIOR	KARAYE
530	GDSS ROGO RUMA	SENIOR	KARAYE
531	GGSS KIRU	SENIOR	KARAYE
532	GGASS ROGO BOARDING	SENIOR	KARAYE
533	GSS CHEDE	SENIOR	KARAYE
534	GGASS ZAREWA	SENIOR	KARAYE
535	GSIS ROGO	SENIOR	KARAYE

536	GSS ZAREWA	SENIOR	KARAYE
537	GSS DANGORA	SENIOR	KARAYE
538	GSS FULATAN	SENIOR	KARAYE
539	GSS KIRU YAMMA	SENIOR	KARAYE
540	GGSIS KOFAR FADA	SENIOR	KARAYE
541	GSIS KARAYE BOARDING	SENIOR	KARAYE
542	GSS LIMANCI	SENIOR	KARAYE
543	GSS GWANGWAN	SENIOR	KARAYE
544	GGSIS ROGO	SENIOR	KARAYE
545	GSS YAKO	SENIOR	KARAYE
546	GJSS KAFIN MAIYAKI	JUNIOR	KARAYE
547	GGSS ROGO	SENIOR	KARAYE
548	GGJASS ZANGO	JUNIOR	KARAYE
549	GSS BARI	SENIOR	KARAYE
550	GSS BELI	SENIOR	KARAYE
551	GSS TUDUN KAYA	SENIOR	KARAYE
552	GSS BARI	SENIOR	KARAYE
553	GGASS ROGO SABON GARI	SENIOR	KARAYE
554	GSS YAMMEDI	SENIOR	KARAYE
555	GSS GALADIMAWA	SENIOR	KARAYE
556	GGSS FALGORE	SENIOR	KARAYE
557	GGSS DANGORA	SENIOR	KARAYE
558	GSS DEDERI	SENIOR	KARAYE
559	GGSS BELI	SENIOR	KARAYE
560	GJSS BARI	JUNIOR	KARAYE
561	GJSS C.E. YALWAN PAKI	JUNIOR	KARAYE
562	GSS YOLA	SENIOR	KARAYE
563	GJSS FALGORE	JUNIOR	KARAYE
564	GGASS YAKO	SENIOR	KARAYE
565	GGJSS C.E. ZUWO	JUNIOR	KARAYE
566	GSS ZOZA	SENIOR	KARAYE
567	GSIS KAFIN MAIYAKI	SENIOR	KARAYE
568	GGJASS FULATAN	JUNIOR	KARAYE
569	GGSS YANOKO	SENIOR	KARAYE
570	GJASS ZAREAWA	JUNIOR	KARAYE
571	GJSS YAKO	JUNIOR	KARAYE
572	GJSS C.E. KOGO	JUNIOR	KARAYE
573	GJSS C.E. JAJAYE	JUNIOR	KARAYE
574	GSS KWANYAWA	SENIOR	KARAYE
575	GJSS SUNDU	SENIOR	KARAYE
576	GSS SAKARMA	SENIOR	KARAYE
577	GGSS ZOZA	SENIOR	KARAYE
578	GJSS TSOHUWAR ROGO	JUNIOR	KARAYE
579	GJSS C.E. TURAWA	JUNIOR	KARAYE
580	GJSS BARGONI	JUNIOR	KARAYE
581	GGJASS TUDUN KAYA	JUNIOR	KARAYE
582	GJSS UNG. MAKERA	JUNIOR	KARAYE
583	GJSS TSAUDAWA	JUNIOR	KARAYE
584	GGJSS GWANGWAN	JUNIOR	KARAYE

585	GJSS HAGO	JUNIOR	KARAYE
586	GJASS TORANKAWA	JUNIOR	KARAYE
587	GGJSS YAMMEDI	JUNIOR	KARAYE
588	GJSS BARBAJI	JUNIOR	KARAYE
589	GJSS C.E. UNGUWAR TOFA	JUNIOR	KARAYE
590	CCE WOMEN KAFIN MAIYAKI	SENIOR	KARAYE
591	GJSS KURAN BARDE	JUNIOR	KARAYE
592	GGJSS DEDERI	JUNIOR	KARAYE
593	GJSS R/DADI	JUNIOR	KARAYE
594	GSS FULATAN	SENIOR	KARAYE
595	GJSS DUTSEN AMARE	JUNIOR	KARAYE
596	GJSS ZUNGURAU	JUNIOR	KARAYE
597	GGJISS TSOHUWAR ROGO	JUNIOR	KARAYE
598	GSS BADAFI	SENIOR	KARAYE
599	GJSS DASHI	JUNIOR	KARAYE
600	GGJSS YOLA	JUNIOR	KARAYE
601	GJSS C.E. DANSOSHIYA	JUNIOR	KARAYE
602	GGJSS ZAMFARAWA	JUNIOR	KARAYE
603	GGJSS C.E. DAURA	JUNIOR	KARAYE
604	GJSS UNGUWAR MANI	JUNIOR	KARAYE
605	GGJISS HORE	JUNIOR	KARAYE
606	GJSS TINKIS	JUNIOR	KARAYE
607	GJASS RAWUN	JUNIOR	KARAYE
608	GGJSS YANOKO	JUNIOR	KARAYE
609	GGJSS SUNDU	JUNIOR	KARAYE
610	GGJISS KALEKU	JUNIOR	KARAYE
611	GGJISS HAGO	JUNIOR	KARAYE
612	NASARAWA KT. GGJSS	JUNIOR	KARAYE
613	GJSS GABARI	JUNIOR	KARAYE
614	GJSS YARGANJI	JUNIOR	KARAYE
615	GJSS C.E. BAUDA	JUNIOR	KARAYE
616	GGJSS KADANA	JUNIOR	KARAYE
617	GASS IRSHAD	SENIOR	KURA
618	GASS S/MARSHAL	SENIOR	KURA
619	GSS KWANKWASO	SENIOR	KURA
620	GGSS KURA	SENIOR	KURA
621	GGASS TANAWA	SENIOR	KURA
622	GSS DANHASSAN	SENIOR	KURA
623	GGSISS SANI MARSHAL	SENIOR	KURA
624	GGSS MADOBI	SENIOR	KURA
625	GSS KUBARACHI	SENIOR	KURA
626	GSS KARFI	SENIOR	KURA
627	GGASS MADOBI	SENIOR	KURA
628	GGISS DANHASSAN	SENIOR	KURA
629	GSS CHIROMAWA	SENIOR	KURA
630	GSS G/MALAM	SENIOR	KURA
631	GGASS CHIROMAWA	SENIOR	KURA
632	MDGSS KWANKWASO	SENIOR	KURA
633	GGASS R/DADDO	SENIOR	KURA

634	GGASS YAKASAI	SENIOR	KURA
635	SIS CHIROMAWA	SENIOR	KURA
636	GGTQSS KUBARACHI	SENIOR	KURA
637	GSS GORA	SENIOR	KURA
638	GASS GUNDUTSE	SENIOR	KURA
639	GSIS MADOBI	SENIOR	KURA
640	GSS MADOBI	SENIOR	KURA
641	GGASS KWANKWASO	SENIOR	KURA
642	GGSISS MADOBI	SENIOR	KURA
643	FRENCH COLLEGE	SENIOR	KURA
644	CHINESE COLLEGE	SENIOR	KURA
645	GSS YADAKWARI	SENIOR	KURA
646	GJSS K/AGUR	SENIOR	KURA
647	GSS KANWA	SENIOR	KURA
648	GSS DAKASOYE	SENIOR	KURA
649	GSS RIKADAWA	SENIOR	KURA
650	GGJASS GORA	JUNIOR	KURA
651	GJSS DALILI	JUNIOR	KURA
652	GGASS G/MALAM	SENIOR	KURA
653	GTQ KANWA	SENIOR	KURA
654	SIS GARUN MALAM	SENIOR	KURA
655	GSS RIGAR DUKA	SENIOR	KURA
656	GGSS DABURAU	SENIOR	KURA
657	GSS DUKAWA	SENIOR	KURA
658	GGJASS GUNDUTSE	JUNIOR	KURA
659	GJSS JOBAWA	SENIOR	KURA
660	GJSS U/ALASAN	JUNIOR	KURA
661	GGJASS G/BABBA	JUNIOR	KURA
662	GJSS DORAWAR SALLAU	JUNIOR	KURA
663	GGJISS G/MALAM	JUNIOR	KURA
664	GJSS IMAWA COEXIST	JUNIOR	KURA
665	GSS G/BABBA	SENIOR	KURA
666	MWCEC KURA	SENIOR	KURA
667	GGJSS AGALAWA	JUNIOR	KURA
668	GGJASS KIRYA	JUNIOR	KURA
669	GSS M/KWIWA	SENIOR	KURA
670	GJSS CHINKOSO	JUNIOR	KURA
671	GSS M/AGALAWA	SENIOR	KURA
672	GJSS GAWO	JUNIOR	KURA
673	GJSS MAKWARO	SENIOR	KURA
674	GJSS KADAWA	JUNIOR	KURA
675	GGJASS RIKADAWA	SENIOR	KURA
676	GGJSS K/MATA	JUNIOR	KURA
677	GJSS KOSAWA	JUNIOR	KURA
678	GJSS MAKWARO	JUNIOR	KURA
679	GGASS YADAKWARI	SENIOR	KURA
680	GJSS MARAYA	JUNIOR	KURA
681	GGJSS DAKASOYE	JUNIOR	KURA
682	GGSS KADAWA	SENIOR	MINJIBIR

683	GSS BACHIRAWA	SENIOR	MINJIBIR
684	GSS JOGANA	SENIOR	MINJIBIR
685	GGSS GEZAWA	SENIOR	MINJIBIR
686	GGASS KUNYA	SENIOR	MINJIBIR
687	GGSS RNGAZA	SENIOR	MINJIBIR
688	GSS R/GATA	SENIOR	MINJIBIR
689	GGC GEZAWA	SENIOR	MINJIBIR
690	GSS Z/BABBA	SENIOR	MINJIBIR
691	GSS R/ZAKI	SENIOR	MINJIBIR
692	GSS Z/GABAS	SENIOR	MINJIBIR
693	GGISS DANZAKI	SENIOR	MINJIBIR
694	GSS UNGOGO	SENIOR	MINJIBIR
695	GGISS Z/DANBABA	SENIOR	MINJIBIR
696	GGSS JOGANA	SENIOR	MINJIBIR
697	GSS D/KUNKURU	SENIOR	MINJIBIR
698	GGSS GAYAWA	SENIOR	MINJIBIR
699	GGISS MINJIBIR	SENIOR	MINJIBIR
700	GGSS GEZAWA	SENIOR	MINJIBIR
701	GGISS T/KARA	SENIOR	MINJIBIR
702	GGISS T/BABBA	SENIOR	MINJIBIR
703	GSS ZAKIRAI	SENIOR	MINJIBIR
704	GSS MINJIBIR	SENIOR	MINJIBIR
705	GGSS ZAKIRAI	SENIOR	MINJIBIR
706	GSS GUNDUWAWA	SENIOR	MINJIBIR
707	GSS T/BABBA	SENIOR	MINJIBIR
708	GGSS MINJIBIR	SENIOR	MINJIBIR
709	GGJASS T/FULANI	SENIOR	MINJIBIR
710	GSS KUNYA	SENIOR	MINJIBIR
711	GSS WANGARA	SENIOR	MINJIBIR
712	GSS KADAWA	SENIOR	MINJIBIR
713	GJSS KUNYA	JUNIOR	MINJIBIR
714	GSS GABASDAWA	SENIOR	MINJIBIR
715	GGSS GABASAWA	SENIOR	MINJIBIR
716	JANBAKI GGASS	SENIOR	MINJIBIR
717	GGASS GUNDUWAWA	SENIOR	MINJIBIR
718	GGJSS Z/GABAS	JUNIOR	MINJIBIR
719	GSS FANISAU	SENIOR	MINJIBIR
720	GGJASS Z/DAREBARI	JUNIOR	MINJIBIR
721	GSS S/DOKA	SENIOR	MINJIBIR
722	GSS G/DANGA	SENIOR	MINJIBIR
723	GGSS B/TUKWANE	JUNIOR	MINJIBIR
724	GJSSD INUSAWA	SENIOR	MINJIBIR
725	GSS SAMBAUNA	SENIOR	MINJIBIR
726	GSS JAJIRA	SENIOR	MINJIBIR
727	GGISS G/GEZAWA	SENIOR	MINJIBIR
728	GSS ZUGACHI	SENIOR	MINJIBIR
729	GGASS UNGOGO	SENIOR	MINJIBIR
730	GJSS T/FULANI	SENIOR	MINJIBIR
731	GGASS FANISAU	SENIOR	MINJIBIR

732	GSS R/ MALAM	SENIOR	MINJIBIR
733	GJSS W/BABA	JUNIOR	MINJIBIR
734	GJSS D/ GEZAWA	JUNIOR	MINJIBIR
735	GSS KANTAMA	SENIOR	MINJIBIR
736	GSS DANJA	SENIOR	MINJIBIR
737	SIS U/JAMA'A	SENIOR	MINJIBIR
738	GSS D/DUNIYA	SENIOR	MINJIBIR
739	GJSS ZAKIRAI	JUNIOR	MINJIBIR
740	GSS S/GADAN	SENIOR	MINJIBIR
741	GGSS GADAN	SENIOR	MINJIBIR
742	GJSS G/ ADARAYE	JUNIOR	MINJIBIR
743	GJSS MINJIBIR	JUNIOR	MINJIBIR
744	GGISS DUMAWA	SENIOR	MINJIBIR
745	GGASS Y/RANA	SENIOR	MINJIBIR
746	GSS TSALLE	SENIOR	MINJIBIR
747	GJSS DANTAMASHE	JUNIOR	MINJIBIR
748	GSS GURJIYA	SENIOR	MINJIBIR
749	GTC GEZAWA	SENIOR	MINJIBIR
750	GSS Z/INUWA	SENIOR	MINJIBIR
751	GJSS KARMAMI	JUNIOR	MINJIBIR
752	GSS KURU	SENIOR	MINJIBIR
753	GGJSS WANGARA	SENIOR	MINJIBIR
754	GGJISS KANTAMA	JUNIOR	MINJIBIR
755	GJSS WASAI	JUNIOR	MINJIBIR
756	GSS GANDURWAWA	SENIOR	MINJIBIR
757	GGJSS JOGANA	JUNIOR	MINJIBIR
758	GGJASS ZUGACHI	JUNIOR	MINJIBIR
759	GJSS DANMADANHO	JUNIOR	MINJIBIR
760	GGJASS ZAKIRAI	JUNIOR	MINJIBIR
761	GJSS ABASAWA	JUNIOR	MINJIBIR
762	GSS KWARKIYA	SENIOR	MINJIBIR
763	GJSS KARO	JUNIOR	MINJIBIR
764	GGJASS RANGAZA	JUNIOR	MINJIBIR
765	GJSS TUMBAU	JUNIOR	MINJIBIR
766	GGJSSS G/DANGA	SENIOR	MINJIBIR
767	GGJSS BABAWA	JUNIOR	MINJIBIR
768	GGJASS GURJIYA	JUNIOR	MINJIBIR
769	GGISS ZANGON GEZAWA	SENIOR	MINJIBIR
770	GGJSS JIJITAR	JUNIOR	MINJIBIR
771	GJSS TSAKIYA	JUNIOR	MINJIBIR
772	GGJASS KANKARAWA	JUNIOR	MINJIBIR
773	GJSS GAWO	JUNIOR	MINJIBIR
774	GJISS KAUKAI	JUNIOR	MINJIBIR
775	GJSS TSAKUWA	JUNIOR	MINJIBIR
776	GGJASS URAU	JUNIOR	MINJIBIR
777	GJIS GASGAINU	JUNIOR	MINJIBIR
778	GGJSS CHIROMAWA	SENIOR	MINJIBIR
779	GASS TARDA	SENIOR	MINJIBIR
780	GJSS SARBI	JUNIOR	MINJIBIR

781	GJSS DANZAKI	JUNIOR	MINJIBIR
782	GJSS MINKYAU	JUNIOR	MINJIBIR
783	GGJSS GURUMA	JUNIOR	MINJIBIR
784	GJISS S/ GEZAWA	JUNIOR	MINJIBIR
785	GGJASS JAJIRA	JUNIOR	MINJIBIR
786	GCEC MINJIBIR	SENIOR	MINJIBIR
787	GJSS MAISAR TUDU	JUNIOR	MINJIBIR
788	GGJASS GANDURWAWA	JUNIOR	MINJIBIR
789	ABU ZAIRI GIFARI	JUNIOR	MINJIBIR
790	GJSS YAUTAR KUDU	JUNIOR	MINJIBIR
791	GJSS BADAWA	JUNIOR	MINJIBIR
792	GGJASS KWANSANGWAMI	JUNIOR	MINJIBIR
793	GJSS MEKIYA	JUNIOR	MINJIBIR
794	GSS SABUWAR KOFA	SENIOR	MUNICIPAL
795	GSS SHARADA	SENIOR	MUNICIPAL
796	GGSS GANDUN ALBASA	SENIOR	MUNICIPAL
797	GJSS RUMFA	JUNIOR	MUNICIPAL
798	RUMFA COLLEGE	SENIOR	MUNICIPAL
799	GSS ADO GWARAM	SENIOR	MUNICIPAL
800	GSS KOFAR NASARAWA	SENIOR	MUNICIPAL
801	GGSS SHARADA	SENIOR	MUNICIPAL
802	GGSS UNGUWA UKU	SENIOR	MUNICIPAL
803	GSS UNGUWA UKU	SENIOR	MUNICIPAL
804	HIS SHAHUCHI	SENIOR	MUNICIPAL
805	GSS KUNDILA	SENIOR	MUNICIPAL
806	GGSS FATIMA MUHAMMAD	SENIOR	MUNICIPAL
807	SAS KANO	SENIOR	MUNICIPAL
808	GASS KUNDILA	SENIOR	MUNICIPAL
809	GGASS TAHIR	SENIOR	MUNICIPAL
810	GGASS HASIYA BAYERO	SENIOR	MUNICIPAL
811	GGASS NAMAITUWO	SENIOR	MUNICIPAL
812	GSS GYADI-GYADI	SENIOR	MUNICIPAL
813	ABCQS	SENIOR	MUNICIPAL
814	GGSS UMMA ZARIA	SENIOR	MUNICIPAL
815	GSS UNGUWAR GANO	SENIOR	MUNICIPAL
816	GASS BABBAN GIJI	SENIOR	MUNICIPAL
817	GGSS HASSANA SUFI	SENIOR	MUNICIPAL
818	GGSS DARMANAWA	SENIOR	MUNICIPAL
819	GGSS HAUSAWA	SENIOR	MUNICIPAL
820	ENGR. BASHIR KARAYE	SENIOR	MUNICIPAL
821	GSS WALAWAI	SENIOR	MUNICIPAL
822	GGSS SHEKARA	SENIOR	MUNICIPAL
823	GGSS KOFAR KUDU	SENIOR	MUNICIPAL
824	GSS HAUSAWA MODEL	SENIOR	MUNICIPAL
825	HASIYA BAYERO GGJASS	JUNIOR	MUNICIPAL
826	GJSS SHAHUCHI	JUNIOR	MUNICIPAL
827	MARYAM ALOMA GGSS	JUNIOR	MUNICIPAL
828	GGASS TARAUNIN KUDU	SENIOR	MUNICIPAL
829	GGASS SAUDAT	SENIOR	MUNICIPAL

830	GGSS YAKASAI	SENIOR	MUNICIPAL
831	CITY WOMEN CENTER	SENIOR	MUNICIPAL
832	GSS KOKI	SENIOR	MUNICIPAL
833	GJSS SALANTA	JUNIOR	MUNICIPAL
834	GGASS ZOO ROAD	SENIOR	MUNICIPAL
835	GSS JAKARA	SENIOR	MUNICIPAL
836	GSS DARMANAWA	SENIOR	MUNICIPAL
837	GSS DAURAWA	SENIOR	MUNICIPAL
838	GGJSS HOTORON MARADI	JUNIOR	MUNICIPAL
839	GGSS FESTIVAL	SENIOR	MUNICIPAL
840	GASS HAUSAWA	SENIOR	MUNICIPAL
841	GGSS MARMARA	SENIOR	MUNICIPAL
842	SULE USMAN GGJASS	JUNIOR	MUNICIPAL
843	GGSS GIDAN MAKAMA	SENIOR	MUNICIPAL
844	GGSS KUNDILA	JUNIOR	MUNICIPAL
845	AISHA ABABULE GGJSS	JUNIOR	MUNICIPAL
846	MARYAM MUSA	JUNIOR	MUNICIPAL
847	GGASS KOKI	SENIOR	MUNICIPAL
848	GGJSS BABBAN GIJI	JUNIOR	MUNICIPAL
849	GJSS TUKUNTAWA	JUNIOR	MUNICIPAL
850	GJSS KOFAR NASARAWA	JUNIOR	MUNICIPAL
851	GJSS KWALLI	JUNIOR	MUNICIPAL
852	GGASS MARYAM SHEKARAU	SENIOR	MUNICIPAL
853	GGJASS YKS S/UNGUWA	JUNIOR	MUNICIPAL
854	GGASS HAFSATU DELU	SENIOR	MUNICIPAL
855	GGJSS RIMI CITY	JUNIOR	MUNICIPAL
856	GJASS ABUBAKAR SADIQ	JUNIOR	MUNICIPAL
857	GGJSS SALLARI	JUNIOR	MUNICIPAL
858	GJSS MAYANKA	JUNIOR	MUNICIPAL
859	GJSS KURMAWA	JUNIOR	MUNICIPAL
860	GJSS DANAGUNDI	JUNIOR	MUNICIPAL
861	GJASS TARAUNIN KUDU	JUNIOR	MUNICIPAL
862	GGJASS KURNA D/Z	JUNIOR	MUNICIPAL
863	GJSS KOFAR WAMBAI	JUNIOR	MUNICIPAL
864	GJSS JARKASA	JUNIOR	MUNICIPAL
865	GGJSS YAKASAI D/Z	JUNIOR	MUNICIPAL
866	GJSS TUDUN FULANI	JUNIOR	MUNICIPAL
867	MAIGARI SHESHE GGJASS	JUNIOR	MUNICIPAL
868	GJSS ADO YOLA	JUNIOR	MUNICIPAL
869	GSS TARAUNI	SENIOR	NASSARAWA
870	GSS DARERAWA	SENIOR	NASSARAWA
871	GGASS KAWAJI	SENIOR	NASSARAWA
872	GGASS TUDUN BOJUWA	SENIOR	NASSARAWA
873	GSS KAWAJI	SENIOR	NASSARAWA
874	GGSS DAKATA	SENIOR	NASSARAWA
875	GSCS AIRPORT ROAD	SENIOR	NASSARAWA
876	GSS SUNTULMA	SENIOR	NASSARAWA
877	GSS KUKA MVA	SENIOR	NASSARAWA
878	GSS HOTORO NORTH	SENIOR	NASSARAWA

879	GGSS MAIKWATASHI	SENIOR	NASSARAWA
880	ADSS BUKAVU GIRLS	SENIOR	NASSARAWA
881	G.C KANO KTC	SENIOR	NASSARAWA
882	GSS TUDUN BOJUWA	SENIOR	NASSARAWA
883	GSS STADIUM	SENIOR	NASSARAWA
884	GGSS HOTORO SOUTH	SENIOR	NASSARAWA
885	GGSS DANGANA	SENIOR	NASSARAWA
886	GGSS GIGINYU	SENIOR	NASSARAWA
887	GJSS KAWO C/GARI	JUNIOR	NASSARAWA
888	GGSS DANWAIRE	SENIOR	NASSARAWA
889	GGASS TUDUN MURTALA	SENIOR	NASSARAWA
890	GGASS YANKABA	SENIOR	NASSARAWA
891	GGASS GAMA	SENIOR	NASSARAWA
892	GSS MAIKWATASHI	SENIOR	NASSARAWA
893	GASS KWACHIRI	SENIOR	NASSARAWA
894	GASS KWACHIRI	SENIOR	NASSARAWA
895	GSS TUDUN BOJUWA	SENIOR	NASSARAWA
896	GSS GWAGWARWA	SENIOR	NASSARAWA
897	GGASSS ,ASJID HOTORO	SENIOR	NASSARAWA
898	GSIS DAKATA	SENIOR	NASSARAWA
899	GASS LIMAN DATTI	SENIOR	NASSARAWA
900	GGSS MARYAM ABACHA	SENIOR	NASSARAWA
901	GGSIS GWAGWARWA	SENIOR	NASSARAWA
902	GGSS BADAWA	SENIOR	NASSARAWA
903	GSS DABO	SENIOR	NASSARAWA
904	GSS MAGWAN BOYS	SENIOR	NASSARAWA
905	GJSS RACE BAGGA	JUNIOR	NASSARAWA
906	GGSS MAGWAN	SENIOR	NASSARAWA
907	GJSS KAWAJI YANKBA	JUNIOR	NASSARAWA
908	GJASS GETSI	JUNIOR	NASSARAWA
909	GASS GIGINYU	SENIOR	NASSARAWA
910	GGSS AISHA SHEHU	SENIOR	NASSARAWA
911	GJSS SAUNA KAWAJI	JUNIOR	NASSARAWA
912	GGJSS TUDUN WADA	JUNIOR	NASSARAWA
913	GGASS HOTORO NORTH	SENIOR	NASSARAWA
914	GJSS GAWUNA	JUNIOR	NASSARAWA
915	GJSS BADAWA	JUNIOR	NASSARAWA
916	GJSS TUDUN MURTALA	JUNIOR	NASSARAWA
917	GJSS R/ZAKARIYYA	JUNIOR	NASSARAWA
918	GSS GOGAU	SENIOR	NASSARAWA
919	GGASS MASAL FAGGE	SENIOR	NASSARAWA
920	GSS KAURA GOJE	SENIOR	NASSARAWA
921	GSS WAPA	SENIOR	NASSARAWA
922	GJSS KWACHIRI JOBE	JUNIOR	NASSARAWA
923	GJSS ZAWA'I	JUNIOR	NASSARAWA
924	GJISS SUNTULMA	JUNIOR	NASSARAWA
925	GSS KWAKWACI	SENIOR	NASSARAWA
926	GJASS SHABABU	JUNIOR	NASSARAWA
927	GJSS LADANAI	JUNIOR	NASSARAWA

928	GJSS NOMANSLAND	JUNIOR	NASSARAWA
929	AL-AMIN GGJSS KAWAJI	JUNIOR	NASSARAWA
930	GGSS TOKARAWA	JUNIOR	NASSARAWA
931	GJSSS NATSUGUNNE	JUNIOR	NASSARAWA
932	GGJS SALE MAILEMO	JUNIOR	NASSARAWA
933	GJASS K/S/FEGI	JUNIOR	NASSARAWA
934	ALIYU SAID BEBEJI GASS	JUNIOR	NASSARAWA
935	ABDULLAHI S. M. LUNGU	JUNIOR	NASSARAWA
936	GJASS URBAN	JUNIOR	NASSARAWA
937	GSS RANO	SENIOR	RANO
938	GSS KIBIYA	SENIOR	RANO
939	GGASS KIBIYA	SENIOR	RANO
940	GSS BUNKURE	SENIOR	RANO
941	GGSS BUNKURE	SENIOR	RANO
942	GGSS RANO DAWAKI	SENIOR	RANO
943	GGSIS RANO	SENIOR	RANO
944	GGASS BARKUM	SENIOR	RANO
945	GSS BARKUM	SENIOR	RANO
946	GSS KUMURYA	SENIOR	RANO
947	GSS BURUM-BURUM	SENIOR	RANO
948	GSS AUTAN BAWO	SENIOR	RANO
949	GGSIS BUNKURE	SENIOR	RANO
950	GSS RURUM	SENIOR	RANO
951	GSS GWAMMA	SENIOR	RANO
952	GTQSS RURUM	SENIOR	RANO
953	GSIS BUNKURE	SENIOR	RANO
954	GGSIS KUMURYA	SENIOR	RANO
955	GGSS KURGUN	SENIOR	RANO
956	GGTQSS RANO	SENIOR	RANO
957	GGASS DASHERE	SENIOR	RANO
958	A.A RANO GGASS LAUSU	SENIOR	RANO
959	GSS KULLUWA	SENIOR	RANO
960	GSS JALLORAWA	SENIOR	RANO
961	GSS MADACHI	SENIOR	RANO
962	GSIS TARAI	SENIOR	RANO
963	AGRIC ACADEMY	SENIOR	RANO
964	GGSIS TARAI	SENIOR	RANO
965	GASS K/GARBA	SENIOR	RANO
966	GSS DURBA	SENIOR	RANO
967	GSIS JALABI	SENIOR	RANO
968	GSIS KUMURYA	SENIOR	RANO
969	GGSS BURUM-BURUM	SENIOR	RANO
970	GSIS BARKUM	SENIOR	RANO
971	GSS MUNTURE CO-EXIST	SENIOR	RANO
972	GSS MASHE	SENIOR	RANO
973	GGJASS GURJIYA	JUNIOR	RANO
974	GJSS SANDA CO-EXIST	JUNIOR	RANO
975	GSS BARNAWA	SENIOR	RANO
976	GJSS GWANERI	JUNIOR	RANO

977	GGJASS DALAWA	SENIOR	RANO
978	GJSS J/SANDA CO-EXIST	JUNIOR	RANO
979	GGJASS GWAMMA	JUNIOR	RANO
980	GJSS BABURI	JUNIOR	RANO
981	GJSS SAJI	JUNIOR	RANO
982	GJSS MAKUNTURI CO-EXIST.	JUNIOR	RANO
983	GJSS SHANGU CO-EXIST	JUNIOR	RANO
984	GJISS TSORO	JUNIOR	RANO
985	GGJASS RUWAN KANYA	JUNIOR	RANO
986	GSS SUMAILA	SENIOR	WUDIL
987	GDSS WUDIL	SENIOR	WUDIL
988	GSS WUDIL	SENIOR	WUDIL
989	GGSS S/GARI WUDIL	SENIOR	WUDIL
990	GGASS SUMAILA	SENIOR	WUDIL
991	GGASS WUDIL	SENIOR	WUDIL
992	GGISS WUDIL	SENIOR	WUDIL
993	GSS GARKO	SENIOR	WUDIL
994	GSCS WUDIL	SENIOR	WUDIL
995	GGASS GARKO	SENIOR	WUDIL
996	GGSS GUZAI	SENIOR	WUDIL
997	GSS DARKI	SENIOR	WUDIL
998	GDSS KUNDUM	SENIOR	WUDIL
999	GGISS Y/HAMMA	SENIOR	WUDIL
1000	GGSS DARKI	SENIOR	WUDIL
1001	GGISS SUMAILA	SENIOR	WUDIL
1002	GSS UTAI	SENIOR	WUDIL
1003	GSS SAWA	SENIOR	WUDIL
1004	GSS DAL	SENIOR	WUDIL
1005	GSS RIMI	SENIOR	WUDIL
1006	GGASS UTAI	SENIOR	WUDIL
1007	GGJSS GARKO	JUNIOR	WUDIL
1008	GSS GARUN ALI	SENIOR	WUDIL
1009	GSISS WUDIL J/DANFADAL	SENIOR	WUDIL
1010	GJSS DAUSAI GARKO	JUNIOR	WUDIL
1011	GASS SITTI	SENIOR	WUDIL
1012	GSS INDABO	SENIOR	WUDIL
1013	GSS LAJAWA	SENIOR	WUDIL
1014	GGISS INDABO	SENIOR	WUDIL
1015	GASS GANI	SENIOR	WUDIL
1016	GGASS DAL	SENIOR	WUDIL
1017	GGASS RIMI	SENIOR	WUDIL
1018	GSISS MA'AJI	SENIOR	WUDIL
1019	GSS SARINA	SENIOR	WUDIL
1020	GGJSS GARIN ALI	JUNIOR	WUDIL
1021	GSISS ABUBAKAR RIMI	SENIOR	WUDIL
1022	GGASS SARINA	SENIOR	WUDIL
1023	GSS KAFIN MALAMAI	SENIOR	WUDIL
1024	GGASS GALA	SENIOR	WUDIL
1025	GSS BUDA	SENIOR	WUDIL

1026	GGJSS GANI	JUNIOR	WUDIL
1027	GJSS MASSU	JUNIOR	WUDIL
1028	GJSS GALA	JUNIOR	WUDIL
1029	GJSS DAGUMAWA	JUNIOR	WUDIL
1030	GJSS S/GARIN KARFAU	JUNIOR	WUDIL
1031	GJSS LAMIRE	JUNIOR	WUDIL
1032	GSS KAFIN CHIRI	SENIOR	WUDIL
1033	GGJSS SITTI	JUNIOR	WUDIL
1034	GJSS MAGAMI	JUNIOR	WUDIL
1035	GGJASS MAGAMI	JUNIOR	WUDIL
1036	GJSS KULA	JUNIOR	WUDIL
1037	GSISS DAKARE	SENIOR	WUDIL
1038	GJISS JIGAWARE	JUNIOR	WUDIL
1039	GGJSS LAJAWA	JUNIOR	WUDIL
1040	GGJSS KAFIN MALAMAI	JUNIOR	WUDIL
1041	GGJASS BUDA	JUNIOR	WUDIL
1042	GJSS GARWAJI	JUNIOR	WUDIL
1043	GGJASS J/FADAL	JUNIOR	WUDIL
1044	GJASS KATAI	JUNIOR	WUDIL
1045	GJSS KANAWA	JUNIOR	WUDIL
1046	GJSS ACHIKA	JUNIOR	WUDIL
1047	GJASS DAGORA	JUNIOR	WUDIL
1048	GJSS TUKUDA	JUNIOR	WUDIL
1049	GJSS GUNNABUS	JUNIOR	WUDIL
1050	GGJSS LAMIRE	JUNIOR	WUDIL
1051	GC T/WADA	SENIOR	T/WADA
1052	GSS DIMS T/WADA	SENIOR	T/WADA
1053	GSS F/MA'AJI	SENIOR	T/WADA
1054	GGJSS F/WAMBAI	JUNIOR	T/WADA
1055	GSS NATA'ALA	SENIOR	T/WADA
1056	GSS YARYASA	SENIOR	T/WADA
1057	GSS YARMARAYA	SENIOR	T/WADA
1058	GSS F/WAMBAI	SENIOR	T/WADA
1059	GGTQSS T/WADA	SENIOR	T/WADA
1060	GSIS T/WADA	SENIOR	T/WADA
1061	GGASS T/WADA	SENIOR	T/WADA
1062	GGSS T/WADA	SENIOR	T/WADA
1063	GGJSS F/MA'AJI	JUNIOR	T/WADA
1064	WCEC T/WADA	SENIOR	T/WADA
1065	GJSS CO. EXIST T/WADA	JUNIOR	T/WADA
1066	GJSS RUGU-RUGU	JUNIOR	T/WADA
1067	GSS YARKAWO	SENIOR	T/WADA
1068	GGJSS KAREFA	JUNIOR	T/WADA
1069	GGSS YARYASA	SENIOR	T/WADA
1070	CQS T/WADA	SENIOR	T/WADA
1071	GSS KAREFA	SENIOR	T/WADA
1072	GJSS RUWAN TABO	JUNIOR	T/WADA
1073	GSS D/KOWA	SENIOR	T/WADA
1074	GSS DOGUWA	SENIOR	T/WADA

1075	GSS RIRUWAI	SENIOR	T/WADA
1076	GGSS DOGUWA	SENIOR	T/WADA
1077	GSS BURJI	SENIOR	T/WADA
1078	GASS F/DAJI	SENIOR	T/WADA
1079	GSS MARAKU	SENIOR	T/WADA
1080	GSIS DOGUWA	SENIOR	T/WADA
1081	GSIS RIRUWAI	SENIOR	T/WADA
1082	GGTQSS DOGUWA	SENIOR	T/WADA
1083	GTQSS RIRUWAI	SENIOR	T/WADA
1084	WCEC RIRUWAI	SENIOR	T/WADA
1085	GGJASS TAGWAYE	JUNIOR	T/WADA
1086	GSS TAGWAYE	SENIOR	T/WADA
1087	GGSS D/KOWA	SENIOR	T/WADA
1088	GJSS (CE) M/LERE	JUNIOR	T/WADA
1089	GGJSS F/DAJI	JUNIOR	T/WADA
1090	GGJSS RIRUWAI	JUNIOR	T/WADA
1091	GGASS BURJI	SENIOR	T/WADA
1092	GJSS D/SHERE	JUNIOR	T/WADA
1093	GJSS MAIGWADO	JUNIOR	T/WADA
1094	GJSS RUFA'I	JUNIOR	T/WADA
1095	GSS BEBEJI	SENIOR	T/WADA
1096	GSS RAHAMA	SENIOR	T/WADA
1097	GSS WAK	SENIOR	T/WADA
1098	GSS RANTAN	SENIOR	T/WADA
1099	GSS KUKI	SENIOR	T/WADA
1100	GSS BAGUDA	SENIOR	T/WADA
1101	GSS N/KUKI	SENIOR	T/WADA
1102	GSS TIGA	SENIOR	T/WADA
1103	GASS KOFA	SENIOR	T/WADA
1104	GSIS BEBEJI	SENIOR	T/WADA
1105	GGSS TIGA	SENIOR	T/WADA
1106	GGSS WAK	SENIOR	T/WADA
1107	GGSS N/KUKI	SENIOR	T/WADA
1108	GGASS BEBEJI	SENIOR	T/WADA
1109	GGASS KOFA	SENIOR	T/WADA
1110	GJSS KOFA	JUNIOR	T/WADA
1111	GJSS TARIWA	JUNIOR	T/WADA
1112	GJSS DURMAWA	JUNIOR	T/WADA
1113	GJSS ANADARIYA	JUNIOR	T/WADA
1114	GJSS K/DOGO	JUNIOR	T/WADA
1115	GJASS CO. EXIST DAMAU	JUNIOR	T/WADA
1116	GJASS GARGAI	JUNIOR	T/WADA
1117	GGJASS RAHAMA	JUNIOR	T/WADA
1118	GGJASS GARGAI	JUNIOR	T/WADA
1119	GGJSS GWARMAI	JUNIOR	T/WADA
1120	WCEC KOFA	SENIOR	T/WADA
1121	GSS GWARMAI	SENIOR	T/WADA
1122	WCEC TIGA	SENIOR	T/WADA
1123	GJSS H/GWARMAI	SENIOR	T/WADA

APPENDIX VIII

SOKOTO SECONDARY SCHOOLS CHECKLIST, 2018

Late by School, Grade, and Gender by the Year 2017

JUNIOR SECONDARY

Binji

STATE										
71	Junior Secondary School Binji	80	52	210	90	143	49	433	191	624
72	Junior Secondary School Malkulk	97	8	82	6	80	7	259	21	280
73	Government Day Junior Secondar	68	45					68	45	113
		245	105	292	96	223	56	760	257	1017

BODINGA

STATE										
177	Government Day Junior Secondar	215	206	223	167	159	131	597	504	1101
178	Government Day Junior Secondar	90	7	141	114	105	33	336	154	490
179	Government Day Junior Secondar	272	188	383	210	342	162	997	560	1557
180	Government Day Junior Secondar	171	40	174	34	108	21	453	95	548
181	Government Day Junior Secondar	104	43	83	34	99	38	284	115	399
182	Government Girls Unity Junior Sc	0	562	0	273	0	297	0	1132	1132
183	Junior Secondary School, Takatuk	82	25	208	132	140	68	430	225	655
		934	1071	1210	964	953	750	3097	2785	5882

DANGE SHUNI

STATE										
279	Army Day Junior Secondary School, Giginya Barracks			276	209	228	183	504	392	896
280	Government Day Junior Secon	120	31	61	17	74	9	205	57	262
281	Government Day Junior Secondar	213	147	350	165	250	140	813	452	1265
282	Government Day Junior Secondar	207	83	218	48	78	75	498	206	704
283	Junior Secondary School Illela Ga	72	0	74	1	38	0	184	1	185
284	Government Girls College Of Arts	0	105	0	128	0	74	0	307	307
285	Junior Secondary School Amanav	90	3	75	2	66	2	197	7	198
286	Junior Secondary School Kwanoa	267	102					267	102	369
287	Amajiri Integrated Junior Secon	50	0	66	0	70	0	186	0	186
288	Junior Secondary School Rikina	33	0					33	0	33
		1007	471	1120	570	754	483	2881	1524	4405

GADA

STATE										
430	Junior Secondary School Kadadi	54	0	74	0	50	0	178	0	178
431	Government Junior Secondary Sc	117	0	99	0	59	0	275	0	275
432	Junior Sec. School Dukamaje	43	11	39	7	40	4	122	22	144
433	Junior Secondary School Gada Fo	144	82	200	117	109	51	453	250	703
434	Junior Secondary School Kiri	85	3	67	3	80	2	227	7	234
435	Junior Secondary School, Wauru	170	7	202	19	630	4	1002	30	1032
436	Junior Secondary School, Katte	95	33	145	15	81	8	321	56	377
437	Junior Secondary School, Tsitse	37	10	32	3	75	5	89	18	107
438	Junior Secondary School Kyadaw	69	17	89	11	59	14	217	42	259
439	Junior Secondary School Hotoi	74	10					74	10	84
440	Junior Secondary School Kadasan	44	2					44	2	46
		927	175	942	174	1133	88	3002	437	3439

GORONYO

STATE										
570	Ahmad Adamu Mu'Azu Model Sc	179	0	84	0	40	0	303	0	303
571	Junior Secondary School Birjingo	119	13	64	2	70	11	253	26	279
572	Junior Secondary School Giyawa	90	50	33	15	36	7	159	72	231
573	Junior Secondary School Goronyo	145	78	304	147	293	155	742	380	1122
574	Junior Secondary School Rinawa	77	8	76	11	96	22	249	41	290
575	Government Secondary Day Schc	77	23	89	10	60	8	226	41	267
576	Junior Secondary School Saban G	77	8	0	0	0	0	77	8	85
577	Maishadu Shehu Naita Communit	0	80	0	116	0	0	0	196	196
578	Junior Secondary School Kwakwe	113	15	0	0	0	0	113	15	128
		877	275	650	301	595	203	7122	779	2901

GUDU

STATE										
645	Junior Secondary School Bachaka	96	21	75	18	37	7	208	97	255
646	Junior Secondary School Balle	61	12	60	15	38	7	159	29	188
647	Junior Secondary School Bemkiti	107	43					107	43	150

648	Junior Secondary School Kurdula	85	35							85	35	120
		349	111	135	34	75	9			559	154	713

GWADABAWA

STATE											
737	Government Day Junior Secondary	310	230	350	250	300	250			960	730	1690
738	Government Junior Secondary Sch	40	5	46	5	38	7			124	17	141
739	Government Day Junior Secondary	85	15	70	10	65	10			220	35	255
740	Govt Day Junior Secondary Schoo	61	2	38	44	30	6			129	52	181
741	Junior Secondary School Asara	75	3	70	5	58	2			203	10	213
742	Community Junior Arabic Second	0	90	0	53	0	0			0	143	143
743	Women Centre For Continuing Edu	0	25	0	35	0	35			0	95	95
744	Junior Secondary School Mamma	85	15	70	10	65	5			220	30	250
		656	385	644	412	556	315			1856	1212	2868

ILLELA

STATE											
865	Government Day Junior Secondar	295	105	228	42	530	58			1053	205	1258
866	Government Girls Junior Model S	0	75	0	160	0	138			0	373	373
867	Junior Secondary School Ambaru	76	15	75	5	77	2			228	22	250
868	Junior Secondary School, Kalmalk	60	3	91	7	124	9			275	19	294
869	Junior Secondary School Arabia	107	13	107	6	96	2			310	19	329
870	Sheikh Abubakar Gummi Junior S	69	48	62	39					131	87	218
871	Government Girls Junior Arabic S	0	150	0	80					0	230	230
		607	409	563	337	827	209			1997	955	2952

ISA

STATE											
1003	Government Girls Arabic Junior S	0	185	0	162	0	207			0	554	554
1004	Government Junior Secondary Sc	108	0	19	0	41	0			168	0	168
1005	Junior Secondary School Maitang	260	120	150	200	80	70			490	390	880
1006	Junior Secondary School, Bargaja	71	43	62	32	26	39			159	114	273
1007	Junior Secondary School, Kamara	51	14	100	22	116	14			267	50	317
1008	Junior Secondary School, Modeci	94	17	150	12	111	5			355	34	389
1009	Junior Secondary School, Turba	138	30	130	17	96	19			364	66	430
1010	Junior Secondary School Illyasu A	466	184	510	150	268	154			1246	488	1732
1011	Women Centre For Countiung Ed	0	38	0	48	0	30			0	116	116
1012	Junior Secondary School Satiru	94	4	0	0	0	0			94	4	98
1013	Junior Secondary School Kwanar	60	14							60	14	74
1014	Junior Girls Secondary School Ar	0	42							0	42	42
		1342	691	1121	643	738	538			3201	1872	5073

KEBBE

STATE											
1087	Government Day Junior Secondar	100	25	80	29	92	35			272	89	361
1088	Government Junior Secondary Sc	103	0	148	0	137	0			383	0	383
1089	Government Girls Day Secondary	0	73	0	61	0	51			0	185	185
1090	Junior Secondary School Margai	28	7	28	6	38	6			94	19	113
1091	Government Day Junior Secondar	34	10	44	33					78	43	121
1092	Junior Secondary School Girkau	39	4	137	10					176	14	190
1093	Government Day Junior Secondar	43	7	160	40					203	47	250
		347	126	597	179	267	92			1206	397	1603

KWARE

STATE											
1179	Government Day Junior Secondar	73	15	54	15	37	10			164	40	204
1180	Government Day Junior Secondar	130	54	112	49	70	25			312	128	440
1181	Government Day Junior Secondar	57	7	50	6	50	4			157	17	174
1182	Government Junior Secondary Sc	17	0	197	0	214	0			423	0	423
1183	Junior Secondary School Durbaw	119	43	101	34	74	21			294	108	402
1184	Sarkin Yamma Junior Secondary S	80	40	72	33	72	24			224	97	321
1185	Modibbo Adama Girls Arabic Jun	0	45	0	5	0	5			0	55	55
1186	Junior Secondary School Bankam	42	11							42	11	53
		518	215	581	142	517	99			1616	456	2072

RABAH

STATE											
1292	Gamji Girls Junior Secondary Sch	0	101	0	316	0	114			0	531	531
1293	Government Day Junior Secondar	129	0	129	0	118	0			376	0	376
1294	Government Junior Secondary Sc	229	0	136	0	142	0			507	0	507
1295	Government Junior Secondary Sc	34	14	55	19	35	3			124	36	160
1296	Junior Secondary School Yarisaki	40	9	50	17	59	5			149	31	180

1297	Junior Secondary School Maikuj	48	0	33	5	40	0	121	5	126
1298	Government Junior Secondary Sc	45	2					45	2	47
		525	126	403	357	394	122	1322	605	1927

SABON BIRNI

STATE										
1470	Junior Girl'S Secondary School Ya	0	120	0	190	0	290	0	[illegible]	[illegible]
1471	Government Day Junior Seconda	194	16	212	25	165	9	571	50	621
1472	Government Day Junior Secondar	680	0	742	0	538	0	1960	0	1960
1473	Government Day Junior Seconda	150	115	200	110	250	65	600	290	890
1474	Government Day Junior Seconda	101	20	76	9	43	9	220	38	258
1475	Junior Secondary School Toke Ma	65	6	72	4	71	6	208	16	224
1476	Junior Secondary School Tsamaya	99	30	90	24	60	18	249	72	321
1477	Junior Secondary School Unguwa	203	10	213	18	153	12	569	40	609
1478	Junior Secondary School, Gangar	76	6	45	8	32	6	153	20	173
1479	Junior Secondary School, Tara	205	30	210	28	160	29	575	87	662
1480	Junior Secondary School Kaigo	65	4					65	4	69
1481	Junior Secondary School Tanjegu	110	30					110	30	140
1482	Junior Secondary School Labau	200	4					200	4	204
1483	Junior Secondary School Sangera	100	20					100	20	120
1484	Junior Secondary School Maraka	103	9					103	9	112
1485	Junior Secondary School Tajinge	100	4					100	4	104
1486	Junior Secondary School Dantud	169	1					169	1	170
1487	Junior Secondary School Kyara	135	14	122	14			257	28	285
1488	Junior Secondary School Kalaga	48	8	76	8			124	16	140
1489	UBE Junior Girls Model Secondar	0	253	0	175			0	428	428
		2803	700	2058	613	1472	444	6333	1757	8090

SHAGARI

STATE										
1593	Aminu Ginga Junior Secondary Sc	94	14					94	14	108
1594	Government Day Secondary Scho	186	30	192	27	110	22	488	79	567
1595	Government Day Junior Seconda	179	58	176	47	128	43	483	148	631
1596	Junior Secondary School Mander	163	37					163	37	200
1597	Junior Secondary School Lambari	44	19					44	19	63
1598	Government Secondary School Sl	389	0	487	0	263	0	1139	0	1139
1599	Junior Secondary School Sanyinn	121	39					121	39	160
1600	Junior Secondary School Hara	103	6					103	6	109
1601	Jais Magaji Rufai	0	187	0	108	0	111	0	406	406
		1279	390	855	182	501	176	2635	748	3383

SILAME

STATE										
1674	Government Day Junior Seconda	49	17	50	1	60	11	159	29	188
1675	Junior Secondary School Jekanad	27	10	30	6	21	4	78	20	98
1676	Junior Secondary School Katami	44	21	50	23	47	13	141	57	198
1677	Junior Secondary School Labani	41	7	34	5	30	0	105	12	117
1678	Junior Secondary School Marafa	27	10	30	6	21	4	78	20	98
1679	Junior Secondary School, Gande	57	10	50	10	25	10	132	30	162
1680	Junior Secondary School Kubadu	20	2	18	0	22	1	60	3	63
		265	77	262	51	226	43	753	171	924

SOKOTO NORTH

STATE										
1707	Government Day Junior Secondar	371	0	380	0	384	0	1135	0	1135
1708	Government Day Junior Seconda	750	0	620	0	547	0	1917	0	1917
1709	Government Day Junior Seconda	0	501	0	557	0	566	0	1624	1624
1710	Government Girls Day Junior Ara	0	490	0	537	0	462	0	1489	1489
1711	Amina Ahmadu Bello Junior Arab	0	115	0	109	0	110	0	334	334
1712	Junior Secondary School, Alkanch	327	74	314	48	300	40	941	112	1053
1713	Junior Secondary School, Assada	249	151	242	198	229	131	720	480	1200
1714	Junior Secondary School, Runjin S	0	538	0	479	0	501	0	1518	1518
1715	Sokoto Teachers College Junior S	200	0	110	0	114	0	424	0	424
1716	Chiroma Bello Junior Secondary S	58	23					58	23	81
1717	Junior Secondary School Tudun Yo	75	35	0	0	0	0	75	35	110
1718	Junior Secondary School Gidan D	190	100	120	90	75	60	385	250	635
		2220	1977	1786	2018	1649	1870	5655	5865	11520

SOKOTO SOUTH

STATE										
1780	Abdul Rashed Adisa Raji Special S	416	230	411	157	307	106	1134	493	1627
1781	Giginya Memorial Junior Seconda	317	0	268	0	252	0	837	0	837
1782	Government Girls Junior Arabic S	0	324	0	368	0	331	0	1023	1023

1783	Government Day Junior Secondar	0	450	0	458	0	440		0	1348	1348
1784	Halsat Ahmadu Bello Sec School	0	850	0	653	0	661		0	2164	2164
1785	Junior Secondary School Mabera,	300	0	342	0	235	0		877	0	877
1786	Junior Secondary School Minanni	325	164	260	134	136	142		721	440	1161
1787	Nana Girls Junior Secondary Sche	0	580	0	846	0	704		0	2130	2130
1788	Sheikh Abubakar Gummi Memo	353	0	415	0	410	0		1178	0	1178
1789	Sultan Abubakar College Junior S	565	0	583	0	567	0		1715	0	1715
1790	Sultan Atiku Junior Secondary Sc	235	0	340	0	390	0		965	0	965
1751	Sultan Attahiru Ahmadu Junior Si	735	0	576	0	763	0		2074	0	2074
1792	Sultan Bello Junior Secondary Sc	527	0	836	0	586	0		1949	0	1949
1793	Women Centre For Continuing Ec	0	73	0	79	0	70		0	222	222
1794	Government Girls Day Secondary	0	238	0	158	0	120		0	516	516
1795	Government Day Junior Secondar	277	95	273	119	255	107		805	321	1126
1796	School For Basic Education Mana	0	150	0	150				0	300	300
1797	Federal Government College Sok	166	84	147	57	102	77		415	218	633
1798	Kau Kabai Day Junior Secondary S	230	160	215	145	200	138		645	443	1088
1799	Magajin Mabera Girls Junior Sec	0	245	0	168				0	413	413
		4446	3643	4666	3492	4203	2896		13315	10031	23346

TAMBUWAL

STATE											
1997	Abdullahi Barau Junior Secondary	285	0	343	0	309	0		937	0	937
1998	Federal Government Girls Junior	0	100	0	110	0	85		0	295	295
1999	Government Day Junior Secondar	288	92	225	93	291	133		804	318	1122
2000	Government Day Junior Secondar	79	11	74	8	70	11		223	30	253
2001	Government Girls Junior Seconda	0	180	0	188	0	155		0	523	523
2002		332	0	223	0	287	0		842	0	842
2003	Junior Secondary School, Bashire	64	15	89	15	65	14		218	44	262
2004	Junior Secondary School, Salah	40	10	41	17	29	13		110	40	150
2005	Community Day Islamic Secondry	33	0	45	0	52	0		130	0	130
2006	Women Center For Continuing Ec	0	27	0	28	0	22		0	77	77
2007	Junior Secondary School Alasan	75	14						75	14	89
2008	Government Girls Day Junior Sec	0	480	0	510	0	396		0	1386	1386
2009		0	71	0	124	0	138		0	333	333
2010	Community Girls Arabic And Isla	0	50	0	52				0	102	102
2011	Government Girls Commercial Ju	0	85						0	85	85
		1196	1135	1040	1145	1103	967		3339	3247	6586

TANGAZA

STATE											
2103	Government Junior Secondary Sc	400	0	110	0	190	0		700	0	700
2104	Government Day Junior Secondar	156	0	161	0	118	0		435	0	435
2105	Junior Secondary School, Gidan M	198	0	151	0	147	0		496	0	496
2106	Junior Secondary School, Masalla	33	7	27	3	26	0		86	10	96
2107	Junior Secondary School, Ruwa M	37	4	34	10	25	4		96	18	114
2108	*Government Girls Day Secondary*	*0*	*150*	*0*	*130*	*0*	*125*		0	405	405
2109	Marhum Malam Hamidu Arabic S	0	35	0	40				0	75	75
2110	Government Girls Day Secondary	0	120	0	110	0	88		0	318	318
		824	316	483	293	506	217		1813	826	2639

TURETA

STATE											
2175	*Government Junior Secondary Sc*	*106*	*0*	*56*	*0*	*47*	*0*		*209*	*0*	*209*
2176	Junior Secondary School, Tsaniya	75	17	89	6	78	0		242	23	765
2177	Junior Secondary School, Tureta	115	60	120	55	100	60		335	175	510
		296	77	265	61	225	60		786	198	984

WAMAKKO

STATE											
2268	Government Day Junior Secondar	236	50	185	50	180	30		601	130	731
2269	Government Day Junior Secondar	162	34	133	21	91	21		386	76	462
2270	Government Day Junior Secondar	120	80	163	84	123	61		406	225	631
2271	Government Girls College Of Arts	0	250	0	312	0	335		0	897	897
2272	Junior Secondary School Arkilla F	95	32	50	15	61	14		206	61	267
2273	Junior Secondary School Doruwa	115	115	128	113	94	69		337	297	634
2274	Junior Secondary School, Badon I	213	119	235	98	275	120		723	337	1060
2275	Junior Secondary School, Gumbi	90	45	90	50	57	20		237	115	352
2276	Sani Dingyadi Unity Junior Secon Dary School, Farfaru										
2277	Sultan Muhammadu Maccido Ins	150	73	201	97	168	79		519	249	768
2278	Government Day Secondary Sche	105	90	199	50	153	82		457	222	679
2279	Junior Secondary School Gwiwa	20	30	42	13	36	16		98	59	157
2280	Junior Secondary School Gidan Sa	43	17						43	17	60
2281	*Junior Secondary Schagi Gidan Bi*	*32*	*16*						*32*	*16*	*48*
2282	Junior Secondary School Yar Abb	54	14						54	14	68
2283	Junior Secondary School Kaura Ki	65	15						65	15	80
2284	Kulambaina Junior Secondary Sch	187	16	101	10				283	26	309
2285	Junior Secondary School Kasarawa	34	26						34	26	60

		1716	1022	1527	913	1238	847	4481	2782	7263

WURNO

STATE										
2415	Government Day Junior Secondar	207	45	175	23	98	5	480	73	553
2416	Government Junior Secondary Sc	87	1	106	1	45	1	238	3	241
2417	Junior Secondary School Kwargal	45	11	41	1	31	9	117	21	138
2418	Junior Secondary School, Marnor	113	8	50	9	75	8	238	25	263
2419	Shehu Malami Junior Secondary :	193	59	200	50	146	38	539	147	686
2420	Junior Secondary School Alkalmu	60	4					98	4	64
2421	Chacho Junior Secondary School	29	7					29	7	36
2422	Amirul Muminina Mohd Bello Jej	1	25	1	66			2	91	93
2423	Tahaziful Fityanu Junior Seconda	90	1					92	1	93
2424	Madarasatol Ihyalsunnah Junior :	25	62					25	62	87
		850	223	573	150	395	61	1811	434	2252

YABO

STATE										
2508	Junior Secondary School, Kilgori	62	22	53	15	55	8	170	45	215
2509	Government Girls Day Junior Sec	0	192	0	269	0	262	0	723	723
2510	Yabo Community Day Junior Secc	363	0	425	0	315	0	1103	0	1103
2511	UBE Girls Model Junior Secondar	0	136					0	136	136
2512	Junior Secondary School Binji	45	9					45	9	54
2513	Government Day Junior Secondar	74	8					74	8	82
2514	Junior Secondary School Fakka	202	38					202	38	240
2515	Junior Secondary School Toranka	99	24					99	24	123
		845	429	478	284	370	270	1693	983	2676

JUNIOR SECONDARY

STATE										
	Binji	245	105	292	96	223	56	760	257	1017
	Bodinga	934	1071	1210	964	953	750	3097	2785	5882
	Dange Shuni	1007	471	1120	570	754	483	2881	1524	4405
	Gada	927	175	942	174	1133	88	3002	437	3439
	Goronyo	877	275	650	301	595	203	2122	779	2901
	Gudu	349	111	135	34	75	9	559	154	713
	Gwadabawa	656	385	644	412	556	315	1856	1112	2968
	Illela	607	409	563	337	827	209	1997	955	2952
	Isa	1342	691	1121	643	738	538	3201	1872	5073
	Kebbe	347	126	597	179	762	92	1206	397	1603
	Kware	518	215	581	147	517	99	1616	456	2072
	Rabah	525	126	403	357	394	122	1322	605	1927
	Sabon Birni	2803	700	2058	613	1472	444	6333	1757	8090
	Shagari	1279	390	855	182	501	176	2635	748	3383
	Silame	265	77	262	51	226	43	753	171	924
	Sokoto North	2220	1977	1786	2018	1649	1870	5655	5865	11520
	Sokoto South	4446	3643	4666	3492	4703	2896	13315	10031	23346
	Tambuwal	1196	1135	1040	1145	1103	967	3339	3247	6586
	Tangaza	824	316	483	293	506	217	1813	826	2639
	Tureta	296	77	265	61	225	60	786	198	984
	Wamakko	1716	1022	1527	913	1238	847	4481	2782	7263
	Wurno	850	223	573	150	395	61	1818	434	2252
	Yabo	845	429	478	284	370	270	1693	983	2676
		25074	14149	22251	13411	18915	10815	66240	38375	104615

Binji	760	257
Bodinga	3097	2785
Dange Shuni	2881	1524
Gada	3002	437
Goronyo	2122	779
Gudu	559	154
Gwadabawa	1856	1112
Illela	1997	955
Isa	3201	1872
Kebbe	1206	397
Kware	1616	456
Rabah	1322	605
Sabon Birni	6333	1757
Shagari	2635	748
Silame	753	171
Sokoto North	5655	5865
Sokoto South	13315	10031
Tambuwal	3339	3247
Tangaza	1813	826
Tureta	786	198
Wamakko	4481	2782

tate by School, Grade, and Gender by the Year 2017

SENIOR SECONDARY

Binji

STATE										
74	Government Day Secondary School Binji	88	23	83	32	146	3	317	58	375

BODINGA

STATE										
184	Government Day Secondary School Danchadi	124	11	130	16	93	12	347	39	386
185	Government Day Secondary School, Badau	36	11	51	3	49	6	136	20	156
186	Government Day Secondary School, Bodinga	202	95	219	98	285	48	706	241	947
187	Government Day Secondary School, Sifawa	138	134	170	64	160	91	468	289	757
188	Government Girls Unity Secondary School, Bodinga	0	295	0	339	0	516	0	1150	1150
189	Government Secondary School, Dingyadi	126	10	135	12	142	26	403	48	451
190	Government Day Secondary School Takatuku	83	20	109	15	107	19	299	54	353
		709	576	814	547	836	718	2359	1841	4200

DANGE SHUNI

STATE										
289	Army Day Secondary School, Sokoto	0	0	363	258	343	258	706	516	1222
290	Government Day Secondary School, Dange	109	85	261	38	165	44	535	167	702
291	Government Day Secondary School, Shuni	132	35	128	44	114	58	374	137	511
292	Government Girls College For Islamic Science School Shuni	0	121	0	167	0	92	0	380	380
293	Almajiri Intergrated Senior Secondary School Shuni	72	0	100	0			172	0	172
		313	241	852	507	622	452	1787	1200	2987

GADA

STATE										
441	Government Secondary School, Wauru	170	7	202	19	230	4	602	30	632
442	Government Secondary School Gada	246	0	234	0	205	0	685	0	685
443	Government Day Secondary School Kadadin Bude	42	0	71	0	55	0	168	0	168
444	Government Day Secondary School Kaffe	50	0					50	0	50
		508	7	507	19	490	4	1505	30	1535

GORONYO

STATE										
579	Ahmed Adamu Muazu Science Secondary School Goronyo	237	0	355	0	361	0	953	0	953
580	Government Secondary School, Shinaka	55	5	45	4	112	8	212	17	229
581	Government Secondary School Rimawa	50	5	240	200	185	140	475	345	820
582	Government Day Senior Secondary School Goronyo	80	23	220	190	210	207	510	420	930
583	Mahadu Shehu Naita Community Girls Arabic And Islamic Secondary School	0	37	0	0	0	0	0	37	37
		422	70	860	394	868	355	2150	819	2969

GWADABAWA

STATE										
745	Government Day Secondary School Salame	60	1	76	4	68	3	204	8	212
746	Government Day Secondry School Gwadabawa	366	54	149	44	364	56	879	154	1033
747	Government Secondary School, Giginia	55	4	90	45	101	46	246	95	341
		481	59	315	93	533	105	1329	257	1586

ILLELA

STATE										
872	Government Day Secondary School, Illela	174	48	256	33	306	23	736	104	840
873	Government Girls Model Secondary School, Illela	0	131	0	225	0	183	0	539	539

874	Government Senior Secondary School Araba	80	0					[illegible]	[illegible]	80
875	Government Senior Secondary School Kalmalo	146	19					[illegible]	[illegible]	165
		400	198	256	258	306	206	[illegible]	[illegible]	1624

ISA

STATE										
1015	Government Girls Arabic Secondary School, Isa	0	284	0	219	0	258	0	761	761
1016	Government Secondary School, Isa	500	0	410	0	440	0	1350	0	1350
1017	Government Day Secondary School Turba	100	25					100	25	125
1018	Government Day Secondary School Turba	100	25					100	25	125
1019	Women Centre For Countiung Education Isa	24	21	18	27	40	37	82	85	167
		724	355	428	246	480	295	1632	896	2528

KEBBE

STATE										
1094	Government Day Secondary School, Kuchi	80	10	300	125	54	8	434	143	577
1095	Government Secondary School, Kebbe	124	0	144	0	78	0	346	0	346
		204	10	444	125	132	8	780	143	923

KWARE

STATE										
1187	Federal Scince College Sokoto	510	102	508	86	390	127	1408	315	1723
1188	Government Secondary School, Kware	40	0	178	0	260	0	478	0	478
1189	Government Secondary School Moreh	85	19					85	19	104
1190	Modibbo Adama Girls Arabic Secondary School Maruda	0	94					0	94	94
1191	Government Day Secondary School Ummaruma	60	0					60	0	60
1192	Government Day Secondary School Durbawa	70	35	93	17	103	32	266	84	350
		765	250	779	103	753	159	2297	512	2809

RABAH

STATE										
1299	Gamji Girls Colleg Rabah	0	118	0	131	0	155	0	404	404
1300	Government Secondary School, Gandi	155	0	163	0	150	0	468	0	468
1301	Government Day Secondary School Rabah	92	0	119	0	136	0	347	0	347
1302	Senior Secondary School Rara	75	0					75	0	75
		327	118	282	131	286	155	890	404	1294

SABON BIRNI

STATE										
1490	Government Day Secondary School, Kurawa	90	15	230	140	158	22	478	177	655
1491	Government Day Secondary School, Makuwana	92	4	218	158	124	12	434	174	608
1492	Government Secondary School, Gatawa	224	80	277	*133	200	50	701	263	964
1493	Government Secondary School, Sabon Birni	400	0	350	0	361	0	1111	0	1111
1494	Yarbukuma Government Girls Day Secondary School Sabon Birni	0	209	0	170	0	137	0	516	516
1495	Government Day Secondary School Unguwar Lalle	112	24					112	24	136
		918	332	1075	601	843	221	2836	1154	3990

SHAGARI

STATE										
1607	Aminu Ginga Day Secondary School, Shagari	75	0	143	0	198	0	416	0	416
1603	Government Day Secondary School, Dandin Mahe	206	20	138	7	128	8	472	35	507
1604	Government Day Secondary School, Kajiji	70	22	100	20	136	25	306	67	373
1605	Magajin Rufai Senior Arabic And Islamic Secondary School Shagari	3	90					3	90	93
1606	Government Secondary School Shagari	210	0	230	0	251	0	691	0	691
		564	132	611	27	713	33	1888	192	2080

SILAME

STATE										
1681	Government Day Secondary School, Gande	46	4	120	70	90	50	256	124	380
1682	Government Day Secondary School, Silame	54	13	140	60	110	14	304	87	391
1683	Government Day Secondary School Katarni	57	23	195	25	130	8	382	56	438
		157	40	455	155	330	72	942	267	1209

SOKOTO NORTH

STATE										
1719	Government Day Secondary School, Kofar Marke, Sokoto	0	480	0	307	0	310	0	1097	1097
1720	Government Day Secondary School, Kofar Rini	707	0	681	0	699	0	2082	0	2082
1721	Government Girls Day Secondary School, Runjin Sambo	0	435	0	574	0	536	0	1545	1545
1722	Government Girls Day Arabic Secondary School Sabon Birni Area	0	286	0	472	0	331	0	1089	1089
1723	Government Day Secondary School Gidan Igwai	458	0	390	0	612	0	1460	0	1460
1724	Sokoto Teachers College	200	0	283	0	157	0	640	0	640
		1360	1201	1354	1353	1468	1177	4182	3731	7913

SOKOTO SOUTH

STATE									
1800	Abdul-Rasheed Adisa Raji Special School, Sokoto	316	243	510	284	505	240	1331	767	2098
1801	Giginya Memorial Secondary School, Sokoto	480	0	463	0	504	0	1447	0	1447
1802	Government Day Secondary School, Mabera	425	0	502	0	662	0	1589	0	1589
1803	Government Day Secondary School, Tudun Wada, Sokoto	0	306	0	575	0	471	0	1352	1352
1804	Government Girls Day Arabic Secondary School, Yar Akija	0	304	0	279	0	221	0	804	804
1805	Hafsat Ahmadu Bello Model Arabic Secondary School, Sokoto	0	461	0	735	0	719	0	1915	1915
1806	Nana Girls Secondary School, Sokoto	0	582	0	704	0	715	0	2001	2001
1807	Sheikh Abubakar Gummi Memorial College, Sokoto	340	0	853	0	668	0	1861	0	1861
1808	Sultan Atiku Secondary School, Sokoto	256	0	230	0	367	0	853	0	853
1809	Sultan Abubakar College, Sokoto	363	0	808	0	982	0	2153	0	2153
1810	Sultan Attahiru Ahmadu Secondary School, Sokoto	847	0	785	0	840	0	2472	0	2472
1811	Sultan Bello Secondary School, Sokoto	482	0	459	0	563	0	1504	0	1504
1812	Women Centre For Continuing Education, Sokoto	0	94	0	104	0	175	0	373	373
1813	Federal Government College Sokoto	207	77	200	82	109	76	516	235	751
1814	Government Day Secondary School Gagi	193	53	205	62	255	75	653	190	843
1815	Government Girls Day Secondary School Mabera Mujayi	0	173					0	173	173
1816	Government Day Secondary School Minannata Sokoto	318	163					318	163	481
		4227	2456	5015	2825	5455	2692	14697	7973	22670

TAMBUWAL

STATE									
2012	Abdullahi Barau Secondary School, Dogon Daji	276	0	336	0	365	0	977	0	977
2013	Federal Government Girls College Tambuwal	0	130	0	197	0	115	0	442	442
2014	Government Day Secondary School, Jabo	176	139	156	106	173	96	505	341	846
2015	Government Day Secondary School, Roman Sarki	78	22	150	17	174	15	402	54	456
2016	Government Girls' Commercial Secondary School Tambawal	0	180	0	190	0	198	0	568	568
2017	Government Girls Day Secondary School, Dogon Daji	0	117	0	122	0	111	0	350	350
2018		250	0	282	0	264	0	796	0	796
2019		0	80	0	81	0	49	0	210	210
2020	Government Day Senior Secondary School Danyali	568	0	483	0	354	0	1405	0	1405
2021	Government Day Secondary School Bashire	54	10	41	7	43	9	138	26	164
2022	Government Girls Day Secondary School Tambuwal	0	325	0	237	0	236	0	798	798
		1402	1003	1448	957	1373	829	4223	2789	7012

TANGAZA

STATE									
2111	Government Secondary School, Tangaza	266	0	321	0	368	0	955	0	955
2112	Government Day Secondary School, Gidan Madi	107	0	131	0	125	0	363	0	363
2113	Government Girls Day Secondary School Tangaza	0	70	0	95	0	70	0	235	235
2114	Government Girls Day Secondary School Gidan Madi	0	88	0	153	0	50	0	291	291
		373	158	452	248	493	120	1318	526	1844

TURETA

STATE									
2178	Government Secondary School, Tureta	80	0	218	0	101	0	399	0	399

WAMAKKO

STATE									
2286	Government Day Secondary School Arkilla	165	64	288	17	347	45	800	126	926
2287	Sani Dingyadi Unity Secondary School	650	0	452	0	560	0	1662	0	1662
2288	Government Day Secondary School Dundaye	74	10	140	20	96	15	310	45	355
2289	Sultan Muhammadu Maccido For Quran And General Studies	160	118	88	112	60	32	308	262	570
2290	Government Day Secondary School Wamakko	80	15	72	22	23	18	175	55	230
2291	Government Secondary School Gumbi	100	39					100	39	139
2292	Government Day Secondary School Alu Quarters Bado	105	90	199	50	153	82	457	222	679
		1334	336	1239	221	1239	192	3812	749	4561

WURNO

STATE									
2425	Government Day Secondary School, Achida	202	40	237	136	144	38	583	214	797
2426	Government Secondary School, Wurno	150	1	158	1	198	1	506	3	509
		352	41	395	137	342	39	1089	217	1306

YABO

STATE									
2516	Community Day Secondary School, Yabo	240	0	267	0	231	0	738	0	738
2517	Government Day Secondary School Kilgori	83	6	0	0	0	0	83	6	89
2518	Government Girls Day Secondary School	0	92	0	59	0	56	0	207	207
		323	98	267	59	231	56	821	213	1034

SENIOR SECONDARY

Binji	88	23	83	32	146	3	317	58	375
Bodinga	709	576	814	547	836	718	2359	1841	4200
Dange Shuni	313	241	852	507	622	452	1787	1200	2987
Gada	508	7	507	19	490	4	1505	30	1535
Goronyo	422	70	860	394	868	355	2150	819	2969
Gudu									
Gwadabawa	481	59	315	93	533	105	1329	257	1586
Illela	400	198	256	258	306	206	962	662	1624
Isa	724	355	428	246	480	295	1632	896	2528
Kebbe	204	10	444	125	132	8	780	143	923
Kware	765	250	779	103	753	159	2297	512	2809
Rabah	322	118	282	131	286	155	890	404	1294
Sabon Birni	918	332	1075	601	843	221	2836	1154	3990
Shagari	564	132	611	27	713	33	1888	192	2080
Silame	157	40	455	155	330	72	942	267	1209
Sokoto North	1360	1201	1354	1353	1468	1177	4182	3731	7913
Sokoto South	4227	2456	5015	2825	5455	2692	14697	7973	22670
Tambuwal	1402	1003	1448	957	1373	829	4223	2789	7012
Tangaza	373	158	452	248	493	120	1318	526	1844
Tureta	80	0	218	0	101	0	399	0	399
Wamakko	1334	336	1239	221	1239	192	3812	749	4561
Wurno	352	41	395	137	342	39	1089	217	1306
Yabo	323	98	267	59	231	56	821	213	1034
	16026	7704	18149	9038	18040	7891	52215	24633	76848

Binji	317	58
Bodinga	2359	1841
Dange Shuni	1787	1200
Gada	1505	30
Goronyo	2150	819
Gudu		
Gwadabawa	1329	257
Illela	962	662
Isa	1632	896
Kebbe	780	143
Kware	2297	512
Rabah	890	404
Sabon Birni	2836	1154
Shagari	1888	192
Silame	942	267
Sokoto North	4182	3731
Sokoto South	14697	7973
Tambuwal	4223	2789
Tangaza	1318	526
Tureta	399	0
Wamakko	3812	749
Wurno	1089	217
Yabo	821	213

tate by School, Grade, and Gender by the Year 2017

SCIENCE AND TECHNOLOGY

Binji

1 Government Technical College B	90	0	60	0	69	0	80	0	299	0	299

GWADABAWA

7 Government Science Secondary S	120	0	315	0	252	0	249	0	936	0	936

ISA

9	Olusegun Obasanjo Teaching Coll	88	0					150	0	295	0	235	0	768	0	768
	SOKOTO NORTH																
16	Government Technical College Ri	137	0	0	0	0	0	131	0	86	0	142	0	496	0	496
	SOKOTO SOUTH																
	Sagarta College, Sokoto							400	0	235	0	187	0	822	0	822
	Government Girls College							0	350	0	200	0	284	0	834	834
17								400	350	235	200	187	284	822	834	1656
	TAMBUWAL																
18	*Government Girls Commercial Secondary School Tambuwal*							*0*	*180*	*0*	*190*	*0*	*198*	0	568	568
	WAMAKKO																
	Govt Technical College Farfaru	110	0					350	0	380	0	310	0	1150	0	1150
	Ahmadu Bello Academy Sokoto	*110*	*0*					*200*	*0*	*202*	*0*	*300*	*0*	*812*	*0*	*812*
21		220	0					550	0	582	0	610	0	1962	0	1962
	YABO																
23	Government Science Secondary S	66	0					227	0	336	0	242	0	871	0	871

SCIENCE AND TECHNOLOGY

1	Binji	90	0					60	0	69	0	80	0	299	0	299
2	Bodinga																
3	Dange Shuni																
4	Gada																
5	Goronyo																
6	Gudu																
7	Gwadabawa	120	0					315	0	252	0	249	0	936	0	936
8	Illela																
9	Isa	88	0					150	0	295	0	235	0	768	0	768
10	Kebbe																
11	Kware																
12	Rabah																
13	Sabon Birni																
14	Shagari																
15	Silame																
16	Sokoto North	137	0	0	0	0	0	131	0	86	0	142	0	496	0	496
17	Sokoto South							400	350	235	200	187	284	822	834	1656
18	Tambuwal							0	180	0	190	0	198	0	568	568
19	Tangaza																
20	Tureta																
21	Wamakko	220	0					550	0	582	0	610	0	1962	0	1962
22	Wurno																
23	Yabo	66	0					227	0	336	0	242	0	871	0	871
		721	0	0	0	0	0	1833	530	1855	390	1745	482	6154	1402	7556

Binji	299	0
Bodinga		
Dange Shuni		
Gada		
Goronyo		
Gudu		
Gwadabawa	936	0
Illela		
Isa	768	0
Kebbe		
Kware		
Rabah		
Sabon Birni		
Shagari		