INFLUENCE OF SCHOOL-BASED MANAGEMENT COMMITTEES ON THE ADMINISTRATION OF SECONDARY SCHOOLS IN NORTH-WEST ZONE, NIGERIA

BY

MUHAMMAD Hassana Lawal
B.A (BUK); PGDE, M.ED (ABU)
P15EDFC9011

SUPERVISORS:

PROF. B. A. MAINA

DR. M. I. HARBAU

DR. M. IDRIS

A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRDUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY (Ph.D) IN EDUCATIONAL ADMINISTRATION AND PLANNING

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
AHMADU BELLO UNIVERSITY,
ZARIA

MARCH, 2021

DECLARATION

I,Muhammad Hassana Lawal,hereby declare that this thesis titled "INFLUENCE OF SCHOOL-BASED MANAGEMENT COMMITTEES ON THE ADMINISTRATION OF SECONDARY SCHOOLS IN NORTH-WEST ZONE, NIGERIA" has been carried out by me in the Department of Educational Foundations and Curriculum,Ahmadu Bello University, Zaria. The information derived from the literature has been dully acknowledged in the text and references provided. No part of this thesis to the best of the researchers' knowledge was presented for another degree or diploma in this or any institution.

MUHAMMAD Hassana Lawal **Date**
P15EDFC9011

CERTIFICATION

This thesis titled, "Influence of School-Based Management Committees on the Administration of Secondary Schools in North-West Zone, Nigeria"written by MUHAMMAD Hassana Lawal meets the regulation governing the award of the Doctor of Philosophy (Ph.D)(Educational Administration and Planning) in the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria and is approved for its contributions to knowledge and literary presentation.

_____ _____

Prof. B. A. Maina Date
Chairman, Supervisory Committee

_____ _____

Dr. M. I. Harbau Date
Member, Supervisory Committee

_____ _____

Dr. M. Idris Date
Member, Supervisory Committee

_____ _____

Dr. A. A. Dada Date
Head, Department of Educational
Foundations and Curriculum

_____ _____

Prof. S. Abdullahi Date
Dean, School of Post Graduate Studies

DEDICATION

This work is dedicated to my beloved parents: Late Alh. Muhammad Lawal(Father) and HajiyaHabibaLawal (Mother).

ACKNOWLEDGEMENTS

All praises be to Allah (S.W.T) for his love, guidance protection and inspiration towards the successful completion of this research work, may the peace and blessings of Allah be to our beloved Prophet Muhammad (SAW).The researcher's gratitude goes to her supervisors Prof. B. A. Maina, Dr. M. I. Harbau and Dr. M. Idris for their patience, understanding, useful and constructive criticisms, fatherly advice, corrections and guidance throughout the period of this work. They stood as pillars to the success of this work. Their moral and academic advice, no doubt facilitated the completion of this research work to the standard of Ahmadu Bello University, Zaria.

The researcher equally expresses her utmost gratitude to the panel of internal examiners who willingly agreed to participate in this study.She deeply appreciates the time they took out of their tight schedules to go through this work. Their advise, encouragement and contributions help in shaping this research work to this standard.

The researcher's special thanks go to the Head of Department, Dr. A. A. Dada for his encouragement and support which facilitated the completion of this research work. The researcher wishes to sincerely acknowledge the support and contributions of the PG Coordinator,Dr. Suleiman Ismail, Dr. A. M. Jumare, Dr. F. A. Kera, Dr M.M Ibrahim, Dr. S, A. Rukayya, Dr. J. O. Egbebi, Mal. SurajoMagaji, Dr. A.G. Dauda, Mal. LawalAbubakar, AbubakarSaniMagaji, Mal. Mustapha Maibiye, Musa Yusuf and AbdullahiMailafiya.

The researcher also wishes to appreciate all her course mates,HassanaBalarabe, Salamatu Bello, Rabi Dalhatu, Isa Saidu, Mal. AminuBala,Usman Muhammad and Mal. Yusuf Musa for their support and encouragement throughout the period of this study.

I am grateful to my husband, Dr. Abubakar Mahmud Dembo and my children Abdullahi, Bashir, Fatima, Amina, Mahmud, Halima, Sadiq and Hamza. The researcher also acknowledges her siblings;Nasir, Abdulrahman, Ibrahim, Hauwa, Fatima, Rabiat, Hussaina, Rashidat, Amina, Asmau and Aisha for their love, care, moral and financial support, words of advice, patience and prayers.

Finally, to Aisha Hammayero, Aisha Abdulkadir, Madina Yusuf as well as Tijjani Ahmad Yero, LawalMagaji, Sani Musa, Mal. Muktar Maude, Haruna Umar Soba and all whose names are not mentioned here, the researcher appreciates all their contributions and support throughout the period of this study.

TABLE OF CONTENTS

Title Page		i
Declaration		ii
Certification		iii
Dedication		iv
Acknowledgements		v
Table of Contents		vii
List of Table		ix
List Appendices		xiv
List of Abbreviations		xv
Abstract		xvi
CHAPTER ONE: INTRODUCTION		
1.1	Background to the Study	1
1.2	Statement of the Problem	5
1.3	Objectives of the Study	9
1.4	Research Questions	10
1.5	Research Hypotheses	11
1.6	Basic Assumptions	12
1.7	Significance of the Study	13
1.8	Scope of the Study	15
1.9	Operational Definition of Terms	16
CHAPTER TWO: REVIEW OF RELATED LITERATURE		
2.1	Introduction	17
2.2	Conceptual Framework	18
2.2.1	Concept of Influence	19

2.2.2 School Based Management Committees 20

2.2.3 Concept of Administration 21

2.2.4 Secondary Education 21

2.2.5 Decision Making Process 22

2.2.6 School-Community Relationship 23

2.2.7 Enrolment and Retention 24

2.2.8 Staff Development 24

2.2.9 Instructional Facilities 27

2.2.10 Staffing Situation in Schools 28

2.2.11 Health and Welfare Facilities 28

2.2.12 Games and Recreational Facilities 29

2.2.13 Discipline 31

2.2.14 Extra-curricular Activities 31

2.3 Theoretical Framework 33

2.4 Influence of School-Based Management Committees on Decision Making Process in the Administration of Secondary Schools 36

2.5 Influence ofSchool-Based Management Committees on School-Community Relationship in the Administration of Secondary Schools 41

2.6 Influence of School-Based Management Committees on Students' Enrolment andRetention in the Administration of Secondary Schools 45

2.7 Influence of School-Based Management Committees on Staff Development Programmesin the Administration of Secondary Schools 51

2.8 Influence of School-Based Management Committees on Provision and Management of Instructional Facilities in the Administration of Secondary Schools 63

2.9 Influence ofSchool-Based Management Committees on Staffing Situation in the Administration of Secondary Schools 68

2.10. Influence of School-Based Management Committees on Provision of Health andWelfare Facilities in the Administration of Secondary Schools 89

2.11. Influence ofSchool-Based Management Committees on Provision of Games andRecreational Facilities in the Administration of Secondary Schools 98

2.12. Influence of School-Based Management Committees on Maintenance of Discipline in the Administration of Secondary Schools 103

2.13 Influence of School-Based Management Committees on Extra- Curricular activitiesin the Administration of Secondary Schools 106

2.14 Empirical Studies 121

2.15 Summary 132

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction 134

3.2 Research Design 134

3.3 Population of the Study 134

3.4 Sample and Sampling Techniques 135

3.5 Instrumentation 136

3.5.1 Validity of the Instrument 136

3.5.2 Reliability of the Instrument 136

3.6 Procedure for Data Collection 137

3.7 Method of Data Analysis 137

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 Introduction 139

4.2 Percentage Questionnaire Distribution and Return 139

4.3 Analyses of Bio-Data of the Respondents 140

4.4 Hypotheses Testing 175

4.5 Summary of Major Findings 189

4.6 Discussion of the Findings 191

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1	Introduction	199
5.2	Summary	199
5.3	Conclusions	202
5.4	Recommendations	203
5.5	Suggestions for Further Studies	205
5.6	Contributions to Knowledge	205
	References	207
	Appendices	221

LIST OF TABLES

TABLE		PAGE
1	Population of the Study	135
2	Sample of the Study	136
3	Percentage Questionnaire Distribution and Return	139
4	Analysis of Bio-Data of the Respondents	141
5	Opinions of the Respondents on the Influence of School-Based Management Committees on Decision Making Process in the Administration of Secondary Schools	143
6	Opinions of the Respondents on the Influence of School-Based Management Committees on School-Community Relationship in Secondary Schools	147
7	Opinions of the Respondents on the Influence of School-Based Management Committees on Students' Enrolment and Retention in Secondary Schools	151
8	Opinions of the Respondents on the Influence of School-Based ManagementCommittees on Staff Development Programmes in Secondary Schools	155
9	Opinions of the Respondents on the Influence of School-Based Management Committees on Provision of Instructional Facilities in Secondary Schools	158
10	Opinions of the Respondents on the Influence of School-Based Management Committees on Provision of Teaching and Non-teaching Staff in Secondary Schools	161
11	Opinions of the Respondents on the Influence of School-Based Management Committees on Provision of Health and Welfare Facilities in Secondary Schools	164
12	Opinions of the Respondents on the Influence of School-Based Management Committees on Provision of Games and Recreational Facilities in Secondary Schools	167
13	Opinions of the Respondents on the Influence of School-Based Management Committees on Maintenance of Discipline in Secondary Schools	170

14	Opinions of the Respondents on the Influence of School-Based Management Committees on Conduct of Extra Curricular Activities in Secondary Schools	173
15	One-way Analysis of Variance (ANOVA) on Influence of School-Based Management Committee on Decision Making Process in the Administration of Secondary Schools	175
16	One-way Analysis of Variance (ANOVA) on Influence of School-BasedManagement Committee on School Community Relationship in the Administration of Secondary Schools	176
17	One-way Analysis of Variance (ANOVA) on Influence of School-Based Management Committee on Students' Enrolment and Retention in the Administration of Secondary Schools	177
18a	One-way Analysis of Variance (ANOVA) on Influence of School-Based Management Committee on Staff Development Programmes in the Administration of Secondary Schools	178
18b	Tukey HSD	178
19	One-way Analysis of Variance (ANOVA) on Influence of School-BasedManagement Committee on Provision and Management of Instructional Facilities in the Administration of Secondary Schools	179
20a	One-way Analysis of Variance (ANOVA) on Influence of School-Based Management Committee on Staffing Situation in the Administration of Secondary Schools	180
20b	Tukey HSD	181
21a	One-way Analysis of Variance (ANOVA) on Influence of School-Based Management Committee on Health and Welfare Facilities in the Administration of Secondary Schools	182
21b	Tukey HSD	182
22a	One-way Analysis of Variance (ANOVA) on Influence of School-Based Management Committee on Provision of Games and Recreational Facilities in the Administration of Secondary Schools	183
22b	Tukey HSD	184

23	One-way Analysis of Variance (ANOVA) on Influence of School-Based Management Committee on Maintenance of Discipline in the Administration of Secondary Schools	185
24	One-way Analysis of Variance (ANOVA) on Influence of School-Based Management Committee on Extra-curricular Activities in the Administration of Secondary Schools	186
25	Summary of Hypotheses Testing	187

LIST OF ABBREVIATIONS

APPENDIX		NO.
I:	Letter of Introduction	221
II:	Questionnaire	222
III:	Research Advisor Table (2006)	239

LIST OF ABBREVIATIONS

Abbreviation	Meaning
SBMCs:	School Based Management Committees
NCE:	National Council on Education
EFA:	Education For All
MDGs:	Millennium Development Goals
SDGs:	Sustainable Development Goals
CATI:	Community Accountability and Transparency Initiative
UNDG:	United Nations Development Growth
GEF:	Global Environment Facilities
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNICEF:	United Nations International Children's Emergency Fund
NUC:	National Universities Commission
NASP:	National Association of School Psychologists
ASCON:	Administrative Staff College of Nigeria
UBE:	Universal Basic Education
PTA:	Parent-Teachers Association
BPO:	Business Process Outsourcing
GHSA:	Georgia High School Association
ANOVA:	Analysis of Variance
MOE:	Ministry of Education

ABSTRACT

This study examined the Influence of School-Based Management Committees on the Administration of Secondary Schools in North-west Zone, Nigeria. To achieve this, ten (10) objectives were set to; evaluate the influence of School-Based Management Committees on decision making process, ascertain the influence of School-Based Management Committees on school-community relationship, evaluate the influence of School-Based Management Committees on students' enrolment and retention in secondary schools in North-west zone, Nigeria among others. The study had ten (10) research questions and ten (10) null hypotheses. Relevant related literatures were reviewed for the study. The study adopted descriptive survey research design and the population of the study was 55,306, which comprised 1440 Ministry of Education officials, 3078 principals and 50,788 teachers in North-west Zone, Nigeria. The sample size of 389 was purposively drawn from the population which comprised 79 principals, 60 MOE officials and 250 teachers. Adopted questionnaire which contained 100 item statements with 5 likertrating scales was used as instrument for data collection. The instrument was validated by experts in the field of Educational Administration and Planning and Measurement and Evaluation. The reliability coefficient of the instrument was 0.87. Three hundred and sixty nine (369) copies of questionnaire were returned. The data collected from the field were analyzed using descriptive statistics of frequencies, percentages and mean scores to describe the demographic characteristics of the respondents and answer all research questions. Inferential statistics of One Way Analysis of Variance (ANOVA) was used to test all the ten (10) null hypotheses at 0.05 level of significance. The four rejected hypotheses were further tested using HSD Tukey post hoc test. Findings of the study revealed among others that School-Based Management Committees hadinfluence on decision making process in the administration of secondary schools as perceived by the stakeholders and the test of null hypothesis confirmed that the influence is statistically significant (P=.187).There is influence of School-Based Management Committees on school-community relationship in the administration of secondary schools and the test of null hypothesis affirmed that the influence is statistically significant (P=.537). The study concluded among others that School-Based Management Committees played significant role on decision making process in the administration of secondary schools. The implication is that as long as School-Based Management Committees will continue to exist in our Secondary schools, sound decision regarding teaching and learning activities will be made. School-community relationship shall be maintained as this will bring active community participation. It was recommended among others that democratic participatory decision making should be encouraged in schools as this will bring sound decisions and educated people of high integrity with interest of educational development should be elected as SMBC members in schools as this will enhance cordial and harmonious school-community relationship.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

School effectiveness and improvement are major concerns to all education authorities, policy makers, administrators and teachers seeking to reform the present education systems. A major plank in the global reform process in education is the concept of decentralization where education authorities devolve some responsibilities to authorities closer to schools. School-Based Management Committee (SBMC) system reflects this decentralization process whereby community members are given responsibilities in school governance.

The National Council on Education (NCE) in 2006 approved the establishment of School-Based Management Committees in primary and junior secondary schools in the country, as part of government's effort to ensure inclusive participation in the school system. The SBMCs are expected to provide platforms for committees and schools to work together to enrich school governance and promote improved management by education authorities, towards the achievement of better learning outcomes for children (SBMC Guide Book, 2011).

SBMCs are been implemented in countries like United States of America, United Kingdom, Australia, Canada, Hong Kong (China), Indonesia, El-Salvador, Mexico, Nicaragua, Kenya, Krygyz Republic, Nepal and Paraguay (Caldwell & Hayward, 1998). The educational systems of these countries were re-structured so as to establish "self-managing" "self-governing" or self-determining schools.

In 1988, the United Kingdom passed the legislation for the local management schools (Fildler and Early, 1994) and at roughly the same time school-based management or school site management was introduced in many American school systems (Cooper, 1990). Meanwhile, in Hongkong, in the 1970s and 1980s, student's performance was rugged to be far from adequate.

Wong (1995) argued that this was partly due to the tightening of administrative and financial controls over the schools caused by the proliferation of Education Department's Policies over the years.The Education Department published school management initiatives in 1991 and suggested that all schools should implement school-based management by 2000: Thus, schools would change from the external control needed to that of decentralized authority.

The need to inspire quality consciousness in school operators and managers for the attainment of total quality assurances in schools, and a turn-around in education effectiveness gave birth to close concept of community participation in school management. Policy makers believe that to improve education quality, it is, vital to advance from classroom teaching level to school organization level and reform the structural system and management style of school (Abu-Duhou, 1999). This is the basis for School-Based Management Committee.

In Nigeria, the School-Based Management Committee was set up to increase citizen participation in School Management. This is part of the efforts of school reform in Nigeria. According to Dakar Framework of Action (2000), the experience of the past decade has underscored the need for better governance of education system in terms of efficiency, accountability, transparency and flexibility, so that they can respond more effectively to the diverse and consciously changing needs of learners. Reform of educational management is urgently needed to move from highly centralized, standardized and common-driven forms of management to more decentralized and participatory decision-making, implementation and monitoring at lower levels of accountability.

Although, observation has shown albeit erroneously, that some school managers particularly head teachers see the role of SBMC as a relegation of schools autonomy, whereas SMBC is to promote the autonomy of schools. SBMC has been, defined in different ways by

different writers and authors, for example Cheng (1996) sees School-Based Management Committee (SBMC) as tasks that are set according to the characteristics and needs of the school itself and therefore school members have a much greater autonomy and responsibility for the use of resources to solve problem and carry out effective education activities, for the long- term development of the school. Caldwell and Spinks (1988) see school-based management as a school system of education to which there has been decentralized significant amount of authority and responsibility to make decision related to the allocation of resources within centrally determined framework of goals, policies, standard and accountabilities.

The definitions show that in schools that practice SBMC policy, transfer of authority takes place and gives schools some degree of decision making. The goals of School-Based Management Committee programmes vary according to each country but they typically include:

(i) Increasing the participation of parents and committees in schools.

(ii) Empowering principals and teachers.

(iii) Building local level capacity and perhaps the most importantly.

(iv) Improving quality and efficiency of schooling, thus raising students' achievement levels.

The school belongs to the community, which forms the grassroots stakeholders in management. Decentralization will make it possible for the community to participate in the decision making of the school. Murphy and Beck (1995) noted that a central feature of SBM is the SBM committee. While, the committees vary in composition and responsibilities as most writers agreed that it is within the committee that school stakeholders such as head teachers, parents, community members and students do participate in decision making.

The members of the SBMC are at the same time members of the community. All of them interact on daily basis; therefore, indicating that both the community and the school cannot live in isolation.From this one can also deduce that they influence one another. It therefore becomes easy for the SBMC to be like the "man in the middle" between the school and the community. A School-Based Management Committee in Nigeria is a form of community involvement in school governance, based on regulation with elected but voluntary memberships. Certainly, the intention behind school committee is to implement democratic participation in decision making.

It is argued that people know better and are able to be more responsive to their own needs. Locating authority locally seems more efficient, compared with decisions from central government which often miss their targets and take a longer time to implement, people who are within local school or live locally. The argument goes, will efficiently gather information relevant for their own purposes; ranging from pedagogical to school infrastructural issues. This kind of information is more reliable and will lead to effective decision making by school stakeholders in terms of public service delivery. Undoubtedly, the School-Based Management Committee (SBMC) is relevant at this time of Nigerian educational development. The functions go beyond resource management and its utilization as some observers view it. This is a narrow concept of School-Based Management Committee (SBMC). The communities are to ensure quality both in educational inputs and outcomes and also quality in learning environment for schools. This can only be effective if we have learners who are of good quality. In some parts of the world where the School-Based Management Committee (SBMC) is effectively used, it is used to promote self-budgeting reforms, school-based curriculum development, school-based staff development and school-based students' counseling.

1.2 Statement of the Problem

Nigeria has set in motion key reform measures and strategies to turn around the education system to meet the set goals and targets in line with the national needs and her commitment to global frameworks such as Education For All (EFA), Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs). It has evolved the Community Accountability and Transparency Initiative (CATI) to address the need for due process and selfless commitment to service and national development with inclusive education. Nigeria faces some challenges of managing access as a fundamental right of all to at least basic education, as well as ensuring the delivery of quality education to a wide range of diverse group with specific or special needs.

Nigeria has placed the right emphasis on creating learner friendly needs based flexible and functional curricula, enhancing guidance and counseling in schools, continuous assessment and monitoring of learning achievements, a reformed and empowered inspectorate system and public private partnerships for the sustainability of the gains of the current initiative and innovative prolonged regime of poor quality public education that has been consistently linked to the strings of failure by Nigeria to attain its full development potentials directly linked to this is the evident of failure of schools to provide basic opportunities for learning due to the poor state of infrastructure in schools, especially the public ones. Buildings and facilities are inadequate, teaching standards are low, teachers receive inadequate training and have little motivation to improve on their jobs, increase in enrolment of students and low retention rates in our schools.

In addition, bad decisions in our schools, minimal participation of community members, increase in enrolment and low retention rates, lack of training and retraining of teachers, inadequate school facilities, recruitment of unqualified teachers, inadequate health and welfare

facilities, insufficient games and recreational facilities, lack of maintenance of discipline and absence of extra-curricular activities in secondary schools.

Policy making in secondary schools involves the participation and involvement of teachers, students and members of the community in decision making process especially on issues that concern each of the level, (Edem, 2004). This means that effective administration requires rational decision making which leads to the selection of the best way to reach anticipated goals. The ability to make rational decision has been limited by law or inadequate knowledge of school negative role played by emotions, power, bias, politics, personal attitude and job requirements and often results in bad decisions in the school, (Nwachukwu, 2006). 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, negligence and non-participation of members of School. Based Management Committees and Parent-Teachers Association with regards to the planning decisions for management of schools also affect some decisions that are made in schools.

There are wide gaps in School Community Relation that need to be bridged in Nigerian educational system as a whole.The community sees schools properties as public properties, therefore, have little or no interest on them. Sharma (1992) asserted that School Community Relation is appropriate only when there is a two-way school community relationship in which the latter participates to a large degree in schools.

On the issue of increase in enrolment of students and low retention rates in our secondary schools, in 1996, 21 Million children were of school age, out of which 14.1 million were enrolled while 6.9 million were not enrolled (Animalu, 2000). In 1997, although there was an increase in the enrolment figure, the problem of having school age children out of school was still

experienced in that year, 15.5 million children were enrolled in schools as against their total population of 19.5 million.This clearly indicates that 4 million school age children were not in school (Azare, 2000)

Staff development in education globally remains very low inspite of successive effects of Federal Governments to address the issue of fall in standard. Rosser (2011) stated that most people in their working places do not understand the environment in which they work, the job they do and had to do it better. The balance between the process of production and welfare of the society is not achieved. There are no frequent meetings between superiors and sub-ordinates, no respect and consideration for their fellow human beings, inadequate mastery of the management of human materials, financial resources of the institution and inability to harmonize all the compliment towards attainment of the set goals and objectives (Adesina, 1981;Ayanniyi, 1999 and Zubaida, 2009).

Instructional facilities provided to schools are inadequate and the insufficient instructional facilities provided are not well maintained. Appearance and general condition of school facilities are the striking basis upon which many parents and friends of any educational institution make the initial judgment about the quality of what goes on in the boarding schools. Africa in general and Nigeria in particular are characterized by low maintenance culture, especially in respect of government owned properties.

Health and welfare facilities provided to schools are inadequate, even the ones provided are from School Based Management Committees or Parents-Teachers Association members or by Non-Governmental Organizations or philanthropists. Nigeria's vision 2020 is an articulation of the long term intent to launch Nigeria into a path of sustained social, integration and economic development for the progress and accelerate the emergence of a truly prosperous and united

Nigeria.The vision aims at improving the standard of living of the citizens and placing Nigeria among the "top 20" economies and highest level of healthy living in the world. It is well known fact that the federal government has adopted a new development paradigm over the years (Abdullahi, 2009).

Games and recreational facilities are inadequate in our schools. Games and recreational facilities apart from developing skills also develop a good learning, socio-psychological as well as mental environment through relation. The importance of level of resources committed to the development and provision of recreational facilities must not exceed their values in facilitating the overall goal of the educational institution.

There are notable instances of indiscipline in our schools like drug abuse, examination malpractice, lawlessness, violence, bullying and cultism (Kwasau, 2006). Indiscipline in schools is attributed on large school size. It is very difficult to control a school that is over populated, this can lead to students' misbehavior (Haller, 1992). Failure of the school curriculum to meet the moral aspiration of the society in which it is found, lack of good moral training by parents, lack of good leadership in the society. Injustice/corruption in the society and unrealistic rules are some of the many causes of indiscipline in many African secondary schools (Yaroson, 2004).

Extra-curricular activities, apart from normal school activities there are extra-curricular activities that need to be performed at school from time to time. But unfortunately most of our schools do not consider these activities as advantageous and important to students. These activities include quiz club, jet club, drama club, press club, cultural club. These extra-curricular activities increase unity among students, create flat form for competition among students, create sense of team work and sharing of ideas among students and also increase interaction among teachers and students, among teachers and students through clubs and societies programmes.

All SBMCs are useful therefore, would have influence in secondary schools administration, it is the direction of the influence that warrant this study.

1.3 Objectives of the Study

This study was set to achieve the following objectives:

1. evaluate the influence of School-Based Management Committees on decision making process in secondary schools in North-west zone, Nigeria;
2. ascertain the influence of School-Based Management Committees on school-community relationship in secondary schools in North-west zone, Nigeria;
3. evaluate the influence of School-Based Management Committees on students' enrolment and retention in secondary schools in North-west zone, Nigeria;
4. determine the influence of School-Based Management Committees on staff development programmes in secondary schools in North-west zone, Nigeria;
5. determine the influence of School-Based Management Committees on provision and management of instructional facilities in secondary schools in North-west zone, Nigeria;
6. find out the influence of School-Based Management Committees on staffing situation in secondary schools in North-west zone, Nigeria;
7. ascertain the influence of School-Based Management Committees on provision of health and welfare facilities in secondary schools in North-west zone, Nigeria;
8. ascertain the influence of School-Based Management Committees on provision of games and recreational facilities in secondary schools in North-west zone, Nigeria;
9. evaluate the influence of school-based management committees on maintenance of discipline in secondary schools in North-west zone, Nigeria; and

10. evaluate the influence of School-Based Management Committees on extra-curricular activities in secondary schools in North-west zone, Nigeria;

1.4 Research Questions

The study asked the following research questions:

1. What is the influence of School-Based Management Committees on decision making process in secondary schools in North-west zone, Nigeria?
2. In what ways does School-Based Management Committees influence school community relationship in secondary schools in North-west Zone, Nigeria?
3. What is the influence of School-Based Management Committees on students' enrolment and retention in secondary schools in North-west Zone, Nigeria?
4. To what extent does School-Based Management Committees influence staff development programmes in secondary schools in North-west Zone, Nigeria?
5. What is the influence of School-Based Management Committees on provision and management of instructional facilities in secondary schools in North-west Zone, Nigeria?
6. To what extent does School-Based Management Committees influence staffing situation in secondary schools in North-west Zone, Nigeria?
7. What is the influence of School-Based Management Committees on provision of health and welfare facilities in secondary schools in North-west Zone, Nigeria?
8. In what ways does School-Based Management Committees influence provision of games and recreational facilities in secondary schools in North-west Zone, Nigeria?
9. What is the influence of school-based management committees on maintenance of discipline in secondary schools in North-west Zone, Nigeria?

10. To what extent does School-Based Management Committees influence extra-curricular activities in secondary schools in North-west Zone, Nigeria?

1.5 Research Hypotheses

The study formulated the following hypotheses:

$H0_1$: There is no significant difference in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on decision making process in secondary schools in North-west Zone, Nigeria;

$H0_2$: There is no significant difference in the opinions of respondents on the influence of School-Based Management Committees on school-community relationship in secondary schools in North-west Zone, Nigeria;

$H0_3$: There is no significant difference in the opinions of respondents on the influence of School-Based Management Committees on students' enrolment and retention in secondary schools in North-west Zone, Nigeria;

$H0_4$: There is no significant difference in the opinions of respondents on the influence of School-Based Management Committees on staff development programmes in secondary schools in North-west Zone, Nigeria;

$H0_5$: There is no significant difference in the opinions of respondents on the influence of School-Based Management Committees on provision and management of instructional facilities in secondary schools in North-west Zone, Nigeria;

$H0_6$: There is no significant difference in the opinions of respondents on the influence of School-Based Management Committees on staffing situation in secondary schools in North-west Zone, Nigeria;

$H0_7$: There is no significant difference in the opinions of respondents on the influence of School-Based Management Committees on provision of health and welfare facilities in secondary schools in North-west Zone, Nigeria;

$H0_8$: There is no significant difference in the opinions of respondents on the influence of School-Based Management Committees on provision of games and recreational facilities in secondary schools in North-west Zone, Nigeria;

$H0_9$: There is no significant difference in the opinions of respondents on the influence of school-based management committees on maintenance of discipline in secondary schools in North-west Zone, Nigeria; and

$H0_{10}$: There is no significant difference in the opinions of respondents on theinfluence of School-Based Management Committees on extra-curricular activities in secondary schools in North-west Zone, Nigeria.

1.6 Basic Assumptions

The study was on the assumptions that School Based Management Committees would:

1. enhance the decision making process in management of secondary schools in North West;
2. bring cordial school-community relationship in secondary schools in North-west Zone, Nigeria;
3. help to increase enrolment and retention of students in secondary schools in North-west Zone, Nigeria;
4. contribute in training and re-training of teachers in Secondary schools in North-west Zone, Nigeria;

5. contribute on provision and management of instructional facilities in secondary schools in North-west Zone, Nigeria;
6. contribute to recruitment of teachers and improve learning outcomes in secondary schools in North-west Zone, Nigeria;
7. provide health and welfare facilities to promote students health in secondary schools in North-west Geographical Zone, Nigeria;
8. provide games and recreational facilities todevelop students' potentials in secondary schools in North-west Zone, Nigeria;
9. maintain discipline to help in minimizing indiscipline and promote discipline in secondary schools in North-west Zone, Nigeria; and
10. promoteteam work and bring cooperation among students in secondary schools in North-west Zone, Nigeria.

1.7 Significance of the Study

School-Based Management Committeesare very important as they help to make schools improve their performance. Those to benefit from this study are; government, non-governmental organizations, principals, educational administrators and planners, curriculum specialist, teachers, parents and students.Thus, it is considered worthwhile to study the influence of School-Based Management Committees in the administration of secondary schools in North-west Zone, Nigeria.

The significance of this study lies on the fact that School-Based Management Committees build and strengthen partnership between various organizations, that increase voice and demand for better education service delivery and enhances active community participation in schools. School-Based Management Committeesare significant in the sense that they provide

legal framework involving stakeholders in planning, monitoring and evaluation of education at the school level.

The findings of this thesis will help government in formulating new educational policies and also it may provide new developmental strategies which will enhances attainment of school vision andeducational goals for learning effectiveness. The non-governmental organization will also benefit from this thesis in the sense that it will help them to plan the grants allocation to secondary schools in North-West Zone, Nigeria.

This study will be of immense benefit to principals in establishing proper communication channels, strengthening the sense of belonging among and teachers and building up a collaborative school culture developing a set of rational, a fair and impartial policies to handle complaints from staff as well as people from the community, it will also help principals to formulate a teacher professional development policies that looks at teacher needs, the direction of school development and the learning interest of the students.

Also, school administratorsor managers are responsible for monitoring the development and effectiveness of the school curriculum. This study will help curriculum specialist and give them a good understanding of the present position and the future development of the school curriculum. Also, school managers will have a good understanding of the school itself as well as the trend of educationdevelopment.

This study will also be of great significant to teachers as it promotes quality education, school should adopt a model of teaching and learning and a management framework that suit the needs of the students and the community with the inclusion of teachers into school based management committees, the school develops its own characteristics, establishes its culture and identity, seeks self-improvement and pursues excellence. Also, it will enhance the creative

participation in the day to day activity of the school. It holds individual schoolmanagementaccountable for students' enrolment, retention and successful completion.

In addition, parents will also benefitfrom the work, involvement of parents in the school based management committees bringsalot of development and educational effectiveness to school parents abilities to perform differentfunctions, save problems and achieveobjectives through the developed skills, findings from the study will make community members know that they can serve as managers in the schoolmanagement committees and participate in decision making of the school. Equally, future researchers in the related field of study will find this study relevant as the findings from the study will serve as a reference materials for them.

1.8 Scope of the Study

This study titled "Influence of School-Based Management Committees on the Administration of Secondary Schools in North-west Zone, Nigeria" covers all the Secondary Schools in North-west Zone, Nigeria, which comprises of seven (7) States; Kebbi, Sokoto, Zamfara, Katsina, Kaduna, Kano and Jigawa. The respondents of this study were M.O.E officials, principals and teachers.

The population of this study was fifty five thousand three hundred and six (55,306) which comprised one thousand four hundred and fourty (1440) MOE officials, three thousand and seventy eight (3078) principals and fifty thousand seven hundred and eighty eight (50788) teachers. The sampleof this study was three hundred and eighty nine. Sixty (60) MOE officials, seventy nine (79) principals and two hundred and fifty (250) teachers in secondary schools in North West Zone, Nigeria.

This study was also delimited to the extent to which school based management committee influence decision making process, school community relationship, enrolment and

retention of students, staff development programmes, provision and management of instructional facilities, provision of games and recreational facilities, maintenance of discipline and extracurricular activities in secondary schools in North West Zone, Nigeria.

1.9 Operational Definitions of Terms

School Based Management Committee: Is a committee which comprises 17 members who work towards school improvement.

Administration: running the affairs of a school towards goal attainment

Extra-Curricular Activities: These are other programmes in schools apart from teaching and learning

Decision Making Process: Takingchoice that leads to improvement and goal attainment in schools**.**

Discipline good behaviour among students and staff

Games and Recreational Facilities Materials needed for sport and leisure

Health and Welfare Facilities facilities in school that improve the students and staff wellbeing

Instructional Facilities Materials for teaching and learning

Secondary School: Level of school after primary Education

School-Community Relationship: Collaboration between school and community for better teaching and learning in schools

Students' Enrolment and Retention: Number of students admitted and stays in schools

Staff Development Programme: Capacity building of staff via seminars, workshops and in-service training.

Staffing Situation: Recruitment, selection and placement of staff

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter is devoted to review selected literature on variables identified on Influence of School Based Management Committees in the Administration of Secondary Schools in North-west Geographical Zone, Nigeria. Thus, the chapter is organized as follows:

2.2 Conceptual Framework;

2.2.1 Concept of Influence;

2.2.2 Concept of School Based Management Committees;

2.2.3 Concept of Administration;

2.2.4 Secondary Education;

2.2.5 Decision Making Process;

2.2.6 School-Community Relationship;

2.2.7 Enrolment and Retention;

2.2.7 Staff Development Programmes;

2.2.8 Instructional Facilities;

2.2.9 Staffing Situation in Schools;

2.2.10 Health and Welfare Facilities;

2.2.11 Games and Recreational Facilities;

2.2.12 Maintenance of Discipline;

2.2.13 Extracurricular Activities;

2.3 Theoretical Framework;

2.4 Influence of School-Based Management Committees on decision making process in the administration of secondary schools;

2.5 Influence of School-Based Management Committees on school-community relationship in the administration of secondary schools;

2.6 Influence of School-Based Management Committees on students' enrolment and retention in the administration of secondary schools;

2.7 Influence of School-Based Management Committees on staff development programmes in the administration of secondary schools;

2.8 Influence of School-Based Management Committees on provision and management of instructional facilities in the administration of secondary schools;

2.9 Influence of School-Based Management Committees on staffing situation in the administration of secondary schools;

2.10. Influence of School-Based Management Committees on provision of health and welfare facilities in the administration of secondary schools;

2.11. Influence of School-Based Management Committees on provision of games andrecreational facilities in the administration of secondary schools;

2.12. Influence of school-based management committees on maintenance of discipline in theadministration of secondary schools;

2.13 Influence of school-based management committees on extra- curricular activities inthe administration of secondary schools;

2.14 Empirical Studies; and

2.15 Summary.

2.2 Conceptual Framework

The conceptual framework of this study is based on the influence of school-based management committee on the administration of secondary schools. The overall essence is to build, and create a links between schools and committees; these committeesare usually made up of local individuals,as well as elites interested in the quality of education in the communities. The involvement of these committees is to help up lift the standard of education in the society

and to ensure that the school function well and progress for the development of the schools and the communities. Therefore, School Based Management Committees work towards school improvement and effectiveness. School Based Management Committees system reflects decentralization process whereby community members are given responsibilities in school governance.

2.2.1 Concept of Influence

According to United Nations Development Group (UNDG, 2011), influence implies changes in people's lives. This might include changes in knowledge, skill behaviour, health or living conditions for children, adults, families or communities, such changes are positive or negative have long term effects on identifiable population groups produced by a development intervention directly or indirectly, intended or unintended. These effects can be economic, socio-cultural, institutional, environmental, technological or of other types. Positive influence have some relationship with the Millennium Development Goals (MDGs), internationally agreed development goals, national development goals (as well as human rights as enshrined in constitutions), and national commitments to international conventions and treaties, influence according to Organization for Economic Co-operation and Development (2001) is defined as the positive and negative, primary and secondary long-term effects produced by a development intervention directly or indirectly, intended or unintended.

According to European Commission (2010), the term influence describes all the changes which are expected to happen due to the implementation and application of as given policy option/intervention. Such influence may occur over different time scales, affect different actors and be relevant at different scale. However, influences according to Global Environment Facility (GEF, 2009), is a fundamental and durable change in the condition of people and their

environment brought about by the project. In addition, World Bank(2004) defined influence as the difference in the indicator of interest (Y) with the intervention (Y_1) and without the intervention (Y_O). That is influence = Y_1-Y_O.

2.2.2 School Based Management Committees

School Based Management Committees (SBMCs) are essential links between schools and the committees they serve. SBMCs are made up of a range of local people involved with their schools, SBMCs work to increase community's involvement with education, and to help improve the quality and effectiveness of schools. They provide a way of helping the education authorities to listen to what adults and children want from schools, and a way off increasing the constructions of everyone in the local area to make education work well.

Ogundele and Adelabu (2009) contend that School Based Management Committee is a way of forcing individual schools to take responsibility for what happen to the children under the jurisdiction and attending their schools. The concept suggests that, when individual schools are charged with the total development of educational programmes aimed at serving the needs of the children on attendance at that particular school, the school personnel will develop programmes that are more cogent because they know the students and their heads.

Doran (1999) defines school based management committees as the type of committees that involves the formal change in the structures of school governance that leads to a more democratic administrative approach in which plans and decision making are devolved to the individual school and the requisite stakeholders within the schools jurisdiction.

This governance structure features school councils/committees composed of representatives from various stakeholders groups. The presence of these governing councils provide abundant opportunities for the practice of participatory school administration, researcher and management.

2.2.3 Administration

Administration could be viewed as sourcing, allocation and evaluation of both human and material resources in organization for goal attainment. Administration involves activities which aim at the fulfillment of the goals of a particular organization (Dare,2006). The term organization as used here refers to any school system established specifically for a purpose or purposes. For example, commercial firms, hospitals, banks, schools and universities are all organizations.

In addition,Peretomode (1991) views administration as concerned with the performance of executive duties, the carrying out of policies or decisions to fulfill a purpose and controlling of the day to day activities of an organization.

2.2.4 Secondary Education

According to a general definition, secondary education belongs to an amorphous zone that lies between basic education and higher education. Secondary education is a step for pupils between the ages of 11 or 12 and 18. At this level, pupils are expected to broaden their knowledge and experiences from the basic levels and prepare for work or higher education (UNESCO, 2009).

According to Ezeocha in Uwazurike (1991) secondary education is the form of education given after primary education and before the tertiary level whose aim is to prepare for useful living within the society and for higher education. However, in the history of secondary education in Nigeria, Ogbonnaya (2000) observes that before the actual establishment and

funding of past primary education in Nigeria, a few Nigerians had received such post primary education in institution and factories in England and Sierra Leone at the expense of missions and some rich individuals.

The goals of secondary education are:

1. Offer a diversified curriculum to cater for the differences in talents, opportunities and future roles;
2. Provide trained manpower in the applied sciences, technology and commerce at the sub-professional grade as well as; and
3. Prepare potential middle level manpower for higher education and relevant professions and specialization in line with national needs.

2.2.5 Decision Making Process

The major point in administration is decision making. Olubadowo (1992) views decision as a process of making the best choice out of many other conflicting pressing alternatives, reminded that decision-making is the process of thought and deliberation. Newman and Sumber (1961) posit that decision making in synonymous to planning, while Dorsey (1957) views derision-making as synonymous to management.

In addition, Musaazi (1987) sees decision-making as a set of often compelling alternatives, with sequential process that culminates in to a mingle decision (position of action) or series of choices. The definition Implies that, decision-making is a daily activity of an administrator, when Involvesthe selection of the best alternative out of many alternatives.For example, a school head could be tasked to buy books or repair the school gate. In this context, two requests exist, the effect of the most pressing is the decision, which must be the immediate needed facility by the school. The decision-making is a set of alternative solution resultant from

suggestions to arrive at the eventual solution (Maina, 2006). This definition captures decision-making from the view point of consultation through selection of an action plan among many others.

2.2.6 School-Community Relationship

Social interaction is not always a one - way process. The inter-relationship between the school and community involves a careful understanding of the influence of one upon the other. Hence, the most basic characteristic of the school and community must be flexibility. The school should be willing to take functions and services in the light of changing needs and development within the community. The school can release some subjects to the community and draw upon the community for possible teaching and demonstration materials. Students can run school farms where they learn by doing. Schools in urban centers might put more emphasis on other productive activities with their communities (Ozigi, 1977).

Similarly, the school can also contribute to the life of the community by human experiences for all age groups and at all levels. The school head and his staff and students can relate with the community, by organizing school concerts, sport competitions, exhibitions and so on for people in the community to partake. Students and staff can also help in community development programmes such as teaching adults how to read and write, educating the community on the importance of good sanitation, and participating in a number of community self - help projects. School should offer premises for adult education programmes and other cultural festivals such as weddings and naming ceremonies. When school facilities such as libraries, halls, and sports fields are made available to the community, these could help improve

school-community relations. The school administrator facilitates satisfactory school-community relations only when he is tactful, patient and has an understanding attitude to the community.

Bray (1960) identifies three types of communities, such as geographical community i.e. village or district, ethnic, racial and religious communities in which members are based on ethnic, racial or religious identification, which cut across membership based on geographical location. Lastly, communities based on shared family or association like Parents-Teachers Associations.

2.2.7 Enrolment and Retention

UNICEF (2015) defines enrolment as the number of enrolled in school out of the total number of school age children. Also, enrolment refers to the number of children registered in school (Mwavbula, 2014).While, according to the International standard classification of education (1997) enrolment is the number of children with official primary school age who are enrolled in primary education as a percentage of the total children of the official school age population.

Retention refers to students continued study until successful completion (Fowler and Luna,2009). According to Woodward, Mallory and Deluca (2001), retention is an act of which some students persist and graduate and others do not on the other hand, retention move by an organization to create environment which engages employees for a long term.

2.2.8 Staff Development

Staff development refers to the learning opportunities designed to help employees grow. It covers not only those activities which improve job performance but also those which bring about growth of the personality, help individuals in the progress towards maturity and

actualization of their potential capacities so that they become not only good employees but better men and women. The field of training and development concerned with improving education deals with the design and delivery of learning to improve performance within organizations. In some organizations the Learning and Development is used instead of Training and Development in order to emphasize the importance of learning for the individual and the organization, in other organizations, the term Human Resource Development is used (Ngu, 1990).

Staff development is an ingredient in enhancing the performance of any organization; training and development are the process of behavior modification or molding of workers in order to integrate organization needs (Ngu, 1990). Both training and development are purposefully geared towards improvement on skills and performance. Both involve molding or remolding of workers characteristics for the purpose of effective performance.The term training and development have different meanings but are used synonymously by some writers. However, the two terms are different on the basis of the subject matter involved or the level of the participants drawn from the organization. While, training usually implies specific factual and narrow-range content, development refers to a focus on general decision making and human skills. In both training and staff development the aim is to improve skills and performance of the subordinates. These applied education in improving Basic Education and proving or remolding teachers.

From the above distinction, staff development is itself a training process and best viewed in two dimensions. The first being in-service training programme where individuals in an organization are given opportunities to further their education and to enable them prepare for future position while the second type of training is aimed to prepare individual to be able to handle new job assignments.

According to Sherma (1979) staff development is aimed at the following:

(a) toimprove the current level of performance of incumbents in their present job; and

(b) toequip men with potential for higher level responsibilities.

The former represents the immediate pre-occupation or objective of staff development concerned with consideration currently relevant, whereas the latter involves long range considerations and planning both aims submitted by sherma apply to the objectives of staff development in universal Basic Education programme.

Harris (1980) viewed staff development as that aspect in administration, which implies the training of an individual in Organization, to enhance his performance.Ngu (1980) viewed it as the process of behavioral modification or molding of workers in order to integrate organizational needs with their characteristics. This view is in consonance, with the view, expressed in Novit (1979) when he noted that staff development is the training of personnel in an organization toward motivating them to become competent and work hard in achieving goals for the organization

Thus, from the above definitions, it becomes clear that staff development connotes the organization's effort in its programme to provide the need – based training and education to its workers to enable them become competent in handling their present or future assigned tasks.However, the scope of staff development scheme in terms of its coverage varies from one organization to another. The variations may arise due to the resources organization may decide to ear mark for the purpose within its reach.

According to Ngu (1990) staff development is so important that it is not only imperative but so important that no organization can dispense with it as a programme and as a process.This means, no matter the cost organizations have to train staff at least to enable them handle the task.

This concurred as elaborated in Roscoe and Freak (1972) when they noted thatorganization has to give this minimum training to its employees to make them at least become acquainted with the objective, policies, roles, standards and procedures peculiar to the organization and the job. At the other extreme, staff development can include a long programme leading to key position.Some organizations have development programmes for supervisors and executives enabling them to handle their jobs and preparing them for greater responsibilities.

2.2.9 Instructional Facilities

School facilities can be defined as those things that enable the teacher to do his/her work very well and helping the learners to learn effectively. The chalk board for example, facilitates imparting of information on the learner. School facilities include school building for example classrooms, assembly halls, laboratories, workshops and libraries.They also include teaching aids, chairs, tables, devices such as modern educational hardware and software in the form of magnetic tapes, films, and transparent stripes.School facilities are all the things that are needed for effective teaching, leaning process to take place. They are designed to enhance the process of teaching. The absence of school facilities implies that none existence of any set up that may be referred to as school.

Castaldi in Peretemode (2001) concluded that “educational facilities are those things of education which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided”. The successful implementation of any educational programme depends mostly on the quality of available school facilities that are to be provided for such programme. This is supported by the view of Adaralegbe in Abraham (2003) who posits that the type of atmosphere requires for effective learning is that consisting of better school building more and better teaching facilities.

2.2.10 Staffing Situation

Staffing situation has been described as the managerial function of filling and keeping file, the positions in an organization structure. This is achieved by first of all, identifying requirements of workforce. Followed by recruitment, selections promotion, appraisal and development of personnel, to fill the roles designed into the organization structure.

In any appraisal there is a need for people to perform work. The staffing function of managerial fulfills the requirement and finds the right people for the right job. The staffing function has assumed grater, importance these days because of rapid advancement of technology, increasing size of appraisal and complicated behaviour of human beings, the ability of an appraisal to achieve its goals depends upon the quality of its human resources.

2.2.11 Health and Welfare Facilities

Welfare facilities drives from welfare which means the provision or making available facilities that are necessary for the well-being of people at work, such as adequate washing toilet, rest and changing facilities and somewhere clean to eat and drink during breaks time (Sheingold, 2004). Welfare facilities should be planned for all schools and maintained for emergency activities. Access to the facilities must be via a safe route. However, whoever has overall control of the school has the responsibility for ensuring that the legal requirements for welfare are met. The school management should know that every one that is working under them including students are supposed to provide with suitable welfare facilities. The school management must put in place necessary facilities for every one's well-being. In addition to the provision of welfare facilities, regular maintenance and cleaning of them will be required. Particularly, a dirty place is hazardous to health, e.g. adequate supply and maintenance of welfare facilities must be considered for all staff and students to feel free of dirty environment. Park (2000) maintained

that regular supply of welfare facilities need to be considered in both school setting and post-school setting, and safety conditions are very important in managing human resources in every organization.

2.2.12 Games and Recreational Facilities

These are spaces, lawns, fields, and equipment for sports, games and general recreation. Games and sport apart from developing specific skills also develop a good learning socio-psychological as well as mental environment through relation. The importance of level of resources committed to the development and provision of recreational facilities must not exceed their values in facilitating the overall goal of the educational institution.

Recreation is not an easily defined term, because it is a matter of personal interest, therefore it has been given different meanings by different scholars. According to Clawson and Knetsch (2000) "Recreation is basically a renewal or preparation for routine or necessary work or means of escape from it" The main purpose of recreation is to revitalize people so that they may efficiently return to activities which are economically and/or intellectually gainful. The distinguishing characteristic of recreation is not the activity itself but the attitude.Universities Commission (NUC) in the commission itself. This department was precipitated by the 2007 reform of the education sector.

The main objective of the department is to initiate programmes that will eliminate current and potential social ills pervading the entire spectrum of the Nigerian University system (NUC, 2009). According to the Commission, each university is to ensure that the programme is implemented by reflecting it in the following social welfare activities:

i. Provision of adequate counseling and human development centre.

ii. Ensuring that there is a free-flow of communication on the campus

iii. Provision of hostel accommodation, sporting and recreational facilities.

iv. Provision of well-equipped university clinic

v. Admission, examination and results

vi. Provision of entrepreneurship centre

vii. Support for- indigent and brilliant students

viii. Conducive campus environment

ix. Registration of students (Okojie, 2009)

The realization of these welfare services is capital intensive. The financial implication is also high. However, its realization would facilitate teaching and learning which of course depends on adequate provision of facilities. Going down the memory lane, the onetime Minister of Information and Communications, Professor Akunyili, at the 39th convocation lecture of the University of Nigeria, Nsukka, recalled that there was availability of teaching- learning equipment, highly nutritious food, comfortable accommodation, very studious students in Nigerian federal universities. Then, students hardly felt sick due to availability of good food they ate, water they drankand good hostel accommodation. The colleges and lecture rooms too were not over populated when compared with what is presently obtainable (Daily Trust, 2009). The adverse situation prevailing in present day universities in the view of Okpakwu (2004), has negative influence on teacher-students interaction, slow learners are often unattended to and this breeds examination malpractice. This problem is a sort of chain reaction because primary schools set the tone for large classes in secondary and tertiary institutions which lead to stretching of facilities and students overcrowding which in turn leads to epidemic in some cases. In another development, the condition of accommodation and state of equipment in the colleges is very sad. In some of the colleges, obsolete equipment of an engineering workshop, a crowd of

students in hostels and students receiving lectures outside the classrooms without desks for writing are rampant. Assimilation and concentration are hampered since effective teaching and learning cannot take place in this type of situation.

2.2.13 Discipline

Discipline is derived from the root word disciple which means the followers of any religious leaders. In the field of education discipline is used in two different fonts as: Academic discipline which refers to brunch of knowledge or a subject that is studies at the university or tertiary institutions. While Social or behavioural discipline refers to the behaviour which indicates the aubm (union of an individual or group to genuine authority). In the school system, discipline means willing obedience to school rules and regulations, and to behaviours that are generally acceptable to the school community and the society at large. In other words, discipline in the school system is the training of the students' minds and behaviours in order to make them obedient to the school authorities and to develop self-control. In these definitions, the key word is “willingness” which to be obedient or means to do the right thing comes from within the mind of an individual. The best discipline therefore is self-discipline, self-discipline is the orderly behaviour of students because they are truly convinced is the right thing to do and it is this conviction that makes them to be obedient and law-abiding without enforcement such as rewards or threats of punishment. Authoritarian method of controlling behaviour or obedience is based on fear of punishment that can only produce short-lived results which cannot be regarded as discipline.

2.2.14 Extra-curricular Activities

Extra-curricular activities are activities that students participate in that do not fall into the realm of normal curriculum of schools. They are found in all levels of our schools. There are

many forms of extra-curricular activities such as sports, clubs, governance, student newspaper, music, art, and drama.

According to Eccles (2003), children and adolescents in the United States spend more than half of their waking hours in leisure activities. Along with interest in how leisure time is being spent, researchers are wondering why there are high levels of disinterest, underachievement, disengagement, and increased amount of time teens spend unsupervised by adults. Participation in activities has been linked to social and academic success, yet over-participation may be too stressful for young adults as it may consume too much of their free time. There are pros and cons to both sides of the activity participation discussion.

There are different opinions of what is considered an extra-curricular activity. A few examples of activities outside the school day may include pro-social activities such as dances, team sports, and performing arts, while in-school involvement activities may include intra-murals, and academic clubs. Different levels of activity involvement and participation may positively influence future success for those who participate. Research also indicated that both the type of extracurricular programs and level of participation may influence the individuals' development (Eccles, 2003). When stating some of the benefits of participating in extracurricular activities, some believe that this leads to positive youth development. What exactly is positive youth development? Morrissey (2005) describes positive youth development as encompassing five constructs: (1) competence in academic, social, and vocational areas (2) confidence (3) connection to family, community, and peers (4) character; and (5) caring and compassion cited in Roth (2000). These are also known as the Five Cs of positive attributes for youth. By engaging in extracurricular activities, students may be required to maintain good grades in order to meet eligibility to participate in sports or cheer-leading. Eligibility may motivate students to

do their best academically in order to participate in the activity. Competing in a speech contest, may help a student gain confidence, and being involved in a youth group or scouting organization may help the student develop character and connect with the community. Finally, community service or volunteering might help a student project a caring and compassion attitude towards others. It is important to understand exactly how each activity is influencing a student and what type of positive development is taking place.

2.3 Theoretical Framework

2.3.1 Chester Barnard 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 on advocate of the co-operative system in administration. His work added momentum to the concept of human relations in administration.

He 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 co-ordinated 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 eternal individuals within and outside the school. School management committees try to create co-operation of several individuals within the community. School based management committees serve as a bridge between the school and the community. It brings people and the school together. School based management committees' links schools with the government, the community and the non-governmental

organizations. Through school Based management committees' grants and donations meet the school, as this help towards achieving educational effectiveness or goals of the school.

Barnard is of the opinion that a person can and will be willing to accept a command as alternative only if the following four conditions hold:

1. The person can execute and is able to understand the communication.
2. At the time of making decision it should be believed that it is not in consistent with the aim of the organization
3. The person believes that these goals are compatible with his personal interest
4. The person is able to mentally and physically comply with the communication

The cooperation between the school and the school based management committees members helped in achieving the educational aims of the school. As such educational effectiveness is enhanced. When there is effective cooperation between these members grants and donations from governmental and non-governmental organizations can easily meet the school.

2.3.2 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 and 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. This sub-system can perceive as composed of some complaints, functions and processes. Thus, the organization consents of the following three basic elements:

1. 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.
2. 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.
3. 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 one another to their mutual advantage.

According to system approach to organization theory of Bakke (1959) every organization most has components linking processes and goal of the organization. All these can be obtained in school based management committees. As it involved development partners both national and international, government and non-governmental organization, community members, philanthropists and Alumi associations. All these organizations have goals which tend 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 organizations.The school as a system and the school based management committees members served as components or interconnected sub-systems within a school. When they work as team, the educational aims and objectives of school are achieved.

2.4 Influence of School-Based Management Committees on decision making process in the administration of secondary schools

Decision-making is very vital in the school setting. It is the process whereby a choice has to be made between two or more different alternatives to determine the future state of affairs. Decision - making is a receipt for planning, because it gives awareness of an opportunity and a goal. According to Olubadewo (1992), decision-making is the process of thought and deliberation that leads to a decision. According to him decision is not only a part of people's daily routine, but also an intrinsic requirement for the viability of an organization. He went further to say decision essentially involves the process or mechanism by which a particular course of action is chosen from among so many available alternatives.

According to Ogunsaju (2006), decision - making is the process whereby a choice has to be made between two or more different alternatives to determine about the future state of affairs. Similarly, Dare (2006) defined decision - making as a process of making the best choice out of many pressing alternatives. Furthermore, school like all formal organizations is basically a decision - making structure. Decision-making can, therefore, be seen as problem solving. However, the leader needs to possess a good knowledge of problem solving techniques in order to make sound and effective decision

Newman and Sumber (1961) in Dare (2008) maintained that decision - making is synonymous to planning. This means that activities that need decision - making process should be carefully planned.Dorsey (1957)decision - making process is an extension of series of interrelated communication event. In line with the above, Simon (1960) in Dare (2008), conceives decision - making synonymous with managing. Decision - making has a number of attributes which include, the tendency to perpetuate itself, protects itself from disruption and

destruction from within, hence, it is concerned with the improvement of morale and satisfaction of staff. Decisions are considered to be intelligent when they accomplish specific goals.

2.4.1 Types of Decision Making Process

There are two types of administrative decisions: -

1. **Personal decisions:** - these are decisions which the administrator makes concerning himself, e.g decision to retire from service or go for further training.
2. ***2.*** **Organizational decision:** - these are decisions which the administrator makes concerning the organization and its proper functions.

However, both types of decisions affect each other directly or indirectly. Decision - making in an organizational setting is a part of an entire process, that actually begins with organizational goal setting and finally results in some sort of solution, implementation or action and control or feedback procedures. In making good and effective decision, it is always advantageous for the leaders to involve representatives of all departments under his leadership in the organization. The following are the advantages of group decision - making process:

1. It increases acceptance by those affected: Decisions made by a group more often than not are acceptable by the members who help to implement them;
2. easier co-ordination: Decisions made by a group reduce the amount of co-ordination necessary to bring the decision into play;
3. Easier communication: Decisions made by a group reduce the amount of communication necessary to implement the decision.
4. Greater variety of alternatives and solutions are considered; solutions are discussed in a group situation.
5. More information is processed, which means many individuals are involved, more data and information can be brought to bear on the decision.

According to Simon (1960) decision could be broadly categorized in to:

1. **Programmed Decision:** These are decisions that referred to written rules and regulations in organization. These kinds of decision need no adjustment or modification by the school administrator.
2. **Non-programmed Decision:** These decisions are the opposite of the above. In other words, they do not have a clear cut role from a book or guideline. The administrator has the power to judge according to his assessment and consultation of his supporting staff. Furthermore, the above decision could be divided into the following:
3. **Allocation of Resources:** This involves decision on procurement and distribution of resources in school. The resources include school-plant, finances, man power, time, skills, equipment, and the allocation process the administrator must consider needed at relevance as major guide in making decisions.
4. **Decision Concerning Steering the School:** This aspect is concerned with decision on whether an objective is short or long term range. These kinds of decisions are crucial in the life of a school or organization. In essence, long term decision can never be useful when decisions are planned in short term. Due to change in leadership, these kinds of decisions are suggested to be documented in hard and soft copies. This certainly warrants continuity in leadership and goal attainment in organizations.
5. **Decision on Monitoring and Checking:** This kind of decision is based on standard and performance in organization. It translates the activities of a school administration in to whether what is being done is in accordance with organizational goals or not. Decisions are made as to adjust to the requirements of the organization (UNESCO, 1987).

2.4.2 Functions of Decision Making Process

One of the major functions of the administrator is making decision about how things should be done. Decision-making involves the selection of action from various possibilities. Therefore, decision-making process is seen as identification of alternatives and evaluation of alternatives in terms of the goals of the organization.

2.4.3 Importance of Decision Making Process

1. It has a tendency to perpetuate itself, it attempts to protect itself from disruption and destruction from within and hence it is concerned with the morale and satisfaction of its employees.
2. It seeks to survive and it is therefore competitive with other behavior patterns and finally it seeks to progress and grow.
3. In making plan, there must be decision committed to the resources.
4. Decisions must always be made about who is to do what, how it will be done, when and where it will be.
5. Decision - making gives and creates awareness in an organization for belongingness,

Effective Strategies to Decision Making

Dare (2008), highlighted the following as effective strategies for decision -making process.

a. The classical model;
b. Administrative model; and incremental model and mixed canning model.

How to Make Decision

a. Classical Model

Encourages a completely rational approach to decision - making process. It seeks the best alternative to maximize the attainment of goals and organizational objectives. Classical models present decision making as a process that involves sequential steps.

b. Administrative Model

Administrative model presents certain level of satisfaction. This model searches for alternatives rather than optimal ones. It is a situation whereby the manager relies on both theory and experience in decision - making process (Simon, 1974).

Incremental model

This model focuses on successive limited comparison when certain situations require an incremental strategy. The model of decision - making process is very appropriate if the set of relevant alternative is very difficult to define and the consequences of each alternative is very unpredictable (Lindboum, 1980).

Mixed Scanning Decision Making Process

This type of model is often proposed for complex decision-making in organization's administrative and incremental models (Amitan, 1989).

How to Make Decisions

Olubadewo (1992), noted that decision making can be done in the following ways:

1. state the problem;
2. list the alternative;
3. select the alternative;
4. recognize, define and limit the problem;
5. analyse and evaluate the problem;
6. establish criteria or standards by which solutions will be evaluated or judged as acceptable and adequate to the need;
7. collect data;
8. formulate and correct the preferred solution;
9. put into effect the preferred solution;

10. programme the solution;
11. control the activities in the programme; and
12. evaluate the results and the process.

Effective Decision Making Process

1. For decision - making to be effective examine as many sides of an issue as possible.
2. The environment must be conducive to a decision. This means that for a decision to be effective, it must be made at the right time, place, level of the organization and through the most appropriate process.
3. As much as possible, all those to be directly affected by a particular action should in one way or another be involved in the process of making the decision (Olubadewo, 1992).

2.5 Influence of School-Based Management Committees on school community-relationship in the administration of secondary schools

The school is a planned social institution, which acts as an instrument of society for teaching the young. In this institution, the interest of both the adults and children within the school converge with those of parents and citizens outside it. Since education is an activity, which involves the cooperation of teachers, parents, children and the community as whole, parents in particular are naturally interested in the education of their children. The parents and the general public expect the students to develop certain attitudes and mental attributes necessary for the improvement of the quality of their lives and that of the society. It is, therefore, important that the administrator should establish, develop and maintain satisfactory relations with the community in which the institution is situated. The character of the community varies from one area to another. In either case, the administrator will be dealing with members of the public in many matters which may affect the institution, hence the need to establish a good basis for happy school-community relations.

The school can be viewed from two angles: it is a model of the community, and it is also the community school. From both angles, the school has broad functions that bring it into close relations with the surrounding community. The school needs to be in close relationship with the community because of the moral, financial and material support, which the community gives to the school. Thus, the community's participation in school affairs makes the line between school and community more meaningful. Therefore, the school and community regard each other as partners (Musaazi, 1982).

2.5.1 Community Participation

Shaeffer (1994) defined participation as involvement through the mere use of service such as enrolling children in schools or using a primary health care facility. Participation is done through the following:

1. contributions of money, materials and labour;
2. attendance (e.g. at parents' meetings in school), implying passive acceptance of decisions made by others;
3. consultation on particular issues;
4. implementation of delegated powers; and real decision - making at every stage planning, implementation and evaluation.

Colletta and Perkins (1995), illustrate six forms of community participation with policy makers:

2.5.2 Aims of School-Community Relationship

The relationship between school and community is aimed at:

1. expanding the learning environment beyond the classroom into the entire community;
2. exposing students to multiple experiences under different teachers, social groups, cultural institutions and economic establishment;
3. emphasizing the process of learning rather than the content of learning;

4. the school must cooperate with other agencies in the task of educating the citizens;
5. the school must co-ordinate the activities of other agencies involved in education process;
6. a co-operative strategy must be developed and adopted in bringing school and community together;
7. Nigerian education must be founded on community input and designed to express
8. Nigeria life styles, values and beliefs; the education gained outside the school classroom must be accorded full recognition as a vital aspect of education; to help improve the standard of health, farming, housing etc through education of the children; to see that the school is supplied with the correct number of goods, well qualified teachers and try to put into practice any advice the head teacher gives for the good of the children; school management; Curriculum design; Development of learning materials; and School construction.

2.5.3 Ways to promote School- Community Relationship

The administrator should be accessible to parents and members of the public.

1. As a public relations officer, he should try to be courteous to people, treating them with tact, consideration and sympathetic understanding. When the administrator is approached for help on any matter he/she should try to do his best to cooperate, but be frank and straight forward in his dealings.
2. The school administrator can promote school-community relations by making some school facilities and resources available to the community for educational and social purposes.
3. Educational visits could be arranged for students to places of interest in the community. By doing so the administrator will be able to demonstrate in practical terms the school interest in promoting and sharing the cultural life of the community.

4. Members of the community could be invited to visit the school, attend and participate in some of its activities, such as speech and open days; sportingactivities, school social programmes, staff parties and so on.

2.5.4 Contributions of School-Community Relationship towards the Development of Education

School and community relations improve the educational delivery that enables more children to learn better and prepare them for the changing world. Communities are powerful resources and can be utilized not only in the management of education but also in becoming the core agent of the education delivery. According to World Bank (1995), in Madagascar, where government investment at the primary level was too low, parents and communities contributed money, labour and materials to help the system. Community and parents involvement helps to achieve effective curriculum modification, which helps in the acquisition of learning materials.

Community participation can contribute to promoting girls education. According to UNICEF (1992), through participation in school activities, communities can learn that girls' education can lead to increase in economic productivity, family health, nutrition, fertility rates and reduce child mortality rates.

Schools also can contribute to community efforts by developing sustainable solutions to local problems. Community involvement in education management can make schools more accountable to the society that funds them and be responsive to their needs. Community participation can improve home environment by encouraging parents to understand and appreciate the benefits of their children's schooling. Community participation can lead to reduction in government control of education. Community helps in the maintenance of pupils' attendance by appealing to the parents and community leaders through the media such as radio,

community forum religious leaders. Members of the community can act as philanthropists who give donations in cash or scholarship to students that perform excellently well in particular subjects and sponsor the education of less privileged members of the community.

2.6 Influence of School-Based Management Committees on Enrolment and Retention of students in the administration of secondary schools

Enrolment is the total number of students admitted in a class. The successful operation of Universal Basic Education like any other programme depends on useful data collected within the area of operations. Statistics is a back bone of any serious planning processes; data collection is a vital aspect of the functions state Primary Education Boards and Local Government Education Areas. The enrollment of students must be known in order to cater for the students need in the school. Some important information that are required in data collection include:-

1. **Pupils enrollment**: this should future number of male and female pupils
    a. Number of pupils per class
    b. Number of streams
    c. Number of classes
2. **Pupils enrolment ratios:** These include:-
    a. Attendance
    b. Growth
    c. Progression
3. **Information on Teachers:** This involves:-
    a. Teacher (males and females)
    b. Teachers by qualification
4 **Information on Physical facilities**
    a. Number of classrooms
    b. Availability of toilets, store, library, laboratory, staff room, play fields among many other facilities.

5. Information on non-teaching staff members based on their function:- Security (watchman store keeper on store officers, cleaners, messengers, and may others for the success of the implementation of universal Basic Education programme data must be adequately gathered to enhance the programme.

In 1996, 21 million children were of school age, out of which 14.1 million were enrolled while 6.9 million were not enrolled (Animalu, 2000).In 1997, although there was an increase in the enrolment figure the problem of having school age children out of school was still experienced in that year, 15.5 million children were enrolled in schools as against their total population of 19.5 million. This clearly indicates that 4 million schools age children were not in school (Azare, 2000).

The Millennium Development Goals recommended increasing enrolment of students in secondary schools by 2015 by providing finding for attendance and training teachers of good quality skills to help teach students from disadvantaged communities. The millemum development goal which was set up following the millennium summit of United Nations in 2000 agreed to eliminate gender disparity in secondary education by 2015 through the promotion of gender equity and empowerment of women. This was done by encouraging equal enrolment ratios of boys and girls in secondary education; especially in marginalized areas with law enrolment. The concerted efforts accorded promoting gender parity tend to favour the girl child through increased monetary resources and schooling opportunities. The over concentration on the girl child tends to have the boy child vulnerable to dropout. In as much as official data on the completion rates for both gender appear to be high, the dropout rate especially for boys is said to be higher, which is caused by emerging trends in lifestyles. The role of the principal as an

instructional supervisor helps in designing a favorable routine, which informs a good school climate where retention is optimum (Musungu, 2001).

In the world, majority of students who enrolled in schools fail to complete the secondary education cycle. Across the world 71 million teenagers are not attending secondary school, missing out on vital skills for future employment. This jeopardize economic growth and social cohesion (United Nations Education Scientific and Cultural Organization (UNESCO, 2012). Non completion of secondary schooling has greater consequences retention. This has been a matter of concern for policy makers and practitioners worldwide (Gray and Mark, 2009).

The problem of dropout has reached epidemic proportions internationally and has become a global problem confronting the education industry around the world (Bridge, Dilulio and Morison, 2006). In New Delhi, despite a small proportion of children actually reaching secondary education, the dropout rates at secondary level are found to be very high with dropout rate standing at 36.04 percent (Chugh, 2011). In America, almost one third of all public high school students and nearly one half of all blacks, Hispanics and Native Americans fail to graduate from public high school (Bridge, Dilulio and Morison, 2006). Also in central and west Africa, 40 percent and 49 percent of girls under 19 respectively drop out of schools to marry compared to 27 percent in east Africa and 20 percent in northern and southern Africa (UNICEF, 2005).

According to Hunter and May (2005), in poor countries of Africa, less than half of all children will ever get to school and far the world as a whole, just half of children get the secondary grade Roft (2002) was of opinion thatin Nigeria household income is an important factor in determining access to education, this is so because educating child attracts some potential costs such as school fees, uniform, and opportunity costs. Also, in a study in

TanzaniabyRenzulli and Park (2002) noted that the main barrier to all households sending children to school was financial and their in ability to pay fees especially those from lower income families.

Studies conducted by World Bank (2011) on eternal efficiency of the education system reveals that education growth and improvement at all levels, especially at secondary level, contributes immensely higher positive economic growth. This in turn means expenditure in secondary education is justified. However, the question of education opportunity for every child is one that continues to be problematic in qualitative and quantitative terms in Kenyan public secondary schools (Odebero, 2002)

2.6.1 Factors Militating Against Students Enrolment

There are various factors responsible for enrolment growth in schools. The factors are listed as follows:

1. **Leadership**: Vision, drive and personality of the leadership (Primarily) the head of school will affect enrolment;
2. **Quality School Experience:** one of the most important factors of school growth with overall quality of the experience. A high quality experience most be integrated throughout the school in order to grow your enrolment;
3. **Vision and School Improvement**: Vision and school improvement in strategic areas can have an influence on enrolment growth;
4. **Faculty and Staff**: Faculty and staff should be the primary connection that a family makes with school. These educators will be the ones to teach and mentor students, when they delicate a high quality educational experience and personally connect with the students in a positive way, the experience will influence environment;

5. **Parents satisfaction**: When parents are satisfied, there are at least two primary results that affect enrollment, first, satisfied parents will lead to a strong retention. A strong retention rate obviously leads to increased enrolment. Secondly satisfied parents will tell their friend about the school. This is a positive word of mouth working in your favor. School cannot grow without parents' satisfaction and positive word of mouth.
6. **Reputation**: the experience of parents, students, staff and honors will fuel word of mouth, whether positive or negative in the school community in turn this will create the reputation, and word out on the street about your school. This general buzz and reputation on the community will affect enrolment; and
7. **Demographics Location and Price**: Community demographics, the location of the school will have influence on enrolment, also tuition fee price also affect enrolment in public school, the fees are not paid, this attract enrollment retention.

2.6.2 Factors Militating Against Students Retention

There are several factors militating against students' retention in school as follows:

1. Parents Satisfaction: When parents are satisfied, it leads to a strong retention
2. School-Community Relationship: When there is a good community relationship members of the community will enroll their children to school and the relationship will produce retention.
3. Teachers qualification and with a qualified and experienced teachers help to retain pupils.
4. Leadership personality of the head teachers also bring about retention
5. Location of the School: The situation of the school plant brings about retention of pupils.
6. Accessibility of the school: The distance of the school matters.School located near the residential areas attract more pupils as such this increases retention
7. Provision of free textbooks and uniform increases students enrolment and on the other way it increases retention also.

Reasons for Retention

Grade retention is a very difficult and emotionally charged decision. It may be considered when a child:

1. Has significant struggles making progress in reading, writing or math
2. Fails to reach performance levels expected for promotion to the next grade
3. Appears to be “immature” and “young” for her age

In many schools today, tests are being used to determine whether a child will go on to the next grade or repeat the same grade. With the current push for high educational standards, more and more kids are facing the possibility of retention because they’re not achieving test scores required for promotion. Retention is viewed as a way to ensure greater accountability - to guarantee the school is doing its job. In some cases, it’s the new "get tough" policy to stop or reduce “social promotion” automatically passing a child on to the next grade at the end of each school year.

Outcomes of Retention

The idea of giving a child another year to “catch-up” and develop needed skills sounds like a positive alternative. However, research shows that outcomes for kids who are retained generally are not positive. In its 2003 "Position Statement on Student Grade Retention," the National Association of School Psychologists (NASP) reports:

Academic achievement of kids who are retained is poorer than that of peers who are promoted.

1. Achievement gains associated with retention lade within two to three years after the grade repeated.
2. Kids who are identified as most behind are the ones “most likely harmed by retention.”

3. Retention often is associated with increased behavior problems.
4. Grade retention has a negative influence on all areas of a child's achievement (reading, math, and language) and socio-emotional adjustment (peer relationships. self-esteem, problem behaviors and attendance).
5. Students who are retained are more likely to drop out of school compared to students who were never retained. In fact, grade retention is one of the most powerful predictors of high school dropout.
6. Retained students are more likely to have poorer educational and employment outcomes during late adolescence and early adulthood.
7. Retention is more likely to have being or positive influence when students are not simply held back, but receive specific remediation to address skill and/or behavioral problems and promote achievement and social skills.

2.7 Influence of School-Based Management Committees on Staff Development Programmes in the administration of secondary schools

Training and development are often used interchangeably even though they have different connotations. Staff development is a process whereby capable employees are equipped with future potential for training opportunities. In the context of Nigeria, teacher professional development refers to the processes, organizational mechanisms and practices that are aimed at providing support to the teacher for the improvement and smooth discharge of his/her duties. Organizational mechanisms are the mechanisms for monitoring continuous development of the teacher. These may take the form of planned and scheduled short term training programmes and seminars aimed at meeting various professional needs of the teaching force. Practices on the other hand include the formal monitoring programmes developed in situations like advice that

the teacher gets from the head teacher, ward education officer. Other forms of practice are the meetings held at school level and at the cluster level with the purpose of reviewing and reflecting on practice on a regular basis.

Head teachers play many roles and for them to fit into the profile of principals, which Kyeyune (2008) describes as change agents, they must not only manage but lead. Furthermore, as gatekeepers, they must be up to the task and hence the need for continuous professional development in order to promote teachers' effectiveness in class. In support of the above assertion, Fullan (2001), stated that the change process involves four levels, namely active initiation, participation, pressure and support. Changes in behaviour and beliefs and ownership without understanding the complex nature of the changes required, could not lead improvement in the achievement of school goals. Hence the design, implementation and evaluation of professional development must therefore, ensure that attention is given to all phases of the change process. Reform efforts that do not focus on teacher acceptance may fail. Therefore, staff development programme must shift its emphasis from working on teachers to working with teachers toward improvement of teaching and learning in the school. According to Advanced learners' Dictionary (2006), training is the process of learning the skills that you need to do a job, while re-training means to learn or teach somebody a new type of work, a new skill, and many others.

Edem (2007) opined that professional training entails the inculcation of the right professional attitudes. According to him, this is difficult to do without instructor - trainee contact. In the same vein, Dare (2008), opined that training refers to the ways in which specific knowledge and skills necessary to perform a specific job are taught and learnt, whereas development implies a parallel process in which people acquire more general abilities and

information but in ways that cannot always be tied to a particular task they perform. Training means to educate a person as to be fit, qualified, and proficient in doing some job aimed at bringing a desirable change. This change should manifest in his knowledge, skills, attitudes, values, beliefs and proficiency in communicating the desirable knowledge (Armstrong, 2006).

In agreement with the above assertion, Armstrong and Murlis (2006) noted that professional development is a means of supporting people in the work place to understand more about the environment in which they work, the job they do and how to do it better. Similarly, Tahir (2006) maintained that staff development of teachers means that provisions should be made by the education authorities to improve the performance of teachers from initial employment to retirement. Staff development, therefore, becomes a means to an end, and being the improvement of the quality of students' learning experience. Teachers are part of a dynamic profession and must keep abreast of improvement in teaching methods at the classroom level. One of the most effective ways to bring about curriculum change, teaching improvement professional growth and development of teachers is through well-organized in-service programme for teachers which include activities such as:

1. to develop teachers' skills in teaching and the use of modern visual aids;
2. encourage teachers to adopt various modern methods of evaluating students' performance;
3. aim at increasing teachers' skills or knowledge in their teaching subjects;
4. would enable teachers to work as a team in solving problems which are of common concern to all staff;

5. develop an understanding in teachers of the functions of education in society and its relationship to social, economic and governmental structures. Other means of encouraging growth are through workshops, seminars, refresher courses, exchange teaching professional writing, etc. For an in-service programme to be effective, teachers must participate actively in the planning process (Armstrong, 2009).

2.7.1 Types of Staff Development Programmes in Schools

Types of training that can be readily available for organization include the followings:

i. induction courses;
ii. on the job training;
iii. on and off the job training;
iv. refresher courses;
v. conference; and
vi. role playing.

All these serve as supplement of the general training programmes

Induction courses are conducted to introduce the newly employed personnel to their new job; sure, most of them are not likely to possess previous experience, it is designed to bring the knowledge and skills of the new employees to a satisfactory level (Buchner, 2007).

On-the-Job Training

This is similar to the induction course the major objectives.The two types of trainings are similar in the sense that they entrain acquiring new skills to be able to handle in the jobs. The major difference between the two is that, while induction course is basically meant for new employees, of a new machine or method of the job performance requiring new skills is introduced in the organization.

Off-the-job Training

This is the type of training that can be conducted outside working environment. It is usually conducted in class rooms. The problem here is that trainees are given theoretical knowledge on how to handle particular operation. The only practical aspect of this type of training is the use of films, or charts, or diagrams for illustrations.

Onandoffthe-job Training:

This is a combination of the two types of training above. It combines classroom instruction with practical instructions in the working environment.This has at most the same major objective with industrial attachment, programmes for technicians or teaching practice for teacher – trainees

Vestibule Training

This type of training is similar to the Job training. Here the trainees are given instruction using the type of machines or materials they will operate the on the job training they are not given the opportunity to handle the very machines they are likely to operate at the time they complete their training programmes.

Refresher courses, as the names implies are used mainly to update knowledge or skills. They are usually conducted, from time to time, internally or externally, or both.It is very important and necessary with innovation through changes of ideas or operating machines.It could even serve as a motivating factor where the employee feels satisfied for being given the opportunity for learning.

Conference training is sometimes conducted through conferences or workshop. This is similar to refresher courses except that it is not highly formalized since the trainees are treated as

participants and not just as recipients.The theme chosen for conference must be relevant to the organizational objectives or training needs.

Role playing is another training device that can be used in organizations. It can be used for Executive development. The participants assume the roles of the position they are expected to occupy after the training and their performance, are simultaneously evaluated and initiated where necessary by training investors.

Sensitivity Training

Sensitivity training, as the name implied, it is used for development of awareness to behavioral pattern of itself and other colleagues.It is used to charge mutual understanding among working groups. It is a sort of human relation approach to management aimed at enhancing openness to other greater concern for others and tolerance for individual differences. Cascio (2006) given a good account of this type of training to him "it involves face to face learning about ongoing behaviors with a small group that meets continually for periods as long as 1 or 2 weeks it is highly recommendable for leaderships training and executive development.

Supplementary Training

While many organizations utilize quite a good number of training methods, it may still be inevitable for them to seek supplementary training methods from independent institutions. At most all organizations, public or private, use the supplementary training method by sponsoring their employees, to different institutions of learning. Some of these institutions may provide training in space and used areas basically needed by employers while others may provide training rather broad in nature in other brooded the horizons of the trainees. With the help of staff development the objectives of universal Basic Education programme can be achieved in North West Zone and Nigeria in General (Chandan, 2004).

2.7.2 Process of Staff Development Programmes in Schools

Before training commences the training objectives must be identified, the participants or trainees selected, qualified instructors also selected, and the training facilities adequately provided. The training method to be used by instructors will depend largely on the training content and the extent of both physical and mental maturity of the trainees, content and the extent of both physical and mental maturity of the trainees. This should serve as a guiding principle to instructors throughout the training process, throughout the training processes the instructors help to create stimuli or motivation for learning by using certain exciting illustrations or by acting examples of problems in similar situations. Both the preparation and the presentation of the lesson must be based on the level of qualification, skills or experience of the trainees. It is for this reason that one contends that serious discrepancies in previous qualification and experience are inherent constraints to a good training programme.

There should be a system of training evaluation to enable the employers to determine the effects of training on both the trainees (employees) and the organization. There are six major criteria for evaluating a training programme including participants reaction, changes in the trainees knowledge or skills changes on the trainees attitude, changes in job performance, and changes in the general organization performance.

According to Worth (2004), it is their combined effect that really matters. For example, talking about teacher-in-service training, monetary incentives, challenging conventional practices, identifying and valuing good teaching, increasing teacher reflective powers and expanding their teaching repertoire are treated as professional learning opportunities and processes. Many of these processes are important in making a positive influence to teacher's job efficiency and quality of teaching and learning in class rooms. These processes include:

1. planning processes – For lesson, units of work individuals and groups of student, classes cluster groups
2. Target sitting – For individuals and groups, classes etc
3. Communication systems – especially meetings
4. Monitoring systems – analyzing and using pupil learning data and observing class rooms and providing feed back
5. Roles and responsibilities of leaders (including monitoring and coaching
6. Policies for teaching, learning, assessment and marking

2.7.4 Professional Development Activities

1. develop practical skills through highly focused short courses;
2. design to increase theoretical knowledge and in-depth understanding based on critical examination of specific working practices over a longer period of time;
3. Give room for staff to qualifications at varying levels to gain recognition and develop skills;
4. deliver in group sessions within or away from the work place
5. develop the staff members by managing and developing careers in the organization; and develop staff to be fully committed to their opportunities that work (Chukwuemeka, 2002).

2.7.5 Aims of Staff Development Programmes

The aim of staff development programmes is to keep the staff up-to-date on the latest development in their fields, and enable them "brush up" their skills. It is the most effective training available to middle-level and top executives in the country. The purpose is to allow a member of staff supplement his/her basic knowledge and allow for an improved performance in

the ways services are delivered. It is gratifying to note that federal and state governments of Nigeria are aware of the immense benefits derivable from staff development programmes.

In Nigeria, for instance, there are such institutions as:

1. The Centre for Management Development,
2. Nigerian Institute of Management,
3. National Institute for Strategic and Policy Studies, Kuru, Jos, and
4. Administrative Staff College of Nigeria (ASCON,).

Hence, any staff development programme should be able to motivate, improve the role perception of staff and also develop a proper attitude in them toward the public. The significance of adequate staff development programmes for teachers in Nigeria cannot be over-emphasized. It is an initiative that propels dynamism, growth and development.

When teachers are educated, their standards of living are likely to improve, since they are empowered to access productive ventures, which will ultimately lead to an improvement in their livelihoods. The role of education therefore, is not just to impart knowledge and skills that enable the beneficiaries to function as economic and social change agents in the society, but also to impart, values, ideas, attitudes and aspirations important for national development. The straight forward linkage between education and staff development programmes is, therefore, the importance of labour skills, which in turn increases opportunities for well-paid productive employment. This then might enable the citizens of any nation to fully exploit their potentials positively.

2.7.6 Importance of Professional Development programmes

1. Professional development provides a means whereby we can keep abreast of these changes, broaden our skills and be more effective in our work.

2. Professional development enables an individual to be a better practitioner, enhance his/her career prospects and feel more confident about his/her work and make it morePersonally fulfilling.
3. It is a step on the ladder to higher qualification or enhanced job prospects.
4. It can be part of meeting targets set by workforce performance management schemes opportunity for individuals to change their career paths.

Professional development is a means for employers to support their staff.

1. It can facilitate access to specialized structured training, help to review working practices and contribute to a more effective and profitable business.
2. It can also invigorate for individuals and businesses alike.
3. Training makes workers realize better what they have to do to acquire the skills required for proficient performance.
4. It is aimed at producing efficient men and women capable of handling children and teaching them with optimum results.
5. The prospective teachers are usually required to concentrate more on a subject in which they are interested and a little less in others.
6. In-service education comprises all the activities engaged in by professional personnel during their service and is designed to contribute to professional improvement on the job.
7. It is a means of assisting poorly prepared, untrained, and inexperienced teachers to improve both academically and professionally (Fatile, 2010).
8. In-service leads to high productivity and high productivity, depends on the effectiveness of the workforce. Probably, that was why Dare (2008), states that workers should be adequately

trained through in-service training and re-training programmes. In his opinion, training activities should also be planned for senior level personnel to update their experiences and acquire new techniques of doing things.

2.7.7 Important Elements in the Professional Development of Teachers

Effective utilization of Teachers Resource Centre is an important element in the professional development of teachers. This fact is supported by scholars such as Guinn and Restine (1996) as well as Kruse and Luis (1997) who argued for an interactive, on-the-job coaching and mentoring approach to teacher professional development because it is cost effective.

Training can be organized in small school cluster and qualified senior teachers or university lecturers are invited to these clusters to serve as trainers and mentors. Such formal arrangements for professional development need to be supported by informal practices like team teaching and the sharing of experiences and educational resources among teachers, which greatly contribute to self-improvement. This approach has the advantage of stimulating healthy debates about various reform measures and innovations and encouraging collaboration, peer-coaching, inquiry, collegial study groups, reflective discussion and action (Igbokwe-Ibeto, 2011).

Using the interactive systems model, teacher professional development is a function of the interaction between and among five key players. These are the ministry responsible for teacher education, universities, schools, the community and the teachers themselves. The Ministry of Education is responsible for providing policy and financial support for teacher professional development. Universities and teacher education colleges are responsible for providing training, conducting policy oriented research and providing relevant literature and materials to support teachers in schools. School management on its part is supposed to provide

support to the teachers on a daily basis through advice, supervision, monitoring and evaluation of the teaching and learning activities. The community through the School-Base Committeesis responsible for teacher professional development by providing the necessary resources in the budget. The teacher is responsible for being proactive in seeking opportunities for his or her own professional development. In the same vein, Regan and Grayson (2003) model of professional development, suggested that programmes for upgrading teachers from one grade to another do not qualify as teacher professional development. However, elements of professional development exemplified by the formal and informal practices initiated by teachers and their head teachers of school/ward level need to be nurtured and supported by all stakeholders of education.

1. maintain school items such as shelves;
2. determine the option that is applicable in his school system and make the best use of it;
3. preserve and prolong the useful life of the stock of facilities in his school;
4. use wisely the resources available to him and maintain the items such as buildings, furniture and equipment as far as is possible in their original condition;
5. preserve educational facilities in their care; and
6. Take prompt action to inform the central authorities and the community for assistance when sudden damage occurs.

2.7.8 Staff Development and Teacher Change

Most staff development programs share a common purpose to bring about change. Educators generally agree that the three major outcomes of effective staff development programs are change in teachers, beliefs and attitudes and teacher's instructional practices.

Traditionally, staff development has focused first on initiating change in the beliefs, attitudes, and perceptions of teachers. It was generally assumed that these changes would lead

to other specific changes in their classroom behaviors and practices, which in turn, will result in improved student learning staff development efforts concerning new programs or innovations typically set out to gain acceptance, enthusiasm, and commitment from. Teachers input during planning sessions or in some cases, by surveying teachers to ensure that the program is aligned with their needs (Joyce and etc, 1976). Certainly teachers should have input in the planning and development of new programs. But, unfortunately, these activities seldom change teachers attitudes significantly or elicit strong commitment (Jones and Hayes, 1980)

2.8 Influence of School-Based Management Committees on provision and management of instructional facilities in the administration of secondary schools

Instructional facilities, these are facilities that are meant for direct teaching and learning. They include classrooms, classroom seats, laboratories, libraries, experimental equipment, chalk board, audio – visual learning equipment, zoological gardens and experimental agricultural farms. These facilities bear directly on the teaching-learning process and they are considered as prime priority among other school facilities. Instructional facilities must be adequately provided by the government for better implementation of UBE programme in the country. Also, stake holders help to provide school with instructional facilities.

Castaldi in Peretemode (2001) concludes that "educational facilities are those things of educational which enables a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided for the successful implementation of any educational programme depends mostly on the quality of available school facilities that are to be provided for such programmes.

Ogbodo (1995) implies that substantial costs to the school system for their establishment, if not properly managed and maintained they dilapidate and wear out faster that their "life span" and also if not properly utilized, the school system will not derive maximum benefit from use. What schools need to do these days are to:

(a) maximize the use of what they have; and

(b) maintain what they have.

School facilities management is a systematic process of rationalizing the provision, use and maintenance of these facilities within an educational institution to ensure their optimal utilization and achievement of educational objectives both in the immediate and in the future given the available resources. In other words, it is a process that involves rationally:

1. Determining which facilities are required to achieve school goal;
2. Providing such facilities most advantageously in terms of resources use;
3. Monitoring to ensure optimal use of educational facilities so provided;
4. Maintaining the facilities regularly to ensure longevity; and
5. Reviewing the provision of these facilities to ensure that it continues to invest the changing educational needs in the advantageous manner.

2.8.1 Types of Schools Facilities

School facilities are divided into different categories.

Instructional facilities: These are facilities that are specifically meant for direct teaching and learning. It includes; classrooms seats, laboratories, libraries, experimental equipment, chalkboard audio – visual learning equipment, zoological gardens and experimental agricultural farms. These facilities bear directly on the teaching-learning process and are therefore considered of prime priority among other school facilities (Abe, 2007).

Recreational Facilities

These are spaces, lawns, fields, and equipment for sports, games and general recreation. Games and sport apart from developing specific skills also develop a good learning socio – psychological as well as mental environment through relation. The importance of level of resources committed to the development and provision of recreational facilities must not exceed their values in facilitating the overall goal of the educational institution (Abubukar, 2010).

Residential Facilities

These include hostels and hostel facilities, refectory and refectory facilities, staff quarters and other associated facilities meant to provide residential convenience for staff and students (Abubakar, 2014).

General Purpose Facilities

These are facilities that can easily be converted to uses other than those for which they are being used.Such facilities in most cases are made for space facilities, there are basically two type of open space facilities namely: The developed and the undeveloped space. Developed open space are spaces used as sporting pitches, fields, lawns schools, school farms access road, parking lots and so on. Their uses can easily be modified on occasion demands. The undeveloped open spaces are all the land area within the legal authority of the institution which is yet to be developed into specific uses(Adamu, 2013).

2.8.2 Types of Maintenance in Schools

Three types of maintenance services include the following:

Regular Maintenance

This type of maintenance is given to special equipment in the school on a periodic basis. For example, servicing of machines like typewriters, vehicles, generators, computers etc. these

routine services are aimed at keeping the equipment working and to minimize cases of total breakdown of equipment (Auta, 2012).

1. Emergency Maintenance

This is the type of maintenance that is more common in the system. It simply means that service men are called in when the equipment are out of use or broken down examples the wall of a dormitory may crack, and this crack requires urgent repairs to avoid total breakdown of the building(Bala, 2014).

2. Prevention and Periodic Maintenance

This is a programme for servicing machines, systems and structure device to prevent a breakdown of the system or one of its components. This allows an equipment or building to remain on the original useful life maintenance is carried out before there is malfunction of the equipment. Manufacturers usually indicate parts of equipment to be replaced at intervals to avoid breakdown and give the equipment maximum useful life(Best, 2005).

Periodic maintenance on the other hand represents a deliberate effort to schedule maintenance of equipment on periodic basis. Some equipment require quarterly maintenance, while office equipment require periodic maintenance school facilities are to be maintained regularly because the best plant that is not maintained soon become defaced and loses its aesthetic value and worth. Stages in facilities management the activities that come under the umbrella of educational facilities planning and administration are sequentially linked. Consequently, these activities will be recognized as stages in chain of activities. They are as follows

2.8.3 Identification of Learning Needs

Identification of learning needs specific educational facilities requirement of community or institution in terms of quantity and quality needs to be properly assessed to provide the operational guide for facilities provision at the community level.Peculiar learning needs are usually tied to people's culture, religion, occupational life style and the environment. It must be recognized that the learning needs in term of facilities are contingent on the fundamental educational objectives being pursued (Bybee, 2009).

Inventory Survey

A comprehensive diagnostic inventory survey of the existing stock of educational facilities in the community or institution should be done.Inventory data has to be collected and analyzed to provide information on the location, condition, age, quantity and type of existing educational facilities. This will provide the educational map or the distributional network of the existing educational facilities in the development of the facilities master plan (Chinwendu, 2014)

Facilities Utilization Analysis

Relevant utilization indicators are required to assess the legality of utilization of these educational facilities such analysts are meant to reveal areas of stress and weaknesses (i.e under – utilization and over – utilization) in the existing arrangement with a view to developing facilities master plan (Bala, 2014).

Establishment of Educational Facilities Master Plan

This is the blue print that indicates where specific educational facilities are to be provided and existing one, relocated or completely removed during an educational development phase to enhance the level of utilization of such facilities as well as meet the educational needs of the community or the educational institution (Best, 2005).

Site Selection and Acquisition

This is the first step in the implementation of the master plan professional expertise is brought into selecting and acquiring the most appropriate sites for the specific educational facilities envisaged in the master plan. Site acquisition has to do with purchasing the land, paying of compensation, getting the necessary documents that entitle the institution to the land and fencing or demarcation (Bybee, 2009).

Preparation of Educational Specification

Each education facility, project or programme requires specific pattern in design and implementation.The educational manager or facility planner is therefore expected at this junction to prepare educational specifications (i.e. written) description of the curriculum and learning experience of a project required for implementing each of the various educational facilities.Such educational specifications must contain a statement of the philosophy behind the project; the grade level to be served, enrollment capacity as well as the specification of materials and structural requirement for erecting different types of educational structures (Bybee, 2009).

2.9 Influence of School-Based Management Committees on staffing situation in the Administration of secondary schools

The provision and management of staff for effective and efficient operation of schools should be considered as the responsibility of both government and community.This is in line with the provision in National Policy on Education, which says “school systems, and consequently their management and day to day administration should grow out of the life and social ethos of the community which they serve” (NPE, 1981:44)

This requires the consideration and attention of various people and organizations such as the Parent Teacher Association (PTA), Private Organizations (Non-Governmental Organizations) together with the Local, State and the Federal Government in the managing of staff in schools if the objective of Universal Basic Education Programme is to be realized.

Management of staff in school has to do with staffing. According to Heneman and Judge(2014) staffing is the process of acquiring, deploying and retaining a workforce of sufficient quantity and quality to create positive influences on the organization's effectiveness in management unit of staff in school recruitment, selection, placement and orientation or induction (Boyle&Lamprianou, 2005).

2.9.1 Gold Rules for Staff Management

Staff are the most valuable asset among the properties of any business. Management of staff is often a hard subject for companies to conquer. After all, we are dealing with people, rather than numbers or business theories. Here are the five golden rules that organizations should treasure regarding staff management. (Chalmers &Keown, 2006).

1. Keep staff challenged:

Do not let your staff feel that they are merely working machines that repeat the same things at work every day. Try to keep them busy (a more positive term would be "fresh") in learning and doing new things once in a while. They will enjoy the dynamic it brings to their tedious working life and realize how the company treats them as individuals. Another useful way in keeping staff challenged is to give them feedback on their job performance. It is more convenient for staff to reflect on their own performance alter getting feedback from their senior. With the feedback from senior and reflection (probably) from self, staff can improve on their

performance and thus enhance work efficiency, which is in turn good for the company (Desimore, Smith & Ueno, 2006).

2. Let staff know what is expected from them

A step further than giving feedback to staff, letting them know their exact position in the company and what is expected from them is a simple and direct way for staff to realize their importance to the company. In this way, they can estimate their effort paid to work and whether they can give more or much more. What's more, redundant personnel can *be* detected easily! What an easy way to kill two birds with one stone! (Fratt,2007).

3. Raise equity in the company

If staff have good performance, don't be stingy on giving them bonuses or other forms of reward. It is the best way to raise their morale as well as sense of belonging to the company since the company recognizes and treasures their contribution. However, you have to be very careful when rewarding staff by raising their salary.... Because there is no secret in the office, especially about salary! You must recognize the influence on other staff who are not being rewarded. The negative influence would be the opposite of boosting staffs morale and might actually causing loyal staff to leave (Ikoya&ONoyase, 2008).

4. Cultivate organization traditions

These could be formal or informal, as long as the staff accept and recognize them or instant, team lunch or Christmas party. Once a tradition is established, it becomes a strong bond between staff and the company.

5. Utilize staffs talents and skills beyond the job description

Recognizing staffs talents and skills would be the first step to achieve this goal. You just need to pay attention to the staffs resume or simply a usual chat with them and you might have

already found their 'hidden talent'! Try to utilize their talent and skills, you will find it not only benefits the company but also the recognition from staff.Remember, staff is your most valuable asset in any business. Managing them in a reasonable manner will ensure long term success for your company (Ofoegbu, 2004).

2.9.2 Importance of Staffing

In any organization, there is a need for people to perform work. The staffing function of management fulfills this requirement and finds the right people for the right job. Basically, staffing fills the positions as shown in the organization structure. Human resources are the foundation of any business. The right people can help you take your business to the top; the wrong people can break your business. Hence, staffing is the most fundamental and critical drive of organizational performance. The staffing function has assumed greater importance these days because of rapid advancement of technology, increasing size of organization and complicated behaviour of human beings. Human resources are the most important asset of an organization. The ability of an organization to achieve its goal depends upon the quality of its human resources. Therefore, staffing is a very important managerial function. No organization can be successful unless it can fill and keep filled the various positions provided for in the structure with the right kind of people. Proper staffing ensures the following benefits to the organization:

1. helps in discovering and obtaining competent personnel for various jobs;
2. makes for higher performance, by putting right person on the right job;
3. ensures the continuous survival and growth of the enterprise through the succession planning for managers;

4. helps to ensure optimum utilization of the human resources. By avoiding over manning, it prevents under-utilization of personnel and high labour costs. At the same time it avoids disruption of work by indicating in advance the shortages of personnel; and
5. improves job satisfaction and morale of employees through objective assessment and fair reward for their contribution.

Staffing function must be performed efficiently by all organizations. If right kinds of employees are not available, it will lead to wastage of materials, time, effort and energy, resulting in lower productivity and poor quality of products. The enterprise will not be able to sell its products profitably. It is, therefore, essential that right kind of people must be available in right number at the right time. They should be given adequate training so that wastage is minimum. They must also be induced to show higher productivity and quality by offering them proper incentives (Garuba, 2004).

2.9.3 Staffing as part of Human Resource Management

It is a function which all managers need to perform. It is a separate and specialized function and there are many aspects of human relations to be considered. It is the job of managers to fill positions in their organizations and to make sure that they remain occupied with qualified people. Staffing is closely linked to organizing since after the structure and positions have been decided, people are required to work in these positions. Subsequently, they need to be trained and motivated to work in harmony with the goals of the organization. Thus, staffing is seen as a generic function of management.

The staffing function deals with the human element of management. Managing the human component of an organization is the most important task because the performance of an organization depends upon how well this function is performed. The success of an organization

in achieving its goals is determined to a great extent on the competence, motivation and performance of its human resource (Geo-Severson, 2007).

It is the responsibility of all managers to directly deal with and select people to work for the organization. When the manager performs the staffing function his role is slightly limited. Some of these responsibilities will include placing the right person on the right job, introducing new employees to the organization, training employees and improving their performance, developing their abilities, maintaining their morale and protecting their health and physical conditions. In small organizations, managers may perform all duties related to employees' salaries, welfare and working conditions. But as organizations grow and number of persons employed increases, a separate department called the Human Resource Department is formed which has specialists in managing people. The management of human resource is a specialized area which requires the expertise of many people. The number of human resource specialists and size of this department gives an indication of the size of the business as well. For a very large company, the Human Resources Department itself will contain specialists for each function of this department.

Human Resource Management includes many specialized activities and duties which the human resource personnel must perform. These duties are:

1. Recruitment i.e., search for qualified people
2. Analyzing jobs, collecting information about jobs to prepare job descriptions.
3. Developing compensation and incentive plans.
4. Training and development of employees for efficient performance and career growth.
5. Maintaining labour relations and union management relations.

6. Handling grievances and complaints.
7. Providing for social security and welfare of employees.
8. Defending the company in law suits and avoiding legal complications (Gray, 2005).

2.9.4 Staffing Process

The prime concern of the staffing function in the management process is the timely fulfillment of the manpower requirements within an organization. These requirements may arise in case of starting a new business or expanding the existing one or they may arise as a matter of the need for replacing those who quit, retire or are transferred or promoted from or are fired from the job. In any case, need for 'the right person for the right job' does not need to be over emphasized. But just as the phrase ‘water water everywhere and not a drop to drink' amplifies the fact that despite 2/3rd of the earth being water, drinkable water is a scarce commodity, so may also be said of finding 'the right person for the right job.’ As such, it is important to appreciate staffing as a process that starts from understanding the manpower requirements within the organization and identifying the potential sources from where it can be met, either from within the organization or from outside. And, given that ‘the right person’ is scarce, there is need to ‘market’ the job and the organization to the people. Even in situations where a single job vacancy might attract a few hundreds of the applicants, there is a challenge of selecting the most appropriate one. Freshly appointed persons might need orientation or training to familiarize them with the way the things are done in an organization. And, in case they have been selected only on the basis of academic qualifications and aptitude for learning, they might need training in specific skills as well. For example, if one is selected by a Business Process Outsourcing (BPO) unit by virtue of being extrovert and well-versed in English speaking, one needs to be trained in the relevant business processes, telephone conversation etiquettes as well as diction adaptation

before actual placement. The employee's experiences during orientation and placement form his/her 'first impression' of the organization. Even whilst on the job, the employees need training for up gradation of knowledge and skills and for preparing for higher responsibilities. So staff training and development is another important aspect of the staffing process (Hodkinson&Hodkinson (2005).

What follows is a brief description of the above stages.

(i) Estimating the Manpower Requirements: when designing the organizational structure, we undertake an analysis of the decisions and the decision-making levels, activities as well as relationship among them with a view to evolving the horizontal and vertical dimensions of the structure. Thus, various job positions are created. Clearly, performance of each job necessitates the appointment of a person with a specific set of educational qualifications, skills, prior experience and so on.

Thus, understanding manpower requirement is not merely a matter of knowing how many persons we need but also of what type. Given that we need to encourage women, persons from backward communities and persons with special abilities (such as physically challenged, visually and hearing impaired) to assume responsible positions in our organizations, there is a need to understand, and if the need be, to redefine manpower requirements accordingly.

Operationally, understanding the manpower requirements would necessitate workload analysis on the one hand and workforce analysis on the other. Workload analysis would enable an assessment of the number and types of human resources necessary for the performance of various jobs and accomplishment of organizational objectives. Workforce analysis would reveal the number and type available. In fact such an exercise would reveal whether we are understaffed, overstaffed or optimally staffed. It may be pointed out that

neither over-staffing nor under-staffing is a desirable situation. Can you think why? In fact this exercise would form the basis of the subsequent staffing actions, a job candidates, both internal and external sources of recruitment maybe explored. Internal sources may be used to a limited extent. For fresh talent and wider choice external sources are used.

(ii) Selection: Selection is the process of choosing from among the pool of the prospective job candidates developed at the stage of recruitment. Even in case of highly specialized jobs where the choice space is very narrow, the rigour of the selection process serves two important purposes: (i) it ensures that the organization gets the best among the available, and (ii) it enhances the self-esteem and prestige of those selected and conveys to them the seriousness with which the things are done in the organization. The rigour involves a host of tests and interviews, described later. Those who are able to successfully negotiate the situation of overstaffing somewhere would necessitate employee removal or transfer elsewhere. A situation of understaffing would necessitate the starting of the recruitment process. However, before that can be done, it is important to translate the manpower requirements into specific job description and the desirable profile of its occupant - the desired qualifications, experience, personality characteristics and so on. This information becomes the base for looking for potential employees.

(iii) Recruitment: Recruitment may be defined as the process of searching for prospective employees and stimulating them to apply for jobs in the organization. The information generated in the process of writing the job description and the candidates' profile may be used for developing the 'situations vacant' advertisement. The advertisement may be displayed on the factory/office gate or else it may be got published in print media or flashed in electronic media. This step involves locating the potential candidates or

determining the sources of potential candidates. In fact, there are a large number of recruitment avenues available to a firm which would be discussed latter when we talk about the various sources of recruitment. The essential objective is to create a pool of the prospective test and the interviews are offered an employment contract, a written document containing the offer of employment, the terms and conditions and the date of joining.

(iv) Placement and Orientation: Joining a job marks the beginning of socialization of the employee at the workplace. The employee is given a brief presentation about the company and is introduced to his superiors, subordinates and colleagues. He is taken around the workplace and given the charge of the job for which he has been selected. This process of familiarization is very crucial and may have a lasting influence on his decision to stay and on his job performance. Orientation is, thus, introducing the selected employee to other employees and familiarizing him with the rules and policies of the organization. Placement refers to the employee occupying the position or post for which the person has been selected.

(v) Training and Development: What people seek is not simply a job but a career. Everyone must have the opportunity to rise to the top. The best way to provide such an opportunity is to facilitate employees' learning. Organizations have either in-house training centers or have forged alliances with training and educational institutes to ensure continuing learning of their employees. The organizations to benefit in turn. If employees' motivation is high, their competencies are strengthened; they perform better and thus, contribute more to organizational effectiveness and efficiency. By offering the opportunities for career advancement to their members, organizations are not only able to attract but also retain its talented people.

As discussed earlier, in most organizations there is a separate Human Resource Department, which takes care of the staffing function. But in small organizations the line manager is required to perform all the functions of management viz, planning, organizing, staffing, directing and controlling. The process of staffing will then include three more stages.

(vi) Performance Appraisal: After the employees have undergone a period of training and they have been on the job for some time, there is a need to evaluate their performance. All organizations have some formal or informal means of appraising their employee's performance. Performance appraisal means evaluating an employee's current and/or past performance as against certain predetermined standards. The employee is expected to know what the standards are and the superior is to provide the employee feedback on his/her performance. The performance appraisal process, therefore, will include defining the job, appraising performance and providing feedback.

(vii) Promotion and career planning: It becomes necessary for all organizations to address career related issues and promotional avenues for their employees. Managers need to design activities to serve employees' long-term interests also. They must encourage employees to grow and realize their full potentials. Promotions are an integral part of people's career. They refer to being placed in positions of increased responsibility. They usually mean more pay, responsibility and job satisfaction

(viii) Compensation: All organizations need to establish wage and salary plans for their employees. There are various ways to prepare different pay plans depending on the worth of the job. Basically, the price of the job needs to be determined. Compensation, therefore, refers to all forms of pay or rewards going to employees. It may be in the form of direct

financial payments like wages, salaries, incentives, bonuses and commissions and indirect payments like employer paid insurance and vacations (Lee, 2005).

Direct financial payments are of two types: time based or performance based. A time based plan means salary and wages are paid either daily, weekly or monthly or annually. Performance based plans means salary/wages are paid according to piecework. For example, a worker may be paid according to the number of units produced by him/her. There are many methods to calculate the compensation under various incentive plans to reward performance. Certain pay plans can be created which are a combination of time based pay plus incentives for higher performance. Various plans may be formulated for paying employees' time based wage or salary as well as performance based financial incentives and bonuses, and employee benefits (Lee & Roth, 2007).

Besides there are some other factors also which influence the design of any pay plan, like legal (labour laws), union, company policy and equity. Thus, we see that as a process, staffing includes acquisition, retention, development, performance appraisal, promotion and compensation of the most important resource of an organization, that is, its human capital.

It needs to be kept in mind that several factors such as supply and demand of specific skills in the labour market, unemployment rate, labour market conditions, legal and political considerations, company's image, policy, human resource planning cost, technological developments and general economic environment etc., will influence the way recruitment, selection and training will be actually carried out. Recruitment refers to the process of finding possible candidates for a job or a function. It has been defined as 'the process of searching for prospective employees and stimulating them to apply for jobs in an organization.' Advertising is commonly part of the recruitment process, and can occur through several means, through newspapers, using newspaper de1dicated to job advertisement, through professional publication,

using advertisements placed in windows, through a job center, through campus interviews, etc (Meiers&Ingvarsin, 2005).

Sources of Recruitment

The objective of recruitment is to attract potential employees with the necessary characteristics or qualification, in the adequate number for the jobs available. It locates available people for the job and invites them to apply for the job in the organization. The process of recruitment precedes the process of selection of the right candidates for the given positions in the organization. Recruitment seeks to attract suitable applicants to apply for available jobs. The various activities involved with the process of recruitment includes (a) identification of the different sources of labour supply, (b) assessment of their validity, (c) choosing the most suitable source or sources, and (d) inviting applications from the prospective candidates, for the vacancies (Miller &Gatta (2006).

The requisite positions may be filled up from within the organization staffing or from outside. Thus, there are two sources of recruitment - Internal and External.

1. Internal Sources

There are two important sources of internal recruitment, namely, transfers and promotions, which are discussed below:

(i) Transfers: It involves shifting of an employee from one job to another, one department to another or from one shift to another, without a substantive change in the responsibilities and status of the employee. It may lead to changes in duties and responsibilities, working condition etc., but not necessarily salary. Transfer is a good source of filling the vacancies with employees from overstaffed departments. It is practically a horizontal movement of employees. Shortage of suitable personnel in one branch may be filled through transfer from other branch or department.

Job transfers are also helpful in avoiding termination and in removing individual problems and grievances. At the time of transfer, it should be ensured that the employee to be transferred to another job is capable of performing it. Transfers can also be used for training of employees for learning different jobs.

(ii) **Promotions:** Business enterprises generally follow the practice of filling higher jobs by promoting employees from lower jobs. Promotion leads to shifting an employee to a higher position, carrying higher responsibilities, facilities, status and pay. Promotion is a vertical shifting of employees. This practice helps to improve the motivation, loyalty and satisfaction level of employees. It has a great psychological influence over the employees because a promotion at the higher level may lead to a chain of promotions at lower levels in the organization.

Filling vacancies in higher jobs from within the organization or through internal transfers has the following merits:

(i) Employees are motivated to improve their performance. A promotion at a higher level may lead to a chain of promotion at lower levels in the organization. This motivates the employees to improve their performance through learning and practice. Employees work with commitment and loyalty and remain satisfied with their jobs. Also, peace prevails in the enterprise because of promotional avenues;

(ii) Internal recruitment also simplifies the process of selection and placement. The candidates that are already working in the enterprise can be evaluated more accurately and economically. This is a more reliable way of recruitment since the candidates are already known to the organization;

(iii) Transfer is a tool of training the employees to prepare them for higher jobs. Also people recruited from within the organization do not need induction training;

(iv) Transfer has the benefit of shifting workforce from the surplus departments to those where there is shortage of staff;

(v) Filling of jobs internally is cheaper as compared to getting candidates from external sources (Moswela, 2006).

Limitations of Internal Sources

The limitations of using internal sources of recruitment are as follows:

1. When vacancies are filled through internal promotions, the scope for induction of fresh talent is reduced. Hence, complete reliance on internal recruitment involves danger of 'inbreeding' by stopping 'infusion of new blood' into the organization;
2. The employees may become lethargic if they are sure of time-bound promotions;
3. A new enterprise cannot use internal sources of recruitment. No organization can fill all its vacancies from internal sources;
4. The spirit of competition among the employees may be hampered; and
5. Frequent transfers of employees may often reduce the productivity of the organization (Ofoegbu, 2004).

2. External Sources

An enterprise has to tap external sources for various positions because all the vacancies cannot be filled through internal recruitment. The existing staff may be insufficient or they may not fulfill the eligibility criteria of the jobs to be filled. External recruitment provides wide choice and brings new blood in the organization. The commonly used external sources of recruitment are discussed below:

(i) **Direct Recruitment:** Under the direct recruitment, a notice is placed on the notice-board of the enterprise specifying the details of the jobs available. Job-seekers assemble outside the premises of the organization on the specified date and selection is done on the spot. The practice of direct recruitment is followed usually for casual vacancies of unskilled or semi-skilled jobs. Such workers are known as casual workers and they are paid remuneration on daily wage basis. This method of recruitment is very inexpensive as it does not involve any cost of advertising the vacancies. It is suitable for filling casual vacancies when there is a rush of work or when some permanent workers are absent (University of Oregon, 2012).

(ii) **Casual Callers:** Many reputed business organizations keep a database of unsolicited applicants in their offices. Such job-seekers can be a valuable source of manpower. A list of such job-seekers can be prepared and can be screened to fill the vacancies as they arise. The major merit of this source of recruitment is that it reduces the cost of recruiting workforce in comparison to other sources (University of Oregon, 2012).

(iii) **Advertisement:** Advertisement in newspapers or trade and professional journals is generally used when a wider choice is required. Most of the senior positions of industry as well as commerce are filled by this method. The advantage of advertising vacancies is that more information about the organization and job can be given in the advertisement. Advertisement gives the management a wider range of candidates from which to choose. Advertisements may be placed in leading newspapers. Its disadvantage is that it may bring in a flood of response, and many times, from quite unsuitable candidates (University of Oregon, 2012).

(iv) Employment Exchange: Employment exchanges run by the Government are regarded as a good source of recruitment for unskilled and skilled operative jobs. In some cases, compulsory notification of vacancies to employment exchange is required by law. Thus, employment exchanges help to match personnel demand and supply by serving as link between job-seekers and employers. Unfortunately, the records of employment exchange are often not up-to-date and many of the candidates referred by them may not be found suitable (University of Oregon, 2012).

(v) Placement Agencies and Management Consultants: In technical and professional areas, private agencies and professional bodies appear to be doing substantive work. Placement agencies provide a nationwide service in matching personnel demand and supply. These aggrieve compile bio-data of a large number of candidates and recommend suitable names to their clients. Such agencies charge fee for their services and they are useful where extensive screening is required. These professional recruiters can entice the needed top executives from other companies by making the right offers. Management consultancy firms help the organizations to recruit technical, professional and managerial personnel. They specialize in middle level and top level executive placements. They maintain data bank of persons with different qualifications and skills and even advertise the jobs on behalf of their clients to recruit right type of personnel (University of Oregon, 2012).

(vi) Campus Recruitment: Colleges and Institutes of Management and Technology have become a popular source of recruitment for technical, professional and managerial jobs. Many big organizations maintain a close liaison with the universities, vocational schools and management institutes to recruit qualified personnel for various jobs. Recruitment from

educational institutions is a well-established practice of businesses. This is referred to as campus recruitment (University of Oregon, 2012).

(vii) Recommendations of Employees: Applicants introduced by present employees, or their friends and relatives may prove to be a good source of recruitment. Such applicants are likely to be good employees because their background is sufficiently known. A type of preliminary screening takes place because the present employees know both the company and the candidates and they would try to satisfy both (University of Oregon, 2012).

(viii) Labour Contractors: Labour contractors maintain close contacts with labourers and they can provide the required number of unskilled workers at short notice. Workers are recruited through labour contractors who are themselves employees of the organization. The disadvantages of this system are that if the contractor himself decides to leave the organization, all the workers employed through him will follow suit.

(ix) Advertising on Television: The practice of telecasting of vacant posts over Television is gaining importance these days. The detailed requirements of the job and the qualities required to do it are publicized along with the profile of the organization where vacancy exists.

(x) Web Publishing: Internet is becoming a common source of recruitment these days. There are certain websites specifically designed and dedicated for the purpose of providing information about both job seekers and job opening. In fact, websites such as www.naukri.com, www. jobstreet.com etc., are very commonly visited both by the prospective employees and the organizations searching for suitable people (Ogunyemi, 2005).

Merits of External Sources

The advantages of using external sources of recruitment are as follows:

(i) Qualified Personnel: By using external sources of recruitment, the management can attract qualified and trained people to apply for vacant jobs in the organization.

(ii) Wider Choice: When vacancies are advertised widely, a large number of applicants from outside the organization apply. The management has a wider choice while selecting the people for employment.

(iii) Fresh Talent: The present employees may be insufficient or they may not fulfill the specifications of the jobs to be filled. External recruitment provides wider choice and brings new blood in the organization. However, it is expensive and time-consuming.

(iv) Competitive Spirit: If a company taps external sources, the existing staff will have to compete with the outsiders. They will work harder to show better performance (Olalekan, 2004).

Limitations of External Sources

1. Dissatisfaction among existing staff: External recruitment may lead to dissatisfaction and frustration among existing employees. They may feel that their chances of promotion is reduced.
2. Lengthy process: Recruitment from external sources takes a long time. The business has to notify the vacancies and wait for applications to initiate the selection process.
3. Costly process: It is very costly to recruit staff from external sources. A lot of money has to be spent on advertisement and processing of applications (Silins, Zarins&Mulford, 2002).

Selection is the process of identifying and choosing the best person out of a number of prospective candidates for a job. Towards this purpose, the candidates are required to take series of employment tests and interviews. At every stage many are eliminated and a few move on to the next stage until the right type is found. The process may start right from the screening of the applications. It may continue even after the offer of employment, acceptance and joining of the candidate. It is so because the process of selection, like any other managerial decision, involves judgment about the performance potential of the candidate. The effectiveness of the selection process would ultimately be tested in terms of on-the-job of the chosen person (Retna, 2007)..

Process of Selection

The important steps in the process of selection are as follows:

(i) **Preliminary Screening:** Preliminary screening helps the manager eliminate unqualified or unfit job seekers based on the information supplied in the application forms. Preliminary interviews help reject misfits for reasons, which did not appear in the application forms.

(ii) **Selection Tests:** An employment testis a mechanism (either a paper and pencil test or an exercise) that attempts to measure certain characteristics of individuals. These characteristics range from aptitudes, such as manual dexterity, to intelligence and to personality (Osunde&Omoruyi, 2005).

Important Tests Used for Selection of Employees:

(a) Intelligence Tests: This is one of the important psychological tests used to measure the level of intelligence quotient of an individual. It is an indicator of a person's learning ability or the ability to make decisions and judgments.

(b) Aptitude Test: It is a measure of individuals' potential for learning new skills. It indicates the person's capacity to develop. Such tests are good indices of a person's future success score.

(c) Personality Tests: Personality tests provide clues to a person's emotions, reactions, maturity and value system etc. These test probe the overall personality. Hence, these are difficult to design and implement.

(d) Trade Test: These tests measure the existing skills of the individual. They measure the level of knowledge and proficiency in the area of professions or technical training. The difference between aptitude test and trade test is that the former measures the potential to acquire skills and the later the actual skills possessed.

(e) Interest Tests: Every individual has fascination for some jobs than the other. Interest tests are used to know the pattern of interests or involvement of a person (Rusell, 2001).

(iii) **Employment Interview:** Interview is a formal, in-depth conversation conducted to evaluate the applicant's suitability for the job. The role of the interviewer is to seek information and that of the interviewee is to provide the same. Though, in present times, the interviewee also seeks information from interviewer.

(iv) **Reference and Background Checks:** Many employers request names, addresses, and telephone numbers of references for the purpose of verifying information and, gaining additional information on an applicant. Previous employers, known persons, teachers and university professors can act as references.

(v) **Selection Decision:** The final decision has to be made from among the candidates who pass the tests, interviews and reference checks. The views of the concerned manager will be

generally considered in the final selection because it is he/she who is responsible for the performance of the new employee.

(vi) **Medical Examination:** After the selection decision and before the job offer is made, the candidate is required to undergo a medical fitness test. The job offer is given to the candidate being declared fit after the medical examination.

(vii) **Job Offer:** The next step in the selection process is job offer to those applicants who have passed all the previous hurdles. Job offer is made through a letter of appointment/confirm his acceptance. Such a letter generally contains a date by which the appointee must report on duty. The appointee must be given reasonable time for reporting.

(viii) **Contract of Employment:** After the job offer has been made and candidate accepts the offer, certain documents need to be executed by the employer and the candidate. One such document is the attestation form. This form contains certain vital details about the candidate, which are authenticated and attested by him or her. Attestation form will be a valid record for future reference. There is also a need for preparing a contract of employment. Basic information that should be included in a written contract of employment will vary according to the level of the job, but the following checklists sets out the typical headings: Job Title, Duties, Responsibilities, Date when continuous employment starts and the basis for calculating service, rates of pay, allowances, hours of work, leave rules, sickness, grievance procedure (Smith & Gillespie, 2007).

2.10 Influence of School-Based Management Committees on provision of health and welfare facilities in the administration of secondary schools

Instructional facilities, these are facilities that are meant for direct teaching and learning. They include classrooms, classroom seats, laboratories, libraries, experimental equipment chalk board, audio – visual learning equipment, zoological gardens and experimental agricultural

farms. These facilities bear directly on the teaching-learning process and are therefore considered of prime priority among other school facilities. Instructional facilities must be adequately provided by the government for better implementation of UBE programme in the country Also stake holders help to provide schools with instructional facilities (Sparks, 2003).

Castaldi in Peretemode (2001) posits that "educational facilities are those things of educational which enables a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided the successful implementation of any educational programme depends mostly on the quality of available school facilities that are to be provided for such programmes.

Ogbodo (1995) implies that substantial costs to the school system for their establishment, if not properly managed and maintained they dilapidate and wear out faster that their "life span" and also if not properly utilized, the school system will not derive maximum benefit from their use. What schools need to do these days are to:

(a) maximize the use of what they have; and

(b) maintain what they have.

School facilities management is a systematic process of rationalizing the provision, use and maintenance of these facilities within an educational institution to ensure their optimal utilization and achievement of educational objectives both in the immediate and in the future given the available resources. In other words, it is a process that involves rationally:

1. Determining which facilities are required to achieve school goal;.
2. Providing such facilities advantageously in terms of resources use;
3. Monitoring to ensure optimal use of educational facilities so provided;
4. Maintaining the facilities regularly to ensure longevity; and

5. Reviewing the provision of these facilities to ensure that it continues to invest the changing educational needs in the advantageous manner (Tooley, Dixon &Olaniyan, 2005).

2.10.1 Types of Maintenance in Schools.

Three types of maintenance services include the following:

Regular Maintenance

This type of maintenance is given to special equipment in the school on a periodic basis. For example, servicing of machines like typewriters, vehicles, generators, computers etc. these routine services are aimed at keeping the equipment working and to minimize cases of total breakdown of equipment (Van, Vermunt&Boshuizen, 2006).

Emergency Maintenance

This is the type of maintenance that is more common in the system. It simply means that service men are called in when the equipment are out of use or broken down.Examples the wall of a dormitory may crack, and this crack requires urgent repairs to avoid total breakdown of the building (Van, 2010).

Prevention and Periodic Maintenance

This is a programme for servicing machines, systems and structure device to prevent a breakdown of the system or one of its components. This allows an equipment or building to remain on the original useful life maintenance is carried out before there is malfunction of the equipment. Manufacturers usually indicate parts of equipment to be replaced at intervals to avoid breakdown and give the equipment maximum useful life (Wenger, 2007).

Periodic maintenance on the other hand represents a deliberate effort to schedule maintenance of equipment on periodic basis. Some equipment require quarterly maintenance, while office equipment require periodic maintenance.School facilities are to be maintained regularly because the best plant that is not maintained soon become defaced and loses its aesthetic value and worth. Stages in facilities management and the activities that come under the umbrella of educational facilities planning and administration are sequentially linked. Consequently, these activities will be recognized as stages in chain of activities. They are as follows:

2.10.2 Identification of Learning Needs

Identification of learning needs specific educational facilities requirement of community or institution in terms of quantity and quality needs to be properly assessed to provide the operational guide for facilities provision at the community level, peculiar learning needs are usually tied to people's culture, religion, occupational life style and the environment. It must be recognized that the learning needs in term of facilities are contingent on the fundamental educational objectives being pursued (Nwachukwu, 2008).

Inventory Survey

A comprehensive diagnostic inventory survey of the existing stock of educational facilities in the community or institution should be done.Inventory data has to be collected and analyzed to provide information on the location, condition, age, quantity and type of existing educational facilities. This will provide the educational map or the distributional network of the existing educational facilities in the development of the facilities master plan.

Facilities Utilization Analysis

Relevant utilization indicators are required to assess the legality of utilization of these educational facilities such analysts and are meant to reveal areas of stress and weaknesses (i.e under – utilization and over – utilization) in the existing arrangement with a view to developing facilities master plan.

Establishment of Educational Facilities Master Plan

This is the blue print that indicates where specific educational facilities are to be provided and existing ones, relocated or completely removed during an educational development phase to enhance the level of utilization of such facilities as well as meet the educational needs of the community or the educational institution.

Site Selection and Acquisition

This is the first step in the implementation of the master plan professional expertise is brought into selecting and acquiring the most appropriate sites for the specific educational facilities envisaged in the master plan. Site acquisition has to do with purchasing the land, paying of compensation, getting the necessary documents that entitle the institution to the land and fencing or demarcation.

Preparation of Educational Specification

Each education facility, project or programme requires specific pattern in design and implementation.The educational manager or facility planner is therefore expected at this junction to preparing educational specifications (i.e. written) description of the curriculum and learning experience of a project required for implementing each of the various educational facilities such educational specifications must contain a statement of the philosophy behind the

project;the grade level to be served enrollment capacity as well as the specification of materials and structural requirement for erecting different types of educational structures (Nwachukwu, 2008).

According to World Health Organization (2014) defines health as a state of complete physical mental, social, emotional, spiritual and occupational well-being of an individual, not merely absence of diseases or infirmity. Health of peoples is the greatest of natural resources of a nation of which all their happiness and power of a state defend upon. While pupils welfare refers to a safe, secure and a welcoming environment for boys and girls.

According to Education Sector Support Programme in Nigeria (ESSPIN)School Based Management Committee (SBMC, 2008) health and welfare facilities as those materials put in place to make the school environment safe, secure and a welcoming learning environment conducive and attractive for teaching/learning situation. Government in collaboration with SBMC is responsible for ensuring the health and welfare of the pupils and the school in general.Pupils need safe, secure, positive and welcoming learning environment conductive for learning in order to learn the best of their abilities. The SBMCs can contribute 'to providing this environment by helping to make the school more interesting and less threatening. The National Health Policy sees school health services as the preventive and curative measures provided for the promotion of the health and welfare status of learners. The health and welfare of the children should be the concern of every nation as they are the leaders of tomorrow. The schools are institutions established to help these children to be useful to themselves and the nation as a whole.

In this regard, health and welfare facilities refers to a safe, welcoming and secure environment for boys and girls such as the procurement of first Aid kits, supply of traditional pit latrines, the protected well, supply of clean drinkable water to the school, repair of broken schools furniture, provision of additional security to improve the school environment.

In line with the above statement, there was a testimony from pupils in one school highlighting that, they feel safer in school as they know the SBMC will take precaution measures if any one tries to harm or take advantages of them in or around the school. However, the SBMCs provide the pupils with health and welfare facilities by using the grant allocated to the benefited schools in order for the pupils to learn in a safe, welcoming and secure learning environment for effective management of schools. For those schools that didn't benefit from the grant allocated by government, the SBMCs members decide on some amount to be contributed in order to provide the health and welfare facilities for the schools.

The following are some of the health and welfare facilities provided for the schools for effective management of secondary schools in North-West Geo-political Zone, Nigeria; which include among others:

First Aid Kits:- The SBMCs provide the first Aid kits for the schools in order for the schools to give pupils the first treatment before arrival to hospital. All the necessary requirement in the first aid kit was been provided such as drugs, syrup, cotton wools, bandages, Genital Violent, iodine, plasters and spirit (Samaneh&Zoure, 2014).

Provision of VIP or traditional pit latrines:-The SBMCs provide the schools with pit latrines for the pupils for easy access at their convenience. Most of the toilets provided have been divided to the pupils according to their sex and also the teachers have their own according to their sex for proper usage of the latrines (Ezeani, 2013).

Provision of clean Drinkable Water source (protected wells and bore holes):- also among the health and welfare facilities provided by the SBMCs contributions are sources of water in schools for pupils, teachers and the community at large. Some schools were been provided with protected wells and bore holes, while some have been provided with only protected wells and others provided with bore holes (Onuka&Ajayi, 2012).

Provision of sporting facilities: - The SBMCs provide sporting facilities as a result of increasing attention been given to such facilities for youth and children because of the contributions-it makes to the welfare of individuals and especially to their social, physical and mental well-being. The sporting facilities provided include among others: Football and facilities, basketball and facilities, short-put facilities, jerseys, skipping facilities, etc (Oni, Mukaila& Musa, 2013)**.**

Cleaning and clearing facilities: - The SBMCs provide the schools with cleaning and clearing tools for taking care of the school surroundings in order to maintain good health of the school environment. Such facilities include shovels, spades, rakes, hoes, cutlasses, head pans, wheel-barrow, and brooms (Neelam, Israr, Shadid& Mohammed, 2014).

These are some of the contributions of SBMCs and other stakeholders in the provision of health and welfare facilities by using the grant allocated to the schools by government and the SBMCs personal contributions in order to make children learn in a conducive learning atmosphere free from any danger or harm for efficiency in primary schools management. The SBMCs, teachers and stakeholders ensure precaution measures to see that, the provided facilities are in good condition by ensuring that the schools take proper care and good maintenance culture of the facilities for the effective management of secondary schools in North-West Geo-political Zone, Nigeria (Iwuoha, 2002).

2.10.1 Types of Health and Welfare Facilities

1. **Toilet Facilities:** In a school setting, facilities should be provided or be made available by other arrangements. Provided means accessible within the building, for instance, withinthe classes, and within staff offices for easy and simple access to toilet for staff and students.This could be a suitable portable toilet facility provided and accessible to staff needs. Thestaff and students are always in school, so therefore, they should be provided with portablefacilities unless the time for working is planned to allow going outside. Whether regularmaintenance or emergency work, one will still need to make arrangement for adequatewelfare facilities to be available for staff and students at the same time.
2. **Washing Facilities:** Washing facilities must be provided and made available and accessible in the same way as toilets. They are very important for thosepeoplecarrying outtoilet maintenance and related tasks, and for those who may be exposedtoareaslikelaboratory, student's dining hall, watering areas etc.Washing facilities are requiredimmediately adjacent to toilets. Additional washingfacilities may be needed where food isprepared; soap and water should beavailable in the toilet and laboratories where practical istaking place. Means of cleaning materials must also be provided together with drinkingwater. The school management will need to consider the provision of separate facilities for men and women; however, with respect to washing facilities; this will make for the comfortable and good atmosphere for teaching and learning to take place.

3. **Accommodation/Hotel Facilities:** Rest facilities must be provided and be made accessible. Like toilet facilities, they should have sufficient seating facilities for heating food.Nonsmokers should be able to use the rest of the facilities without suffering discomfort fromany type of secret.
4. **Drinking Water:** A supply of drinking water must be made available and accessible, liketoilet and washing facilities. There should be enough information published by the health andsafety unit. Executive's supplies in a container must be clearly labeled and the water changedoften enough to prevent it becoming stale or contaminated.
5. **Food Service Facilities:** Even though colleges of education, unlike boarding secondaryschools, have no plan on feeding students, but the provision and maintenance of dining hallconstructed and equipped must be made for students and staff to have access to food at alltime. It is important therefore, that dining-halls and food service facilities e.g. Kitchen and allauxiliaries for health preparation and serving of food are provided

2.11 Influence of School-Based Management Committees on provision of games and recreational facilities in the administration of secondary schools

Recreational activities are part of the college system. Care must be taken to give it the due prominence it deserves because of the development of the body, which extends to that of the mind and for the discovery of talents in the field of sports, athletics and games. The college is bound to have a sufficient area as playground, which should be properly developed, labeled and made suitable for the free use of pieces of apparatus (Ibrahim, 2010).

In educational institutions, the following recreational activities are necessary in order to cater for all and sundry, these are:

1. Athletics: track and field activities
2. Ball Games: football, hand ball, netball, basketball, lawn tennis, table tennis, badminton, etc
3. Swimming and gymnastics

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

2.11.1 Classification of Recreational Activities

The diversified nature of activities that come under recreation has instigated many writers to attempt classifying recreation into various groups.

Classification Based on purposes and place of performance:

1. Cultural recreation or art. These include: drama, opera, singing and dancing
2. Social recreation includes dining out, visiting the public places and going to parties
3. Sports and physical recreation include games and informal play.
4. Countryside recreation includes picnicking and camping holiday and tourist recreation.

Active and Passive Recreation

(Based on the effort that is required for participation)

1. Active pursuits involve strenuous participation, such as required in sports.
2. Passive pursuits make for fewer physical demands such as picnics and sight seeing

Formal and Informal Recreation

(Based on the degree of organization that is required for the pursuits).

1. Formal pursuits require high level of organization.These include mainly team sports like football, hockey, handball and volley ball.
2. Informal pursuits are essentially unorganized such as picnics, likes, fishing expeditionand strolling

Outdoor and Indoor pursuits: The major determinant here is location of the facilities that are required for the pursuits.

1. Outdoor recreation is performed outside a house or a building
2. Indoor recreation is performed inside a house or a building.

There are some border line activities that can take place either outdoor or indoors. Basketball courts are typically indoors yet on occasion are outdoors, track activities are typically outdoors, outdoor recreation obviously requires space and resources, sometimes large quantities for its enjoyment. For the purpose of this study the outdoor and indoor classification has been adopted since the major determinant is location which can be easy and not human factor (Wosilat, 1999)

Traditional Recreational Activities

Ojo (1998) has attempted to categorise traditional recreation activities based on organization and places of performance. These include:

i. Home based recreational activities held in compounds or along verandahs such as the Ayo games, and storytelling accompanied by dances in the evenings.
ii. Activities associated with social groups such as age mates and these include wrestling in the city or village square,

iii. Recreational activities organized by professional groups in the form of annual festival such as fishing and hunting festivals.

iv. Activities associated with religious practices which include singing, drumming and dancing (Aroge, 2012).

2.11.2 Maintenance of Games and Recreational Facilities in Schools

The most important thing to do initially is to organize the different stages of building process in which sport facilities are made; planning stage where measurement and location are defined in relation to the sport activities and targets, preliminary design stage in which partial and distributive characteristics, general criteria for technological and building choice are fixed; feasible in which operational and maintenance aspect have to be considered in order to reduce operating and minimize the global problems.

Open-air sport facilities must not only give young people the chance to do some kind of sports and physical activities, but they must take into consideration the older and disabled people striving for a healthy life and not despising competition. The planning of available sport facilities must be based on the concept of facilities as a system and of sports as practices and service within a rational organization of the space and areas at one's disposal. Generally, it is enough for a district or school to have one or two multi-purpose fields with synthetic floor-standard measures 40-200; with lighting and wire-net fencingwhere many sports can be done such as five-a-side football, handball, volley ball and other gymnastics activities; generally, structures such as dressing. Rooms, bath rooms, and terraces for spectators are not included in the plan of the school facilities, these being mostly used by young people living in the school. If, however, the facility should also dispose of dressing rooms and sanitary services which are transportable and usable in other places and for other events, as far as maintenance is concerned, it is necessary to

employ materials which do not require particular maintenance and which can be easily operated. There will be a synthetic permeable floor on a draining foundation that can quickly discharge a great amount of water, there will be flood light on 12-15m piles for average lighting and there will be a 3.00 or 4.00m high plastic-coated wire-net fencing (Audu&Gunjun, 2014).

2.11.3 Maintenance of Sport Facilities in Schools

Sport facilities consists of a football ground for competitions, running track for fast running, boards and throwing circles, football ground for training purpose and multi- purpose field with synthetic floor. These types of facilitiesare suitable for schools and smaller middle towns where football is the main sports at the same time; however, it allows doing some track and field athletics and teaming sports such as volley ball, basketball and hand ball. These could be the standard requirement; A regular football ground -100,00 x60.00m with grass floor and automatic irrigation system divided into sectors and fold-away irrigators running track for fast running. Long jump and high jump take-off board's discussant hammer throwing cycles; A 90x50m training field with either floor, equipped with lighting system for nocturnal training session with an average lighting of 100 level, A 40X20m multi-purpose field with synthetic floor. A terrace made of prefabricated element for about 400 spectators; and building consisting of *4* athletes dressing rooms, 2 referee dressing-rooms, technical rooms, first aids store-rooms, warehouse, bar and ticket officer (Schiffers, 1999).Separation ways for spectators, athlete and referees. The wire net fencing is at least 2.5m high from the walking surface.

It has only been within the last five or six years that value analysis has been taken into consideration already at the planning stage of providing the facilities. In addition, sport activities are more and more considered an opportunity to be offered to every citizen because not only students and staff are well aware of the importance of this field. Whether it is on their own or

together with the pubic, law corporations private enterprises have demonstrated a growing interest in the providing and operating sport facilities.

2.12 Influence of school-based management committees on maintenance of discipline in the administration of secondary schools

Children at home, in school or community display a number of deviant behaviours. Teaching and non-teaching staff are therefore faced with the challenge of changing those behaviours. These behaviours are reflected in truancy, bullying, use of vulgar language, sexual misbehaviour, drug abuse, and a host of others. The English Dictionary for Advanced Learners (2008) indiscipline means uncontrolled behavior.

Some psychologists believe that, children acquire skills through observation of how things are done by parents, teachers and adults around them. The ability to imitate such activities over time forms their behaviours. Behaviour, therefore, is any activity that can be observed, recorded and measured (Grither, 1983). Behavior is the range of actions and mannerisms made by organisms, system or artificial entities in conjunction with their environment, which includes other organisms around and the physical environment. Santrock (2005) observed that behavior is everything we do that can be directly observed. Therefore, behavior is the learned and unlearned experiences of an organism that are developed as a result of internal and environment interactions towards the attainment of a motive (Atif, Ijaz, Abdul &Nadeem, 2011).

2.12.1 Types of Indiscipline in Schools

Forms or symptoms of indiscipline are many and they vary from school to school and from place to place. However, secondary school students in Nigeria, being in their adolescence stage, engage or commit different types of in disciplinary acts at home, in school or community at large. Masphosa (2011) categorizes indisciplinary acts into minor and major. Minor cases of

indiscipline are easily recognized and these include persistent lateness, playing, truancy, failure to finish homework, failure to obey instruction, being dishonest with minor consequences. Major indiscipline acts include inflicting minor injury on another person, gambling, gay tendencies, severe disruption in class, forging documents or signatures with minor consequences, exhibiting racist or sexist tendencies, possessing or distributing pornographic papers, racist materials, possessing dangerous weapons, theft, vandalism and cheating during examinations at schools. He adds to the list, intentional use of dangerous weapons, sexual harassment, sexual abuse, raping, robbery, major theft, breaking and entering locked premises and murder.

It is opined in Nakpodia (2010) other acts of indiscipline such as hitting a teacher, cursing or calling other students bad names, inattentiveness in class, going out of school premises without permission, refusal to stay for detention, refusal to clean the grounds as ordered, failure to maintain silence and adhere to time schedules. Such acts of indiscipline are common in secondary schools in the North-West Geo-political Zone in Nigeria.

2.12.2 Factors Responsible for Indisciplinary Acts in Schools

Schools are expected to lead the rest of the society in knowledge and understanding of the process of human growth, development and socialization. Schools with a unique status in the society act as agents of socialization, inculcating conformity, self-control and obedience in the child. It is unfortunate that there is a general outcry in most African countries on the increasing cases of indiscipline among students in secondary schools. Factors such as bad and inadequate food, authoritarian methods of administration, ineffective teaching, bad staff behavior, harsh school rules, poor examination results, examination leakage, unsatisfactory curricular, influence

of home or society, harshness of school prefects, poor communication from the school administrator no staff and pupils, are responsible for indiscipline in secondary schools in Nigeria (Chris, 2011).

In support of the above statement, Herbert (2009) stated that several reports have been published in the electronic and print media indicating the extent of the problem. Media and parents are factors responsible for indisciplinary acts displayed by children in secondary schools. Children experiment whatever they watch on television in schools. It is a pity that parents allow their children to watch movies from television without caution. In the same vein, Garegae (2008) pointed out those hideous forms of students "misconduct which use to be seen in the movies and read in fiction books, are now reality in Botswana schools. According to Rogers (2003) in Idu and Ojedapo (2011) the child is naturally good, but it is the teacher that corrupts him. Furthermore, teachers ignore students' problems and complaints whether academic or otherwise.

Misuse and abuse of power bestowed on teachers to punish students is another contributing factor to indiscipline in secondary schools. In fact, this prepares ground for acts of indisciplinary acts in secondary schools in the North-West Geo-political zone. In support of the above, Simativa (2012) reports of Beinguma in Kenya, the breach of the code of discipline of students by head teachers and teachers has been expensive to the parents and government just as they have been psychologically and physically devastating to the students. He cites the incidents of ill treatment of students such as the Mumbine secondary school tragedy, where a student died while carrying out a punishment. There was also a similar incident like that in Technical College in Wudil, Kano State in 1987, when the then principal of the college caned a student to death. This and many others can make students to react negatively. It is this breach of the code by

teachers at different levels of schools as reported in Simativa (2011) of a teacher at Makongeint primary school who was sentenced to one month imprisonment by a Liberia court for an injury on an eleven year old pupil resultant from hitting on the chest.

Indiscipline in schools is attributed on large school size. It is very difficult to control a school that is over populated. This can lead to students' misbehaviour (Haller, 1992). Failure of the school curriculum to meet the moral aspiration of the society in which it is found, lack of good moral training by parents, lack of good leadership in the society, injustice/corruption in the society and unrealistic rules are some of the many causes of indiscipline in many African secondary schools (Yaroson, 2004). In agreement with the above assumption, Magama (2006) noted that authoritarian methods of administration, ineffective teaching, bad staff behavior, harsh school rules, illicit relationship between staff and the students are responsible for indiscipline in secondary schools.

2.13 Influence of school-based management committees on Extracurricular Activities in Schools in the administration of secondary schools

Extra-curricular activities are defined as the activities in which the students participate after the regular school day has ended (Cadwallader, 2002). Among those activities considered to be high school extra-curricular activities include high school athletics, school clubs, marching band, chorus, orchestra and student leadership organizations. For the purpose of this study, the researcher made a distinction between extra-curricular activities and co-curricular activities. Co-curricular activities are activities that occur during the normal class time (Frame, 2007), such as high school band, chorus, and orchestra where students spend countless hours outside of the normal structure of the school day for practice and performances. This involvement includes participation in sports and other school sponsored activities. It has been noted that students who are consistently exposed to music perform better academically in school than students who do

not engage in music training or performances (Cash, 2009). Cash (2009) also shared that "most states do not place academic requirements on participation in student clubs, band, chorus, or orchestra". However, academic clubs such as National Honor Society, Key Club and Beta Club do mandate certain levels of academic achievement to be allowed to become a member. In some states, the marching band might have to meet the same requirements that athletes are required to meet in order to participate in competition (Cash, 2009).

Most states and school districts do set requirements for participation in school athletics based on grades, attendance, and behavior (Cash, 2009). Eligibility requirements are established to ensure that the high school athletes maintain a certain level of academic integrity (McMillan,1991). McMillan (1991) found that most of the requirements were based on a pass to play standard. If the student athletes do not pass their classes, then they are not allowed to participate in the extra-curricular activities.

McMillian (1991) also reported that this standard was important to make sure that the athletes understood the importance of achieving academic success as well as athletic success. The use of the pass to play standard has shown that there may be a relationship between student achievement and participation in extracurricular activities. As teachers and school administrators have encouraged student athletes to perform better academically using the opportunity to participate in athletics, this has served as a motivation for students to perform academically and has served as the foundation for the pass to play standard. The athletes are aware that they may not be able to compete if they are not achieving desirable results in the classroom. This standard also been shown to promote higher attendance rates for the athletes.

On one hand, the pass to play policy can create positive motivation for the student athlete to perform academically and to attend school.However, on the other hand, the policy can also have a negative influence in the classroom. According to Morton (1993), if the student does not perform well enough in the classroom to be able to compete in athletics, the student may lose motivation to succeed in the classroom. Many students have reported that participating in sports is the sole reason that keeps them from dropping out of school. The perplexing reality of the pass to play standard is those students who lose the opportunity to compete in sports due to lack of success academically, they might stop attending school or trying to achieve passing grades in the classroom (Morton, 1993). Ruffin (1986) found that the pass to play standard may also have an influence on the classroom teachers. Classroom teachers faced with extra pressure to make sure that student athletes remain eligible to participate in sports must be able to hold every student to the same standards (U.S. Department of Education, 2002). Ruffin (1986) also shared that teachers must not create a double standard in their classrooms for athletes and other students, they have a legal and ethical responsibility to treat all students equitably, regardless of the pass to play standard.

The State of Georgia created the Georgia High School Association to regulate athletics for the entire state (Georgia High School Association, 2010). The GHSA serves as the governing body for all sanctioned high school athletics in the state of Georgia. Each high school is required to pay dues and join the GHSA if they want their student athletes to be able to compete for region and state championships (Georgia High School Association, 2010). The GHSA also provides guideline that all student athletes must meet in the state of Georgia. This guideline states that student athletes must meet certain academic requirements, age requirements, residency requirements, and semester to semester academic progress requirements. If the student

athletescannot meet all parts of the eligibility requirements, then they are not allowed to compete in the GHSA sanctioned athletic events. This association was designed to protect high school athletics in the state of Georgia, and it is designed to make sure that athletes are able to meet the National Collegiate Athletic Association requirements (Georgia High School Association, 2010).

The requirements established by the Georgia High School Association for residency are very specific (Georgia High School Association, 2010). If the athlete wants to compete for a high school, they must live in the school district. Every school has its own residency zone, and the athlete must live in the school district's zone. The athletes must also live with their legal parents or guardians. This requirement mandates student athletes to compete for the school within the school district that they currently reside. This policy was designed to make sure the student athletes compete for their home schools (Georgia High School Association, 2010).

The GHSA residency policy does allow athletes to transfer to another school, but there must be a bonafidemove (Georgia High School Association, 2010). A bonafide move occurs when a student athletes move into a new district with their legal guardians. The entire family must move from one school zone into another school zone. The entire family must move from a house in one district to another house in a different district. This policy was created to stop the illegal recruiting of high school athletes by other coaches or schools, to stop student athletes from transferring from low performing athletic schools to high performing schools, and to protect the integrity and concept of a student athlete (Georgia High School Association, 2010).

The academic requirements created by the Georgia High School Association (2010) specifically spell out the requirements an athlete must meet in the classroom and the progressive increase of the requirements as the student athletespasses through each grade in high school. The GHSA requires every student athlete to complete 2.5units the previous semester to be eligible for

competition. This rule applies to all students except for incoming freshmen. All freshmen are eligible when they enter high school on their first day. They establish their eligibility at the high school that they attend on the first day, and they have four consecutive years of eligibility from their start date. The GHSA grants them eligibility for eight consecutive semesters or four straight school years. The students need to have passed 2.5 units the previous semester, but they also need to have completed yearly requirements towards their graduation. All sophomores must meet the 2.5 requirement and they need to have completed 5 total units. Juniors must meet the 2.5 units the previous semester and they need to have completed 10 total units. Seniors must have completed 16 total units, and they had to meet the 2.5 unit requirement the previous semester. In order to earn the 2.5 units, the student must earn a passing grade of 70 percent or higher in the classes that they are enrolled. This data is reviewed every semester to determine the eligibility of the student athletes in every single Georgia High School. The GHSA eligibility requirements for2010 include:

1. All Students are eligible on the first day they enter high school;
2. By the end of the first year of high school the student must have earned 5 academic Units;
3. By the end of the second year of high school, the student must have earned 11 academic Units; and
4. By the end of the third year of high school, the student must have earned 16 academic Units (Georgia High School Association, 2010).

According to the Georgia High School Association (2010), the age requirement for student eligibility was determined as soon as the student athlete enrolled at his or her high school. In the state of Georgia, a student athlete is able to participate in extra-curricular activities

starting his ninth grade year and continuing until the student becomes 19 years old (Georgia High School Association, 2010b). The cut-off date for eligibility is set for May 1 for each school year. If the athlete turns 19 prior to the start of the season of his chosen sport, he will be ruled ineligible by the GHSA. This age requirement was created to promote safety in athletic events and to ensure fair competition. This policy ensures that the athletes are competing against other athletes of the same age range.

If an athlete does not meet all of these requirements, then they are ruled ineligible. If an athlete is ruled ineligible, he is not allowed to practice or compete during that semester. The eligibility of student athlete is evaluated at the start of every new semester. The Georgia High School Association will punish the member schools if they play ineligible athletes. If a school plays an ineligible athlete, the games that the athlete competed in will be forfeited. The school will also receive various financial fines. It is the responsibility of the school administration and coaches to make sure that every athlete competing at his school meets all of the eligibility requirements (Georgia High School Association, 2010b).

The Georgia High School Association (2010) also placed requirements on how much participation the athletes are allowed during the week or school day. A football player may only play a combination of six quarters of junior varsity or varsity foot balling in one week period. A basketball player may only compete in five quarters in the same day. This must be a combination of junior varsity and varsity competition. Some sports such as volleyball restrict the number of matches an athlete may play in one day. These requirements can change on the weekend and during holiday times, because the athletes do not have school the following day. These requirements were created to ensure that the student athletes had sufficient time to complete their academic requirements in the classroom. The GHSA works to ensure that academics are not

affected in a negative manner by participation in athletic competitions. Since all athletes must meet these academic requirements, student athletes might have higher grade point averages than the average students. The average student does not have to meet any minimum requirement. Does this mean that athletes will generally have higher academic results than regular students? The purpose of this study is to explore the relationship between participation in extra-curricular activities and student achievement.

2.13.1 Types of Extra-curricular Activities

After reviewing the benefits of sports and extra-curricular activities, it is important to review the types of extra-curricular activities offered in the majority of the high schools in the southeastern part of the United States. At the high school level, the following sports are offered in most high schools in the state of Georgia. Students can participate in football, cheerleading, cross country, fast-pitch and slow-pitch soft ball, volleyball, wrestling, swim and dive, basketball, tennis, golf, baseball, track, gymnastics, lacrosse, and soccer (Georgia High School Association, 2010b).

Many of these sports are offered to male and female athletes. They are also offered in different levels: 9th grade, junior varsity, and varsity. There are also several non-athletic extra-curricular activities available to the students. Students can participate in the marching band, chorus, orchestra and culinary arts. Students can also join school sponsored clubs including: the math club, chess club, ping pong club, rugby club, fencing club, card games club, foreign language club, drama club, debate club, and fellowship of Christian Athletes (FCA). Students can also join service/leadership organizations. They can join the students' government, Habitat for Humanity, Key Club, and the Interact Club. The choices offered to students at the high school level arealmost limitless. They just need to make the decision to get involved.

2.13.2 Structured Extra-curricular Activities Versus Non-Structured

Fujita (2005) suggested that it is very important to divide extra-curricular activities between structured and non-structured activities. These can also be classified as formal versus informal activities. The formal or structured activities could include team sports, school clubs, marching band, chorus, or any other school activity. The informal activities would include watching television or hanging out with friends (Fujita, 2005). According to Marsh and Kleitman (2002), students who participated in formal or structured extra-curricular activities have higher academic test scores and grade point averages. Students who spend a great deal of time with informal extra-curricular activities demonstrate poorer work habits and lower test scores than those who participated in formal activities (Marsh &Kleitman, 2002).

Importance of Participation in Extra-curricular Activities before studying the relationship between participation in extra-curricular activities and student achievement, it is important to review why sports and participation in activities are important to students. As Principals in high schools and middle schools are expected to balance budgets and possibly cut programs, consequently they are interested in investigating the relationship between participation in extra-curricular activities and students achievement before cuts are mandated.

Fujita (2005) reported that since the introduction of public schools, children have always been encouraged to participate in some type of physical activity or get involved in some types of extra-curricular activities, like (school sports, marching band, chorus, and school clubs. The trend of encouraging students to participate in extra-curricular activities really started to grow in the early 1900s (Fujita, 2005). Recently, educational researchers have adopted a more positive perspective in regards to students participating in extra-curricular activities. Marsh and Kleitman (2002) noticed positive influences in the areas of students' achievement for students involved in

extra-curricular activities. In most school districts in the state of Georgia, middle school children are required to attend band classes, chorus classes, and art classes (Georgia Department of Education, 2010a).

In the state of Georgia, students in elementary schools, middle schools, and high schools are also required to complete physical education requirements (Georgia Department of Education, 2010). These classes are required before the students are allowed to graduate in the state of Georgia. Students in elementary schools and middle schools are also encouraged to engage in physical activity during recess during the school day. As the students grow older, the importance of physical activity increases. The state of Georgia requires these classes to help the students become healthier adults after graduation (Georgia Department of Education, 2010).

According to Medline (2010), children need at least an hour of physical activity every single day. Exercise will allow children to feel less stressed, feel better about themselves as people, feel more ready to learn in school, keep a healthy weight, build healthy bodies, and sleep better at night. In addition to being physically active, sports will teach children to develop their fundamental motor skills. Many students turn to competitive sports to help stay fit. According to the Mayo Clinic (2010), children's sports promote fitness and help to prevent obesity. There are hundreds of activities that are age appropriate to all children. It is important to offer children a wide variety of choices. As they grow older and more mature, children will select the sports and activities that they enjoy. These activities will provide benefits to children inside and outside of school. This involvement in extra-curricular activities will help the students throughout their educational careers and adult lives. They will learn positive habits that they will develop for their

entire lives. Individual high school student who participate in athletic events show a lower rate of obesity when compared to other individuals that do not participate in athletic events (Yancey, 2007).

These individuals also show better overall health and the ability to make better personal decisions. Individuals that stay physically active learn better nutritional habits. These habits lead to a healthier day-to-day existence (Yancey, 2007). The students that remain healthier have more energy to devote to their activities and school studies. The students that participate in athletics also tend to make fewer poor decisions in their daily lives. These students tend to make positive choices about smoking, drinking, and the use of legal and illegal drugs (Burnette, 2001). The student athletes will make less destructive decisions than the students that do not participate in athletics. The healthier and wiser choices allow the students to be more successful in all of their endeavors. Studies are now showing that students who are involved in physical education or exposed to music and arts achieve at a higher rate than students who are not exposed (Shute, 2008).

Research has shown that participation in extra-curricular activities have a positive influence on a students' academic performance (Fujita, 2005). Studies show that students who participate in extra-curricular activities have higher grade point averages, lower absenteeism, higher educational aspirations, and increased college attendance. Since the passing of No Child Left Behind, school districts have reduced the amount of time that students spend in physical education, music and art classes. The schools were forced to spend more time focused on the four core educational areas, and this resulted in a reduction of time in the physical education classes, band classes, and other non-core subject areas. This reduction in time might hurt student achievement instead of helping student achievement. Several studies conducted around the world

are revealing that more exposure in these areas results in higher academic gains for both boys and girls (Shute, 2008).

The Dana group conducted a research in 2005 that determined that children who spend time around music will perform better in math and reading compared to other students who do not have this exposure (Shute, 2008). Another outcome of students participating in extracurricular activities is the benefits gained from the hidden curriculum imbedded in all team sports and activities. Children who participate in team sports typically do better in school, have better interpersonal skills, are generally healthier, and are more team oriented Metzl&Shookhoff (2002). Children are provided an arena to gain respect and attention from adults and their friends by using their natural abilities. The children that play sports also learn how rules work. They see the need of rules when there is a group of people involved. They also see the benefits of competition in a safe and secure environment.

According to Metzl and Shookhoff (2002), sports provide physical benefits, personal benefits and social benefits. These are some of the most important aspects of the hidden curriculum. Almost every single team sport will encompass these aspects in some forms or fashion. To better understand the hidden curriculum of sports, it is important to explore the physical, personal, and social benefits of participation. The physical benefits include better fitness, stress relief, skill mastery, and healthy habits. Kids who remain active on a daily basis learn healthy habits that create life long active adults (KidsHealth (2010). Children that are active develop strong muscles and bones, control their weight, sleep better, have a better outlook on life, and perform better in schools (KidsHealth, 2010).

Sports provide them “a fun way to stay in shape” and this is extremely important as childhood obesity is growing. Sports also allow children to deal with stress. They allow children

to clear their minds and remove themselves from social and school pressures. Athletics also allow children to gain mastery over their personal skills. Participating in sports can socialize adolescents in ways that will promote educational success (Hass,2004). When they have success, they feel positive about themselves. They can also see the benefits of practice when they enjoy success. These are habits that these students will continue to develop over their adult lives. They are learning healthy work ethics that will help them for the remainder of their academic careers and later in life. Sports also lead to healthy habits by encouraging children to stay in shape and avoid drugs and alcohol use. Studies are showing that healthy students achieve at higher rates than other students who do not develop healthy habits.

The personal benefits include the teaching of preparation, resilience, leadership, time management, and balance in life (MetzlandShookhoff, 2002). Sports teach children the value of preparing for challenges. They can see the benefits of practicing for competition. Athletes need to be prepared mentally and physically. Sports can also teach children resilience. Athletes have to learn how to deal with success and failure. Every person who competes in athletics will fail at some point. They will lose a game or they will become injured. Children need to learn how to bounce back from these setbacks. This is a lifelong lesson that can be applied to their entire life. Sports will also teach children the importance of time management. Children will have to balance their time between school, athletics, friends, and any other activities in which they are currently participating. Using their time productively is a skill that every person needs to develop for lifelong success. Another important personal benefit taught by sports is leadership (Metzl&Shookhoff, 2002).

Participation in sports and other activities gives children the opportunity to develop leadership abilities that they will use for their entire lives. Sports allow students to become role

models for other students. They can learn how to inspire their teammates to work hard. They can learn how to minimize conflicts. They can demonstrate great sportsmanship on a daily basis. They can also learn how to take the initiative in leading their teammates.

According to Metzl and Shookhoff (2002), leadership ability might be the most important benefit of sports. This leadership ability that the athletes learn while competing in athletics will allow them to demonstrate their leadership ability in their professional lives. This is a skill that everyone needs to develop. The social benefits include the development of relationships with other kids, relationships with adults, and teamwork (Hass, 2004). Participation in sports can teach characteristics such as a strong work ethic, respect for authority and perseverance.

These traits will help the participants athletically and educationally. The development of relationships is extremely important in sports. Every child will develop a relationship with other children on their team. Sometimes these relationships can be negative, but in most cases, these relationships are extremely positive. These relationships become the athlete's social network. This is especially true of boys (MetzlandShookhoff, 2002). Participation in sports provides the children the opportunity to develop friends and positive peer groups. Children have a need to belong, and sports can help to meet these need. Many athletes spend time with other athletes that share the same motivation for success. By spending time with motivated teammates, many students become more motivated in the classroom and on the playing field. Teamwork is a valuable benefit of sports (Woloch, 2010).

This is not an easy concept to learn. It takes years of hard work to develop good teamwork. Team work can be defined as a group of similar people working together to achieve a common goal (Gib, 2010). Children must learn the importance of relying on other people. They also understand that other people are relying on them. Teamwork teaches personal responsibility.

It also teaches the concepts of cooperation, camaraderie, and sacrifice. Participation in sports can show children how a group of individuals can work together to achieve great moments. It takes every single person to be successful on a team sport. One of the greatest aspects of teamwork is that children are not just learning from a coach. They are also learning from the people on their team. Children will make good decisions and they can make poor decisions, but all of the decisions affect their teammates (Hass, 2004).

Another social benefit of sports is the introduction of diversity (MetzlandShookhoff, 2002). Participation in sports will allow children to meet other children from different backgrounds, cultures, and ethnic groups. The diversity in the group can help children to learn from their teammates. They can understand the different circumstances that people face on a daily basis. Sports can be a great equalizer. If people are talented and are willing to work hard, they can have great success. Children need to learn this lesson at an early age.

Time management is another important aspect of the hidden curriculum. All students that are involved in extra-curricular activities must balance their time (MetzlandShookhoff, 2002). They need to devote time to practice games and participation. They need to do this while still performing at a high level in the classroom. Many student athletes actually perform better during their season, because they are forced to successfully balance academics and participation. The students tend to be more motivated to succeed in the classroom if they have to meet certain academic requirements in the classroom. By balancing practice time (sports, performing arts, or clubs) with school academics, these students use their time more efficiently. Finally, building relationships with adults is a great benefit of playing sports. In some cases, it allows parents and children to view each other in another light. Sports provide an opportunity for children and adults to spend time with each other. Coaches can become role models for athletes. In some cases, they

might even become parent figures for children. Children can also learn healthy ways to build positive relationships with adults through after school programs. The after school program allow students the opportunity to build positive relationships with adults (Council of Accreditation, 2011). Students are more likely to continue participating in extra-curricular programs and after school programs if they have established a positive relationship with the adult or coach. The relationships built with their coaches, teachers and administrators might enable the students to achieve at higher rates in the classroom. Studies have shown that students who have parents that are actively involved in their lives achieve higher results than students who do not have parental involvement (Klesse, 1994). This allows the students that need more support to have access to people that care about their well-being. Extra-curricular activities give many student athletes the opportunity to be part of the school family.

2.13.3 Importance of Extra-curricular Activities

Extracurricular activities are key components of many schools. Reynolds (1996) explained that schools stress many different pillars in trying to create a well-rounded education. Many of these pillars include academics, service and leadership, fine arts, and athletics. Principals recognize the importance of providing many opportunities for their students to find success. These activities allow students to develop leadership, create lasting friendships, give back to their community, belong to the school family, and find success outside of the classroom. Extra-curricular activities can enhance a student's life, and they can give the students additional skills that they will use for the remainder of their lives (Reynolds, 1996). Klesse (1994) found that there was a positive relationship between participation in extra-curricular activities and success in high school, college, career, and the community. He shared further that many students need these extra-curricular activities to motivate them to be successful in the classroom. Some

students earn college scholarships based on their extra-curricular activities (sports, fine arts, etc.). Many of these students would not have the opportunity to attend college unless they had enjoyed remarkable success in these activities (Klesse,1994).

2.14 Empirical Studies

This study investigated "Influence of School-based Management Committees in the administration of Secondary Schools in North-West Zone, Nigeria" it was discovered that a lot of other researchers have been carried out in this area.The essence of this review is to criticize, bring out the similarities and the differences that exist in previous studies and the present study and then, look at the area in which the finding of this study will fill the gap created by previous study. For example:

Naidoo (2005) carried out a research titled "Educational Decentralization and School Governance in South Africa". The study was conducted with the objectives to determine the influence of educational decentralization on the school governance: examine the influence of educational decentralization on the teachers' production in the schools; and find out the influence of educational decentralization on the facilities management in the schools. In the course of the study, three research questions were answered and three hypotheses were tested. The study was conducted with the total of 220 year two students in the three government secondary schools in South Africa**.** The study was a survey research as such questionnaire was used for data collection. Data collected was analyzed using ANOVA. The study recommended that educational decentralization can only be effective if properly coordinated.

This study has similarities with the present study as it was a survey research and used questionnaire which the present study used. The previous study was conducted in secondary schools while the present study was also carried out in secondary schools This study also has

some area of differences with the present study as it was conducted with only three research hypotheses was tested for the study. Hence the present study was carried out with ten research objectives, ten research questions and ten null hypotheses.

In a study by Workneh (2012) titled "School Management and Decision-making in Ethiopian Government Schools". The study addresses the following questions: What are the roles of stakeholders (headteachers, teachers, communities, parents, students and local administration) in improving school management and decisionmaking? How do headteachers and teachers encourage communities, parents and local authorities to influence education management and decision-making at school level? and How do students, through school clubs and student parliaments, participate in school management and decision-making? The study was a descriptive research as such no hypothesis was tested. The study recommended that: Improving the relationship between the school and the SBMCs can reduce the problems related to human, material and financial resources; the local education administration must continue to play a leading role in ensuring community participation in school decision-making; Principals should be given full authority over teacher management and the control of material and financial resources; Teachers should be seen as a driving force in improving school management; The role of students in school decision-making should be strengthened; and Community participation in school management will improve decision-making. In general, it can be said that balancing the rights and responsibilities of all stakeholders is complex and further thought is needed,both by policymakers and by stakeholders themselves; however, devolving management to school level and increasing the participation of students and local communities is a step in the right direction.

Similarity of the present study lies in the fact that both studies were concerned with the School Management, both studies used descriptive survey research design. Despite the similarity, the study differs to the present study as the study was conducted in Ethiopian, while the present study was conducted in Secondary Schools in North-West Zone, Nigeria.

Okorie, Ememe and Egu (2009) of the Department of Educational Management, Faculty of Education, University of Port-Harcourt, conducted a research on school-community relations in the development of secondary schools with the focus on Aba Educational Zone of the state, descriptive survey design was used. The data was collected from a sample of 472-4eachers and principals which total population were 1888 using 10-item modified 4-points Likert instrument.

The research came out with the following findings: Communities employ teachers in core subject areas; Communities give scholarship to students; Communities give counseling to students; Communities equip laboratories for students; Communities provide accommodation to teachers; Communities provide land for building school facilities. The general high means recorded in their study indicated that communities play important roles in ensuring the academic performance of students and provision of facilities in schools.

The similarities of the present study lie in the fact that both studies were conceived with school management. They both use descriptive survey research design. They both used questionnaire as an instrument for data collection. The differences are that, the present study is conducted in North-West Zone, Nigeria, the present study has ten hypotheses and ten findings, the present study used ANOVA as tool for data analysis.

Bakwai (2013) conducted a study titled Assessment of School- Community Relationship in Secondary Schools in Zamfara State, Nigeria. The study aimed at identifying the importance of school-community relationship, areas of school-community relationship and agencies

involved in school-community relationship with secondary schools in Zamfara State. The study employed qualitative survey as research design and questionnaire as research instrument. The population of the study comprised of 89 principals, 178 vice-principals, 3,158 teachers and 818 PTA officials from 89 Senior Secondary Schools in ZamfaraState. For sampling 16 principals, 32 viceprincipals, 314 teachers and 64 PTA officials were sampled from 16 schools. Findings of the study shown that school community relationship is very important among secondary schools in Zamfara State and the areas in which school-community relationship can be built upon are areas of fund raising, construction of building, provision of water, roads and electricity, maintenance of buildings, furniture and equipment and area of welfare and discipline of teachers and students.

The study has similarities with the present study in the following areas; they both used descriptive survey research design, both researches were conducted in secondary schools; questionnaire was used as an instrument for data collection. The difference with the present study is that the present study was conducted in North-West Zone, Nigeria, while the former was conducted in ZamfaraState. The former study has 3 hypotheses, while the present study has 10 hypotheses.

The above empirical studies are related to the topic under study, because they all focused on the roles of SBMC (NGOs) in education. However, this work is different from the empirically reviewed studies in objectives and case study, since this study evaluated the contributions of SBMC in the management of public junior secondary schools in Kontagora Education Zone, Niger State, Nigeria. The work analyzedits data and presents the facts by the use of frequency distributions and percentage. It also employed the use of ANOVA to test the research hypotheses.

Iyaji (2004), conducted a study on involving the community in secondary school administration in Kogi state, there were three research questions and two hypotheses. The two null hypotheses formulated guided the study, the age of principals does not affect significantly their views on the advisory role of the community; and principals' qualification does not significantly influence their opinion on community participation in secondary school administration.The design of the study was descriptive and its design was chosen because its emphasis was laid on sample representation. The sample was 140 urban and 154 rural secondary schools, with 50 of the community leaders and philanthropists drawn from the community. Proportionate stratified random sampling technique was employed to select secondary school. The instruments used were oral interview, and questionnaire constructed on a four point scale of Strongly Agree, Agree, Strongly Disagree and Disagree. The statistical test used for analysis of data was percentage and Z-test for hypothesis. The major findings of the study was that the strategies for involving the community in secondary school administration in Kogi State include:- involving influential members of the community in secondary school administration; appointing parents as members of disciplinary committee; informing community leaders sufficiently about administrative processes of the school; and community agents should be invited during important school occasion. Also there was no significant difference in the gender of principals as it affects their opinions or views on the advisory role of the community in secondary school administration.

Elechi (2003) conducted a research on the extent of community participation in the administration of secondary schools in Ebonyi Local Government of Ebonyi State. The overall purpose of the study was to determine how local community through their involvement in secondary school administration assists the state government to achieve their purpose in

education. It has five research questions and no hypothesis. The research design was descriptive survey, which sought the opinion of principals, vice-principals, executive members of PTA and school functionaries with regard to the participation of community in the administration of secondary schools. The samples used were 10 principals, 10 vice-principals, five each of the executive members of PTA and school functionaries of each secondary school in Ebonyi L.G.A. making a total of 120 subjects. The instrument for data collection was questionnaire. The data collected were analyzed using appropriate statistical tools-mean, percentage and standard deviation. The findings showed that communities play some roles in the pupils personnel administration and financial management. However their role involvement is marginal. It also found out that the community did not recognize the principal as the financial head of the school, because they view principals as those who usually embezzle school public funds.

Ofojebe(2008), conducted a study on repositioning secondary school administration through improved parent's school involvement.The main purpose of the study was to find out how parents' school involvement would be improved towards repositioning secondary school administration in Anambra State. Three research questions were used to guide the study and no hypothesis. A 19-item questionnaire, which was duly validated and tested for reliability, was used to collect data. The study employed a survey research design. The sample for this study comprised 1,758 respondents selected through proportionate stratified-random sampling technique. The sample consisted of 1678 teachers and 80 principals selected through stratified random sampling. Mean and standard deviation scores were used in answering the research questions. The major findings of the study showed that improved parents' school involvement is achieved through good school-community relations, as parents do assist in the provision of facilities and maintenance of school discipline.

In support of this, Koko &Nwiyi (2006), stressed that communities should be able to execute programmes that will provide resources, manpower and funds to the schools. On the provision of land to school for the building and expansion of schools, Nnabuo, Okorie, and Agabi (2004) maintain that it is important that community impose the conditions that govern the use and acquisition of resources which make the implementation of school goal a possibility.

Dauda (2000) conducted a research titled "Committee versus centralized system of managing higher institutions". The study was conducted with four research objectives and four research questions were responded to. The study also tested four null hypotheses. The research was a survey where questionnaire was used to collect data for the study. Data collected was analyzed using percentages and Pearson Product Moment Correlation (PPMC). Hence, the study revealed that by allowing the involvement of different stakeholders (including teachers, parents and students) in the school management, the transparency of school management and operation is increased and the commitment of stakeholders to school development is enhanced. Despite the similarity, the study differs as it was conducted with four hypotheses while the present study was carried out with six hypotheses. Also, the previous study was conducted in the higher institutions while the present study was carried out in secondary schools.

Mohammed, Agboola and Olugbenle (2015) posits that the impact of School Based Management Committee grants on girls' enrolment, completion and performance in BauchiState junior secondary schoolsis an effort to encourage parents to send girls to schools.The School-Based Management Committees (SBMCs) in Bauchi State were supported by UNICEF grants to maintain school infrastructure and facilitate girls' education processes through the Girls' Education Project. This study examined the impact of SBMC grants on girls' enrolment, completion and performance among junior secondary school students in Bauchi State. The study

adopted a combination of qualitative (interviews, focus group discussions) and quantitative designs (surveys, archival records) for data collection. Target population comprised government officials, SBMC members, women, schoolgirls and teachers. The study randomly selected two local government areas from each of the three senatorial zones from which two junior secondary schools were also randomly selected. The results revealed that there were increases in girls' enrolment and gender parity in enrolment when compared to enrolment before the provision of the SBMC grants. Survey results showed that teachers believed that SBMC grants were effective in that increased enrolment of girls wereassociated with the provision of learning materials, enrolment campaign, provision of separate female toilets, provision of school bags and uniforms and encouraging parents to send girls to school. The numbers of girls and gender parity of pupils who completed junior secondary school also increased. In addition, more than two-thirds of the teachers indicated that all the girls in their classes transited to next classes as a result of grants. Most of the respondents indicated that the provision of books, schoolbags, sporting facilities and organizing debates and quizzes improved girls' performance. About three-quarters indicated that the grants were effective in improving girls' performance in junior secondary schools.

Ekpoh, Edet, and Nkama(2013),this study was carried out to investigatethe influence of staff development programmes on secondary school teachers' job performance in UyoMetropolis, Nigeria. A single hypothesis guided the study. Data were collected using two sets of questionnairestitled "Staff Development Programme Questionnaire" (SDPQ) and "Teachers' Job Performance Questionnaire"(TJPQ). SDPQ was administered on 450 teachers while TJPQ was administered on 1800 students to assessteachers' job performance. Data collected were analyzed using Independent t-test statistic at 0.05 levels ofsignificance. Findings showed that teachers who participated in staff development programmes were moreeffective in

their job performance than those who did not, in terms of knowledge of subject matter, classroommanagement, teaching methods and evaluation of student's work. It was recommended among others, that theMinistry of Education and State Secondary Education Board in AkwaIbom State should on a regular basisorganize training programmes for teachers. Such programmes should relate to subject contents, use of teachingaids, lesson preparation and delivery, classroom management and student's evaluation.

Bala and Yusuf (2016) conducted a study to examined School-Based Management Committee (SBMC) strategies in relation to infrastructural development in ZamfaraState basic schools. The study clarifies the concepts of School-Based Management Committee (SBMC) and Universal Basic Education (UBE). This study adopted descriptive survey design of correlational type. The population for the study comprises of all the UBE schools and their SBMC members in Zamfara state, Nigeria. In selecting the sample, multistage cluster sampling procedure was used. A total of 36 basic schools and a total of 252 SBMC members were randomly selected. A validated self-designed questionnaire tagged School-Based Management and Infrastructural Development Questionnaire (SBMCIDQ) was used which has a reliability index of 0.81. The research question was analyzed using table and frequency count, while the hypotheses was analyzed using Pearson Product-Moment Correlation Coefficient (PPMCC) at 0.05 level of significance. The study found that there is inadequacy of infrastructure in Zamfara state basic schools. And that there was a significantly high relationship between SBMC advocacy strategies and infrastructural development in ZamfaraState basic schools. It was also found that there is a significant relationship between SBMC resource mobilization strategies and infrastructural development in ZamfaraState basic schools. The study recommended that old students' associations, philanthropists, communities-based organizations and well-meaning individuals in

the society should, in collaboration with the SBMCs, assist in the provision of infrastructure in their schools for effective teaching and learning. And that SBMC should improve in their advocacy strategies so that community can be fully mobilized to come to the rescue of Zamfara state basic schools which were in serious need of infrastructure. It was recommended that SBMC at the state level should coordinate the financial activities of the SBMC at the community to ensure that they followed laid down rules and regulations governing financial management of a school.

Okpala (2003) conducted another research on community involvement in the funding and management of Secondary Education in Urban and Rural Schools in Delta State. The purpose of the study was to investigate the efforts of communities in the provision of secondary education in Delta State. Four research questions were formulated to guide the study with only two hypotheses. The design of the study was survey design used to obtain information from the opinions of representative of respondents-principals of schools, PTA chairman and community leaders. A simple random sampling technique was adopted for selecting the schools, the principals and the PTA chairmen, and a total of 120 subjects used as respondents. The instrument used was questionnaire developed by the researcher, and mean and standard deviation were used to interpret the result. The t-test was used to analyze the hypothesis at the probability level of 0.05 percent. The target population of the study was made up of all principals and chairman of PTA of public secondary schools in Delta state which was 244 principals and 344 PTA chairmen. The major findings arising from the study are:- that communities should participate in the provision of basic infrastructures, maintenance of discipline and in the management of secondary schools in their localities. 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.

Mohammed (2013)the management of disciplinary problems in secondary schools in Jalingo, Taraba state Nigeria." The researcher carried out this research work so as to enable him find the causes of indiscipline among the secondary schools students in Ovia North East Local Government Area of Edo state and its possible solutions. He carried out his research work in twenty (20) public schools using 140 questionnaires to 30 students and five teachers in both senior and junior public secondary schools in the above mentioned state. The researcher also use questionnaires only as his research instrument, he equally used percentage for respondents to find out his result. In his research work on the causes of indiscipline among students in public secondary schools in OviaLocal Government Area, Edo State Nigeria.

Ofojebe (2008) conducted a study on repositioning secondary school administration through improved parents' school involvement.The main purpose of the study was to find out how parents' school involvement would be improved towards repositioning secondary school administration in Anambra State. Three research questions were used to guide the study and no hypothesis. A 19-item questionnaire, which was duly validated and tested for reliability, was used to collect data. The study employed a survey research design. The sample for this study comprised 1,758 respondents selected through proportionate stratified-random sampling technique. The sample consisted of 1678 teachers and 80 principals selected through stratified random sampling. Mean and standard deviation scores were used in answering the research questions. The major findings of the study showed that improved parents' school involvement should be achieved through good school-community relations, and parents do assist in the provision of facilities and maintenance of school discipline.

Iyaji (2004) conducted a study on involving the community in secondary school administration in KogiState.There were three research questions and two hypotheses. The two null hypotheses formulated guided the study, the age of principals does not affect significantly their views on the advisory role of the community; and principals' qualification does not significantly influence their opinions on community participation in secondary school administration.The design of the study was descriptive and its design was chosen because its emphasis was laid on sample representation. The sample was 140 urban and 154 rural secondary schools, with 50 of the community leaders and philanthropists drawn from the community. Proportionate stratified random sampling technique was employed to select the secondary schools. The instruments used were oral interview, and questionnaire constructed on a four point scale of strongly Agree, Agree, Strongly Disagree and Disagree. The statistical test used to analysis of data was percentage and Z-test for hypothesis. The major findings of the study was that the strategies for involving the community in secondary school administration in Kogi State include:- involving influential members of the community in secondary school administration; appointing parents as members of disciplinary committee; informing community leaders sufficiently about administrative processes of the school; and community agents should be invited during important school occasion. Also, there was no significant difference in the gender of principals as it affects their opinions or views on the advisory role of the community in secondary school administration.

2.15 Summary

The chapter reviewed related literature materials on variables in the research topic. It provided the conceptual framework on meaning of influence, meaning of school based management committees, meaning of administration and meaning of secondary education. Also

concepts of decision making process in schools, concept of school community relationship, enrolment and retention of students in schools, staff development programmes in schools, provision and management of instructional facilities in schools, staffing situation in schools, provision and management of health and welfare facilities in schools, provision and management of games and recreational facilities in schools, maintenance of discipline in school and extra-curricular activities in schools, theoretical framework was provided on theories related to the topic. Chester Barnard cooperative theory and system theory supported this work, this research work filled a very wide gap left unexplored or under explored by past researchers on areas of influence of school based management committees on health and welfare facilities, games and recreational facilities, discipline and extra-curricular activities. Empirical study was made on past studies relevant to the topic.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology of the research on the influence of school based management committees in the administration of secondary schools in the North-West Zone, Nigeria. The chapter covers the research design, the population of the study, sample and sampling technique, instrumentation, validity of the instrument, reliability of the instrument, procedure for data collection, administration of the instrument and procedure of data analysis.

3.2 Research Design

Descriptive survey research design was used for this study.Sambo (2005) explains that descriptive research design as the type of research design obtain from a sample of respondents for the purpose of testing hypotheses concerning the state of a given problem. The choice is based on the fact that it allows the collection of data from heterogeneous groups. This in effects means that inferences and generalizations can be made on the entire population where data is collected from representative sample. Research design as opined by William (2006) provides the glue that holds the research work together. It is used to show how all of the matter parts of the research work.

3.3 Population of the Study

Population of this study is fifty five thousand three hundred and six (55,306) which comprises of 1440 MOE officials, 3,078 principals and 50,788 teachers. The choice of these respondents is to enable the researcher gather relevant data and have in depth knowledge and a clear picture of the influence of school based management committee in the administration of secondary schools in the North-West Zone, Nigeria.

Table 1shows the names of the states covered by the study, the number of schools, the number of teachers, principals ‘and MOE that constitute the population of the study

Table1: Population of the Study

S/N	State	No. of Schools	No. of Principals	No. of Teachers	MOE Officials
1	Kaduna	527	527	11634	229
2	Kano	879	879	10079	291
3	Jigawa	467	467	4992	183
4	Katsina	482	482	7381	223
5	Zamfara	208	208	4996	159
6	Sokoto	237	237	6351	194
7	Kebbi	278	278	5235	161
	Total	**3078**	**3078**	**50788**	**1440**

Source: National Bureau for Statistics (NBS, 2016), Abuja

3.4 Sample and Sampling Techniques

A total number of three hundred and eighty nine (389) respondents out of the entire population of fifty five thousand three hundred and six (55,306) in the study area was selected. This sample size was drawn based on the recommendation of research advisors (2006), at 95% confidence level and margin error of 5%.the required sample size was three hundred and eighty two (382) but the researchers added seven (7) due to questionnaire mortality which made the sample to became three hundred eighty nine (389)

Proportionate sampling technique was used in selecting 79 principals and 250 teachers while convenient sampling was used to select sixty (60) Ministry of education officials (MOE) from each State that constitute North-West Zone. The idea behind the use of this sampling technique is because of its relevance to this investigation. According to Razaq and Ajayi (2000), purposive sampling technique is a sampling technique in which a researcher selects certain groups as samples based on their population size. Table 2 shows the selected states, the number of schools, the number of teachers, principals ‘and MOE that constitute the sample of the study.

Table 2: Sample of the Study

S/N	Names of states	Principals	Teachers	M.O.E	Total
1	Kaduna	22	80	20	122
2	Kano	20	80	10	110
3	Katsina	20	50	20	90
4	Sokoto	17	40	10	67
	Total	**79**	**250**	**60**	**389**

3.5 Instrumentation

The instrument for this study was adopted from Maina (2019). The instrument consists of A, B and C. Section A requests the respondents to fill the questionnaire. Section B on bio-data of the respondent. Sections C comprises of 10 clusters with item statement on influence of school-based management committees in the administration of secondary schools in North-west Zone, Nigeria. In addition, five (5) point likertscale was used in rating respondents' opinion. These include strongly agree (5), agree (4), undecided (3), disagree (2), strongly disagree (1).

3.5.1 Validity of the Instrument

Bhattacherjee (2012) asserts that validity refers to the extent to which a measure adequately represents the underlying construct that it is supposed to measure. Also, Olayiwola (2007) defines validity as the extent to which an instrument or test measures what it is purported to measure. The face and content validity of the instrument was determined by experts in the field of Administration and Planning.

3.5.2 Reliability of the Instrument

Reliability is the degree of accuracy with which an instrument, test or set of test measures whatever it is measuring. Reliability has to do with consistency and stability of the instrument or test. Also, reliability refers to the ability of a test to measure consistency under

varying conditions that produce measurement errors (Harbors, 1999). The reliability of the adopted instrument was ascertained by Maina (2019). Cronbach's alpha coefficient 0.87 was obtained which showed that the instrument was reliable.

The reliabilitycoefficient obtained in clusters were, influenceof SBMC on decision making process had 0.88, school community relationship had 0.87, students enrolment and retention had 0.86, staff development had 0.85, provision of instructional facilities had 0.89, provision of teaching and non-teaching staff had 0.88, provision of health and welfare facilities had 0.86, provision of game and recreation had 0.84, maintenance of discipline had 0.86 and extracurricular activities had0.87, the mean average of the reliabilitycoefficients stood at 0.87.

3.6 Procedure for Data Collection

After the validation of the instrument which is the questionnaire, the researcher collected a letter of introduction from the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria. This enabled the researcher to obtain official data needed for the study. The letter of introduction was given to the schools that fall under the study sample in the North-west zone, Nigeria. This was aimed at introducing the researcher and the study motives and also as a means of soliciting for official permission and cooperation to carry out the study. The instrument was administered and retrieved by the researcher and two trained research assistants.

3.7 Method for Data Analysis

The researcher analyzed the data with both descriptive and inferential statistics. Descriptive statistics of frequencies and percentages were used to analyze the demographic variables of the respondents. Also one way analysis of variance (ANOVA) statistical tool was

used to test the ten (10) null hypotheses at 0.05 levels of significance. This is in line with Awotunde and Ugodulunwa (1998) who opined that one way analysis of variance is single factor analysis of variance which aims at investigating the effects of the levels under study. HSD Tukey post hoc test was further used to compare the differences between the groups.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the analysis of data collected for the study as well as result and discussion of the findings. Descriptive statistics of table of frequency and percentages and mean scores were used to describe the number of questionnaire distributed and returned as well as answering the research questions. All null hypotheses were tested using inferential statistics of Analysis of Variance (ANOVA) at 0.05 levels of significance.

4.2 Percentage Questionnaire Distribution and Return

Table 3 gives details of the number of questionnaire administered to principals, teachers and MOE officials and the percentage returned

Table 3: Rate of Questionnaire Returned

		Principals			Teachers			MOE Officials		
	State	**No. Adm**	**No Returned**	**% Returned**	**No. Adm**	**No Returned**	**% Returned**	**No Adm**	**No Returned**	**% Returned**
1	Kano	20	18	90	80	77	96	10	10	100
2	Katsina	20	17	85	50	49	98	20	18	90
3	Kaduna	22	21	95	80	76	95	20	17	85
4	Sokoto	17	17	100	40	38	95	10	10	100
	Total	**79**	**73**	**93**	**250**	**240**	**96**	**60**	**55**	**94**

The analysis of data in Table 3 describes the number of questionnaire distributed and returned as well as percentage returned. The analysis revealed that 20 copies of questionnaire were distributed to principals, 80 to teachers and 10 to ministry of education officials (MOE) in Kano state but only 18 representing 90% of principals' copies, 77 representing 96% of teachers' copies and all 10 copies of MOE officials representing 100% returned. In Katsina state, 20 copies were given to principals only 17(85%) returned. Teachers were given 50 copies while MOE officials were given 20 only 49(98%) copies of teachers and 18(90%) copies MOE

officials were returned. In Kaduna and Sokoto states, 22 and 17 copies were distributed to principals, 80 and 40 copies to teachers and 20 and 10 copies to MOE officials, but only 21(95%) and 17(100%) principals' copies returned. Only 76 representing 95% and 38 representing 95% of teachers' copies returned. For the MOE officials, there was 85% and 100% copies of the questionnaire were returned from Kaduna and Sokoto states respectively.

4.3 Analyses of Bio-Data of the Respondents

This section deals with the description of respondents' characteristics based on status, gender, qualification, working experiences, type and nature of school as well as location of the school.

Table 4 gives details of the bio-data of the respondents.

Table 4: Analysis of Bio-Data of the Respondents

S/N	Variable	Frequency	Percentage
	Status		
1	Principals	73	20
2	Teachers	240	65
3	MOE Officials	55	15
	Gender		
1	Male	246	67
2	Female	122	33
	Qualification		
1	MA/MSc	5	1
2	M.Ed/MSc.Ed	97	26
3	BA/BSc	9	2
4	B.Ed/BSc Ed	176	48
5	HND	6	2
6	NCE/ND	75	21
7	Others	-	-
	Years of Working Experience		
1	0-5 years	12	3
2	6-10 years	56	15
3	11-15 years	95	26
4	16-20 years	162	44
5	21 years and above	43	12
	Ownership of the School		
1	Public	368	100
2	Private	-	-
	Nature of School		
1	Boarding	37	10
2	Day	305	83
3	Boarding/Day	26	7
	Location of school		
1	Urban	214	58
2	Rural	154	42
		368	**100**

The analysis of data in Table 4 describes the bio-data of the respondents based on status, gender, qualification, working experiences, type and nature of school as well as location of the school. The results revealed that 73 respondents representing 20% were principals, 240 respondents representing 65% were teachers and 55 respondents representing 15% were MOE officials. Male respondents were 246(67) while female were 122(33). The respondents who

possessed MA/MSc. were 5(1%), M.Ed/MSc.Ed were 97(26%), BA/BSc were 9(2%), B.Ed/BSc.Ed were 176(48%), HND were 6(2%) and NCEND were 75(21%). Regarding years of working experience, 12 respondents representing 3% had 0-5 years of experience, 56 respondents representing 15% had 6-10 years of experience, 95 respondents representing 26% had 11-15 years of experience, 162 respondents representing 44% had 16-20 years of experience and 43 respondents representing 12% had 21 and above years of experience. For the ownership of school, all were public representing 100%. Boarding schools had 37(10) respondents, day schools had 305(83) respondents and boarding/day schools had 26(7) respondents. Regarding the location of schools, 214 representing 58% are from urban areas while 154 representing 42% are from rural areas.

4.3.1 Opinions of respondents on the Influence of School-Based Management Committees on Decision Making Process in Secondary Schools in North-west Zone, Nigeria

This section contains items aimed at finding information from the respondents on the influence of School-Based Management Committees on decision making process in secondary schools in North-west Zone, Nigeria. The items and the responses of the respondents were computed using table of frequency and percentages as well as mean scores on 5 point Likert scale as presented in Table 5. The decisions of the items were based on benchmark of 3.0 and this research question relates to item statements 1-10 of the questionnaire.

Table 5Opinions of the Respondents on theInfluence of School-Based Management Committees on Decision Making Process in Secondary Schools

S/N	ITEMS STATEMENT	Category of Respondents	SA		A		U		D		SD		
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Mean
1	SBMC encourages parents, teachers, students and the community to take part in decision making process in this school.	Principal	29	39.7	24	32.9	10	13.6	6	8.2	4	5.4	3.2
		Teachers	88	36.6	91	37.9	13	5.4	21	8.6	27	11.3	3.7
		MOE Officials	28	50.9	11	20.0	5	9.0	8	14.5	3	5.5	3.5
2	With SBMC, all stakeholders in the school take part in School Development Pan (SDP) where good decisions are made.	Principal	20	27.3	33	45.2	9	12.3	7	9.6	4	5.4	3.6
		Teachers	84	35.0	90	37.5	14	5.8	24	10.0	28	11.7	3.8
		MOE Officials	25	45.5	10	18.2	7	12.7	9	16.4	4	7.2	3.2
3	SBMC supports students' view when matters related to them are discussed in this school.	Principal	29	39.7	21	28.8	9	12.3	7	9.6	7	9.6	3.0
		Teachers	90	37.5	89	37.0	10	4.2	22	9.2	28	11.7	3.1
		MOE Officials	29	52.7	10	18.2	7	12.7	6	10.9	3	5.4	4.0
4	SBMC supports teachers' views when matters related to them are discussed in this school.	Principal	26	35.7	24	32.9	11	15.1	7	9.6	5	6.8	3.8
		Teachers	88	36.6	91	37.9	13	5.4	21	8.6	27	11.3	3.1
		MOE Officials	28	50.9	11	20.0	5	9.0	8	14.5	3	5.5	3.2
5	SBMC ensures that decisions arrived at meetings are documented and recorded appropriately.	Principal	25	34.3	30	41.0	8	10.9	5	6.8	5	6.8	3.3
		Teachers	81	33.6	95	39.5	14	5.8	22	9.2	28	11.7	3.3
		MOE Officials	27	49.1	12	21.8	6	10.9	7	12.7	2	3.6	3.4
6	SBMC ensures that decisions made during meetings are communicated to all relevant stakeholders.	Principal	20	27.4	25	34.3	13	17.8	8	10.9	7	9.6	3.6
		Teachers	83	34.6	92	38.3	15	6.25	21	8.6	28	11.7	3.8
		MOE Officials	20	36.4	15	27.3	6	10.9	10	18.2	4	7.2	3.6
7	SBMC encourages the authority of this school to take unilateral actions on crucial issues.	Principal	31	42.5	19	26.0	15	20.5	3	4.1	5	6.8	3.0
		Teachers	87	36.3	90	37.5	12	5.0	23	9.5	28	11.7	3.1
		MOE Officials	29	52.7	11	20.0	4	7.3	6	10.9	5	9.1	3.8
8	SBMC ensures that decision making process is democratized in this school.	Principal	27	36.9	24	32.8	14	19.2	3	4.1	5	6.8	3.7
		Teachers	81	33.6	93	38.8	15	6.3	22	9.2	29	12.0	3.5
		MOE Officials	29	52.7	9	16.4	6	10.9	9	16.4	3	5.5	3.2
9	With SBMC, decisions made during meetings are binding on every member of the school community.	Principal	21	28.8	26	35.6	13	17.8	8	10.9	5	6.8	3.0
		Teachers	82	34.2	91	37.9	14	5.8	26	10.8	27	11.3	3.2
		MOE Officials	27	49.1	12	21.8	4	7.3	9	16.4	3	5.5	3.2
10	SBMC ensures that influence peddling in terms of decisions made is not welcome in this school.	Principal	26	35.7	24	32.8	12	16.4	7	9.6	4	5.4	3.3
		Teachers	87	36.4	92	38.3	14	5.8	20	8.3	27	11.3	3.1
		MOE Officials	28	50.9	11	20.0	5	9.0	8	14.5	3	5.5	3.4
							Grand Mean						**3.6**

The analysis of data in Table 5 shows that respondents generally agreed that School-Based Management Committees have influence on decision making process in secondary schools in North-west Zone, Nigeria. This is so because all calculated means were equal to or greater than the benchmark of 3.0. The analysis of item 1 revealed mean scores of 3.2, 3.7 and 3.5 for principal, teachers and MOE officials respectively which implied that the statement which says that SBMC encourages parents, teachers, students and the community to take part in decision making process inthe schools is unanimously agreed by all the stakeholders.

Regarding item 2 of Research Question 1 which says that with SBMC all stakeholders in the school take part in School Development Plan (SDP) where good decisions are made was also agreed by the principals, teachers and MOE officials. This is indicated by the calculated mean scores of principals, teachers and MOE officials to be 3.6, 3.8 and 3.2 respectively. This means that all stakeholders in the school take part in School Development Plan (SDP) where good decisions are made. The analysis of item 3 of Research Question 1 also revealed calculated mean scores of 3.0, 3.1 and 4.0 which were equal to or greater than the benchmark of 3.0. This indicates that the principals, teachers and MOE officials have all agreed with the statement that says SBMC supports students' view when matters related to them are discussed in schools.

The analysis of item 4 of Research Question 1 also showed that principals, teachers and MOE officials had agreed with the statement that says SBMC supports teachers' views when matters related to them are discussed in schools. This is simply because the calculated mean scores for the principals was 3.8, teachers 3.1 and MOE officials 3.2. This clearly indicates that SBMC supports teachers' views when matters related to them are discussed in the school. Item 5 of research question 1 which states that SBMC ensures that decisions arrived at meetings are documented and recorded appropriately scored mean of 3.3, 3.3 and 3.4 for principals, teachers

and MOE officials respectively. This means that the stakeholders agreed with the statement since the calculated means scores were greater than the benchmark of 3.0.

The analysis of item 6 of Research Question 1 shows that SBMC ensures that decisions made during meetings are communicated to all relevant stakeholders. This is so because all calculated means were equal to or greater than the benchmark of 3.0. The analysis revealed mean scores of 3.6, 3.8 and 3.6 for principals, teachers and MOE officials respectively which implied that the statement which says SBMC ensures that decisions made during meetings are communicated to all relevant stakeholders is unanimously agreed by all the stakeholders. Regarding item 7 of Research Question 1 which says that SBMC encourages the authority of the school to take unilateral actions on crucial issues was also agreed by the principals, teachers and MOE officials. This is indicated by the calculated mean scores of principal, teachers and MOE officials to be 3.0, 3.1 and 3.8 respectively. This means that all stakeholders encourage the authority of the school to take unilateral actions on crucial issues.

The analysis of item 8 of Research Question 1 also revealed calculated mean scores of 3.7, 3.5 and 3.2 which were greater than the benchmark of 3.0. This indicates that the principals, teachers and MOE officials have all agreed with the statement that says SBMC ensures that decision making process is democratized in schools. The analysis of item 9 of research question 1 also showed that principals, teachers and MOE officials had agreed with the statement that says with SBMC decisions made during meetings are binding on every member of the school community. This is simply because the calculated mean scores for the principals was 3.0, teachers 3.2 and MOE officials 3.2. This clearly indicates that SBMC ensures that decisions made during meetings are binding on every member of the school community. Item 10 of research question 1 which states that SBMC ensures that influence peddling in terms of decisions made is not welcome in the school scored mean of 3.3, 3.1 and 3.4 for principals, teachers and

MOE officials respectively. This means that the stakeholders agreed with the statement since the calculated means scores were greater than the benchmark of 3.0. Therefore, the analysis of items 1-10 conclusively indicated that School-Based Management Committees have influence on decision making process in secondary schools in North-west Zone, Nigeria.

4.3.2 Opinions of respondents on the influence of School-Based Management Committees on School-Community Relationship in Secondary Schools in North-West Zone.

This section contains items aimed at finding information from the respondents on the influence of School-Based Management Committees on school-community relationship in secondary schools in North-west Zone, Nigeria. The items and the responses of the respondents were computed using table of frequency and percentages as well as mean scores on 5 point Likert scale as presented in Table 6. The decisions of the items were based on benchmark of 3.0 and this research question relates to item statements 12-21 of the questionnaire.

Table 6 Opinions of the Respondents on theInfluence of School-Based Management Committees on School-Community Relationship in Secondary Schools

S/N	ITEMS STATEMENT	Category of Respondents	SA		A		U		D		SD		
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Mean
12	Through the efforts of SBMC, there is a harmonious relationship between the school and community	Principal	20	27.4	25	34.3	13	17.8	8	10.9	7	9.6	3.332
		Teachers	83	34.6	92	38.3	15	6.25	21	8.6	28	11.7	3.445
		MOE Officials	20	36.4	15	27.3	6	10.9	10	18.2	4	7.2	3.645
13	Through the efforts of SBMC, school invites members of the community to its cultural activities.	Principal	25	34.3	30	41.0	8	10.9	5	6.8	5	6.8	3.867
		Teachers	81	33.6	95	39.5	14	5.8	22	9.2	28	11.7	3.687
		MOE Officials	27	49.1	12	21.8	6	10.9	7	12.7	2	3.6	3.065
14	Through the efforts of SBMC, the community invites the school to its cultural rites and activities	Principal	29	39.7	21	28.8	9	12.3	7	9.6	7	9.6	3.145
		Teachers	90	37.5	89	37.0	10	4.2	22	9.2	28	11.7	3.834
		MOE Officials	29	52.7	10	18.2	7	12.7	6	10.9	3	5.4	3.723
15	Through the efforts of SBMC, the school gets experts to deliver lecture on health matters.	Principal	26	35.7	24	32.8	12	16.4	7	9.6	4	5.4	3.587
		Teachers	87	36.4	92	38.3	14	5.8	20	8.3	27	11.3	3.256
		MOE Officials	28	50.9	11	20.0	5	9.0	8	14.5	3	5.5	3.098
16	Through efforts of SBMC, the school gets experts to deliver lecture on security matters.	Principal	25	34.3	30	41.0	8	10.9	5	6.8	5	6.8	3.267
		Teachers	81	33.6	95	39.5	14	5.8	22	9.2	28	11.7	3.254
		MOE Officials	27	49.1	12	21.8	6	10.9	7	12.7	2	3.6	3.332
17	Through the efforts of SBMC, the school invites community to its sporting activities.	Principal	29	39.7	24	32.9	10	13.6	6	8.2	4	5.4	3.123
		Teachers	88	36.6	91	37.9	13	5.4	21	8.6	27	11.3	3.443
		MOE Officials	28	50.9	11	20.0	5	9.0	8	14.5	3	5.5	3.323
18	Through the efforts of SBMC, school allows community to share its sport/games facilities.	Principal	20	27.3	33	45.2	9	12.3	7	9.6	4	5.4	3.456
		Teachers	84	35.0	90	37.5	14	5.8	24	10.0	28	11.7	3.686
		MOE Officials	25	45.5	10	18.2	7	12.7	9	16.4	4	7.2	3.879
19	Through the efforts of SBMC, community allows school use its water facilities.	Principal	27	36.9	24	32.8	14	19.2	3	4.1	5	6.8	3.676
		Teachers	81	33.6	93	38.8	15	6.3	22	9.2	29	12.0	3.056
		MOE Officials	29	52.7	9	16.4	6	10.9	9	16.4	3	5.5	3.123
20	The efforts of SBMC enable community to assist school with security through its vigilante operatives.	Principal	21	28.8	26	35.6	13	17.8	8	10.9	5	6.8	3.834
		Teachers	82	34.2	91	37.9	14	5.8	26	10.8	27	11.3	3.723
		MOE Officials	27	49.1	12	21.8	4	7.3	9	16.4	3	5.5	3.517
21	The efforts of SBMC enable community to give houses for rent to members of school at cheap rate.	Principal	27	36.9	24	32.8	14	19.2	3	4.1	5	6.8	3.286
		Teachers	81	33.6	93	38.8	15	6.3	22	9.2	29	12.0	3.045
		MOE Officials	29	52.7	9	16.4	6	10.9	9	16.4	3	5.5	3.276
							Grand Mean						**3.4**

The analysis of data in Table 6 shows the influence of School-Based Management Committees on school-community relationship in the administration of secondary schools in North-west Zone, Nigeria. In responding to item 12 of Research Question Two, 20 principals representing 27.4% strongly agreed, 25 representing 34.3% agreed while 8 and 7 principals representing 10.7% and 9.6% disagreed and strongly disagreed respectively. Teachers scored mean of 3.4 and MOE officials had 3.6 mean score meaning that through the efforts of SBMC, there is a harmonious relationship between the school and community. The analysis of item 13 showed that stakeholders agreed that through the efforts of SBMC, the school invites members of the community to its cultural activities. This is so because the calculated mean scores of 3.8, 3.6 and 3.0 for principals, teachers and MOE officials were obtained respectively and they were more than the benchmark of 3.0.

In answering research question 2, the analysis of item 14 revealed calculated mean score of 3.1, 3.8 and 3.7 for principals, teachers and MOE officials. Since the mean scores were greater than the benchmark of 3.0, the statement that says through the efforts of SBMC, the community invites the school to its cultural rites and activities was agreed. The analysis of item 15 of research question 2 also revealed calculated mean scores of 3.5, 3.2 and 3.0 which were equal to or greater than the benchmark of 3.0. This indicates that the principals, teachers and MOE officials have all agreed with the statement that says through the efforts of SBMC, the school gets experts to deliver lecture on health matters. The analysis of item 16 of research question 2 also showed that principals, teachers and MOE officials had agreed with the statement that says through the efforts of SBMC, the school gets experts to deliver lecture on security matters. This is simply because the calculated mean scores for the principals was 3.2, teachers 3.2 and MOE officials 3.3 which were greater than the benchmark of 3.0. This clearly indicates that through

the efforts of SBMC, the school gets experts to deliver lecture on security matters. Item 17 of research question 2 which states that through the efforts of SBMC, the school invites community to its sporting activities scored mean of 3.1, 3.4 and 3.3 for principals, teachers and MOE officials respectively. This means that the stakeholders agreed with the statement since the calculated means scores were greater than the benchmark of 3.0.

The analysis of item 18 of research question 2 shows that through the efforts of SBMC, school allows community to share its sport/games facilities. This is so because all calculated means were equal to or greater than the benchmark of 3.0. The analysis revealed mean scores of 3.4, 3.6 and 3.8 for principals, teachers and MOE officials respectively which implied that the statement which says through the efforts of SBMC, school allows community to share its sport/games facilities is unanimously agreed by all the stakeholders. Regarding item 19 of research question 2 which says that through the efforts of SBMC, community allows school use its water facilities was also agreed by the principals, teachers and MOE officials. This is indicated by the calculated mean scores of principal, teachers and MOE officials to be 3.6, 3.0 and 3.1 respectively. This means that through the efforts of SBMC, community allows school use its water facilities. The analysis of item 20 of research question 2 also revealed calculated mean scores of 3.8, 3.7 and 3.5 which were greater than the benchmark of 3.0. This indicates that the principals, teachers and MOE officials have all agreed with the statement that says the efforts of SBMC enable community to assist school with security through its vigilante operatives. The analysis of item 21 of research question 2 also showed that principals, teachers and MOE officials had agreed with the statement that says the efforts of SBMC enable community to give houses for rent to members of school at cheap rate. This is simply because the calculated mean scores for the principals was 3.2, teachers 3.0 and MOE officials 3.2. This clearly indicated that

the efforts of SBMC enabled community to give houses for rent to members of school at cheap rate. Therefore, the analysis of items 12-21 indicated that School-Based Management Committees have influence on school-community relationship in the administration of secondary schools in North-west Zone, Nigeria.

4.3.3 Opinions of respondents on the influence of School-Based Management Committees on Students' Enrolment and Retention in Secondary Schoolsin North-West Zone, Nigeria

This section contains items aimed at finding information from the respondents on the influence of School-Based Management Committees on students' enrolment and retention in secondary schools in North-west Zone, Nigeria. The items and the responses of the respondents were computed using table of frequency and percentages as well as mean scores on 5 point Likert scale as presented in Table 7. The decisions of the items were based on benchmark of 3.0 and this research question relates to item statements 23-32 of the questionnaire.

Table 7 Opinions of the Respondents on theInfluence of School-Based Management Committees on Students' Enrolment and Retention in Secondary Schools

S/N	ITEMS STATEMENT	Category of Respondents	SA		A		U		D		SD		
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	**Mean**
23	Through the efforts of SBMC, parents enroll their children more in this school.	Principal	26	35.7	24	32.9	11	15.1	7	9.6	5	6.8	3.3
		Teachers	88	36.6	91	37.9	13	5.4	21	8.6	27	11.3	3.6
		MOE Officials	28	50.9	11	20.0	5	9.0	8	14.5	3	5.5	3.4
24	Through the efforts of SBMC, enrolment in science school is very high.	Principal	25	34.3	30	41.0	8	10.9	5	6.8	5	6.8	3.4
		Teachers	81	33.6	95	39.5	14	5.8	22	9.2	28	11.7	3.3
		MOE Officials	27	49.1	12	21.8	6	10.9	7	12.7	2	3.6	3.2
25	With enhancement of qualified and competent teachers by SBMC, enrolment in rural school is high.	Principal	20	27.4	25	34.3	13	17.8	8	10.9	7	9.6	3.1
		Teachers	83	34.6	92	38.3	15	6.25	21	8.6	28	11.7	3.4
		MOE Officials	20	36.4	15	27.3	6	10.9	10	18.2	4	7.2	3.7
26	Through efforts of SBMC, enrolment in public secondary schools is high.	Principal	31	42.5	19	26.0	15	20.5	3	4.1	5	6.8	3.6
		Teachers	87	36.3	90	37.5	12	5.0	23	9.5	28	11.7	3.2
		MOE Officials	29	52.7	11	20.0	4	7.3	6	10.9	5	9.1	3.3
27	The efforts of SBMC in providing the needed instructional materials attract more enrolment in this school.	Principal	27	36.9	24	32.8	14	19.2	3	4.1	5	6.8	3.3
		Teachers	81	33.6	93	38.8	15	6.3	22	9.2	29	12.0	3.3
		MOE Officials	29	52.7	9	16.4	6	10.9	9	16.4	3	5.5	3.4
28	Through mobilization and sensitization workshops by SBMC, retention in this school is high.	Principal	21	28.8	26	35.6	13	17.8	8	10.9	5	6.8	3.2
		Teachers	82	34.2	91	37.9	14	5.8	26	10.8	27	11.3	3.7
		MOE Officials	27	49.1	12	21.8	4	7.3	9	16.4	3	5.5	3.5
29	Provision of needed instructional facilities by SBMC enhanced students' performance and this makes retention in this school high over the years.	Principal	29	39.7	24	32.9	10	13.6	6	8.2	4	5.4	3.6
		Teachers	88	36.6	91	37.9	13	5.4	21	8.6	27	11.3	3.8
		MOE Officials	28	50.9	11	20.0	5	9.0	8	14.5	3	5.5	3.2
30	With school-based supervision by SBMC, on regular basis, there is increase in the retention rate of students.	Principal	20	27.3	33	45.2	9	12.3	7	9.6	4	5.4	3.0
		Teachers	84	35.0	90	37.5	14	5.8	24	10.0	28	11.7	3.1
		MOE Officials	25	45.5	10	18.2	7	12.7	9	16.4	4	7.2	3.8
31	Through regular meetings between parents and SBMC, retention of students in this school is high.	Principal	29	39.7	21	28.8	9	12.3	7	9.6	7	9.6	3.8
		Teachers	90	37.5	89	37.0	10	4.2	22	9.2	28	11.7	3.1
		MOE Officials	29	52.7	10	18.2	7	12.7	6	10.9	3	5.4	3.2
32	Provision of needed welfare/health facilities by SBMC enhanced students' performance and this makes retention in this school high over the years.	Principal	26	35.7	24	32.9	11	15.1	7	9.6	5	6.8	3.3
		Teachers	88	36.6	91	37.9	13	5.4	21	8.6	27	11.3	3.3
		MOE Officials	28	50.9	11	20.0	5	9.0	8	14.5	3	5.5	3.4
							Grand Mean						**3.4**

The analysis of data in Table 7 shows that respondents generally agreed that School-Based Management Committees have influence on students' enrolment and retention in the administration of secondary schools in North-west Geographical Zone, Nigeria. This is so because all calculated means were equal to or greater than the benchmark of 3.0. The analysis of item 23 revealed mean scores of 3.3, 3.6 and 3.4 for principals, teachers and MOE officials respectively which implied that the statement which says that through the efforts of SBMC, parents enroll their children more in the schools unanimously agreed by all the stakeholders. Regarding item 24 of Research Question 3 which says that through the efforts of SBMC, enrolment in science school is very high was also agreed by the principals, teachers and MOE officials. This is indicated by the calculated mean scores of principal, teachers and MOE officials to be 3.4, 3.3 and 3.2 respectively. This means that through the efforts of SBMC, enrolment in science schools is very high. The analysis of item 25 of research question 3 also revealed calculated mean scores of 3.1, 3.4 and 3.7 which were equal to or greater than the benchmark of 3.0. This indicates that the principals, teachers and MOE officials have all agreed with the statement that says with enhancement of qualified and competent teachers by SBMC, enrolment in rural school is high.

The analysis of item 26 of Research Question 3 also showed that principals, teachers and MOE officials had agreed with the statement that says through efforts of SBMC, enrolment in public secondary schools is high. This is simply because the calculated mean scores for the principals was 3.6, teachers 3.2 and MOE officials 3.3. This clearly indicates that through efforts of SBMC, enrolment in public secondary schools is high. Item 27 of Research Question 3 which states that the efforts of SBMC in providing the needed instructional materials attract more enrolment in schools scored mean of 3.3, 3.3 and 3.4 for principals, teachers and MOE officials

respectively. This means that the stakeholders agreed with the statement since the calculated means scores were greater than the benchmark of 3.0.

The analysis of item 28 of Research Question 3 shows that through mobilization and sensitization workshops by SBMC, retention in the school is high. This is so because all calculated means were equal to or greater than the benchmark of 3.0. The analysis revealed mean scores of 3.2, 3.7 and 3.5 for principal, teachers and MOE officials respectively which implied that the statement which says through mobilization and sensitization workshops by SBMC, retention in the school is high is unanimously agreed by all the stakeholders. Regarding item 29 of Research Question 3 which says that provision of needed instructional facilities by SBMC enhanced students' performance and this makes retention in the school high over the years was also agreed by the principals, teachers and MOE officials. This is indicated by the calculated mean scores of principal, teachers and MOE officials to be 3.6, 3.8 and 3.2 respectively. This means that provision of needed instructional facilities by SBMC enhanced students' performance and this makes retention in schools high over the years.

The analysis of item 30 of research question 3 also revealed calculated mean scores of 3.3, 3.1 and 3.8 which were greater than the benchmark of 3.0. This indicates that the principals, teachers and MOE officials have all agreed with the statement that says with school-based supervision by SBMC, on regular basis, there is increase in the retention rate of students. The analysis of item 31 of Research Question 3 also showed that principals, teachers and MOE officials had agreed with the statement that says through regular meetings between parents and SBMC, retention of students in the school is high. This is simply because the calculated mean scores for the principals was 3.8, teachers 3.1 and MOE officials 3.2. This clearly indicates that through regular meetings between parents and SBMC, retention of students in schools is high.

Item 32 of research question 3 which states that provision of needed welfare/health facilities by SBMC enhanced students' performance and this makes retention in these schools high over the years scored mean of 3.3, 3.3 and 3.4 for principals, teachers and MOE officials respectively. This means that the stakeholders agreed with the statement since the calculated means scores were greater than the benchmark of 3.0. Therefore, the analysis of items 23-32 conclusively indicated that School-Based Management Committees have influence on students' enrolment and retention in the administration of secondary schools in North-West Zone, Nigeria.

4.3.4 Opinions of respondents on the influence of School-Based Management Committees on Staff Development Programmes in Secondary Schools in North-west Zone, Nigeria

This section contains items aimed at finding information from the respondents on the influence of School-Based Management Committees on staff development programme in secondary schools in North-west Zone, Nigeria. The items and the responses of the respondents were computed using table of frequency and percentages as well as mean scores on 5 point Likert scale as presented in Table 8. The decisions of the items were based on benchmark of 3.0 and this research question relates to item statements 34-43 of the questionnaire.

Table 8 Opinions of the Respondents on theInfluence of School-Based Management Committees on Staff Development Programmes in Secondary Schools

S/N	ITEMS STATEMENT	Category of Respondents	SA		A		U		D		SD		
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	**Mean**
34	Through the efforts of the SBMC, teaching staff in this school are allowed to go for in-service training to update their knowledge.	Principal	5	6.8	7	9.6	11	15.1	24	32.9	26	35.7	2.687
		Teachers	27	11.3	21	8.9	13	5.4	91	37.9	88	36.6	1.923
		MOE Officials	3	5.5	8	14.5	5	9.0	11	20.0	28	50.9	2.914
35	Through the efforts of the SBMC, teaching staff in this school are allowed to go for conferences to update their knowledge.	Principal	25	34.3	30	41.0	8	10.9	5	6.8	5	6.8	3.137
		Teachers	13	5.4	91	37.9	88	36.6	27	11.3	21	8.9	2.087
		MOE Officials	27	49.1	12	21.8	6	10.9	7	12.7	2	3.6	3.423
36	Through the efforts of the SBMC, teaching staff in this school are allowed to go for workshops to update their knowledge.	Principal	21	28.8	27	11.3	21	8.9	13	5.4	91	37.9	3.743
		Teachers	65	36.6	92	38.3	15	6.25	21	8.6	28	11.7	2.213
		MOE Officials	10.9	9	27	49.1	12	21.8	4	7.3	9	7.2	3.465
37	Through the efforts of the SBMC, teaching staff in this school are allowed to go for seminars to update their knowledge.	Principal	7	9.6	11	15.1	24	32.9	26	4.1	5	6.8	3.512
		Teachers	15	6.25	21	8.6	28	5.0	88	36.6	92	38.3	1.976
		MOE Officials	29	52.7	11	20.0	4	7.3	6	10.9	5	9.1	4.000
38	Through the efforts of the SBMC, teaching staff in this school are allowed to go for symposia to update their knowledge.	Principal	30	41.0	8	10.9	5	6.8	5	6.8	25	34.3	3.512
		Teachers	28	11.7	65	36.6	92	38.3	15	6.25	21	8.6	2.412
		MOE Officials	6	10.9	9	16.4	3	5.5	29	39.7	24	32.9	3.105
39	Through the efforts of the SBMC, non-teaching staff in this school are allowed to go for in-service training to update their knowledge.	Principal	26	35.6	13	17.8	8	10.9	5	6.8	21	28.8	3.078
		Teachers	14	5.8	26	10.8	27	11.3	88	36.6	91	37.9	2.756
		MOE Officials	12	21.8	4	7.3	9	16.4	3	5.5	6	10.9	3.675
40	Through the efforts of the SBMC, non-teaching staff in this school are allowed to go for conferences to update their knowledge.	Principal	25	34.3	30	41.0	8	10.9	5	6.8	5	6.8	3.137
		Teachers	13	5.4	91	37.9	88	36.6	27	11.3	21	8.9	2.087
		MOE Officials	27	49.1	12	21.8	6	10.9	7	12.7	2	3.6	3.423
41	Through the efforts of the SBMC, non-teaching staff in this school are allowed to go for workshops to update their knowledge.	Principal	7	9.6	11	15.1	24	32.9	26	4.1	5	6.8	2.512
		Teachers	15	6.25	21	8.6	28	5.0	88	36.6	92	38.3	1.976
		MOE Officials	29	52.7	11	20.0	4	7.3	6	10.9	5	9.1	4.000
42	Through the efforts of the SBMC, non-teaching staff in this school are allowed to go for seminars to update their knowledge.	Principal	26	35.6	13	17.8	8	10.9	5	6.8	21	28.8	2.887
		Teachers	14	5.8	26	10.8	27	11.3	88	36.6	91	37.9	2.756
		MOE Officials	12	21.8	4	7.3	9	16.4	3	5.5	6	10.9	3.675
43	Through the efforts of the SBMC, non-teaching staff in this school are allowed to go for symposia to update their knowledge.	Principal	8	10.9	5	6.8	21	28.8	26	35.6	13	17.8	2.786
		Teachers	26	10.8	27	11.3	88	36.6	91	37.9	8	3.33	2.756
		MOE Officials	12	21.8	4	7.3	9	16.4	3	5.5	6	10.9	3.675
							Grand Mean						**2.69**

The analysis of data in Table 8 shows the influence of School-Based Management Committees on staff development in secondary schools in North-west Zone, Nigeria. In responding to item 34 of Research Question 4, 5 principals representing 6.84% strongly agreed, 7 representing 9.6.3% agreed while 24 and 26 principals representing 32.9% and 35.7% disagreed and strongly disagreed respectively. Teachers scored mean of 1.9 and MOE officials had 2.9 mean score meaning that stakeholders vary in their opinions regarding the statement that says through the efforts of the SBMC, teaching staff in schools are allowed to go for in-service training to update their knowledge. The analysis of item 35 of Research Question 4 also showed that stakeholders had different views on whether through the efforts of the SBMC, teaching staff in the school are allowed to go for conferences to update their knowledge. This is so because the calculated mean scores of 3.1, 2.0 and 3.4 for principals, teachers and MOE officials were obtained respectively.

The analysis of item 36 revealed calculated mean score of 3.7, 2.2 and 3.4 for principals, teachers and MOE officials. This means that principals and MOE officials agreed with the statement that through the efforts of the SBMC, teaching staff in the school are allowed to go for workshops to update their knowledge while teachers disagreed. Items 37, 38, 39 and 40 were agreed by principals and MOE officials because their calculated mean scores were more than the benchmark of 3.0 while teachers disagreed because their mean responses were less than 3.0. Items 41, 42 and 43 which state that through the efforts of the SBMC, non-teaching staff in schools are allowed to go for workshops, seminars and symposiato update their knowledge were disagreed by principals and teachers because their obtained mean scores were less than the benchmark of 3.0 but MOE officials agreed as their calculated means were found to be more than 3.0 benchmark.

Therefore, the analysis of items 34-43 indicated that stakeholders have different opinions on the influence of School-Based Management Committees on staff development programmein the administration of secondary schools in North-west Zone, Nigeria. The analysis of research hypothesis 4 further reveals whether or not the difference that exists in stakeholders' opinions is statistically significant.

4.3.5 Opinions of respondents on the influence of School-Based Management Committees onProvision of Instructional Facilities in Secondary Schools North-west Zone, Nigeria

This section contains items aimed at finding information from the respondents on the influence of School-Based Management Committees on provision of instructional facilities in secondary schools in North-west Zone, Nigeria. The items and the responses of the respondents were computed using table of frequency and percentages as well as mean scores on 5 point Likert scale as presented in Table 9. The decisions of the items were based on benchmark of 3.0 and this research question relates to item statements 45-54 of the questionnaire.

Table 9 Opinions of the Respondents on theInfluence of School-Based Management Committees on Provision of Instructional Facilities in Secondary Schools

S/N	ITEMS STATEMENT	Category of Respondents	SA		A		U		D		SD		
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	**Mean**
45	Through the efforts of SBMC, the school is provided with the textbooks.	Principal	21	28.8	26	35.6	13	17.8	8	10.9	5	6.8	3.2
		Teachers	82	34.2	91	37.9	14	5.8	26	10.8	27	11.3	3.7
		MOE Officials	27	49.1	12	21.8	4	7.3	9	16.4	3	5.5	3.5
46	Through the efforts of SBMC, the school is provided with adequate class rooms.	Principal	29	39.7	24	32.9	10	13.6	6	8.2	4	5.4	3.6
		Teachers	88	36.6	91	37.9	13	5.4	21	8.6	27	11.3	3.8
		MOE Officials	28	50.9	11	20.0	5	9.0	8	14.5	3	5.5	3.2
47	Through the efforts of SBMC, the school is provided with adequate chairs.	Principal	20	27.3	33	45.2	9	12.3	7	9.6	4	5.4	3.0
		Teachers	84	35.0	90	37.5	14	5.8	24	10.0	28	11.7	3.1
		MOE Officials	25	45.5	10	18.2	7	12.7	9	16.4	4	7.2	4.0
48	Through the efforts of SBMC, the school is provided with adequate chalkboards, chalks and dusters.	Principal	29	39.7	21	28.8	9	12.3	7	9.6	7	9.6	3.8
		Teachers	90	37.5	89	37.0	10	4.2	22	9.2	28	11.7	3.1
		MOE Officials	29	52.7	10	18.2	7	12.7	6	10.9	3	5.4	3.2
49	Through the efforts of SBMC, the school is provided with adequate computers.	Principal	26	35.7	24	32.9	11	15.1	7	9.6	5	6.8	3.3
		Teachers	88	36.6	91	37.9	13	5.4	21	8.6	27	11.3	3.3
		MOE Officials	28	50.9	11	20.0	5	9.0	8	14.5	3	5.5	3.4
50	Through the efforts of SBMC, the school is provided with projectors.	Principal	29	39.7	24	32.9	10	13.6	6	8.2	4	5.4	3.2
		Teachers	88	36.6	91	37.9	13	5.4	21	8.6	27	11.3	3.7
		MOE Officials	28	50.9	11	20.0	5	9.0	8	14.5	3	5.5	3.5
51	Through the efforts of SBMC, the school is provided with teaching aids.	Principal	20	27.3	33	45.2	9	12.3	7	9.6	4	5.4	3.6
		Teachers	84	35.0	90	37.5	14	5.8	24	10.0	28	11.7	3.8
		MOE Officials	25	45.5	10	18.2	7	12.7	9	16.4	4	7.2	3.2
52	Through the efforts of SBMC, the school is provided with library facilities.	Principal	29	39.7	21	28.8	9	12.3	7	9.6	7	9.6	3.0
		Teachers	90	37.5	89	37.0	10	4.2	22	9.2	28	11.7	3.1
		MOE Officials	29	52.7	10	18.2	7	12.7	6	10.9	3	5.4	4.0
53	Through the efforts of SBMC, the school is provided with workshops.	Principal	26	35.7	24	32.9	11	15.1	7	9.6	5	6.8	3.8
		Teachers	88	36.6	91	37.9	13	5.4	21	8.6	27	11.3	3.1
		MOE Officials	28	50.9	11	20.0	5	9.0	8	14.5	3	5.5	3.2
54	Through the efforts of SBMC, the school is provided with stationeries for examinations.	Principal	25	34.3	30	41.0	8	10.9	5	6.8	5	6.8	3.3
		Teachers	81	33.6	95	39.5	14	5.8	22	9.2	28	11.7	3.3
		MOE Officials	27	49.1	12	21.8	6	10.9	7	12.7	2	3.6	3.4
							Grand Mean						**3.5**

The analysis of data in Table 9 shows that respondents generally agreed that School-Based Management Committees has influence on provision of instructional facilities in secondary schools in North-West Zone, Nigeria. This is so because all calculated means were equal to or greater than the benchmark of 3.0. The analysis of item 45 revealed mean scores of 3.2, 3.7 and 3.5 for principals, teachers and MOE officials respectively, which implied that the statement which says that through the efforts of SBMC, schoolsare provided with textbooks, is unanimously agreed by all the stakeholders. Regarding item 46 of Research Question 5 which says that through the efforts of SBMC, schoolsare provided with the adequate classroomswas also agreed by the principals, teachers and MOE officials. This indicated by the calculated mean scores of principal, teachers and MOE officials to be 3.6, 3.8 and 3.2 respectively. This means that through the efforts of SBMC, schoolsare provided with adequate classrooms. The analysis of item 47 of Research Question 5 also revealed calculated mean scores of 3.0, 3.1 and 4.0 which were equal to or greater than the benchmark of 3.0. This indicates that the principals, teachers and MOE officials have all agreed with the statement that says through the efforts of SBMC, the schoolsare provided with the adequate chairs.

The analyses of items 48, 49, 50, 51, 52, 53 and 54 of Research Question 5 also showed that principals, teachers and MOE officials had agreed with the statement that says through the efforts of SBMC, schoolsare provided with adequate chalkboards, chalks, dusters, computers, projectors, teaching aids, library facilities, workshops and stationeries for examinations. This is simply because the calculated mean scores for the principals, teachers and MOE officials were more than the benchmark of 3.0. Therefore, the analysis of items 45-54 revealed that stakeholders do not vary in their perceptions regarding the influence of School-Based Management Committees on provision of instructional facilities in secondary schools in North-west Zone, Nigeria.

4.3.6 Opinions of respondents on the influence of School-Based Management Committees onProvision of Teaching and Non-teaching Staff in Secondary SchoolsNorth-west Geographical Zone, Nigeria

This section contains items aimed at finding information from the respondents on the influence of School-Based Management Committees on provision of teaching and non-teaching staff in secondary schools in North-west Zone, Nigeria. The items and the responses of the respondents were computed using table of frequency and percentages as well as mean scores on 5 point Likert scale as presented in Table 10. The decisions of the items were based on benchmark of 3.0 and this Research Question relates to item statements 56-65 of the questionnaire.

Table 10 Opinions of the Respondents on theInfluence of School-Based Management Committees on Provision of Teaching and Non-teaching Staff in Secondary Schools

S/N	ITEMS STATEMENT	Category of Respondents	SA		A		U		D		SD		
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	**Mean**
56	Through the efforts of SBMC, the school is provided with adequate English teachers.	Principal	25	34.3	30	41.0	8	10.9	5	6.8	5	6.8	3.137
		Teachers	13	5.4	91	37.9	88	36.6	27	11.3	21	8.9	2.087
		MOE Officials	27	49.1	12	21.8	6	10.9	7	12.7	2	3.6	3.423
57	Through the efforts of SBMC, the school is provided with adequate Mathematics teachers.	Principal	7	9.6	11	15.1	24	32.9	26	4.1	5	6.8	3.512
		Teachers	15	6.25	21	8.6	28	5.0	88	36.6	92	38.3	1.976
		MOE Officials	29	52.7	11	20.0	4	7.3	6	10.9	5	9.1	4.000
58	Through the efforts of SBMC, the school is provided with adequate Science teachers.	Principal	26	35.6	13	17.8	8	10.9	5	6.8	21	28.8	3.078
		Teachers	14	5.8	26	10.8	27	11.3	88	36.6	91	37.9	2.756
		MOE Officials	12	21.8	4	7.3	9	16.4	3	5.5	6	10.9	3.675
59	Through the efforts of SBMC, the school is provided with adequate Islamic Studies teachers.	Principal	8	10.9	5	6.8	21	28.8	26	35.6	13	17.8	3.078
		Teachers	26	10.8	27	11.3	88	36.6	91	37.9	2.756	37.9	2.756
		MOE Officials	12	21.8	4	7.3	9	16.4	3	5.5	6	10.9	3.675
60	Through the efforts of SBMC, the school is provided with adequate CRS teachers.	Principal	5	6.8	7	9.6	11	15.1	24	32.9	26	35.7	3.687
		Teachers	27	11.3	21	8.9	13	5.4	91	37.9	88	36.6	1.923
		MOE Officials	3	5.5	8	14.5	5	9.0	11	20.0	28	50.9	3.914
61	Through the efforts of SBMC, the school is provided with adequate Social Science teachers.	Principal	25	34.3	30	41.0	8	10.9	5	6.8	5	6.8	3.137
		Teachers	13	5.4	91	37.9	88	36.6	27	11.3	21	8.9	2.087
		MOE Officials	27	49.1	12	21.8	6	10.9	7	12.7	2	3.6	3.423
62	Through the efforts of SBMC, the school is provided with adequate Arts teachers.	Principal	7	9.6	11	15.1	24	32.9	26	4.1	5	6.8	3.512
		Teachers	15	6.25	21	8.6	28	5.0	88	36.6	92	38.3	1.976
		MOE Officials	29	52.7	11	20.0	4	7.3	6	10.9	5	9.1	4.000
63	Through the efforts of SBMC, the school is provided with adequate Laboratory Technicians.	Principal	30	41.0	8	10.9	5	6.8	5	6.8	25	34.3	3.512
		Teachers	28	11.7	65	36.6	92	38.3	15	6.25	21	8.6	2.412
		MOE Officials	6	10.9	9	16.4	3	5.5	29	39.7	24	32.9	3.105
64	Through the efforts of SBMC, the school is provided with Qualified Library staff.	Principal	26	35.6	13	17.8	8	10.9	5	6.8	21	28.8	3.078
		Teachers	14	5.8	26	10.8	27	11.3	88	36.6	91	37.9	2.756
		MOE Officials	12	21.8	4	7.3	9	16.4	3	5.5	6	10.9	3.675
65	Through the efforts of SBMC, the school is provided with adequate workshop attendant.	Principal	25	34.3	30	41.0	8	10.9	5	6.8	5	6.8	3.137
		Teachers	13	5.4	91	37.9	88	36.6	27	11.3	21	8.9	2.087
		MOE Officials	27	49.1	12	21.8	6	10.9	7	12.7	2	3.6	3.423
						Grand Mean							**3.0**

The analysis of data in Table 10 shows the influence of School-Based Management Committees on provision of teaching and non-teaching staff in secondary schools in North-west Zone, Nigeria. In responding to items 56, 57, 58, 59, 60, 61 and 62 of Research Question 6 which stated that through the efforts of SBMC, the schoolsare provided with adequate English, mathematics, science, Islamic studies, CRS, social science and arts teachers were disagreed by the teachers but agreed by the principals and MOE officials. This is simply because the calculated mean scores for the items as opined by the teachers were below 3.0 while that of principals and MOE officials were greater than the benchmark of 3.0.

The statements that said through the efforts of SBMC, the schoolsare provided with adequate laboratory technicians, qualified library staff and adequate workshop attendants as contained in items 63, 64 and 65 of research question 6 were also agreed by the principals and MOE officials and disagreed by the teachers. The agreement of principals and MOE officials over the item statement is because their obtained means were more than 3.0 while that of teachers were less. Therefore, the analysis of items 56-65 revealed that stakeholders have different opinions on the influence of School-Based Management Committees on provision of teaching and non-teaching staff in the administration of secondary schools in North-west Zone, Nigeria. The analysis of research hypothesis 6 further reveal whether or not the difference that exists in stakeholders' opinions is statistically significant.

4.3.7 Opinions of respondents on the influence of School-Based Management Committees onProvision of Health and Welfare Facilities in Secondary Schools North-west Zone, Nigeria

This section contains items aimed at finding information from the respondents on the influence of School-Based Management Committees on provision of health and welfare facilities in secondary schools in North-west Zone, Nigeria. The items and the responses of the respondents were computed using table of frequency and percentages as well as mean scores on 5 point Likert scale as presented in Table 11. The decisions of the items were based on benchmark of 3.0 and this research question relates to item statements 67-76 of the questionnaire.

Table 11 Opinions of the Respondents on theInfluence of School-Based Management Committees on Provision of Health and Welfare Facilities in Secondary Schools

S/N	ITEM STATEMENT	Category of Respondents	SA		A		U		D		SD		
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Mean
67	Through the efforts of SBMC, the school is provided with good and functional Health Centre	Principal	24	32.9	7	9.6	11	15.1	5	6.8	26	35.7	3.687
		Teachers	27	11.3	21	8.9	13	5.4	91	37.9	88	36.6	1.923
		MOE Officials	28	50.9	8	14.5	5	9.0	11	20.0	3	5.5	3.914
68	Through the efforts of SBMC, the school is provided with good toilet facilities.	Principal	25	34.3	30	41.0	8	10.9	5	6.8	5	6.8	3.137
		Teachers	13	5.4	91	37.9	88	36.6	27	11.3	21	8.9	2.087
		MOE Officials	27	49.1	12	21.8	6	10.9	7	12.7	2	3.6	3.423
69	Through the efforts of SBMC, the school is provided with good water facilities.	Principal	7	9.6	11	15.1	24	32.9	26	4.1	5	6.8	3.512
		Teachers	15	6.25	21	8.6	28	5.0	88	36.6	92	38.3	1.976
		MOE Officials	29	52.7	11	20.0	4	7.3	6	10.9	5	9.1	4.000
70	Through the efforts of SBMC, the school is provided with good light facilities.	Principal	25	34.3	30	41.0	8	10.9	5	6.8	5	6.8	3.137
		Teachers	13	5.4	91	37.9	88	36.6	27	11.3	21	8.9	2.087
		MOE Officials	27	49.1	12	21.8	6	10.9	7	12.7	2	3.6	3.423
71	Through the efforts of SBMC, the school is provided with good transport facilities.	Principal	7	9.6	11	15.1	24	32.9	26	4.1	5	6.8	3.512
		Teachers	15	6.25	21	8.6	28	5.0	88	36.6	92	38.3	1.976
		MOE Officials	29	52.7	11	20.0	4	7.3	6	10.9	5	9.1	4.000
72	Through the efforts of SBMC, the school is provided with good ICT facilities.	Principal	26	35.6	13	17.8	8	10.9	5	6.8	21	28.8	3.078
		Teachers	14	5.8	26	10.8	27	11.3	88	36.6	91	37.9	2.756
		MOE Officials	12	21.8	4	7.3	9	16.4	3	5.5	6	10.9	3.675
73	Through the efforts of SBMC, the school is provided with good Staff Quarters.	Principal	8	10.9	5	6.8	21	28.8	26	35.6	13	17.8	3.078
		Teachers	26	10.8	27	11.3	88	36.6	91	37.9	8	3.33	2.756
		MOE Officials	12	21.8	4	7.3	9	16.4	3	5.5	6	10.9	3.675
74	Through the efforts of SBMC, the school is provided with good Staff Common Room.	Principal	7	9.6	11	15.1	24	32.9	26	4.1	5	6.8	3.512
		Teachers	15	6.25	21	8.6	28	5.0	88	36.6	92	38.3	1.976
		MOE Officials	29	52.7	11	20.0	4	7.3	6	10.9	5	9.1	4.000
75	Through the efforts of SBMC, the school is provided with good hostel facilities.	Principal	26	35.6	13	17.8	8	10.9	5	6.8	21	28.8	3.078
		Teachers	14	5.8	26	10.8	27	11.3	88	36.6	91	37.9	2.756
		MOE Officials	12	21.8	4	7.3	9	16.4	3	5.5	6	10.9	3.675
76	Through the efforts of SBMC, the school is provided with good safety measures such as fire extinguishers, sand buckets and security personnel.	Principal	8	10.9	5	6.8	21	28.8	26	35.6	13	17.8	3.078
		Teachers	26	10.8	27	11.3	88	36.6	91	37.9	2.756	37.9	2.756
		MOE Officials	12	21.8	4	7.3	9	16.4	3	5.5	6	10.9	3.675
							Grand Mean						**3.2**

The analysis of data in Table 11 shows the influence of School-Based Management Committees on provision of health and welfare facilities in secondary schools in North-west Zone, Nigeria. In responding to items 67, 68, 69, 70 and 71 of Research Question 7 which stated that through the efforts of SBMC, the schoolsare provided with good and functional health centre, toilet facilities, water facilities and transport facilities, were disagreed by the teachers but agreed by the principals and MOE officials. This is simply because the calculated mean scores for the items as opined by the teachers were below 3.0 while that of principals and MOE officials were greater than the benchmark of 3.0.

The statements that said through the efforts of SBMC, the schoolsare provided with good ICT facilities, staff quarters, staff common rooms, hostels and good safety measures such as fire extinguishers, sand buckets and security personnel as contained in items 72, 73, 74, 75 and 76 of research question 7 were also agreed by the principals and MOE officials and disagreed by the teachers. The agreement of principals and MOE officials over the item statements is because their obtained means were more than 3.0 while that of teachers were less. Therefore, the analysis of items 67-76 revealed that stakeholders have different opinions on the influence of School-Based Management Committees on provision of health and welfare facilities in secondary schools in North-west Zone, Nigeria. The analysis of research hypothesis 7 further reveal whether or not the difference that exists in stakeholders' opinions is statistically significant.

4.3.8 Opinions of respondents on the influence of School-Based Management Committees on Provision of Games and Recreational Facilities in Secondary Schoolsin North-west Zone, Nigeria

This section contains items aimed at finding information from the respondents on the influence of School-Based Management Committees on provision of games and recreational facilities in secondary schools in North-west Zone, Nigeria. The items and the responses of the respondents were computed using table of frequency and percentages as well as mean scores on 5 point Likert scale as presented in Table 12. The decisions of the items were based on benchmark of 3.0 and this research question relates to item statements 78-87 of the questionnaire.

Table 12 Opinions of the Respondents on theInfluence of School-Based Management Committees on Provision of Games and Recreational Facilities in Secondary Schools

S/N	ITEMS STATEMENT	Category of Respondents	SA		A		U		D		SD		
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	**Mean**
78	Through the efforts of SBMC, the school is provided with good and standard Football Field.	Principal	25	34.3	30	41.0	8	10.9	5	6.8	5	6.8	3.137
		Teachers	13	5.4	91	37.9	88	36.6	27	11.3	21	8.9	2.087
		MOE Officials	27	49.1	12	21.8	6	10.9	7	12.7	2	3.6	3.423
79	Through the efforts of SBMC, the school is provided with good and standard Basketball Court.	Principal	7	9.6	11	15.1	24	32.9	26	4.1	5	6.8	3.512
		Teachers	15	6.25	21	8.6	28	5.0	88	36.6	92	38.3	1.976
		MOE Officials	29	52.7	11	20.0	4	7.3	6	10.9	5	9.1	4.000
80	Through the efforts of SBMC, the school is provided with good and standard Volley Ball Court.	Principal	30	41.0	8	10.9	5	6.8	5	6.8	25	34.3	3.512
		Teachers	28	11.7	65	36.6	92	38.3	15	6.25	21	8.6	2.412
		MOE Officials	6	10.9	9	16.4	3	5.5	29	39.7	24	32.9	3.105
81	Through the efforts of SBMC, the school is provided with good and standard Badminton Court.	Principal	26	35.6	13	17.8	8	10.9	5	6.8	21	28.8	3.078
		Teachers	14	5.8	26	10.8	27	11.3	88	36.6	91	37.9	2.756
		MOE Officials	12	21.8	4	7.3	9	16.4	3	5.5	6	10.9	3.675
82	Through the efforts of SBMC, the school is provided with good and standard Table Tennis.	Principal	25	34.3	30	41.0	8	10.9	5	6.8	5	6.8	3.137
		Teachers	13	5.4	91	37.9	88	36.6	27	11.3	21	8.9	2.087
		MOE Officials	27	49.1	12	21.8	6	10.9	7	12.7	2	3.6	3.423
83	Through the efforts of SBMC, the school is provided with good and standard Field for Track Events.	Principal	5	6.8	7	9.6	11	15.1	24	32.9	26	35.7	3.687
		Teachers	27	11.3	21	8.9	13	5.4	91	37.9	88	36.6	1.923
		MOE Officials	3	5.5	8	14.5	5	9.0	11	20.0	28	50.9	2.914
84	Through the efforts of SBMC, the school is provided with good and standard Common Rooms.	Principal	25	34.3	30	41.0	8	10.9	5	6.8	5	6.8	3.137
		Teachers	13	5.4	91	37.9	88	36.6	27	11.3	21	8.9	2.087
		MOE Officials	27	49.1	12	21.8	6	10.9	7	12.7	2	3.6	3.423
85	Through the efforts of SBMC, the school is provided with good and standard Base Ball Field.	Principal	21	28.8	27	11.3	21	8.9	13	5.4	91	37.9	3.743
		Teachers	65	36.6	92	38.3	15	6.25	21	8.6	28	11.7	2.213
		MOE Officials	9	10.9	27	49.1	12	21.8	4	7.3	9	7.2	3.465
86	Through the efforts of SBMC, the school is provided with good mini animal pack.	Principal	7	9.6	11	15.1	24	32.9	26	4.1	5	6.8	3.512
		Teachers	15	6.25	21	8.6	28	5.0	88	36.6	92	38.3	1.976
		MOE Officials	29	52.7	11	20.0	4	7.3	6	10.9	5	9.1	4.000
87	Through the efforts of SBMC, the school is provided with good and standard Shopping Area.	Principal	30	41.0	8	10.9	5	6.8	5	6.8	25	34.3	3.512
		Teachers	28	11.7	65	36.6	92	38.3	15	6.25	21	8.6	2.412
		MOE Officials	6	10.9	9	16.4	3	5.5	29	39.7	24	32.9	3.105
							Grand Mean						2.8

The analysis of data in Table 12 shows the influence of School-Based Management Committees on provision of games and recreational facilities in secondary schools in North-west Zone, Nigeria. In responding to items 78, 79, 80, 81 and 82 of Research Question 8 which stated that through the efforts of SBMC, the schoolsare provided with good and standard football fields, basketball courts, volley ball courts, badminton courts and table tennis courts were disagreed by the teachers but agreed by the principals and MOE officials. This is simply because the calculated mean scores for the items as opined by the teachers were below 3.0 while that of principals and MOE officials were greater than the benchmark of 3.0.

The statements that said through the efforts of SBMC, the school is provided with good and standard field for track events, common rooms, baseball field, mini animal park and shopping area as contained in items 83, 84, 85, 86 and 87 of research question 8 were also agreed by the principals and MOE officials and disagreed by the teachers. The concord of principals and MOE officials over the item statements is because the obtained means of the items were more than 3.0 while that of teachers were less. Therefore, the analysis of items 78-87 revealed that stakeholders have different opinions on the influence of School-Based Management Committees on provision of games and recreational facilities in the administration of secondary schools in North-west Zone, Nigeria. The analysis of research hypothesis 8 further reveal whether or not the difference that exists in stakeholders' opinions is statistically significant.

4.3.9 Opinions of respondents on the influence of School-Based Management Committees on Maintenance of Discipline in Secondary Schoolsin North-West Zone, Nigeria

This section contains items aimed at finding information from the respondents on the influence of School-Based Management Committees on maintenance of discipline in secondary schools in North-west Zone, Nigeria. The items and the responses of the respondents were computed using table of frequency and percentages as well as mean scores on 5 point Likert scale as presented in Table 13. The decisions of the items were based on benchmark of 3.0 and this research question relates to item statements 89-98 of the questionnaire.

Table 13 Opinions of the Respondents on theInfluence of School-Based Management Committees on Maintenance of Discipline in Secondary Schools

S/N	ITEMS STATEMENT	Category of Respondents	SA		A		U		D		SD		
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	**Mean**
89	Through the efforts of SBMC, discipline between principal and teaching staff is maintained.	Principal	29	39.7	21	28.8	9	12.3	7	9.6	7	9.6	3.034
		Teachers	90	37.5	89	37.0	10	4.2	22	9.2	28	11.7	3.145
		MOE Officials	29	52.7	10	18.2	7	12.7	6	10.9	3	5.4	4.034
90	Through the efforts of SBMC, discipline among teaching staff is maintained.	Principal	26	35.7	24	32.9	11	15.1	7	9.6	5	6.8	3.876
		Teachers	88	36.6	91	37.9	13	5.4	21	8.6	27	11.3	3.145
		MOE Officials	28	50.9	11	20.0	5	9.0	8	14.5	3	5.5	3.232
91	Through the efforts of SBMC, discipline between principal and non-teaching staff is maintained.	Principal	25	34.3	30	41.0	8	10.9	5	6.8	5	6.8	3.312
		Teachers	81	33.6	95	39.5	14	5.8	22	9.2	28	11.7	3.332
		MOE Officials	27	49.1	12	21.8	6	10.9	7	12.7	2	3.6	3.445
92	Through the efforts of SBMC, discipline among the non-teaching staff is maintained.	Principal	20	27.4	25	34.3	13	17.8	8	10.9	7	9.6	3.634
		Teachers	83	34.6	92	38.3	15	6.25	21	8.6	28	11.7	3.834
		MOE Officials	20	36.4	15	27.3	6	10.9	10	18.2	4	7.2	3.665
93	Through the efforts of SBMC, discipline between teaching staff and non-teaching staff is maintained.	Principal	31	42.5	19	26.0	15	20.5	3	4.1	5	6.8	3.047
		Teachers	87	36.3	90	37.5	12	5.0	23	9.5	28	11.7	3.186
		MOE Officials	29	52.7	11	20.0	4	7.3	6	10.9	5	9.1	3.898
94	Through the efforts of SBMC, discipline between teaching staff and students is maintained.	Principal	27	36.9	24	32.8	14	19.2	3	4.1	5	6.8	3.770
		Teachers	81	33.6	93	38.8	15	6.3	22	9.2	29	12.0	3.576
		MOE Officials	29	52.7	9	16.4	6	10.9	9	16.4	3	5.5	3.245
95	Through the efforts of SBMC, discipline among students is maintained.	Principal	21	28.8	26	35.6	13	17.8	8	10.9	5	6.8	3.032
		Teachers	82	34.2	91	37.9	14	5.8	26	10.8	27	11.3	3.234
		MOE Officials	27	49.1	12	21.8	4	7.3	9	16.4	3	5.5	3.221
96	Through the efforts of SBMC, discipline between students and school management is maintained.	Principal	7	9.6	11	15.1	24	32.9	26	4.1	5	6.8	3.512
		Teachers	15	6.25	21	8.6	28	5.0	88	36.6	92	38.3	3.976
		MOE Officials	29	52.7	11	20.0	4	7.3	6	10.9	5	9.1	4.000
97	Through the efforts of SBMC, discipline between school and local community is maintained.	Principal	26	35.6	13	17.8	8	10.9	5	6.8	21	28.8	3.078
		Teachers	14	5.8	26	10.8	27	11.3	88	36.6	91	37.9	2.756
		MOE Officials	12	21.8	4	7.3	9	16.4	3	5.5	6	10.9	3.675
98	Through the efforts of SBMC, discipline between school and the MOE/Proprietor is maintained.	Principal	8	10.9	5	6.8	21	28.8	26	35.6	13	17.8	3.078
		Teachers	26	10.8	27	11.3	88	36.6	91	37.9	2.756	37.9	2.756
		MOE Officials	12	21.8	4	7.3	9	16.4	3	5.5	6	10.9	3.675
							Grand Mean						3.1

The analysis of data in Table 13 shows that respondents generally agreed that School-Based Management Committees have influence on maintenance of discipline in secondary schools in North-west Zone, Nigeria. This is so because all calculated means were equal to or greater than the benchmark of 3.0. The analysis of item 89 revealed mean scores of 3.0, 3.1 and 4.0 for principals, teachers and MOE officials respectively which implied that the statement which says that through the efforts of SBMC discipline between principal and teaching staff is maintained is unanimously agreed by all the stakeholders. Regarding item 90 of Research Question 9 which says that through the efforts of SBMC discipline among teaching staff is maintained was also agreed by the principals, teachers and MOE officials. This is indicated by the calculated mean scores of principal, teachers and MOE officials to be 3.6, 3.8 and 3.2 respectively. This means that through the efforts of SBMC, discipline among teaching staff is maintained. The analysis of item 91 of Research Question 9 also revealed calculated mean scores of 3.3, 3.3 and 3.4 which were greater than the benchmark of 3.0. This indicates that the principals, teachers and MOE officials have all agreed with the statement that says through the efforts of SBMC discipline between principal and non teaching staff is maintained.

The analyses of items 92, 93, 94, 95, 96, 97 and 98 of Research Question 9 also showed that principals, teachers and MOE officials had agreed with the statement that says through the efforts of SBMC discipline among non teaching staff, between teaching and non teaching staff, between teaching staff and students, among students, between students and school management, between school and local community and between school and MOE/proprietors are maintained. This is simply because the calculated mean scores for the principals, teachers and MOE officials were more than the benchmark of 3.0. Therefore, the analysis of items 89-98 revealed that

Stakeholdersdo not vary in their perceptions regarding the influence of School-Based Management Committees on maintenance of discipline in secondary schools in North-west Zone, Nigeria.

4.3.10 Opinions of respondents on the influence of School-Based Management Committees onConduct of Extra-Curricular Activities in Secondary Schools in North-west Zone, Nigeria

This section contains items aimed at finding information from the respondents on the influence of School-Based Management Committees on conduct of extracurricular activities in secondary schools in North-west Zone, Nigeria. The items and the responses of the respondents were computed using table of frequency and percentages as well as mean scores on 5 point Likert scale as presented in Table 14. The decisions of the items were based on benchmark of 3.0 and this research question relates to item statements 100-109 of the questionnaire.

Table 14 Opinions of the Respondents on theInfluence of School-Based Management Committees on Conduct of Extra Curricular Activities in Secondary Schools

S/N	ITEMS STATEMENT	Category of Respondents	SA		A		U		D		SD		
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Mean
100	Through the efforts of SBMC, the annual inter-house competition is conducted in the school.	Principal	20	27.3	33	45.2	9	12.3	7	9.6	4	5.4	3.635
		Teachers	84	35.0	90	37.5	14	5.8	24	10.0	28	11.7	3.876
		MOE Officials	25	45.5	10	18.2	7	12.7	9	16.4	4	7.2	3.278
101	Through the efforts of SBMC, quiz competitions are conducted in the school.	Principal	29	39.7	21	28.8	9	12.3	7	9.6	7	9.6	3.065
		Teachers	90	37.5	89	37.0	10	4.2	22	9.2	28	11.6	3.187
		MOE Officials	29	52.7	10	18.2	7	12.7	6	10.9	3	5.4	3.734
102	Through the efforts of SBMC, the field trips/excursions are conducted in the school.	Principal	26	35.7	24	32.9	11	15.1	7	9.6	5	6.8	3.854
		Teachers	88	36.6	91	37.9	13	5.4	21	8.6	27	11.3	3.134
		MOE Officials	28	50.9	11	20.0	5	9.0	8	14.5	3	5.5	3.254
103	Through the efforts of SBMC, drama competitions are conducted in the school.	Principal	25	34.3	30	41.0	8	10.9	5	6.8	5	6.8	3.334
		Teachers	81	33.6	95	39.5	14	5.8	22	9.2	28	11.3	3.356
		MOE Officials	27	49.1	12	21.8	6	10.9	7	12.7	2	3.6	3.487
104	Through the efforts of SBMC, sport competitions such as football, volleyball, basketball are conducted in the school.	Principal	20	27.4	25	34.3	13	17.8	8	10.9	7	9.6	3.332
		Teachers	83	34.6	92	38.3	15	6.25	21	8.6	28	11.7	3.445
		MOE Officials	20	36.4	15	27.3	6	10.9	10	18.2	4	7.2	3.645
105	Through the efforts of SBMC, the Track Event Competitions are conducted in the school.	Principal	25	34.3	30	41.0	8	10.9	5	6.8	5	6.8	3.867
		Teachers	81	33.6	95	39.5	14	5.8	22	9.2	28	11.5	3.687
		MOE Officials	27	49.1	12	21.8	6	10.9	7	12.7	2	3.6	3.065
106	Through the efforts of SBMC, Debate Competition is conducted in the school.	Principal	29	39.7	21	28.8	9	12.3	7	9.6	7	9.6	3.145
		Teachers	90	37.5	89	37.0	10	4.2	22	9.2	28	11.7	3.834
		MOE Officials	29	52.7	10	18.2	7	12.7	6	10.9	3	5.4	3.723
107	Through the efforts of SBMC, clubs and societies conduct their activities in the school.	Principal	26	35.7	24	32.8	12	16.4	7	9.6	4	5.4	3.587
		Teachers	87	36.4	92	38.3	14	5.8	20	8.3	27	11.3	3.256
		MOE Officials	28	50.9	11	20.0	5	9.0	8	14.5	3	5.5	3.098
108	Through the efforts of SBMC, Riddles and Jokes are organized in the school.	Principal	25	34.3	30	41.0	8	10.9	5	6.8	5	6.8	3.267
		Teachers	81	33.6	95	39.5	14	5.8	22	9.2	28	11.7	3.254
		MOE Officials	27	49.1	12	21.8	6	10.9	7	12.7	2	3.6	3.332
109	Through the efforts of SBMC, farm activities are organized in the school.	Principal	29	39.7	24	32.9	10	13.6	6	8.2	4	5.4	3.123
		Teachers	88	36.6	91	37.9	13	5.4	21	8.6	27	11.3	3.443
		MOE Officials	28	50.9	11	20.0	5	9.0	8	14.5	3	5.5	3.323
							Grand Mean						**3.3**

The analysis of data in Table 14 shows that respondents generally agreed that School-Based Management Committees have influence on conduct of extra-curricular activities in secondary schools in North-west Zone, Nigeria. This is so because all calculated means were equal to or greater than the benchmark of 3.0. The analysis of item 100 revealed mean scores of 3.6, 3.8 and 3.2 for principals, teachers and MOE officials respectively, which implied that the statement which says that through the efforts of SBMC the annual inter-house competition is conducted in the school is unanimously agreed by all the stakeholders. Regarding item 101 of Research Question 10 which says that through the efforts of SBMC quizcompetitions are conducted in the school was also agreed by the principals, teachers and MOE officials. This is indicated by the calculated mean scores of principal, teachers and MOE officials to be 3.0, 3.1 and 3.7 respectively. This means that through the efforts of SBMC, quizcompetitions are conducted in the schools. The analysis of item 102 of research question 10 also revealed calculated mean scores of 3.8, 3.1 and 3.2 which were greater than the benchmark of 3.0. This indicates that the principals, teachers and MOE officials have all agreed with the statement that says through the efforts of SBMC the field trips/excursions are conducted in schools.

The analyses of items 103, 104, 105, 106, 107, 108 and 109 of Research Question 10 also revealed that principals, teachers and MOE officials had agreed with the statement that says through the efforts of SBMC drama competitions are conducted in schools, sport competitions such as football, volleyball, basketball are conducted in the schools, the track event competitions are conducted in the schools, debate competition is conducted in schools, clubs and societies conduct their activities in the school, riddles and jokes are organized in the school and farm activities are organized in the schools. This is simply because the calculated mean scores for the principals, teachers and MOE officials were more than the benchmark of 3.0. Therefore, the

analysis of items 100-109 revealed that stakeholders do not vary in their perceptions regarding the influence of School-Based Management Committees on conduct of extra-curricular activities in secondary schools in North-west Zone, Nigeria.

4.4 Hypotheses Testing

The null hypotheses that were formulated to test differences of opinions among the group of respondents involved in the study were analyzed using One-way Analysis of Variance (ANOVA) at 0.05 levels of significance. The used of ANOVA statistics was informed because the respondents were more than two groups.

Null Hypothesis 1 There is no significant difference in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on decision making process in secondary schools in North-west Zone, Nigeria.

Table 15: One-way Analysis of Variance (ANOVA) on Influence of School-Based Management Committees on Decision Making Process in Secondary Schools

	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	.296	2	.148	1.687	.187	Retained
Within Groups	32.002	365	.088			
Total	**32.298**	**367**				

The analysis of result in Table 15 shows differences in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on decision making process in secondary schools in North-West Zone, Nigeria. The result reveals mean square of .148 and .088 at 2 and 365 degree of freedom for between and within groups,the calculated F value of 1.687 at significant p-value of 187. Since the calculated p-value of .187 is greater than the fixed probability level of 0.05, the null hypothesis that says

there is no significant difference in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on decision making process in the administration of secondary schools is therefore retained. This implied that all stakeholders agreed that School-Based Management Committeeshad influence on decision making process in secondary schools in North-west Zone, Nigeria.

Null Hypothesis 2 There is no significant difference in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on school community relationship in secondary schools in North-west Zone, Nigeria.

Table 16: One-way Analysis of Variance (ANOVA) on Influence of School-Based Management Committees on School Community Relationship in Secondary Schools

	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	.106	2	.053	.629	.534	Retained
Within Groups	30.615	365	.084			
Total	**30.721**	**367**				

The analysis of result in Table 16 shows differences in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on school community relationship in the administration of secondary schools in North-west Zone, Nigeria. The result reveals mean square of .053 and .084 at 2 and 365 degree of freedom for between and within groups respectively. The calculated F.value of .627 at significant p-value of .534. Since the calculated p-value of .534 is greater than the fixed probability level of 0.05, the null hypothesis that says there is no significant difference in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committee on school-community relationship in the administration of

secondary schools is therefore retained. This implied that all stakeholders agreed that School-Based Management Committeeshad influence on school community relationship in of secondary schools in North-west Zone, Nigeria.

Null Hypothesis 3 There is no significant difference in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on students' enrolment and retention in of secondary schools in North-west Zone, Nigeria.

Table 17: One-way Analysis of Variance (ANOVA) on Influence of School-Based Management Committees on Students' Enrolment and Retentionin Secondary Schools

	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	.183	2	.092	.887	.413	Retained
Within Groups	37.676	365	.103			
Total	**37.859**	**367**				

The analysis of result in Table 17 showeddifferences in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on students' enrolment and retention in the administration of secondary schools in North-west Zone, Nigeria. The result revealed mean square of .092 and .103 at 2 and 365 degree of freedom for between and within groups respectively. The calculated F. value of .887 at significant p-value of .413. Since the calculated p-value of .413 is greater than the fixed probability level of 0.05, the null hypothesis that says there is no significant difference in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on students' enrolment and retention in the administration of secondary schools is therefore retained. This implied that all stakeholders agreed that School-

Based Management Committeeshad influence on students' enrolment and retention in the administration of secondary schools in North-west Zone, Nigeria.

Null Hypothesis 4 There is no significant difference in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on staff development programmes in of secondary schools in North-west Zone, Nigeria.

Table 18a: One-way Analysis of Variance (ANOVA) on Influence of School-Based Management Committees on Staff Development Programmes in of Secondary Schools

	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	291.134	2	145.567	723.176	.000	Rejected
Within Groups	73.470	365	.201			
Total	**364.604**	**367**				

This section contains Turkey post hoc test to show where the difference regarding the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on staff development programmes of secondary schools exist. The analysis is presented in Table 18b below.

Table 18b: Tukey HSD

		Mean Difference	Std.		95% Confidence Interval	
(I) GROUP	(J) GROUP	(I-J)	Error	Sig.	Lower Bound	Upper Bound
Principals	Teachers	1.89549*	.05997	.000	1.7544	2.0366
	MOE Officials	.06617	.08011	.687	-.1223	.2547
Teachers	Principals	-1.89549*	.05997	.000	-2.0366	-1.7544
	MOE Officials	-1.82932*	.06707	.000	-1.9872	-1.6715
Moe Officials	Principals	-.06617	.08011	.687	-.2547	.1223
	Teachers	1.82932*	.06707	.000	1.6715	1.9872

The analysis of result in Table 18b shows differences in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on staff development programmes in secondary schools in North-west Zone, Nigeria. The result reveals mean square of 145.567 and .201 at 2 and 365 degree of freedom for between and within groups respectively. The calculated F. value of 723.176 at significant p-value of .000. Since the calculated p-value of .000 is less than the fixed probability level of 0.05, the null hypothesis that says there is no significant difference in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on staff development programmes in the administration of secondary schools is therefore rejected. This implied that all stakeholders did not agree that School-Based Management Committeeshad influence on staff development programmes in secondary schools in North-west Zone, Nigeria. The Turkey post hoc test reveals that principals and MOE officials have similar opinions that School-Based Management Committees influenced staff development programmes in the administration of secondary schools which is indicated by P-value of .687 while teachers disagreed with p-value of .000.

Null Hypothesis 5 There is no significant difference in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on provision and management of instructional facilities in of secondary schools in North-west Zone, Nigeria.

Table 19: One-way Analysis of Variance (ANOVA) on Influence of School-Based Management Committee on Provision and Management of Instructional Facilitiesin of Secondary Schools

	Sum of Squares	**Df**	**Mean Square**	**F**	**Sig.**	**Decision**
Between Groups	.283	2	.142	1.319	.269	Retained
Within Groups	39.209	365	.107			
Total	**39.492**	**367**				

The analysis of result in Table 19 shows differences in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on provision and management of instructional facilities in secondary schools in North-west Zone, Nigeria. The result reveals mean square of .142 and .107 at 2 and 365 degree of freedom for between and within groups respectively. The calculated F. value of 1.319 at significant p-value of .269. Since the calculated p-value of .269 is greater than the fixed probability level of 0.05, the null hypothesis that says there is no significant difference in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on provision and management of instructional facilities in the administration of secondary schools is therefore retained. This implied that all stakeholders agreed that School-Based Management Committeeshad influence on provision and management of instructional facilities in of secondary schools in North-west Zone, Nigeria.

Null Hypothesis 6 There is no significant difference in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on staffing situation in secondary schools in North-west Zone, Nigeria.

Table 20a: One-way Analysis of Variance (ANOVA) on Influence of School-Based Management Committees on Staffing Situationin Secondary Schools

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	283.686	2	141.843	624.058	.000	Rejected
Within Groups	82.962	365	.227			
Total	**366.648**	**367**				

This section contains Turkey post hoc test to show where the difference regarding the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on staffing situation in secondary schools exist. The analysis is as presented in Table below.

Table 20b: Tukey HSD

		Mean			95% Confidence Interval	
		Difference	Std.		Lower	Upper
(I) GROUPS	(J) GROUPS	(I-J)	Error	Sig.	Bound	Bound
Principals	Teachers	1.82229*	.06372	.000	1.6723	1.9723
	MOE Officials	-.04869	.08512	.835	-.2490	.1516
Teachers	Principals	-1.82229*	.06372	.000	-1.9723	-1.6723
	MOE Officials	-1.87098*	.07127	.000	-2.0387	-1.7033
MOE Officials	Principals	.04869	.08512	.835	-.1516	.2490
	Teachers	1.87098*	.07127	.000	1.7033	2.0387

The analysis of result in Table 20b showeddifferences in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on staffing situation in secondary schools in North-west Zone, Nigeria. The result reveals mean square of 141.843 and .227 at 2 and 365 degree of freedom for between and within groups respectively. The calculated F. value of 624.058 at significant p-value of .000. Since the calculated p-value of .000 is less than the fixed probability level of 0.05, the null hypothesis that says there is no significant difference in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committee on staffing situation in secondary schools is therefore rejected. This implied stakeholders varied in their opinions regarding influence of School-Based Management Committees on staff development programmes in the administration of secondary schools in North-west Zone, Nigeria.The Turkey post hoc test revealed that principals and MOE officials have similar opinions that School-Based

Management Committees influences staffing situation in secondary schools which is indicated by P-value of .835 while teachers disagreed with p-value of .000.

Null Hypothesis 7 There is no significant difference in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on health and welfare facilities in secondary schools in North-west Zone, Nigeria.

Table 21a: One-way Analysis of Variance (ANOVA) on Influence of School-Based Management Committees on Health and Welfare Facilitiesin the of Secondary Schools

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	277.577	2	138.789	603.608	.000	Rejected
Within Groups	83.925	365	.230			
Total	**361.502**	**367**				

This section contains Turkey post hoc test to show where the difference regarding the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on health and welfare facilities in secondary schools exist. The analysis was presented in Table below.

Table 21b: Tukey HSD

		Mean Difference	Std.		95% Confidence Interval	
					Lower	Upper
(I) GROUPS	(J) GROUPS	(I-J)	Error	Sig.	Bound	Bound
Principals	Teachers	1.70808*	.06409	.000	1.5573	1.8589
	MOE Officials	-.25321	.08562	.090	-.4547	-.0517
Teachers	Principals	-1.70808*	.06409	.000	-1.8589	-1.5573
	MOE Officials	-1.96129*	.07168	.000	-2.1300	-1.7926
MOE Officials	Principals	.25321	.08562	.090	.0517	.4547
	Teachers	1.96129*	.07168	.000	1.7926	2.1300

The analysis of result in Table 21b shows differences in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on health and welfare facilities in secondary schools in North-west Zone, Nigeria. The result reveals mean square of 138.789 and .230 at 2 and 365 degree of freedom for between and within groups respectively. The calculated F. value of 603.608at significant p-value of .000. Since the calculated p-value of .000 is less than the fixed probability level of 0.05, the null hypothesis that says there is no significant difference in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on health and welfare facilities in secondary schools is therefore rejected. This implied stakeholders varied in their opinions regarding influence of School-Based Management Committees on provision of health and welfare facilities in secondary schools in North-west Zone, Nigeria. The Turkey post hoc test reveals that principals and MOE officials have similar opinions that School-Based Management Committees influenced provision of health and welfare facilities in secondary schools which is indicated by P-value of .090 while teachers disagreed with p-value of .000.

Null Hypothesis 8 There is no significant difference in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on provision of games and recreational facilities in secondary schools in North-west Zone, Nigeria.

Table 22a: One-way Analysis of Variance (ANOVA) on Influence of School-Based Management Committees on Provision of Games and Recreational Facilitiesin Secondary Schools

	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	269.757	2	134.879	592.434	.000	Rejected
Within Groups	83.099	365	.228			
Total	**352.856**	**367**				

This section contains Turkey post hoc test to show where the difference regarding the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on provision of games and recreational facilities in secondary schools exist. The analysis is as presented in Table below.

Table 22b: Tukey HSD

		Mean Difference	Std.		95% Confidence Interval	
					Lower	Upper
(I) GROUPS	**(J) GROUPS**	**(I-J)**	**Error**	**Sig.**	**Bound**	**Bound**
Principals	Teachers	1.77646*	.06378	.000	1.6264	1.9265
	MOE Officials	-.04869	.08519	.835	-.2492	.1518
Teachers	Principals	-1.77646*	.06378	.000	-1.9265	-1.6264
	MOE Officials	-1.82515*	.07133	.000	-1.9930	-1.6573
MOE Officials	Principals	.04869	.08519	.835	-.1518	.2492
	Teachers	1.82515*	.07133	.000	1.6573	1.9930

The analysis of result in Table 22b showeddifferences in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on provision of games and recreational facilities in secondary schools in North-west Zone, Nigeria. The result revealed mean square of 134.879 and .228 at 2 and 365 degree of freedom for between and within groups respectively. The calculated F. value of 592.434 at significant p-value of .000. Since the calculated p-value of .000 is less than the fixed probability level of 0.05, the null hypothesis that says there is no significant difference in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on games and recreational facilities in secondary schools is therefore rejected. This implied stakeholders varied in their opinions regarding influence of School-Based Management Committees on games and recreational facilities in the administration of secondary schools in North-west Zone, Nigeria. The Turkey post hoc test revealed that principals and MOE

officials have similar opinions that School-Based Management Committees influenced provision of health and welfare facilities in secondary schools which is indicated by P-value of .835 while teachers disagreed with p-value of .000.

Null Hypothesis 9 There is no significant difference in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on maintenance of discipline in secondary schools in North-west Zone, Nigeria.

Table 23: One-way Analysis of Variance (ANOVA) on Influence of School-Based Management Committees on Maintenance of Discipline in Secondary Schools

	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	.261	2	.131	1.280	.279	Retained
Within Groups	37.261	365	.102			
Total	**37.523**	**367**				

The analysis of result in Table 23 shows differences in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committee on maintenance of discipline in secondary schools in North-west Zone, Nigeria. The result reveals mean square of .131 and .102 at 2 and 365 degree of freedom for between and within groups respectively. The calculated F. value of 1.280 at significant p-value of .279. Since the calculated p-value of .279 is greater than the fixed probability level of 0.05, the null hypothesis that says there is no significant difference in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committee on maintenance of discipline in secondary schools is therefore retained. This implied that all stakeholders agreed that School-Based Management Committeeshad influence on maintenance of discipline in secondary schools in North-west Zone, Nigeria.

Null Hypothesis 10 There is no significant difference in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on extra-curricular activities in secondary schools in North-west Zone, Nigeria.

Table 24: One-way Analysis of Variance (ANOVA) on Influence of School-Based Management Committees on Extra-curricular Activities in Secondary Schools

	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	.151	2	.076	.690	.502	Retained
Within Groups	39.965	365	.109			
Total	**40.116**	**367**				

The analysis of result in Table 24 showeddifferences in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on extra-curricular activities in secondary schools in North-west Zone, Nigeria. The result reveals mean square of .076 and .109 at 2 and 365 degree of freedom for between and within groups respectively. The calculated F. value of .690 at significant p-value of .502. Since the calculated p-value of .502 is greater than the fixed probability level of 0.05, the null hypothesis that says there is no significant difference in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committees on extra-curricular activities in secondary schools is therefore retained. This implied that all stakeholders agreed that School-Based Management Committeeshad influence on extra-curricular activities in secondary schools in North-west Zone, Nigeria.

4.4 Summary of Hypotheses Testing

This section present the summary of the ten null hypotheses tested in the course of the study.

Table 25: Summary of Hypotheses Testing

	Statement	Stat. Tool	P-value	Decision
1	There is no significant difference in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committee on decision making process in secondary schools in North-west Zone, Nigeria	ANOVA	P=.187	Retained
2	There is no significant difference in the opinions of Ministry of Education officials, principals and teachers on school community relationship in secondary schools in North-west Zone, Nigeria.	ANOVA	P=.534	Retained
3	There is no significant difference in the opinions of Ministry of Education officials, principals and teachers on students' enrolment and retention secondary schools in North-west Zone, Nigeria.	ANOVA	P=.413	Retained
4	There is no significant difference in the opinions of Ministry of Education officials, principals and teachers on staff development programmes in secondary schools in North-west Zone, Nigeria.	ANOVA	P=.000	Rejected
5	There is no significant difference in the opinions of Ministry of Education officials, principals and teachers on provision and management of instructional facilities in secondary schools in North-west Zone, Nigeria.	ANOVA	P=.269	Retained
6	There is no significant difference in the opinions of Ministry of Education officials, principals and teachers on staffing situation in secondary schools in North-west Zone, Nigeria.	ANOVA	P=.000	Rejected
7	There is no significant difference in the opinions of Ministry of Education officials, principals and teachers on provision of health and welfare facilities in secondary schools in North-west Zone, Nigeria.	ANOVA	P=.000	Rejected
8	There is no significant difference in the opinions of Ministry of Education officials, principals and teachers on provision of games and recreational facilities in secondary schools in North-west Zone, Nigeria	ANOVA	P=.000	Rejected
9	There is no significant difference in the opinions of Ministry of Education officials, principals and teachers on maintenance of discipline in secondary schools in North-west Zone, Nigeria,	ANOVA	P=.279	Retained
10	There is no significant difference in the opinions of Ministry of Education officials, principals and teachers on extra-curricular activities in secondary schools in North-west Zone, Nigeria	ANOVA	P=.502	Retained

The analysis of results in Table 25 the summary of hypotheses, the result revealed that School-Based Management Committees hadsignificant influence on decision making process (P=.187).There is significant influence of School-Based Management Committee on school community relationship (P=.534).Result of hypothesis 3 revealed that School-Based Management Committeeshad significant influence on students' enrolment and retention (P=.413).Principals MOE officials and teachers varied in their opinions regarding influence of School-Based Management Committees on staff development programmes (P=.000).School-Based Management Committeeshad significant influence on provision and management of instructional facilities (P=.269).Principals MOE officials and teachers had responded differently regarding their opinions on influence of School-Based Management Committees on staffing situation (P=.000).Principals MOE officials and teachers varied in their opinions regarding influence of School-Based Management Committees on provision of health and welfare facilities (P=.000).Principals MOE officials and teachers also reacted differently in their perception regarding influence of School-Based Management Committees on provision of games and recreational facilities (P=.000).School-Based Management Committees had influence on maintenance of discipline through discipline among principals, teaching and non-teaching staff in secondary schools as perceived by the stakeholders and the test of null hypothesis confirmed that the influence is statistically significant (P=.279).School-Based Management Committees had influence on extra-curricular activities (P=.582).

4.5 Summary of Major Findings

The following are the summary of major findings based on the analysis of research questions and test of null hypotheses:

1. School-Based Management Committeeshad influence on decision making process through encouraging parents, teachers, students and the community to part take in the decision making in secondary schools as perceived by the stakeholders and the test of null hypothesis confirmed that the opinions of respondents were not significantly different (Mean= 3.6, P=.187);
2. There is influence of School-Based Management Committees on school-community relationship via harmonious relationship as well as cultural rites and activities in secondary schools and the test of null hypothesis affirmed that the opinions of respondents were not significantly different (Mean= 3.4, P=.534);
3. Result of research question 3 revealed that School-Based Management Committeeshad influence on students' enrolment and retention because SBMC members encourage parents to enroll their children and retain them in secondary schools and the test of null hypothesis affirmed that theopinions of respondents were not significantly different (Mean= 3.4, P=.413);
4. Principals, MOE officials and teachers varied in their opinions regarding influence of School-Based Management Committees on staff development programmeswhere they varied in items which indicated that teaching staff are allowed to go for in-service training and conferences to update their knowledge in secondary schools and the test of null hypothesis affirmed that the differences in their opinions werethe opinions of respondents was significantly different (Mean= 2.69, P=.000);

5. School-Based Management Committees had influence on provision and management of instructional facilities such as textbooks, classrooms, chairs, chalks and dusters in secondary schools as perceived by the stakeholders and the test of null hypothesis confirmed that theopinions of respondents were not significantly different (Mean= 3.5, P=.269);
6. Principals, MOE officials and teachers had responded differently regarding their opinions on influence of School-Based Management Committees on staffing situation where they differently opined that SBMC provide teachers of English, mathematics, religious studies and science as well as art teachers in secondary schools and the test of null hypothesis affirmed that the differences in their opinions were significantly different (Mean= 3.0, P=.000);
7. Principals, MOE officials and teachers varied in their opinions regarding influence of School-Based Management Committees on provision of health and welfare facilities via provision of good and functional health care, good toilet and water facilities as well as transport and ICT facilities in secondary schools and the test of null hypothesis affirmed that the differences in their opinions were significantly different (Mean= 3.2, P=.000);
8. Principals, MOE officials and teachers also reacted differently in their perception regarding influence of School-Based Management Committees on provision of games and recreational facilities where they varied in items stating SBMC provides good and standard football, basketball, volleyball and table tennis fields in secondary schools and the test of null hypothesis affirmed that the differences in their opinions were statistically significant (Mean= 2.8, P=.000);

9. School-Based Management Committeeshad influence on maintenance of discipline through discipline among principals, teaching and non-teaching staff in secondary schools as perceived by the stakeholders and the test of null hypothesis confirmed that the opinions of respondent were not significantly different (Mean= 3.1, P=.279); and
10. School-Based Management Committees hadinfluence on extra-curricular activities like annual inter-house, quiz, debate and field/excursion competition, in secondary schools as perceived by the stakeholders and the test of null hypothesis confirmed that the opinions of respondent were significantly different (Mean= 3.3, P=.582).

4.6 Discussion of the Findings

The study was on influence of School-Based Management Committees on the administration of secondary schools in North-west Zone, Nigeria. Ten research questions were answered with frequency and percentages as well as mean score and ten null hypotheses were also tested using ANOVA statistics at 0.05 level of significance. The findings of this research work were discussed as follows.

The analysis of research question and null hypothesis 1 revealed that School-Based Management Committee has influence on decision making process in the administration of secondary schools as perceived by the stakeholders and the influence is statistically significant (P=.187). This means that the stakeholders consented that School-Based Management Committee play significant role in the decision making process of secondary schools' administration. This findings concord with the report of Edem (2004) who reported that policy making in secondary schools involves the participation and involvement of teachers, students and members of the community in decision making process especially on issues that concern each of the level. This means that effective administration requires rational decision making

which leads to the selection of the best way to reach anticipated goals. The ability to make rational decision has been limited by law or inadequate knowledge of school negative role played by emotions, power, bias, politics, personal attitude and job requirements, often results in bad decisions in the school. Nwachukwu (2006) added that 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, negligence and non-participation of members of School. Based management committees and parent-teachers association with regards to the planning decisions for management of schools also affects some decisions that are made in schools.

The analysis of research question and null hypothesis 2 revealed that there is influence of School-Based Management Committees on school-community relationship in the administration of secondary schools and the test of null hypothesis affirmed that the influence is statistically significant (P=.534). the finding agrees with the assertion of Sharma (1992) who asserted that there are wide gaps in school-community relation that need to be bridged in Nigerian educational system as a whole, the community sees schools properties as public properties, therefore, have little or no interest on them. School-community relation is appropriate only when there is a two-way school community relationship in which the latter participates to a large degree in schools.Similarly, the school can also contribute to the life of the community by human experiences for all age groups and at all levels. The school head and his staff and students can relate with the community, by organizing school concerts, sport competitions, exhibitions and so on for people in the community to partake. Students and staff can also help in community development programmes such as teaching adults how to read and write, educating the community on the importance of good sanitation, and participating in a

number of community self - help projects. School should offer premises for adult education programmes and other cultural festivals such as weddings and naming ceremonies. When school facilities such as libraries, halls, and sports fields are made available to the community, these could help improve school-community relations. The school administrator facilitates satisfactory school-community relations only when he is tactful, patient and has an understanding attitude to the community.

The analysis of research question and null hypothesis 3 revealed that School-Based Management Committees hadinfluence on enrolment and retention of students in the administration of secondary schools and the test of null hypothesis affirmed that the influence is statistically significant (P=.413).the finding of this study conforms with the report of Animalu (2000) who said that increase in enrolment of students and low retention rates in our secondary schools. In 1996, 21 Million children were of school age, out of which 14.1 million were enrolled while 6.9 million were not enrolled. Also, in 1997 although there was an increase in the enrolment figure, the problem of having school age children out of school was still experienced in that year, 15.5 million children were enrolled in schools as against their total population of 19.5 million this clearly indicates that 4 million school age children were not in school (Azare, 2000).

The analysis of research question and null hypothesis 4 revealed that Principals, MOE officials and teachers varied in their opinions regarding influence of School-Based Management Committees on staff development programmes in the administration of secondary schools and the test of null hypothesis affirmed that the differences in their opinions are statistically significant (P=.000). The finding of this study contradicts the report of Rosser (2011) who reported that staff development in education globally remains very low inspite of successive

effects of governments to address the issue of fall in standard. Rosser (2011), stated that most people in their working places do not understand the environment in which they work, the job they do have to do it better. The balance between the process of production and welfare of the society is not achieved. There are no frequent meetings between superior and subordinates, no respect and consideration for their fellow human beings, inadequate mastery of the management of human materials, financial resources of the institution inability to harmonize the entire compliment towards attainment of the set goals and objectives.

The analysis of research question and null hypothesis 5 revealed that School-Based Management Committees hadinfluence on provision and management of instructional facilities in the administration of secondary schools as perceived by the stakeholders and the test of null hypothesis confirmed that the influence is statistically significant (P=.269).Instructional facilities provided to schools are inadequate, the insufficient instructional facilities provided are not well maintained. Appearance and general condition of school facilities are the striking basis upon which many parents and friends of any educational institution make the initial judgement about the quality of what goes on in the boarding schools. Africa in general and Nigeria in particular are characterized by low maintenance culture, especially in respect of government owned properties.

The analysis of research question and null hypothesis 6 revealed thatprincipals, MOE officials and teachers had responded differently regarding their opinions on influence of School-Based Management Committees on staffing situation in the administration of secondary schools and the test of null hypothesis affirmed that the differences in their opinions are statistically significant (P=.000). According to Ngu (1990) staff development is so important that it is not only imperative but so important that no organization can dispense with it as a programme and as

a process this means, however, no matter the cost organizations have to train their staff at least to enable them handle the task. This concurred as elaborated in Roscoe and Freak (1972) when they noted that; Organization has to give minimum training to its employees to make them at least become acquainted with the objectives, policies, roles, standards and procedures peculiar to the organization and the particular job. At the other extreme, staff development can include a long programme leading to key position some organizations have development programmes for supervisors and executive enabling them to handle their job and preparing them for greater responsibilities.

The analysis of research question and null hypothesis 7 revealed thatprincipals, MOE officials and teachers varied in their opinions regarding influence of School-Based Management Committees on provision of health and welfare facilities in the administration of secondary schools and the test of null hypothesis affirmed that the differences in their opinions are statistically significant (P=.000). Welfare facilities drives from welfare which means the provision or making available facilities that are necessary for the well-being of people at work, such as adequate washing toilet, rest and changing facilities and somewhere clean to eat and drink during breaks time (Sheingold, 2004). Welfare facilities should be planned for all schools and maintained for emergency activities. Access to the facilities must be via a safe route. However, whoever has overall control of the school has the responsibility for ensuring that the legal requirements for welfare are met. The school management should know that every one that is working under them including students is supposed to be provided with suitable welfare facilities. The school management must put in place necessary facilities for every one's well-being. In addition to the provision of welfare facilities, regular maintenance and cleaning of them will be required. Particularly, a dirty place is hazardous to health, e.g. adequate supply and

maintenance of welfare facilities must be considered for all staff and students to feel free of dirty environment. Park (2000) maintained that regular supply of welfare facilities need to be considered in both pre-school setting and post- school setting, and safety conditions are very important in managing human resources in every organization.

The analysis of research question and null hypothesis 8 revealed that Principals, MOE officials and teachers also reacted differently in their perception regarding influence of School-Based Management Committees on provision of games and recreational facilities in the administration of secondary schools and the test of null hypothesis affirmed that the differences in their opinions is statistically significant (P=.000). These are spaces, lawns, fields, and equipment for sports, games and general recreation. Games and sport apart from developing specific skills also develop a good learning socio – psychological as well as mental environment through relation. The importance of level of resources committed to the development and provision of recreational facilities must not exceed their values in facilitating the overall goal of the educational institution. Recreation is not an easily defined term, because it is a matter of personal interest, therefore it has been given different meanings by different scholars. According to Clawson and Knetsch (2000) “Recreation is basically a renewal or preparation for routine or necessary work or means of escape from it” The main purpose of recreation is to revitalize people so that they may efficiently return to activities which are economically and/or intellectually gainful. The distinguishing characteristic of recreation is not the activity itself but the attitude Universities Commission (NUC) in the commission itself.

The analysis of research question and null hypothesis 9 revealed that School-Based Management Committees has influence on maintenance of discipline in the administration of secondary schools as perceived by the stakeholders and the test of null hypothesis confirmed that

the influence is statistically significant (P=.279).Discipline is derived from the root word disciple which means the followers of any religious leader. In the field of education discipline is used in two different font with as flows: Academic discipline refers to brunch of knowledge or a subject that is studies at the universityor tertiary institutions. Social or behavioural disciplinerefers to the behaviour which indicates the aubm (union of an individual or group to genuine authority). In the school system, discipline means willing obedience to school rules and regulations, and to behaviours that are generally acceptable to the school community and the society at large. In other words, discipline in the school system is the training of the students' minds and behaviours in order to make them obedient to the school authorities and to develop self-control. In these definitions, the key word is “willingness” which to be obedient or to means do the right thing comes from within the mind of an individual. The best discipline therefore is self-discipline, self-discipline is the orderly behaviour of students because they are truly convinced is the right thing to do and it is this convictionmakes them to be obedient and law-abiding without enforcement such as rewards or threats of punishment. Authoritarian method of controlling behaviour or obedience that is based on fear of punishment can only produce short-lived results which cannot be regarded as discipline.

The analysis of research question and null hypothesis 10 revealed that School-Based Management Committees hadinfluence on extra-curricular activities in the administration of secondary schools as perceived by the stakeholders and the test of null hypothesis confirmed that the influence is statistically significant (P=.582).Extra-curricular activities are activities that students participate in that do not fall into the realm of normal curriculum of schools. They are found in all levels of our schools. There are many forms of extra-curricular activities such as sports, clubs, governance, students’ newspaper, music, art, and drama.According to

Eccles(2003), children and adolescents in the United States spend more than half of their waking hours in leisure activities. Along with interest in how leisure time is being spent, researchers are wondering why there are high levels of disinterest, underachievement, disengagement, and increased amount of time spend unsupervised by adults. Participation in activities has been linked to social and academic success, yet over-participation may be too stressful for young adults as it may consume too much of their free time. There are pros and cons to both sides of the activity participation discussion.There are different opinions of what is considered an extra-curricular activity. A few examples of activities outside the school day may include pro-social activities such as dances, team sports, and performing arts, while in-school involvement activities may include intramurals, and academic clubs. Different levels of activity involvement and participation may positively influence future success for those who participate. Research also indicated that both the type of extra-curricular programs and level of participation may influence the individuals' development (Eccles, 2003).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusions, recommendations and suggestions for further study as well as contributions to knowledge drawn from the research findings. The main objective of this study is on influence of School-Based Management Committees on the administration of secondary schools in North-west Zone, Nigeria.

5.2 Summary

The study is set out to examine the influence of School-Based Management Committees on the administration of secondary schools in North-west Zone, Nigeria. In order to achieve this, ten specific objectives, research questions and null hypotheses were formulated based on the working variables of the study which includes the influence School-Based Management Committees had on decision making process in schools, school-community relationship, enrolment and retention of students in schools, staff development programmes in schools, provision and management of instructional facilities in schools, staffing situation in schools, provision and management of health and welfare facilities in schools, provision of games and recreational facilities in schools, maintenance of discipline and extra-curricular activities.

In the review of literature, concepts of School-Based Management Committees, conceptual and theoretical frameworks as well as relevant related studies were empirically reviewed as decision making process in schools, school-community relationship, enrolment and retention of students in schools, staff development programmes in schools, provision and management of instructional facilities in schools, staffing situation in schools, provision and management of health and welfare facilities in schools, provision of games and recreational facilities in schools, maintenance of discipline, extra-curricular activities and the gap the study

filled was duly highlighted. The study adopted descriptive survey research design and the population of the study was 55,306 which comprised of all Ministry of Education officials, principals and teachers in North-west Zone, Nigeria. The sample size of 389 was purposively drawn from the population of the study which comprised of 79 principals, 60 MOE officials and 250 teachers.

The instrument used for data collection was an adopted questionnaire by Maina (2018), the questionnaire contained 100 question items statement with rating scales of Strongly Agree (5points), Agree (4points), Undecided (3points), Disagree (2points) and Strongly Disagree (1point). The questionnaire was validated by experts in the Department of Educational Foundations and Curriculum and experts from Measurement and Evaluation section, Faculty of education, Ahmadu Bello University, Zaria. The reliability of the instrument was achieved through pilot test conducted in Jigawa state with 300 copies of questionnaire administered to 30 secondary schools. The data collected from the field were analyzed using descriptive statistics of frequency, percentages and mean scores to describe the demographic characteristics of the respondents and answer all research questions. Inferential statistics of Analysis of Variance (ANOVA) was used to test all the null hypotheses at 0.05 levels of significance. The results revealed that School-Based Management Committees hadinfluence on decision making process in the administration of secondary schools as perceived by the stakeholders and the test of null hypothesis confirmed that the influence is statistically significant (P=.187).

There is influence of School-Based Management Committees on school-community relationship in the administration of secondary schools and the test of null hypothesis affirmed that the influence is statistically significant (P=.537).Result of research question 3 revealed that School-Based Management Committees hadinfluence on students' enrolment and retention in the

administration of secondary schools and the test of null hypothesis affirmed that the influence is statistically significant (P=.534).Principals, MOE officials and teachers varied in their opinion regarding influence of School-Based Management Committee on staff development programmes in the administration of secondary schools and the test of null hypothesis affirmed that the differences in their opinions is statistically significant (P=.000).School-Based Management Committees hadinfluence on provision and management of instructional facilities in the administration of secondary schools as perceived by the stakeholders and the test of null hypothesis confirmed that the influence is statistically significant (P=.269).Principals, MOE officials and teachers had responded differently regarding their opinions on influence of School-Based Management Committees on staffing situation in the administration of secondary schools and the test of null hypothesis affirmed that the differences in their opinions is statistically significant (P=.000).

Principals, MOE officials and teachers varied in their opinions regarding influence of School-Based Management Committees on provision of health and welfare facilities in the administration of secondary schools and the test of null hypothesis affirmed that the differences in their opinions is statistically significant (P=.000).Principals, MOE officials and teachers also reacted differently in their perception regarding influence of School-Based Management Committees on provision of games and recreational facilities in the administration of secondary schools and the test of null hypothesis affirmed that the differences in their opinions is statistically significant (P=.000).School-Based Management Committees has influence on maintenance of discipline in the administration of secondary schools as perceived by the stakeholders and the test of null hypothesis confirmed that the influence is statistically significant (P=.279).School-Based Management Committees has influence on extra-curricular activities in

the administration of secondary schools as perceived by the stakeholders and the test of null hypothesis confirmed that the influence is statistically significant (P=.582).

5.3 Conclusions

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

1. School-Based Management Committeeshad influence on decision making process through encouraging parents, teachers, students and the community to partake in the decision making in secondary schools
2. There is influence of School-Based Management Committees on school-community relationship via harmonious relationship as well as cultural rites and activities in secondary schools.
3. Result of research question 3 revealed that School-Based Management Committeeshad influence on students' enrolment and retention because SBMC members encourage parents to enroll their children and retain them in secondary schools.
4. Principals, MOE officials and teachers varied in their opinions regarding influence of School-Based Management Committees on staff development programmeswhere they varied in items which indicated that teaching staff are allowed to go for in-service training and conferences to update their knowledge in secondary schools.
5. School-Based Management Committeeshad influence on provision and management of instructional facilities such as textbooks, classrooms, chairs, chalks and dusters in secondary schools.
6. Principals, MOE officials and teachers had responded differently regarding their opinions on influence of School-Based Management Committees on staffing situation where they

differently opined that SBMC provide teachers of English, mathematics teachers, religious teachers and science as well as art teachers in secondary schools.

7. Principals, MOE officials and teachers varied in their opinions regarding influence of School-Based Management Committees on provision of health and welfare facilities via provision of good and functional health care, good toilets and water facilities as well as transport and ICT facilities in secondary schools.
8. Principals, MOE officials and teachers also reacted differently in their perception regarding influence of School-Based Management Committees on provision of games and recreational facilities where they varied in items stating SBMC provide good and standard football, basketball, volleyball and table tennis fields in secondary schools.
9. School-Based Management Committeedhad influence on maintenance of discipline through discipline among principals, teaching and non-teaching staff in secondary schools.
10. School-Based Management Committees hadinfluence on extra-curricular activities like annual inter-house, quiz, debate and field/excursion competition in secondary schools.

5.4 Recommendations

Based on the findings and conclusions of this study, the following recommendations were made:

1. Democratic participation decision making should be encouraged in schools as this will bring sound decisions in schools.
2. Educated and people of high integrity with the interest of educational development should be elected as SBMC members as this will enhance cordial and harmonial school-community relationship.

3. Public enlightenment campaigns and house-house mobilization of parents on the importance of education as this will bring increase in enrolment and retention of students in schools.
4. Teachers and SBMC members should be trained and retained from time to time to attend seminars, conferences and workshops, as this will make them innovative.
5. Adequate instructional facilities like; textbooks, dusters, chalkboards, computers, projectors and instructional facilities should be provided to schools to achieve educational goals and objectives.
6. Adequate teaching and non-teaching staff should be provided to schools to achieve educational goals in schools.
7. Health and welfare facilities like; health centers, fire extinguisher, sand bucket, toilet facilities, ICT facilities, transport facilities and water facilities should be provided adequately to schools.
8. Adequate games and recreational facilities like; standard football field, basketball court, volley ball court, standard table tennis, standard common rooms, mini animal park and shopping area should be provided to schools as these will develop the spirit of sport sportsmanship and mental development in students.
9. School based management committees should maintain discipline in schools by ensuring that students comply toschool rules and regulations and proving counseling services to staff and students who engage in indiscipline acts.
10. Regular extra-curricular activities like quiz, debate, sports, tack event competitions, clubs and societies should also be organized in schools.

5.5 Suggestions for Further Studies

The following were suggested for further studies.

1. Perception of stakeholders on the influence of School-Based Management Committees on the administration of public primary schools in North-west Zone, Nigeria.
2. Influence of School-Based Management Committees on the administration of secondaryschools in North-Central Zone, Nigeria.
3. Influence of School-Based Management Committees on the management of discipline in basic secondary schools in North-west Zone, Nigeria.

5.6 Contributions to Knowledge

The outcome of the study has generated vital information on how School-Based Management Committees influenced the administration of secondary schools in North-west Zone, Nigeria. Based on the findings, conclusions and recommendations of this study, the following are the contributions to knowledge.

1. The study was able to establish that in schools where there is functional SBMC, the rate of enrolment and retention has improved drastically. The contribution therefore is that, SBMC is affirmed to have influence on enrolment and retention rate. This development signify that stakeholders in education sector such as principals, zonal inspectorate of education, local inspectorate of education, State Universal Basic Education Board and their agencies will take advantage of the present study and thus bring improvement on the rate of enrolment and retention of students in secondary schools.
2. This study has affirmed that students disciplinary problem can be adequately taken care of through the involvement of SBMCs hence enhances administration and processes in the educational administration and planning in North-west Zone, Nigeria as a whole.

3. This study has contributed to the body of knowledge by re-establishing the facts that quality decision making is achieved through the involvement of SBMC in schools decision making processes for all stakeholders in the education sector.
4. All the empirical studies reviewed did not substantially discuss the influence of SBMC on health and welfare facilities and conduct of extra-curricular activities. Therefore, this study has contributed to knowledge by open a new chapter of SBMC to school administrators for the internal and external school administrators, planners and policy makers.

REFERENCES

Abe, S. (2007). *The fact is that, No Evidence to prove there was Coercion in School*. Washington: Digital Press.

Abdallah, B., (2009). *Decision making and Delegation of Authority in School Administration*, Ibadan Combat Publication.

Abubakar, R.S. (2014). Evaluation of Provision and Maintenance of infrastructure in Boarding Secondary Schools in Yola Metropolis.Adamawa state, Nigeria: Ahmadu Bello University (unpublished M.ED Thesis).

Abubukar, I. (2010). Evaluation of Availability and Maintenance of Facilities in Tertiary Institutions in Kaduna State. Unpublished M.Ed Thesis ABU, Zaria.

Abu-Duhou I. (1999). *School-Based Management*. Paris UNESCO.

Adamu, M. S. (2013). Influence of School Infrastructural facilities on Students' Performance in Secondary School in Kaduna State, Nigeria. Thesis ABU, Zaria.

Abraham, N. M. &Asodike, J. D. (2011). Environmental Safety in early Childhood Education Centres in Port Harcourt Musicality. *African Journal of Community and Development 3(1), Imo State University.*

Ajayi, K. (2001).Effective Planning Strategies for UBE Programme: UBE forum journal of Basic Education in Nigeria. 1 (1) 23-33

Animalu,O.E.(2000). Curriculum Innovation For the 21st Century Planning Universal Basic Education for an industrial Nigerian Society. Athletic Director, 76(8), 61-62.

Armstrong, M. (2006). *A Handbook of Human Resource Management Practice*, 10th Edition, London : Kogan 122-124.

Armstrong, M. (2009).*Human resource management: a case of the emperor's new clothes, Personnel Management*, August, pp 30–35

Aroge, S. T. (2012). Employee's Training and Development For Optimum Productivity: The Role of Industrial Training Fund (ITF), Nigeria, Developing Country Studies 2(4): 50-59.

Atif, H., Ijaz L.P Abdul K.G &Nadeem, G. (2011). Employee Retention Relationship to Training and Development from Compensation Perspective Journal of Personnel Management 5(2):24-41

Audu, J.S &Gunjun, T. (2014). Effects of HUMAN Resource Training and Development on Productivity in Development Hospitality Industry. *International Journal of Public Administration and Management Research* (IJPAMR) 2(2),80-87.

Auta, R. I. (2012).The Influence of School Infrastructural facilities on Teaching and Learning in Nigerian Airforce Secondary Schools. Unpublished Master Thesis ABU, Zaria.

Ayanniyyi, R.B. (1999). Concept and Theories of Educational Administration and Planning of National Open University of Nigeria.

Azare, G.D. (2000). Basic Concerns of Revitalizing Nigeria Primary Education in the New Millennium Inaugural Lecture Series, Bayero University, Kano Nigeria.

Bakwai B. (2013). Assessment of school community relationship in secondary schools in Zamfara State.(Unpublished Master's Dissertation).UsmanuDanfodiyo University, Sokoto, Nigeria.

Bakke, E. W. (1959). *Bonds of Organization*. New York, Harper and Row.

Bala, Z. (2014). Influence of Instructional Materials in Teaching Social Studies among Junior Secondary Schools Students. Jigawa state. Unpublished M.ed Thesis ABU Zaria.

Becta E. (2004). What the research says about ICT and Reducing teachers' workloads. Available online: www.becta.org.uk/research.accessed in July, 2015.

Bello, A. Z , Razak, O. (2000). Introduction to Primary Education Studies Materials: Aro-Afola associates.

Best Collaborative (2005). *Maintenance Plan and Education Code 17014*. California Statutes.

Bertalanffy, V. L. (1968). *General System Theory: Foundations, Development, Applications* New York: George Braziller.

Bhattacherjee, A. (2012). "Social Science Research: Principles, Methods and Practices". Open Access Textbooks. Book 3. Retrieved October 7 from: http://scholarcommons.usf.edu/oatextbooks/3.

Boyle, B. Lamprianou, I. & Boyle, T. (2005). A longitudinal Study of Teacher change: What Makes Professional Development Effective? Report of the second year of the study School Effectiveness and School Improvement 16:1-27

Bray, R. M., Kerr, N. L., &Atkin, R. S. (1960). Effects of group size, problem difficulty, and sex on group performance and member reactions. *Journal of Personality and Social Psychology, 36,* 1224–1240.

Bridge, J. M., Dilulio, J. J. & Morison, K. B. (2006). The silent epidemic: Perspective of high school dropouts. http:/www.civicrnterprises.net/pdfs/thesilentepidemics3-06-pdf.

Brown, P & Park, A. (2002). Education and Poverty in Rural China. Economic of Education (review) 21(6) : 523-541

Bryman, A. (2006). Integrating Quantitative and Qualitative Research: How is it done? Qualitative Research, 6:97-113.

Buchner, T.W. (2007). Performance Management Theory: A Look from the Performers Perspective with Implications for HRD, *Human Resource Development International*, 10(1) 59-73.

Burnette, M. A. (2001). "One strike and you're out": An Analysis of the no pass/no play Policies. *High School Journal*, *84*(2), 1-6.

Bybee, R.W. (2009). The BSCS 5E Instructional Model and 21st Century Skills*:* A Commissioned Paper Prepared for a Workshop on Exploring the Intersection of Science Education and the Development of 21st Century Skills.

Cadwallader, T., Garza, N., & Wagner, M. (2002). Participation In Extracurricular Activities. Retrieved from www.nlts2.org/reports/2003_04-2/nlts2_report_2003_04-2_ch4.pdf

Caldwell & Hayward (1998). "Local School Reform In Great Britain and United States Points of Comparison Point of Departure Educational Review Vol 42 No 2 pp 133-150.

Caldwell, B. J &Spinks, J. M (1998). The Staff Managing School: Falmer Council of Accreditation (2011). After school programmes Retrieved from www. Coaflerschool.org/standars.php

Cascio, W. F. (2006). *Managing Human Resources: Productivity, Quality of work Life, Profits International Editions*, Management Series, New york: McGraw Hill.

Cash,A. (2009). The Brain and Music.Retrievedfromwww.healingmusic enterprises.com/articles.html#music and accelerated learning

Chalmers, L. &Keown, P. (2006). Communities of Practice and Professional development. *International Journal of Lifelong Learning*, 25:139-156.

Chandan, J. S. (2004). *Management Theory and Practice*, New Delhi: Vikas Publishing House

Cheang, V.C. (1996).*School Effectiveness and School Based Management*. London Falmer, 23-26.

Chris, O. (2011). Employee Training and Development Programmes on Accountants Productivity in Selected Business Organizations in Onitsha, Anambra State Nigeria Organizations: Some observations and Agenda for Research, *Australian Journal of Business and Management Research*. 1(9): 82-91.

Chukwuemeka, U. (2002). *Nigerians Attitude to Work: A theoretical Examination* in P.N.O Ejiofor and V.A.Aniagoh (eds), Managing the Nigerian Worker, Ibadan Longman.

Colleta, N, J & Gillian, P (1995) Participation in Education, Environmental Department Paper, No. 001. Participation service Washington DDC, the World Bank.

Cooper, B.S. (1990). "Local School Reform In Great Britain and United States Points of Comparison Point of Departure Educational Review Vol 42 No 2 pp 133-150.

Croft, A. (2002). *Pedagogy in school control: An Intercultural study of the quality of learning, teaching and teacher education in the lower primary classes in Southern Malawi.* Brighton: University of Sussex.

Dakar Framework of Action (2000). World Education Forum. Dakar Senegal.

Dare, M.O (2006).*Introduction to the Management of Human Resources in Nigeria Educational Institutions*. Kano: Ojo and Company.

Dauda, D.G (2000). Committee Versus Centralized System of Managing Night Institutions. Paper Presented out the National Senior Organized For the Registrars of Colleges of Education Mina, Niger State Paris: International Institute For Education Planning UNESCO.

Desimone, L.M., Smith, TM7 Uneo, K. (2006). Are teachers who sustained, content focused professional development getting it? An administrator's dilemma. Educational Administration Quarterly, 42:179-215.

Daresh, J. (1997). U.S. school administrator development: Issues and a plan for improvement. In Proceedings of International Conference on School Leader Preparation, Licensure/Certification, Selection, Evaluation, and Professional Development, Taipei, Taiwan.

Dorsey, Jr, James, H, Gibson, J. l &Wancevish, J. M. (1957). Science Concept and Theories of Educational Administration and Planning EDAP 701

Doring, A. (2002). Lifelong learning for teachers: Rhotoric or reality? Challenging futures? Changing agendas in teacher education. Armidale: New South Wales Available at http://scs.une.edu.au/cf/papers/pdf/A doring.pdf.Accessed 17 august 2008.

Early, P, fiddler, B &Auston, J (eds) (1996). Improvement Through Inspection; London, David fulton

Eccles, J. (2003). *Extracurricular activities and adolescent development. Journal of Social Issues,* 59(4),865-889.

Edem, D.A (2004). Introduction to Education Administration and Planning In Nigeria Spectrum Books.

Ekeh, F.I. (2003).*Research Methodology and Statistics in Education*, Abakaliki model press let.

Ekpoh, U. I. (2013). Reward system, physical working environment and secondary schoolteachers' work performance in Uyo Education Zone, AkwaIbom State, Nigeria.(Master's thesis). University of Calabar, Calabar, Nigeria.153School Plant Maintenance Culture and Utilization.

Elechi, J.N. (2003). Community participation the administrationof secondary schools in Ebonyi L.G.A of Ebonyi State.Unpublished MED thesis.UNN.

European Commission Glossary of Evaluation Terms (2012). Available at: http://bit.ly/2060g24.

Ezeani, N.S. (2013). Implications of Training and Development Programmes on Accountants Productivity in Selected Business Organizations in Onitsha, Anambra State, Nigeria, *International Journal of Asian Social Science*. 3(1):266-281.

Frame, R. (2007). Developing Character and Values Through Co-Curricular Activities. Retrieved from www.christiancollegeguide.net/article/3232

Fratt, L. (2007). *Professional development for the new century*. District Administrator, 43:57-60.

Federal Republic of Nigeria (2004). National Policy on Education (Revised Education) Lagos: Federal Government Press.from:www.nassp.org/portals/0/content/48943.pdf

Fujita, K (2005). The Effects of Extra-Curricular Activities on the Academic Performance of Dunkr High Students. Under Graduate Research Journal for Human Science.

Fullan, M. (2001). *The New Meaning of Educational Change*. Longman: RouthedgeFalmer

Garuba, A. (2004). Continuing education: An Essential tool for teacher empowerment in an era of universal basic education in Nigeria. *International Journal of Lifelong Education*, 23:191-203.

Garagae, K.G (2008). The Crisis of Studies Discipline in Bostwana Schools: An Impact of Culturally Conflicting Discipline Strategies: Educational Research and Review vol. 3(1) pp 048-055. January 2008.

Georgia Department of Education (2010a). Georgia Standard. Retrieved from www.georgistandards.org/pages/administrators.aspx.

Georgia High School Association (2010b). Eligibility Seminar. Retrieved from www.ghsa.net/eligibility

Gib, A. (2010). The Benefits of Teamwork. Retrieved from www.articlesbase.com/Team-building-articles/the-benefits-of-teamwork-356993.html

Global Environment Facility (2009). International Facility Management Association: strategic facility planning; a white paper on strategic facility planning. Houstin Texas: IFMA

Geo-Severson, E. (2007). *Helping teachers learn: Principals as professional development leaders*. Teachers College Record, 109:70-125.

Gray, S.L. (2005). An enquiry into continuing profession development for teachers. University of Cambridge: Esmee Fairbairn Foundation.

Griffith, D. E. (1959). *Administrative Theory*: New York: Appleton century Cooft 1959.

Haller, E. (1992). Higher School Size and Student Indiscipline: Another Aspect of the School Consolidation Issues. Educationand Policy Analysis, 14(1), 145-156.

Hass, D. (2004). Theories on Participation and Student Achievement. Retrieved from www.Ogilviehighschool.org

Hodkinson, H. &Hodkinsson, P. (2005).Improving schoolteachers' workplace learning. Research Papers in Education, 20:109-131.

Hunter, N. & May, J. (2003). Poverty, shocks and school. Disruption Episodes among Adolescents in South Africa CSDC working paper N. 35.

Hurbert, K (2009). The Influence of Discipline Management by Head Teachers on Students Academic Performance in Selected Private Secondary Schools of Buriso Community in Wakiso District. Masters Dissertation in Ukerere University, Uganda.

Ibrahim, Y. (2010). Impact of school plant provision on the management of teaching and learning in secondary school in Taraba state, Ahmadu Bello University Zaria unpublished Med Thesis.

Ikoya, P.O. &Onoyase, D. (2008). Universal Basic Education In Nigeria: Availability of schools infrastructure for effective programme implementation. Educational Studies, 34:11-24.

International Facility Management Association (2009). Strategic Facility Planning: A White Paper on Strategic Planning. Houston, tx: IFMA.

Iyaji, J.A. (2004). Involving the community in secondary schooladministration in Kogi State Unpublished M.Ed Thesis UNN.

Iwuoha, U. (2002). Productivity and Capacity Building. Proceedings of the 9th Annual Conference of the Zonal Research Units, Gateway Hotel, Abeokuta, 12-16.

Jones, V.F. (1980). School Discipline: Problems and Solutions Principal Q1, 14-17.

Kids Health (2010). Motivating Kids to Be Active. Retrieved from www.kidshealth.org/parent /play_learn_center/fun_games/active_kids.html#

Klesse, E. (1994). The value of Co-curricular Activities. Retrieved

Knowles, M. (1984).*The adult learning: A neglected species*. 3rdedn. Houston, TX: Gulf.

Koko, M.N &Nwiyi G.U (2006). Educational Management: A practical Perspective port Harcourt: Rodi printing and Publishing.

Kruse, S. D. & Louis, K. S. (1997). Teaching Learning in Middle Schools: Dilemmas for a School-wide community. *Educational Administration Quarterly,* 33(3), 24(1) 57-71.

Kwasau J.N (2006).Academic Freedom and Moral Crises in Education in Nigerian Tertiary Institutions *Journal of Educational Research and Development* 1(3) ABU Zaria.

Kyeyune, R. (2008). Strategy for School Leadership Development in Africa: Learning from Collaborative Experience and Research. A paper presented at the 5th ACP Conference, Kampala, Uganda.

Lee, H.L. (2005). Developing a professional development programme model based on teacher's needs. The professional Educator, XXVII:39-49.

Lee, Y-J & Roth, W.M. (2007). The Individual/collective dialectic in the learning organization. The learning organization, 14:92-107.

Magama, A.A. (2006). *Issues in Educational Administration*. Kano. Great Mantatu Publisher.

Maina, B.A. (2006). Conflict and Conflict Management Techniques in Nigeria Secondary Schools. Unpublished Ph.d Dissertation Zaria. Department of Education, A.B.U.

Maina, B. A. (2019). Impact of School-Based Management Committee on the Management of Upper Basic Schools in Kaduna and JigawaState. *Zaria Journal of Studies in Education (ZJSE)* 2(3) 101-109.

Maphosa, C. &Mammen, K.J (2011). Disciplinary measures used in South African schools. How do learners view their Effectiveness. *Journal of social science*, vol:2a (2). 143-149.

Marsh, H. W.&Kleitman, S. (2002). Extracurricular school activities: The good, the bad, and the nonlinear. *Educational Review*, *72*, 464–514.

Mayo Clinic (2010). Children and sports: Choices for all ages. Retrieved from www.mayoclinic.com/health//fitness/SM00057.

McMillan, T. (1991). Reversing the imbalance of athletics and academics. *The Elementary* School Journal, *91*(5). Retrieved from Academic Search PremierDatabase.

Medline, P. (2010). Exercise for Children. Retrieved fromwww.nlm.nih.gov/medlineplus/ exerciseforchildren.html

Meiers, M. &Ingvrsin, L. (2005). Investigating the links between teacher professional development and student learning outcomes. Available at http://www.dest.gov.au/ NR/rdonlyres/993A693A-3604-40F-AB81-57F70A8A83A/8039/VOLREV-FINAL-26SEP05.PDF

Metzl, J. &Shookhoff, C. (2002). The Benefits of Youth Sports. Retrieved from www.mb.com.ph/articles/236961/the-benefits-youth-sports

Miller, S.I. &Gatta, J.L. (2006).*The use of mixed methods models in the humans sciences: problems and prospects*. Quality and quantity 40:565-610.

Morton, S. (1993). Academic standards for the interscholastic athletic participation. North Carolina Educational Research Center. Retrieved fromwww.eric.ed.gov/ PDFS/ED375 116.pdf

Moswela, B. (2006). Teacher professional development for the new school improvement: Botswana. *International Journal of Lifelong Education*, 25:625-632.

Mohammed, B., Agboola, B. &Olugbenle, A.D. (2015). Assessment of the Implementation of Universal Basic Education Programme in Junior Secondary Schools In Yobe State An Unpublished M.Ed Dissertation Faculty of Education Ahmadu Bello University Zaria.

Murphy, J.C. & Beck, L.,G (1995). School Based Management as School Reform, Taking Stock. Thousands Oaks Corwin Press.

Musaazi, J.C.S. (1982). *The Theory and Practice of Educational Administration London*. McMillan Publishers Limited.

Naidoo, J. P. (2005). Educational Decentralization and School Governance in South Africa: From Policy to Practices; Paris; International Institute for Educational Planning, UNESCO

Nakpodia, E. O. (2006). Educational Administration. A New Approach. Warri. Jonokese Nigeria Company.

Neelam, T., Israr, K.Y Shahid, J. & Mohammad, H. (2014). The Influence of Training and development on Employees Performance and productivity: A case study of United Bank Limited Peshwar city KPK, Pakistan.

Newman, W.H &Sumber, C.E. (1961).The Progress of Management Englewood Cliffs. New Jersey: Prentice Hall.

Ngu, S.M.(1990).*Principles and Practice of Personnel Management,* printed in Gaskiya Corporation, Zaria.

Novit, M. (1979).*Essentials of Personnel Management*. Prince Hall, Inc

Nwachukwu, C.C. (2006). *Management: Theory and Practice, Revision Edition,* Onitsha: Africana-FEP Publishers Limited.

Odebero, O. S. (2002). Bursary as a method of financing secondary school education in Busia District –Kenya. Unpublished Master's Thesis. Maseno University.

Ofoegbu, F.I. (2004). *Teacher Motivation: a Factor for classroom effectiveness and school improvement in Nigeria*. College student Journal 38:81-88.

Ogbodo, C.M (1995). "Managing Facilities" in V.F. (ed) Introduction to Educational Planning and Supervision Lagos Joja Educational Resources and Publishers Limited.

Ogbonnaya N.I (2000). Foundation of Education Finance, Onisha Cape Publishers International Limited.

Ogundele, J.A &Adelabo, M. A (2009). Improving Pupils Quality Through Community Advocacy: The Role of School Based Management Committee(SBMC). Waslarasi. Sosya. Aracirmalardergisi. The Journal of International Social Research, 2 (8)

Ogunyemi, B. (2005). Mainstreaming sustainable development into African school Curricula: issues for Nigeria Current Issues in Comparative Education, 72:94-113.

Ogunsaju S. (2006). School Management and supervision .Ile-Ife, Clean nut publishers.

Ogunsaju S. (2004). A guide to School Effectiveness. In Nigeria, Ibadan Laville publishers

Ofojebe, W. (2008). Repositioning secondary schoolsadministration through improved parents' schoolinvolvement.*Nigerian Journal of educational management*:7(6) 47-56.

Ofougwuko, A. (2005). Appraisal of the Roles of PTA in Primary Schools Administration in Onitsha Zone. Unpublished M.ED Thesis UniZikAkwa.

Ojo, S. (1988).*Personnel Management*: Lagos Panaf publishing. Inc

Okgokwu, V. N (2004). A Comparative Study of Management Practices of Public and Private Schools in Enugu state. Unpublished Ph.D Thesis; UNN

Okorie, N.C Ememe, O.N &Egu, R.H. (2009). School Community Relations in the development of Secondary Schools, A focus on Aya Education and development studies 6 (1) 22-38.

Okojie, C.O. (2004). The Role of the School in a Changing Society in Okojie C.O. (Ed) *Foundations of Education*. Benn City: Ethiope Pub. Corp.

Okojie, J (2009).Investment and Strategies for Human Capital Development. In S, O Akande andA, S Olomola, Strategies and Implementation of the Seven Points Agenda of President Ya'adua. Ibadan, Nigerian Institute of Social and Economic Research, NISER

Okpala, P.M. (2011). Mass Failure as NECO Releases Results. The Nation New Paper. November 15, P10.

Okoroma, N.S. (2006). Educational Policies and Problems of Implementation in Nigeria. *Australian Journal of Adult Learning*, 46:234-263.

Olalekan, A.M. (2004). *Stress Management Strategies of Secondary School teachers in Nigeria*. Educational Research, 46:95-207.

Olayiwola, A. O. (2007). Procedures in Educational Research. Kaduna: Hanijam Publications.

Olubadewo O. O., Abdulkarim I. A., and Ahmed M. (1992). The Use of GIS as Educational Decision Support System (EDSS) for primary schools in Fagge Local Government Area of Kano State, Nigeria. *Academic Research International: Part-III: Natural & Applied Sciences*, 4 (6): 614-624

Oni, P., Mukaila, D.R. & Musa., T.R (2013). Influence of Training and Management Development in the Nigerian Banking Industry. *International Journal of Management*. 12(3):241-252.

Onuka, P.&Ajayi, F. (2012).*Research Methods: Principles and Practice*, Kenya, Keitty and Dolis.

Organization for Economic Co-operation and Development (2001). *New School Management Approach*, Paris: OECD

Osunde, A.U. &Izevbigie, T.I. (2006).*An assessment of teachers' attitude towards teaching profession in Midwestern Nigeria*. Education, 126-462-467.

Ozigi, A.O (1977). *A handbook on School Administration and Management*. London Macmillan Education Limited.

Peretomode, V.F. (1991). Educational Administration: Applied Concept and Theoretical Perspectives for students and Practitioners Lagos, Joja Educational Research and Publishers

Rastogi, A &Malhotra, S. (2013). *ICT Skills and Attitude as Determinants of ICT pedagogy Integration*. Education Academic Research 1(3), 12-26.

Regan, J. & Grayson, O. (2003). Towards a theory of curriculum implementation with particular reference to science education in developing countries. *Internationaljournal of science education* 25(10), 1171-1204.

Renzuli, N. & Park, J. (2002). Identifying the missing links in the study of Latchkey Children Today.

Retna, K.S. (2007). The Learning Organization: the school's journey towards critical and creative thinking. The Asia pacific-Education Researcher, 16:127-142.

Research Advisor (2006). Table of Population Sampling.

Reynolds, R. (1996). *A Literary Review and a Plan for Principals: Extracurricular Activities, Academic Achievement, and Secondary Students' Success.* (ERICDocument Reproduction Service No. ED397475)

Roscoe, I. (1972). Sampling Decisions: Google Search Engine. Retrieved on 13th June 2013

Rosser, C. (2011). Cultural Responsiveness and Motivation in Preparing Teachers: Pre-Service Teachers: Does cultural Responsiveness after Anticipated Self. Determinationtoteach in specific setting? Laubert Academic Publication.

Ruffin, S. C. (1986). Minimum Academic Standards. *NASSP Bulletin, 70*(492), 6-8.

Russel, P. (2001). Professional development: Making it effective. Teacher Learning Networking, 8:3-7.

School Based Management Committee Guide Book, Kaduna-State (2011). Lagos; Global Plus Publishing Co

School Based Management Committee Guide Book, Jigawa-State (2009). Retrieved on 7th October, 2014

Sambo, S. (2009). Understanding Guidance and Counselling. Zaria, ABU Press.

Samaneh, H. &Zoure, E. (2014). Evaluation of In-service Training to Increase Employees, Productivity of Isfahan University Technology (IUT) Strategic Management Journal. 12(2):257-273

Santrock, J. W. (2005). Psychology. New York McGraw Hill

Schiffer,D; Russel, S.J &Bastable,V. (1999).Teaching to the big ideas. In Solomon, M.Z (ED), the diagnostic teacher: constructing new approaches to professional development> New York: teacher college press

Shacffer, S (1994). Partnership and Participation in Basic Education: A Series of Training Modules and Care Study Abstracts for Educational Planners and Managers.Paris, UNESCO, International Institute of educational planning.

Sharma, S.R (1979). Teacher Education in India. New Delhi: Anmol publications.

Shute, N. (2008). PE and Music for Higher Test Scores. Retrieved from www.health.usnews.com /health-news/blogs/om-parenting/2008/03/10/pe

Simativa, E. M. W (2012).Management of Students Discipline in Secondary Schools in Kenya, a Case Study of Byngoma Country: Educational Research vol. 3. Pp 172-189, February

Silins, H., Zarins S. T. Mulford B. (2002). What characteristics and processes define a school as a learning organization? Is this a useful concept to a apply to schools? International Education Journal, 3:24-32. Available at http://www.leadspace.govt.nz/leadersship/ pdf/school-as-learning-organization.pdf accessed 21 august 2008.

Simon, H. (1976). *Developing Inter Personnel Skills the Future Education staff Colleges.* Blagdon. Bristel. UNESCO Publication

Simon, H.A. (1976).Administrative Behavior. *A Study of Decision-Making Process in Administrative Organization.* London, The Free Press; Collier Macmillan.

Smith, S. L. (2007). Athletics & Academics. *Research Starters.*

Southworth, G. (1999). A teacher training agency report into success fuel head of small primary schools. University of reading school of Education.

Sparks, D. (2003). *Skill building. Journal of Staff Development*, 24:29.

Tahir, G. (2006). Teacher Education in the 21st century and beyond: Issues, problems and strategies for Improvement. A key note address on the occasion of the 1st National Conference of Federal College of Education, Kano.

United Nations International Children Emergency Fund (1992). *Strategies to promote Girls Education*: Policies and programmes, New York: UNICEF.

UnitedNations Educational, Scientific and Cultural Organization(2005). Human right–based approach to education for all. A frame work for the realization of children's right to education and rights within education.

United Nations Educational, Scientific and Cultural Organization(2009).Overcoming Inequality: Why governance matters, Oxford University Press,Paris.

United Nations International Children Emergency Fund (2012).*Girls' Education Project (GEPII), Northern Nigeria. End of project assessment*. Abuja: UNICEF. [P&E; EVAL — F; MIXM; INT – GP & I, OBS].

United Nations International Children Emergency Fund (2015). United Nation Education Scientific and Cultural Organization for Life spans United National Education.

United Nations Development Group (2011). Result-based Management Handbook, https://undg.org/wp-content/uploads/2014/06/undg-RBM-Handbook-2012.pdg.

United Nations (2015). *Transforming our world. The 2030 agenda for sustainable development.* A/RES/70/1.

United Nation Education Scientific and Cultural Organization (1987).*Management and Maintenance in the Use of Education Buildings and Equipment*(Division of Education Policy and Planning).

United Nations Educational Scientific and Cultural Organization (2007). Education for All by 2015, Will we make it? Education for All Global Monitoring Report, Paris UNESCO.

University of Oregon (2012). Guidelines for Recruitment and Selection. Retrieved from http://hr.uoregon.edu/recruit/recruiment-and-seelction/guidelines-recruitment--and-selectionon20/0/2017.

National University Commission (2009). Mission/Vision: Retrieved on 14th October, 2008 on www.nuc.edu.n/page/95

Uwazuike, C.N. (1991). Educational Planning and National Development: A Nigerian Perspective Awka; Mckslink Publishers Nigeria.

Wenger, E. (2007). Communities of practice. Third Annual National Qualifications Framework colloquium, 5 June 2007. Velmore Conference Estate.

World HealthOrganization (2014). Health Topic. Retrieved from http://www.who.nt/topics/health-services/en/

Williams, E. (2006). The Effect of Primary of Primary School Quality on Academic Achievement across Twenty-Nine High and Low Income Countries. *Am. J. Sociol.*

Wong, K.C. (1995). Education Accountability in Hong Kongi Lessons From The School Management Initiative, International Journal of Educational Research Vol.23 No 6 pp. 519-529.

Woloch, P. (2010). The Importance of Teamwork. Retrieved from www.articlesbasc.com/ team-building.articles/ the importance-of-teamwork-38/813.hzml

Workneh, A. (2012). School Management and Decision-making in Ethiopian Government Schools: Evidence from the Young Lives Qualitative School Survey. Retrieved from www.younglives.org.uk.

World Bank (2007). Recruiting, Retraining and retain secondary school teachers and principals in sub-saharan Africa. WorldBank Working Paper No. 99.

World Bank (2004). Principles and Strategies for Education. A work Bank review. Washington DC: World Bank.

World Bank (1995). Madagascar. Towards a School-Based Strategy for Improving Primary and Secondary Education. Washington DC: World Bank.

World Bank (1996).*Identifying stakeholders in The World Bank Participation Sourcebook*[WWW]URL:http://www.worldbank.org/wbi/sourcebook/sb0302t.htm.Accessed on date: 14/03/06

World Bank. (2011). System Approach for Better Education Results (SABER): what mattersmost in teacher policies? A framework for building a more effective teaching profession.
Washington, DC, World Bank.

Yancey, A. (2007). How to get your peers to support the athletic program. Coach and Athletic Director, 76(8), 61-62.

Yaroson, M.C. (2004). Strategies For Curbing Indiscipline in Nigeria Secondary schools, Presented at the National Workshop on developing Education Issues of standard and Sustainability in Secondary Schools in Nigeria.

Yusuf, M.O. (2016). An Investigation into Teacher's Self-Efficacy in Implementing Computer Education in Nigeria SecondarySchools. Meridian: *Middle School Computer Technologies Journal* 8(2).

Zubaid, A. N. (2009). Indiscipline and its management Techniques: A case of a special education school in Kano state. *The Journal of the National Council for Exceptional Children* 11(2), 455-463.

APPENDIX 1

LETTER OF INTRODUCTION

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
FACULTY OF EDUCATION,

AHMADU BELLO UNIVERSITY, ZARIA - NIGERIA
OFFICE OF THE HEAD OF DEPARTMENT
VICE CHANCELLOR: Professor Ibrahim Garba, B.Sc, M.Sc., (ABU); Ph.D. (London); D.I.C.
HEAD OF DEPARTMENT: Dr. Musa Idris Harbau. B.Ed. Med (BUK). Ph.D (ABU)

Our Ref. D/EFC/SMG/06 Date: 15 – May, 2019

The Directors/Principals/Teachers,
Ministry of Education,
Kaduna State,
Nigeria.

Dear Sir,

LETTER OF INTRODUCTION

The bearer, Muhammad Hassana Lawal with Registration Number P15EDFC9011 is a student in this Department. He/She is carrying out research, being part of requirement for graduation, inPh.D Educational Administration and 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-BASED MANAGEMENT COMMITTEES ON THE ADMINISTRATION OF SECONDARY SCHOOLS IN NORTH-WEST ZONE, NIGERIA.

Thanks in anticipation of your kind response

Yours faithfully,

Dr. M. I. Harbau
Head of Department

APPENDIX II

This Questionnaire on, "Questionnaire on Influence of School-Based Management Committees (SBMCs) on the Administration of Secondary Schools in North-West Geographical Zone" was designed by B. A. Maina (2019)

Section A: Bio-data of Respondents

Please tick (√) in the appropriate box that relates to you

1. Status
   - (a) Principal ( )
   - (b) Teacher ( )
   - (c) Official of MOE/Proprietor ( )

2. Gender
   - (a) Male ( )
   - (b) Female ( )

3. Qualification
   - (a) MA/MSc ( )
   - (b) M.Ed/MSc Ed ( )
   - (c) BA/BSc ( )
   - (d) B.Ed/B.Sc Ed ( )
   - (e) HND ( )
   - (f) NCE ( )
   - (g) Others, please specify _____

4. Years of working experience
   - (a) 0 – 5 years ( )
   - (b) 6 – 10 years ( )
   - (c) 11 – 15 years ( )
   - (d) 16 – 20 years ( )
   - (e) 21 years and above ( )

5. Ownership of the school:
   - (a) Public ( )
   - (b) Private ( )

6. Nature of school:
   - (a) Boarding ( )
   - (b) Day ( )
   - (c) Boarding/Day ( )

7. Location of school:
   - (a) Urban ( )
   - (b) Rural ( )

8. State: _____

Please tick (√) in the column that relates to your opinion

Section B: Influence of School-Based Management Committees (SBMCs) on Decision-Making Process in Secondary Schools in North-West Geographical Zone

S/No	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	SBMC encourages parents, teachers, students and the community to take part in decision making process in this school.					
2	With SBMC, all stakeholders in the school take part in School Development Pan (SDP) where good decisions are made.					
3	SBMC supports students' view when matters related to them are discussed in this school.					
4	SBMC supports teachers' views when matters related to them are discussed in this school.					
5	SBMC ensures that decisions arrived at meetings are documented and recorded appropriately.					
6	SBMC ensures that decisions made during meetings are communicated to all relevant stakeholders.					
7	SBMC encourages the authority of this school to take unilateral actions on crucial issues.					
8	SBMC ensures that decision making process is democratized in this school.					
9	With SBMC, decisions made during meetings are binding on every member of the school community.					
10.	SBMC ensures that influence peddling in terms of decisions made is not welcome in this school.					

11. Provide other additional information, if you have any, on the influence of School-Based Management Committee (SBMC) on decision making in your school

_____

_____

_____

_____

Please tick (√) in the column that relates to your opinion

Section C: Influence of School-Based Management Committees (SBMCs) on School-Community Relationship in Secondary Schools in North-West Geographical Zone

S/No	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
12	Through the efforts of SBMC, there is a harmonious relationship between the school and community.					
13	Through the efforts of SBMC, school invites members of the community to its cultural activities.					
14	Through the efforts of SBMC, the community invites the school to its cultural rites and activities.					
15	Through the efforts of SBMC, the school gets experts to deliver lecture on health matters.					
16	Through efforts of SBMC, the school gets experts to deliver lecture on security matters.					
17	Through the efforts of SBMC, the school invites community to its sporting activities.					
18	Through the efforts of SBMC, school allows community to share its sport/games facilities.					
19	Through the efforts of SBMC, community allows school use its water facilities.					
20	The efforts of SBMC enable community to assist school with security through its vigilante operatives.					
21	The efforts of SBMC enable community to give houses for rent to members of school at cheap rate.					

22. Provide other additional information, if you have any, on the influence of School-Based Management committee (SBMC) on school-community relationship in your school

_____

_____

_____

_____

Please tick (√) in the column that relates to your opinion

Section D: Influence of School-Based Management Committees (SBMCs) on Students' Enrolment and Retention in Secondary Schools in North-West Geographical Zone

S/No	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
23	Through the efforts of SBMC, parents enroll their children more in this school.					
24	Through the efforts of SBMC, enrolment in science school is very high.					
25	With enhancement of qualified and competent teachers by SBMC, enrolment in rural school is high.					
26	Through efforts of SBMC, enrolment in public secondary schools is high.					
27	The efforts of SBMC in providing the needed instructional materials attract more enrolment in this school.					
28	Through mobilization and sensitization workshops by SBMC, retention in this school is high.					
29	Provision of needed instructional facilities by SBMC enhanced students' performance and this makes retention in this school high over the years.					
30	With school-based supervision by SBMC, on regular basis, there is increase in the retention rate of students.					
31	Through regular meetings between parents and SBMC, retention of students in this school is high.					
32	Provision of needed welfare/health facilities by SBMC enhanced students' performance and this makes retention in this school high over the years.					

33. Provide other additional information, if you have any, on the influence of School-Based Management Committees (SBMC) on students' enrolment and retention in the administration of your school _____

_____

_____

_____

Please tick (√) in the column that relates to your opinion

Section E: Influence of School-Based Management Committees (SBMCs) on Staff Development Programmes in Secondary Schools in North-West Geographical Zone

S/No	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
34	Through the efforts of the SBMC, teaching staff in this school are allowed to go for in-service training to update their knowledge.					
35	Through the efforts of the SBMC, teaching staff in this school are allowed to go for conferences to update their knowledge.					
36	Through the efforts of the SBMC, teaching staff in this school are allowed to go for workshops to update their knowledge.					
37	Through the efforts of the SBMC, teaching staff in this school are allowed to go for seminars to update their knowledge.					
38	Through the efforts of the SBMC, teaching staff in this school are allowed to go for symposia to update their knowledge.					
39	Through the efforts of the SBMC, non-teaching staff in this school are allowed to go for in-service training to update their knowledge.					
40	Through the efforts of the SBMC, non-teaching staff in this school are allowed to go for conferences to update their knowledge.					
41	Through the efforts of the SBMC, non-teaching staff in this school are allowed to go for workshops to update their knowledge.					
42	Through the efforts of the SBMC, non-teaching staff in this school are allowed to go for seminars to update their knowledge.					
43	Through the efforts of the SBMC, non-teaching staff in this school are allowed to go for symposia to update their knowledge.					

44. Provide other additional information, if you have any, on the influence of School-Based Management Committees (SBMC) on staff development in your school

_____

_____

_____

Please tick (√) in the column that relates to your opinion

Section F: Influence of School-Based Management Committees (SBMCs) on Provision of Instructional Facilities in Secondary Schools in North-West Geographical Zone

S/No	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
45	Through the efforts of SBMC, the school is provided with the textbooks.					
46	Through the efforts of SBMC, the school is provided with adequate class rooms.					
47	Through the efforts of SBMC, the school is provided with adequate chairs.					
48	Through the efforts of SBMC, the school is provided with adequate chalkboards, chalks and dusters.					
49	Through the efforts of SBMC, the school is provided with adequate computers.					
50	Through the efforts of SBMC, the school is provided with projectors.					
51	Through the efforts of SBMC, the school is provided with teaching aids.					
52	Through the efforts of SBMC, the school is provided with library facilities.					
53	Through the efforts of SBMC, the school is provided with workshops.					
54	Through the efforts of SBMC, the school is provided with stationeries for examinations.					

55. Provide other additional information, if you have any, on the influence of School-based management committees (SBMC) on provision of instructional facilities in your school

_____

_____

_____

_____

Please tick (√) in the column that relates to your opinion

Section G: Influence of School-Based Management Committees (SBMCs) on Provision of Teaching and Non-teaching Staff in Secondary Schools in North-West Geographical Zone

S/No	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
56	Through the efforts of SBMC, the school is provided with adequate English teachers.					
57	Through the efforts of SBMC, the school is provided with adequate Mathematics teachers.					
58	Through the efforts of SBMC, the school is provided with adequate Science teachers.					
59	Through the efforts of SBMC, the school is provided with adequate Islamic Studies teachers.					
60	Through the efforts of SBMC, the school is provided with adequate CRS teachers.					
61	Through the efforts of SBMC, the school is provided with adequate Social Science teachers.					
62	Through the efforts of SBMC, the school is provided with adequate Arts teachers.					
63	Through the efforts of SBMC, the school is provided with adequate Laboratory Technicians.					
64	Through the efforts of SBMC, the school is provided with Qualified Library staff.					
65	Through the efforts of SBMC, the school is provided with adequate workshop attendant.					

66. Provide other additional information, if you have any, on the influence of School-Based management committees (SBMC) on provision of teaching and non-teaching staffing your school_____
_____
_____
_____
_____

Please tick (√) in the column that relates to your opinion

Section H: Influence of School-Based Management Committees (SBMCs) on Provision of Health and Welfare Facilities in Secondary Schools in North-West Geographical Zone

S/No	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
67	Through the efforts of SBMC, the school is provided with good and functional Health Centre					
68	Through the efforts of SBMC, the school is provided with good toilet facilities.					
69	Through the efforts of SBMC, the school is provided with good water facilities.					
70	Through the efforts of SBMC, the school is provided with good light facilities.					
71	Through the efforts of SBMC, the school is provided with good transport facilities.					
72	Through the efforts of SBMC, the school is provided with good ICT facilities.					
73	Through the efforts of SBMC, the school is provided with good Staff Quarters.					
74	Through the efforts of SBMC, the school is provided with good Staff Common Room.					
75	Through the efforts of SBMC, the school is provided with good hostel facilities.					
76	Through the efforts of SBMC, the school is provided with good safety measures such as fire extinguishers, sand buckets and security personnel.					

77. Provide other additional information, if you have any, on the influence of School-Based management committees (SBMC) on provision of health and welfare facilities in your school

_____

_____

_____

_____

Please tick (√) in the column that relates to your opinion

Section I: Influence of School-Based Management Committees (SBMCs) on Provision of Games and Recreational Facilities in Secondary Schools in North-West Geographical Zone

S/No	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
78	Through the efforts of SBMC, the school is provided with good and standard Football Field.					
79	Through the efforts of SBMC, the school is provided with good and standard Basketball Court.					
80	Through the efforts of SBMC, the school is provided with good and standard Volley Ball Court.					
81	Through the efforts of SBMC, the school is provided with good and standard Badminton Court.					
82	Through the efforts of SBMC, the school is provided with good and standard Table Tennis.					
83	Through the efforts of SBMC, the school is provided with good and standard Field for Track Events.					
84	Through the efforts of SBMC, the school is provided with good and standard Common Rooms.					
85	Through the efforts of SBMC, the school is provided with good and standard Base Ball Field.					
86	Through the efforts of SBMC, the school is provided with good mini animal pack.					
87	Through the efforts of SBMC, the school is provided with good and standard Shopping Area.					

88. Provide other additional information, if you have any, on the influence of School-based management committees (SBMC) on provision of games and recreational facilities in your school

_____

_____

_____

_____

Please tick (√) in the column that relates to your opinion

Section J: Influence of School-Based Management Committees (SBMCs) on Maintenance of Discipline in Secondary Schools in North-West Geographical Zone

S/No	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
89	Through the efforts of SBMC, discipline between principal and teaching staff is maintained.					
90	Through the efforts of SBMC, discipline among teaching staff is maintained.					
91	Through the efforts of SBMC, discipline between principal and non-teaching staff is maintained.					
92	Through the efforts of SBMC, discipline among the non-teaching staff is maintained.					
93	Through the efforts of SBMC, discipline between teaching staff and non-teaching staff is maintained.					
94	Through the efforts of SBMC, discipline between teaching staff and students is maintained.					
95	Through the efforts of SBMC, discipline among students is maintained.					
96	Through the efforts of SBMC, discipline between students and school management is maintained.					
97	Through the efforts of SBMC, discipline between school and local community is maintained.					
98	Through the efforts of SBMC, discipline between school and the MOE/Proprietor is maintained.					

99. Provide other additional information, if you have any, on the influence of School-Based management committees (SBMC) on maintenance of discipline in your school

_____

_____

_____

_____

Please tick (√) in the column that relates to your opinion

Section K: Influence of School-Based Management Committees (SBMCs) on Conduct of Extra Curricular Activities in Secondary Schools in North-West Geographical Zone

S/No	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
100	Through the efforts of SBMC, the annual inter-house competition is conducted in the school.					
101	Through the efforts of SBMC, quiz competitions are conducted in the school.					
102	Through the efforts of SBMC, the field trips/excursions are conducted in the school.					
103	Through the efforts of SBMC, drama competitions are conducted in the school.					
104	Through the efforts of SBMC, sport competitions such as football, volleyball, basketball are conducted in the school.					
105	Through the efforts of SBMC, the Track Event Competitions are conducted in the school.					
106	Through the efforts of SBMC, Debate Competition is conducted in the school.					
107	Through the efforts of SBMC, clubs and societies conduct their activities in the school.					
108	Through the efforts of SBMC, Riddles and Jokes are organized in the school.					
109	Through the efforts of SBMC, farm activities are organized in the school.					

110. Provide other additional information, if you have any, on the influence of School-Based Management Committees (SBMC) on the conduct of extra-curricular activities in your school

_____

_____

_____

_____

```
ONEWAY scores BY groups
  /MISSING ANALYSIS.
```

Oneway

ANOVA

scores

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.296	2	.148	1.687	.187
Within Groups	32.002	365	.088		
Total	32.298	367			

```
NEW FILE.
DATASET NAME DataSet1 WINDOW=FRONT.
ONEWAY scores BY groups
  /MISSING ANALYSIS.
```

Oneway

[DataSet1]

ANOVA

scores

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.106	2	.053	.629	.534
Within Groups	30.615	365	.084		
Total	30.721	367			

```
NEW FILE.
DATASET NAME DataSet2 WINDOW=FRONT.
ONEWAY SCORES BY GROUP
  /MISSING ANALYSIS.
```

Oneway

[DataSet2]

ANOVA

SCORES

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.183	2	.092	.887	.413
Within Groups	37.676	365	.103		
Total	37.859	367			

```
NEW FILE.
DATASET NAME DataSet3 WINDOW=FRONT.
ONEWAY SCORES BY GROUP
  /MISSING ANALYSIS
 /POSTHOC=TUKEY ALPHA(0.05).
```

Oneway

```
[DataSet3]
```

ANOVA

SCORES

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	291.134	2	145.567	723.176	.000
Within Groups	73.470	365	.201		
Total	364.604	367			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: SCORES

Tukey HSD

(I) GROUP	(J) GROUP	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
PRINCIPALS	TEACHERS	1.89549*	.05997	.000	1.7544	2.0366
	MOE OFFICIALS	.06617	.08011	.687	-.1223	.2547
TEACHERS	PRINCIPALS	-1.89549*	.05997	.000	-2.0366	-1.7544
	MOE OFFICIALS	-1.82932*	.06707	.000	-1.9872	-1.6715
MOE OFFICIALS	PRINCIPALS	-.06617	.08011	.687	-.2547	.1223
	TEACHERS	1.82932*	.06707	.000	1.6715	1.9872

*. The mean difference is significant at the 0.05 level.

```
NEW FILE.
DATASET NAME DataSet4 WINDOW=FRONT.
ONEWAY SCORES BY GROUPS
  /MISSING ANALYSIS.
```

Oneway

```
[DataSet4]
ONEWAY SCORES BY GROUPS
  /MISSING ANALYSIS.
```

Oneway

ANOVA

SCORES

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.283	2	.142	1.319	.269
Within Groups	39.209	365	.107		
Total	39.492	367			

```
DATASET ACTIVATE DataSet3.
NEW FILE.
DATASET NAME DataSet5 WINDOW=FRONT.
ONEWAY SCORES BY GROUPS
  /MISSING ANALYSIS
  /POSTHOC=TUKEY ALPHA(0.05).
```

Oneway

```
[DataSet5]
```

ANOVA

SCORES

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	283.686	2	141.843	624.058	.000
Within Groups	82.962	365	.227		
Total	366.648	367			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: SCORES

Tukey HSD

(I) GROUPS	(J) GROUPS	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
PRINCIPALS	TEACHERS	1.82229*	.06372	.000	1.6723	1.9723
	MOE OFFICIALS	-.04869	.08512	.835	-.2490	.1516
TEACHERS	PRINCIPALS	-1.82229*	.06372	.000	-1.9723	-1.6723
	MOE OFFICIALS	-1.87098*	.07127	.000	-2.0387	-1.7033
MOE OFFICIALS	PRINCIPALS	.04869	.08512	.835	-.1516	.2490
	TEACHERS	1.87098*	.07127	.000	1.7033	2.0387

*. The mean difference is significant at the 0.05 level.

```
NEW FILE.
DATASET NAME DataSet6 WINDOW=FRONT.
ONEWAY SCORES BY GROUPS
  /MISSING ANALYSIS
  /POSTHOC=TUKEY ALPHA(0.05).
```

Oneway

[DataSet6]

ANOVA

SCORES

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	277.577	2	138.789	603.608	.000
Within Groups	83.925	365	.230		
Total	361.502	367			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: SCORES

Tukey HSD

(I) GROUPS	(J) GROUPS	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
PRINCIPALS	TEACHERS	1.70808*	.06409	.000	1.5573	1.8589
	MOE OFFICIALS	-.25321*	.08562	.009	-.4547	-.0517
TEACHERS	PRINCIPALS	-1.70808*	.06409	.000	-1.8589	-1.5573
	MOE OFFICIALS	-1.96129*	.07168	.000	-2.1300	-1.7926
MOE OFFICIALS	PRINCIPALS	.25321*	.08562	.009	.0517	.4547
	TEACHERS	1.96129*	.07168	.000	1.7926	2.1300

*. The mean difference is significant at the 0.05 level.

```
DATASET ACTIVATE DataSet5.
NEW FILE.
DATASET NAME DataSet7 WINDOW=FRONT.
ONEWAY SCORES BY GROUPS
  /MISSING ANALYSIS
  /POSTHOC=TUKEY ALPHA(0.05).
```

Oneway

[DataSet7]

ANOVA

SCORES

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	269.757	2	134.879	592.434	.000
Within Groups	83.099	365	.228		
Total	352.856	367			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: SCORES

Tukey HSD

(I) GROUPS	(J) GROUPS	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
PRINCIPALS	TEACHERS	1.77646*	.06378	.000	1.6264	1.9265
	MOE OFFICIALS	-.04869	.08519	.835	-.2492	.1518
TEACHERS	PRINCIPALS	-1.77646*	.06378	.000	-1.9265	-1.6264
	MOE OFFICIALS	-1.82515*	.07133	.000	-1.9930	-1.6573
MOE OFFICIALS	PRINCIPALS	.04869	.08519	.835	-.1518	.2492
	TEACHERS	1.82515*	.07133	.000	1.6573	1.9930

*. The mean difference is significant at the 0.05 level.

```
DATASET ACTIVATE DataSet0.
NEW FILE.
DATASET NAME DataSet8 WINDOW=FRONT.
ONEWAY SCORES BY GROUPS
  /MISSING ANALYSIS.
```

Oneway

[DataSet8]

ANOVA

SCORES

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.261	2	.131	1.280	.279
Within Groups	37.261	365	.102		
Total	37.523	367			

```
DATASET ACTIVATE DataSet1.
NEW FILE.
DATASET NAME DataSet9 WINDOW=FRONT.
ONEWAY SCORES BY GROUPS
  /MISSING ANALYSIS.
```

Oneway

[DataSet9]

ANOVA

SCORES

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.151	2	.076	.690	.502
Within Groups	39.965	365	.109		
Total	40.116	367			

APPENDIX III

RESEARCH ADVISORS (2006)

Required Sample Size†

Population Size	Confidence = 95% Margin of Error				Confidence = 99% Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

† Copyright, The Research Advisors (2006) All rights reserved

INFLUENCE OF SCHOOL-BASED MANAGEMENT COMMITTEES ON THE ADMINISTRATION OF SECONDARY SCHOOLS IN NORTH-WEST ZONE, NIGERIA

BY

MUHAMMAD HassanaLawal
P15EDFC9011

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
EDUCTIONAL ADMINISTRATION AND PLANNING SECTION
FACULTY OF EDUCATION AHMADU BELLO UNIVERSITY,
ZARIA – NIGERIA

MARCH, 2021