COMMITTEE SYSTEM AND PRINCIPALS' ADMINISTRATIVE EFFECTIVENESS IN SENIOR SECONDARY SCHOOLS IN OYO SOUTH SENATORIAL DISTRICT OF OYO STATE, NIGERIA

BY

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MATRIC NO. 149210002

JULY, 2018

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CERTIFICATION

I certify that this study was carried out by Ukwadinamor Deborah Ekene in the Department of Educational Management, Faculty of Education, Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria.

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ABSTRACT

Many problems are facing principal's administrative effectiveness in senior secondary schools such as staff non-commitment, interpersonal conflict, and poor academic performance among others. This study examined committee systems and principal's administrative effectiveness in senior secondary schools in Oyo South Senatorial District, Oyo State, Nigeria.

The population consisted of the Principals, Vice-Principals, parent, and teachers in public schools in Oyo South Senatorial District of Oyo State, out of which a sample of three hundred respondents made up of 10 Principals, 20 Vice Principals, 70 Head of Department and with assistants, 50 Committee Coordinators, 50 Parent – Teachers Association members and 100 teachers were selected. The instrument for the data consisted of questionnaire, and a focused group interview Six (6) research questions and six (6) hypotheses were formulated to guide the study. The data were analysed using descriptive statistics for the research question and Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis to test the hypotheses at 0.05 level of significance.

Findings revealed that there was a significant positive level of contribution of staff welfare committee ($r(298) = .540$, $P<0.05$), sports committee ($r(298) = .440$, $P<0.05$, maintenance committee ($r(298)=.415$ $P<0.05$), examination committee ($r(298)=.232$, $P<0.05$) and disciplinary committee ($r(298) = .493$. $P< 0.05$) to principals administrative effectiveness. The identified committees (staff welfare, sport, examination, maintenance and disciplinary) jointly influence principals administrative effectiveness by contributing a significant variance of 37.1% to the total variance observed of principals administrative effectiveness.

Based on the findings, it was concluded that positive correlation existed between committee system and principals administrative effectiveness. It is recommended that Committee system should be well strengthened, school principals should have the necessary knowledge of their subordinates and also try to establish pleasant social interaction with them and school before any formal decision could be made.

Keywords: Administration effectiveness, committee system, principal, secondary schools

CHAPTER ONE

INTRODUCTION

Background to the Study

The position of secondary school principals involves a lot of administrative responsibilities and commitment, this is because principals promotes, motivates, encourage staff, and proffer solutions to various challenges such as staff indiscipline, staff non-commitment, interpersonal conflict, and poor academic performance that may arise every now and then.

Secondary education is the second in the tripod of education starting from the primary, secondary and tertiary stages in ascending order of magnitude. Secondary education has two distinct objectives which are preparing recipients for higher education and for useful living within the society. No principal can succeed in realizing these objectives and goals of secondary school education without having skills on how to effectively carry out his administrative functions and without being able to perform his internal relations and organizational roles effectively.

School management focuses on efficient management of human and material resources, and the management of school organization requires the adoption of committee because of bureaucracy, collegial and political models that are applicable Dauda, (2010). The tasks of school principals are enormous and the need to involve teachers and other administrative staff in the management process to ensure optimal production, efficiency, satisfaction, addictiveness and development in the school system is necessary. Principals' Effectiveness is measured by principals' achievements, that is, it is an antecedent of function or role's achievement of the principal and could be identified as a plan proposed in advance and accomplished later but within a stipulated time. Effectiveness is a part of function

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assumed by someone, that is, a set of specific responsibilities, assumed by a professional in a setting.

Administrative effectiveness in this study is defined as the product of a series of complex nested relations. It is a smooth and healthy internal functioning of the school system. It is all effort to bring about sound, quality and effective teaching and learning in the school by the principal. An administration's capacity to forecast problems beforehand shows itself as a result of the characteristics and behaviors in his personal relationships and consulting criteria. When a principal maintains high morale, discipline and decorum among his staff and students, he exhibits a personality of effectiveness worthy of emulation.

The origin of committee system can be traced back to parliamentary committee Laundy, (1989). Parliamentary committees have long been considered an important part of the internal design of parliaments reminding us that all parliaments work to a greater or lesser extent through committees. Strom, (1998) recognised committees as the most significant internal organisational feature of parliament, and a minimum requirement for parliaments to have influence in terms of executive-legislative relations. Put another way, committees are the key mechanism by which a legislature develops the ability to counter-balance the many advantages of the executive in terms of policy development and implementation.

Scholars in other countries have long concluded that a strong committee system is likely to be the best form by which the legislature can hold accountable the government, individual cabinet, ministers and the bureaucracy. Lees and Shaw, (1979).

Different committee like the standing committee, financial committee, house committee, bills committee, committee on access to the legislature document and records, committee on rules of procedure, investigation committee, and select committee were committees set up in the parliament of British country.

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The standing committee and selected committee were first appointed in the seventeenth century. The standing committee was appointed to scrutinize the legislative bills and the selected committee was appointed by the House to perform a function which the House itself could not undertake. The British parliament took a strong initiative by appointing Public Accounts Committee in 1861 for overseeing public spending. This committee, in various ways, plays an increasingly important part in the work of the House. It has been observed that the parliaments established in America, Europe and elsewhere relied on the use of various forms of committees.

The genesis and development of modern parliamentary procedure in Germany can be traced back to1848. Germany's first representative parliament was convened in Frankfurt on May 18, 1848. In the beginning of the first session, the Frankfurt parliament had appointed as many as 16 committees with directly elected 5 to 50 members. Most of the committees also appointed sub-committees due to heavy workload. The finance Committee for example is vested with the power and responsibility for scrutinizing and approving public expenditure proposals put forward by the Government. The Public Accounts Committee is the meeting of the Finance Committee.

The Committee on Members' Interest examines the arrangements made for the compilation, maintenance and accessibility of the Register of Members' Interests. It considers and investigates complaints made in relation to Members' registration and declaration of interests and their conduct concerning claims for the reimbursement of operating expenses or applications for advance of operating funds.

The committee on rules of procedure is responsible for reviewing the Rules of Procedure of the Legislative Council of the Hong Kong Special Administrative Region ("RoP") and the committee system, and examines matters of practice and procedure relating to the Legislative Council referred by the Legislative Council or its committees or the

President of the Legislative Council, or raised by its own members. The Committee on Access to the Legislature's Documents and Records determines whether a document or record of the Legislature (or its committee) should be made available for access earlier than the expiry of the closure period specified in the Policy on Access to the Legislature's Documents and Records ("the Policy"), and sets guidelines for implementing the Policy. The House Committee makes preparations for Council meetings and considers matters relating to the business of the Legislative Council.

From these, it can be deduced that committee is set up to enhance productivity in organizations and help members of staff have a sense of leadership which will bring about productivity and effectiveness in organizations, school inclusive.

Leadership has been identified by Brookover and Lezotte, (1982) as a crucial factor in instructional effectiveness. Leadership is a major factor in determining the success and progress of an institution, and it is the key to success in every organization because it can either influence the climate of the school positively or negatively. It is known that without effective leadership, even an institution full of talented teachers will surely drift without purpose, effective leadership is therefore the key to achieving collective excellence.

Many teachers crave for participation in school leadership and in the running of the school, they do not only want to share in decision making at staff meetings, but they also want to take active role in the administration of the school, which could possibly be satisfied through the use of school committees. It is noted that the "internal processes" within the school organization are very essential to the determination of the effectiveness of the school system, in which these internal processes include; school climate, teacher or staff involvement in decision making, leadership behaviour and communication process. The use of committee is a strong force in these internal processes that bring about school effectiveness.

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To some administrators, the use of committee could only be effective in large organization especially in the Universities, Colleges, and private organizations. Thus, it is noted that the effectiveness of the use of committees to carry out an administrative task has been very controversial over time. Many lay men have postulated that committees are a waste of time, an avenue to drain money or a group of people with nothing to do but sit, talk and make recommendations which may at the end of the day be thrown into the dustbin. In Nigeria today, a selected committee is always described as a toothless bulldog or a useful tool by administrators to get support or waste time on issues. It is very controversial. Obayan, (2009) posited that committee system is a vital ingredient for effective administration of educational institutions and maintained that collaborative effort gives administrators, educators and other stakeholders the opportunity to deal with complex educational issues as a group.

National Policy of Education, Federal Republic of Nigeria, (2013) stated the objectives of secondary education, which are: to provide holders of Basic education certificate and junior Arabic and Islamic studies certificate with opportunity for education of a higher level irrespective of gender, social studies, religious or ethnic background; to offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles; to provide trained manpower in the applied science, technology, and commerce at sub-professional grades.

Some secondary schools, both large and small have embraced the use of selected committees like Examination committee (to evaluate the validity and reliability of examination items so as to make the necessary improvements, to help in designing proper examination profiles, preparing examination questions and submitting them to the departmental head so that they can be commented on), Disciplinary committee (to serve as model in terms of character training and behavior for students), Maintenance committee

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(general maintenance of all school property, parks, equipment and buildings including for example; painting, joinery, plumbing and plastering work), Staff welfare committee (organizing health awareness programs on healthy nutrition habits, Yoga, Stress Management Arranging annual Health Check-ups at reputed hospitals), Sport committee (to establish adequate and standard sports facilities in schools and communities, to set up high performance athletes centre in all sporting zones) and so on to help in the effective administration of the school.

There is also the growing assumption that teachers' participation in one committee or the other in schools and colleges affect their academic work negatively in the sense that teachers are carried away by leadership positions and put their academic work aside, also some teachers focus on academic work and put committee responsibilities aside.

Therefore, this study was carried out to look into the relationship of school committees to effectiveness of principal in the administration of secondary schools especially in Oyo South Senatorial district of Oyo State.

Statement of the Problem

It has been observed that academic and instructional activities including curriculum development, teaching and instructional supervision are treated with less vigor by principals. Most school leaders in African countries do not have regard for instructional leadership and thus view it as not part of their duties, and principals focus more on administrative parts of their roles.

Also, the results of committee members might be discarded by school heads, there is high level of student indiscipline, staff indiscipline, lack of teacher-student relationship, poor teacher-teacher relationship, poor school-community relationship, teachers are heterogeneous and their knowledge and opinions about issues are different, parents and teachers do not agree, over population of the school, the school itself has grown not only in terms of numbers

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but different members with different interest which has led to complexity in the school system from students, teachers, and parents which has made the task of principals enormous and have led to school principals been accused of various lapses.

So far, not much analytical work has been done to ascertain whether the committee system influences principal's effectiveness positively or otherwise. Hence, the problem was whether secondary school committee contributes or has any relationship with the administrative effectiveness of principals in Oyo South Senatorial District of Oyo State Nigeria.

Purpose of the Study

The general purpose as it relates to the study therefore is to:

1) examine the relationship between the use of school committees on principals' administrative effectiveness in secondary schools;

2) determine the relationship between examination committee on principals' administrative effectiveness in secondary schools;

3) ascertain the relationship between maintenance committees on principal's administrative effectiveness in secondary schools;

4) access the relationship between disciplinary committee on principal administrative effectiveness in secondary schools;

5) ascertain the relationship between staff welfare committee on principals' administrative effectiveness in secondary schools; and

6) access the relationship between sports committee on principals' administrative effectiveness in secondary schools

Research Questions

In order to provide answers to the problems of the study, the following questions were raised:

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1. What is the relationship between committee systems to principals' administrative effectiveness in secondary schools?

2. What is the relationship between examination committee to principals' administrative effectiveness?

3. What is the relationship between maintenance committee to principals' administrative effectiveness?

4. What is the relationship between disciplinary committee to principals' administrative effectiveness?

5. What is the relationship between staff welfare committee to principals' administrative effectiveness?

6. What is the relationship between sports committee to principals' administrative effectiveness?

Hypotheses

The following hypotheses were tested to guide the study:

1) There is no significant relationship between the use of committee system to principals' administrative effectiveness in Oyo South Senatorial District of Oyo State Nigeria

2) There is no significant relationship between examination committee and principals' administrative effectiveness in Oyo South Senatorial District of Oyo State Nigeria.

3) There is no significant relationship between maintenance committee and principals' administrative effectiveness in Oyo South Senatorial District of Oyo State Nigeria.

4) There is no significant relationship between disciplinary committee and principals' administrative effectiveness in Oyo South Senatorial District of Oyo State Nigeria.

5) There is no significant relationship between staff welfare committee and principals' administrative effectiveness in Oyo South Senatorial District of Oyo State Nigeria

6) There is no significant relationship between sports committee and principals' administrative effectiveness in 'Oyo South Senatorial District of Oyo State Nigeria

Significance of the Study

This finding would be vital because it brought to knowledge the importance of working committees in the school system. The findings highlighted the influence committees have, as an effective tool in secondary school administration. The findings could broadened the level of knowledge and awareness of school administrators/principals on the need to adequately involve members of staff in committees so as to enable them make different viewpoints and contribute maximally to decision making process.

The findings would be useful to academics, researchers (to enable them discover administrative challenges and proffer novel ideas and solutions to lapses in school administration), school administrators, Government as they are able to give directives to schools that lack all committee to establish necessary committees, so and to achieve effective administration, and School Proprietors to enable them treat members of staff appropriately to achieve positive administrative results.

The findings could also enlightened teachers who are members of committees in schools to ensure better coordination and effectiveness in the school organisation. It is also a means of training new teachers, which aid employees who are members of a committee to be

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motivated by the feeling of participation. Committee system is a good tool of better coordination of activities of separate departments in which policies are attained through joint interaction in meetings. Also, motivation of individual members to carry out a decision is usually increased in the feeling of participation in the decision making process. The committee system may be a veritable tool for effective administration as well as a good training ground for staff of the school.

Delimitation of the Study

The research focused attention on the relationship between school committees and principals' administrative effectiveness in public senior secondary schools in Oyo South Senatorial District of Oyo State, Nigeria. Five (5) committees in the school system which are; the examination committee, disciplinary committee, staff welfare committee, sports Committee and maintenance committees were chosen.

Operational Definition of Terms

The following terms are used in this research work:

Administrative Effectiveness of principal: In this study, this connotes smooth and healthy internal functioning of the school system. It is all effort to bring about sound, quality and effective teaching and learning in the school, student discipline, staff discipline, teacher-student relationship, teacher-teacher relationship, and school-community relationship. Administration is effective when these factors are achieved

School committees: In this study, school committees are groups of members of the school that share in administration through advice on policy matters, supervision as well as co-ordination of activities, implementation of approved lines of action and they are responsible to the principal that selected or appointed them. These committees include examination

committee, disciplinary committee, staff welfare committee, sports committee, maintenance committee and social committee among others.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

In this chapter, a review of related literature is presented under the following sub-headings:

i.   Theoretical Framework

ii.   Concept and Characteristics of a Committee System

iii.   Concept and Factors Responsible for Administrative Effectiveness in Secondary School

iv.   Types of Committee System

v.   Importance of Committee System

vi.   Maintenance and Plant Committee in Secondary School

vii.   Disciplinary Committee

viii.   Social Committee

ix.   Examination Committee in Secondary School

x.   Sports Committee and Secondary School Sports Administration

xi.   Staff Welfare

xii.   Relationship between Administrative Effectiveness and School Working Committee

xiii.   Summary of Literature Review

Theoretical Framework

Theory is a set of logically interrelated construct definitions and prepositions that is aimed at explaining and predicting a fairly general set of phenomenon. Theories allow for a systematization of knowledge, explanation and prediction as well as generating new research hypothesis, (Schlager,2007).

The theoretical framework for this study is based on the MC Gregor theory X and Y (1960). The section included empirical studies involving examination committee, social committee, disciplinary committee, staff welfare committee, sports committee, and maintenance committee. The available literatures based on relevant studies and other works on participatory leadership in organization were reviewed in this section.

Theory X and Y represent sets of assumptions about the human nature and behaviours that are relevant to the practice of management.

Theory X

Theory X was developed by Douglas MC Gregor in 1957. It was developed out of the propositions and assumptions of the classical organization school of though. It is a work centered approach and believes that man by nature are naturally lazy, irresponsible and are usually forced to work. A further assumption is that human beings do not want responsibility and desire explicit direction. Under theory X, management is responsible for organizing the elements of productive enterprise, money, materials, equipment and people in the interest of economic ends.

Theory X represents a negative view of human nature that assumes individuals generally dislike work, are irresponsible and require close supervision to do their jobs, (Grandy, 2004) opined that theory X is a process of directing the efforts of staff, motivating them, controlling their actions and modifying their behaviours to fit the needs of the

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organization. Managers' leadership style is likely to be autocratic which may create resistance on the part of subordinates. The goal of managers using Theory X management style is to accomplish organizational goals through the organizations human resources.

Additionally, human beings are assumed to be easily manipulated and controlled. Theory X or the hard style of management in an organisation leads to restriction of output, mutual distrust, unionism and even sabotage.

Theory Y

Theory Y is almost in complete contrast to that of Theory X. Theory Y managers make assumptions that people in the work force are internally motivated, enjoy their labour in the company, and work to better themselves without a direct reward in return. Theory Y employees are considered to be one of the most valuable assets to their company, and truly drive the internal workings of the corporation.

Theory Y denotes a positive view of human nature and assumes individuals are generally industrious, creative and able to assume responsibility and exercises self-control in their jobs. Also, Theory Y states that these particular employees thrive on challenges that they may face, and relish on bettering their personal performance. Workers additionally tend to take full responsibility for their work and do not require the need of constant supervision in order to create a quality and higher standard product.

Because of the drastic change compared to the "Theory X" way of directing, "Theory Y" managers gravitate towards relating to the worker on a more personal and relatable level as opposed to a more conductive and teaching based relationship, and as a result, Theory Y followers may have a better relationship with their higher ups, as well as potentially having a healthier atmosphere in the work place, (Finegan and Shamian2004).

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In comparison to "Theory X", "Theory Y" adds more of a democratic and a free feel in the work force allowing the employee to design, construct, and publish their works in a timely manner in co-ordinance to their work load and projects. A study was done to analyze different management styles over professors at a Turkish University. This study found that the highly supervised Theory X management affected the research performance of the academics negatively. In general, the study suggested that the professional setting and research based work that professors perform are best managed with Theory Y styles.

While "Theory Y" may seem optimal, it does have some drawbacks. While there is a more personal and individualistic feel, this does leave room for error in terms of consistency and uniformity. The workplace lacks unvarying rules and practices, and this can result in an inconsistent product which could potentially be detrimental to the quality standards and strict guidelines of a given organisation.

Choosing the Management Style in the School System

(Aydin, 2012), posits that people with a strong internal locus of control (personality) believe outcomes in their life develop primarily from their own actions and abilities, as a result, are task-oriented and spend little time building relationships among peers (Theory X) while people with strong external locus of control believe outside factors are the primary influence on the outcomes in their life, therefore, they are relationship-oriented and focus on building relationships among peers (Theory Y). For example, when completing a project, an internal locus of control manager may use their rank as a factor to lead a workforce and focus on the group's ability and skills to achieve the best outcome, however, an external locus of control manager will use their relationship formed with a workforce to lead the group and focus on the workforce's moral and self-satisfaction to achieve the best result.

In regard to planning in the school system, Theory X assumptions might lead to the principal setting of objectives with little or no participation from the teachers who are members of staff and makes up the committee system. Here, the principal's leadership styles are likely to be autocratic which may create resistance on the part of staff. Communication flow is downward from the principal to the members of staff (teachers) and embarks on close supervision on teachers work. Theory X principal is particular about achievement of educational goals and objectives not minding the welfare state of staff, that is to say, the goal of the principal is to achieve organizational or school goals through the school human resources. Teachers are to be encouraged and motivated and not forced to work. Principals are expected to create a positive, conducive and friendly environment and not forced to work.

In the school system, Theory Y conversely should lead to co-operative objectives designed with inputs from both teachers and principals, resulting in a higher commitment by teachers to accomplish the school shared objectives. Theory Y principal ship style is more participatory than that of theory X which will empower subordinates to seek responsibility and be more committed to the goal achievement of the school. Principals that embrace theory Y leadership style would increase communication flow especially in the upward direction unlike theory X. Theory Y principal in terms of control is likely to act as a coach rather than a judge, focusing on how performance can be improved in the future rather than on who is responsible for past performance

Theory X and Y should be embraced by principals this is because when a principal embraces only theory X, productivity might not be fully achieved because teachers will work with coercion not putting their whole efforts and mind in the work. The teachers should also be supervised but not too closely supervised or forced to work and they should be allowed to perform their duties with their ideas and little supervision. Theory Y should also not be

embraced alone because when teachers are left to freely work on their own they are likely to be less serious with their work and might work out of specific objectives of the school organization since there is little or no supervision.

A principal who wants to achieve administrative effectiveness should embrace both theory X and Y management style as this will make the school environment more conducive for work and learning. Teachers and no-teaching staff should be encouraged, appreciated, enlightened and knowledgeable in their field or area of specialization and this can be achieved when principals holds meetings, programs, seminars where invited guest are allowed to lecture both teaching and non-teaching staff who makes up the committee system.

Principals, teachers and students are allowed to interact and still maintain their position and status quo so that their needs and school needs will be met. Supervision is carried out often, reports are given, rewards are awarded, discipline is place, rules and regulations are set, punishments and positive reinforcements are communicated among others. When all these are carried out, the goals of the school will be achieved, as a result, effectiveness of principals in the school.

The Concept and Characteristics of a Committee System

As used in this study the term committee system is used to describe the overall shape, nature and role of committees in any given parliament. Committees may be considered central to a strong legislature, and a strong committee system is one that is structurally equipped with the ability to influence the legislative process and provide some element of oversight in relation to government activity.

The committee system has been variously described and defined by various authors and researchers. (Nwachukwu, 1998) defined the committee system as "a group of people

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assembled together to take action on an administrative task". According to (Massie, 2014) committees "are any group interacting in regard to a common explicit purpose with formal authority delegated by an appointing executive". Thus, a committee system is a system in which a group of people with common explicit purpose, and formal authority delegated by the boss, come together to share views and take decisions on behalf of the authority that employed them.

(Dauda, 2010) expanded this scope of the meaning of committee by adding that committee system "is a system of selecting or electing or co-opting members into small units of large body to study issues or problems and make recommendations to a large body". A more explanatory meaning of the committee was given by the Management review (1975) which says, "committees are set up to share in administration and to advise on policy matters, welfare, promotion, coordination as well as maintenance of rules and regulations, act, and gathering of ideas and decisions.

In general, a committee refers to a group which are members of an organization, selected or appointed by the head to share in administration through advice on policy matters, supervision as well as coordination of activities, and are responsible to the head that selected or appointed them. It is a group set up to help administration in some vital functional areas in the organization.

(Laundy, 1989) posits that 'all parliaments work to a greater or lesser extent through committees and parliamentary committees have long been considered an important part of the internal design of parliaments. (Strom, 1998) recognises committees as the most significant internal organizational feature of parliament and a minimum requirement for parliaments to have influence in terms of executive-legislative relations.

Put another way, committees are the key mechanism by which a legislature develops the ability to counter-balance the many advantages of the executive in terms of policy

development and implementation. Scholars in other countries have long concluded that a strong committee system is likely the best form by which the legislature can hold accountable the government, individual, cabinet ministers and the bureaucracy,(Lees and Shaw, 1979). In various ways, the committee system has become an indispensable part of the German parliament since the last one and half-centuries. Every committee had a secretary whose responsibility was to keep records of the proceedings.

In the US Congress, committee system began to work in 1789 when the House members found that they did not have enough time to discuss every proposal in detail before making a law. Hence, they introduced some committees which are the standing committee, financial committee, house committee, bills committee, committee on access to the legislature document and records, committee on rules of procedure, investigation committee, and select committee were committees set up in the parliament.

The standing committee is given the responsibility to review and scrutinize the legislative proposal and to make the executive more accountable to the legislature. With gradual changes and reforms, the committees appeared to be the "little legislature. An obvious benefit of committees is that, by dividing the legislature into Subgroups of parliamentarians, parliament can simultaneously work on many different tasks.

A parliament with committees can thus be more productive and achieve more outcomes than a parliament without committees, all else equal, that is to say committees offer efficiency. A second benefit of committees over plenary-centered legislatures is that committees allow for specialisation and specialisation is a process whereby individual legislators focus on particular policy areas. Committees both facilitate and reward specialisation by providing an opportunity for members to pursue their special interests.

A legislator may develop an interest in a particular area of policy while working in the legislature or may bring interests to the legislature, either from a particular professional

legislature is to have strong policy-making power, it has to have a highly developed committee system generating policy expertise. In order to achieve this, many countries have expanded their parliamentary committee structure covering most of the executive departments.

(Obayan, 2002) posited that committee system is a vital ingredient for effective administration of educational institutions and maintained that collaborative effort gives administrators, educators and other stakeholders the opportunity to deal with complex educational issues as a group. The growing popularity of the needs for collective efforts in most organizations nowadays has made the argument for the use of committees more plausible.(Cotton, 2005) stressed that a democratic method of school management that allows employees, particularly teachers, adequately participate in any decisions that affect them through committee system contributes significantly to principals' administrative effectiveness.

(Ijaiya, 2006) also noted that the visible sign of delegation, especially in the Nigerian secondary school, is the increasing use of committees. Though, the use of committees is not new in schools as they vary in their types, status and procedures, what is however novel is their increasing popularity within the school system. Committees in existence vary in their types, status and procedures of their constitution. (Adebayo, 2009) maintained that a committee may either be a line or staff committee depending on its authority. If the authority involves decisions affecting subordinates responsible to it, it is a line committee, but if the authority's relationship to a superior is however advisory, it is a staff committee. Researchers on administrative effectiveness are often faced with problems of deciding which organizational aspects and what criteria should be used. Available literature shows that administrative effectiveness could be measured in terms of the relationship between the organization and the external body.

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However, it should be noted that a committee can either make positive or negative influence on principals' administrative effectiveness and this is why heads must be very careful and must not be biased in selecting committee in organisations, schools inclusive, so as to get the best of administration needed.

Characteristics of Committee System

The focus is on the structure of committees, a task which is more readily capable of being studied than the more difficult task of actually measuring the influence of committees. (Strom, 1990) was among the first to attempt to measure the strength of committees and this work was later supplemented (Strom and Mattson, 2004) to arrive at over 25 indicators of committee strength. The most significant of these include:

i.   **The number of committees:** (Strom, 2004) regarded a minimum number of 10 committee members as critical to allow for specialization.

ii. **The correspondence between government departments and committees:** The more closely the committee system corresponds to ministerial portfolios, the better able committees are to participate in the policy process as well as hold each minister and government department to account.

iii. **Committee involvement in the legislative process:** Committees can be more or less central to the law-making function of parliament along a continuous series that involves no part and ranges from no influence (for example where proposed legislation is not sent to any committee but discussed only by the whole chamber) to great influence (for example where only committees can initiate the legislative process). It is generally accepted that the earlier the stage at which bills are sent to committee, the greater the impact of committees on legislation (Strom K. and Mattson I. 2004).

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iv. **The ability to call and compel evidence.** The ability to compel evidence (documents and/or persons) is an enormous informational advantage not held by all committee systems. Those who can be compelled range from politicians to public servants to citizens, although typically some categories of individuals remain immune from being compelled, such as heads of State or members of the judiciary (save in the case of possible impeachment). A related issue concerns what individual witnesses may be asked and what can be inquired into.

v. **The incentive for committee work:** Legislators have limited time and resources and if members must undertake constituency work, they may be less inclined towards committee assignments. (Stratmann and Baur2002) have found evidence that committee work varies systematically among German MPs depending on whether they were elected under,party-list or the more candidate-focused plurality ballot. In the Germany Bundestag, where a member are elected under one of two different electoral systems, also, motivated parliamentarians are keys to a strong committee system.,

vi. **Resources available to committees:** A well-resourced committee system would enjoy a permanent, dedicated secretariat per committee, in-house specialist, advisers with academic and professional backgrounds, and the ability to source expert advice and call expert witnesses. The more the resource assistance, the more likely elected politicians are able to undertake committee work.

vii. **The presence of sub-committees:** Sub-committees provide a mechanism for committees to further specialize and delegate workload. The gains from division of labour brought about by delegation within committees will likely strengthen the efficiency and overall effectiveness of the committee system.

viii.   **Committee Chair Assignments:** Finally, the allocation of committee chairs between parties in the chamber is often regarded as a signal of the strength and prestige of committees. It is typically assumed that committees will be more active where opposition parties hold the committee chair. In some countries, committee chairs are allocated proportionately based on the seats held by each party in the chamber, (Hazan, 2001). In other legislatures, the majority party control chairs, as in the United States Congress. Interestingly however, the converse may also be true - majority control over committee chairs may signal strong committees: if committees are otherwise weak the majority/government parties have little incentive not to give chairs to opposition parties, whereas if committees are strong they have greater incentive to control them. The above eight variables help us provide some indication of the strength of committee systems.

Within the school system, committees in existence vary in their types, status and procedure of their constitution, (Adebayo, 2009) identified the following as the varieties noticeable in the nature of committees:

i.   **Committees may be either line or staff committee depending on its authority.** If its authority involves decision affecting subordinates responsible to it, it is line committee; if its authority's relationship to a superior is however advisory, it is a staff committee. Examples of line committees are: the Governing council; the college management committee; academic board; school advisory board/ council. Staff committees are: junior staff appointment committee; senior staff disciplinary committee.

ii.   **Committees may be formal or informal.** Formal committees are those supported or constituted by the statutory act of the school. For example, the junior staff

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appointment committee, the senior staff disciplinary committee, and college advisory council, are statutory committee. Informal committees are those constituted by the head desiring to involve other staff in the running of the school for better effectiveness. E.g. Examination committee, disciplinary committee, staff welfare committee, sport committee, maintenance committee, and health or sanitation committee.

iii.   **Committees may be relatively permanent or temporary.** Statutory committees enjoy relative permanence while informal committees are subject to the whims. They are set up for a purpose and when that is achieved or otherwise they are dissolved. Apart from statutory committees whose constitution derives their source from the statutes of the organization, there are other regular committees to help in effective administration of the organization. The number of each of these committees depends on the vision and style of the leader.

In conclusion, leaders and members of an organization must be vast and knowledgeable and be able to map out strategies so as to have a novel and great vision about his/her organization. In the school system, principals and teachers must be vast in their areas of specialization and other field so as to achieve effective educational goals and objectives.

The Concept and Factors Responsible for Administrative Effectiveness

Although many studies have been conducted, only some of them have focused on administrative actions and behaviours. Researchers have introduced intuitions and ideas about formal and informal elements of the administrative duties, allocation of time among these duties, interpersonal interaction network, and basic subjects of characteristics of administrative duties,(Steward, 1989).

The concept of administrative effectiveness has been defined differently by different authors due to its complex nature,(Bao, 2009). Some researchers defined it as Administrative effectiveness is the positive response to administrative efforts and actions with the intention to accomplish stated pattern and an effective administration requires a balance of skills among many dimensions in which these dimensions and parameters are influenced to a different degree by personal, organizational, and environmental contextual factors, this balance includes not only a series of quality behaviours but also many personality traits as an administrator,(Cammock, 1995).

Organizational size is another contingency variable which is thought to affect the effectiveness of different organizational forms, (Hofler, 2010). Small organizations can behave informally while larger organizations tend to become more formalized and the owner of a small organization may directly control most of the organizational processes, but large organizations require more complex and indirect control mechanisms. Large organizations can have more specialized staff, units, and jobs, (Amah, 2013).

Organizational development is regarded as improving the organizational effectiveness and defined as the process of preparing and managing the change in an organization, (Gibson, 2007). Based on this definition, organizational development is considered as an administrative technique or tool to complete main changes in an organization. Organizational development as an administrative technique fulfills real administrative values without regard to the values of means of change. Thus, evaluated in an ethical frame and regarded as an ethical concept, (Garza, 1991).

A model developed by (Rashford, and Coghlan, 2006) regarding the organizational levels is recommended to harmonize four different behaviour levels in a systematic manner and to cover them together. In this model, organizational levels are determined by individual, face-to-face team, group-divisional and policy-strategy. Effectiveness of school

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administration can be maintained by using four levels of organizational behaviour (individual, team, group-division, policy and strategy) or levels in a school, because these levels are important and critical for effective administration. Effectiveness within the scope of organizational behavior is defined as the optimal relationship among productivity, quality, effectiveness, flexibility, satisfaction, competitiveness and development. Also the field of organizational behavior defines three levels of analysis which are individual, group and organization and these analysis levels determine three levels of administrative responsibility which are effectiveness of individuals, effectiveness of groups and effectiveness of organizations,(Gibson, 2007).

Determination of administrative effectiveness criteria may be useful in the evaluation of School administration by combining four aspects of organizational effectiveness (adaptation, goal attainment, integration, creating and sustaining original values) and four organizational levels (individual, team, group-divisional and policy-strategy).It is possible to determine and evaluate administrative effectiveness in the school system through administrative effectiveness criteria that are developed by synthesizing four levels in schools and aspects of organizational effectiveness. Administrative effectiveness is defined as a smooth and healthy internal functioning of the school system and it is all effort to bring about sound, quality and effective teaching and learning in the school by the principal. It is the positive response of the leadership skills in the school system.

From the above, Administrative effectiveness can be identified when there is staff and student discipline, teacher-teacher relationship, teacher-student relationship, student academic performance, school community participation among others. It is simply all efforts of principals to bring about effective teaching and learning in the school.

Factors Responsible for Administrative Effectiveness in Secondary School

In any formal organization, there is an individual designated administrator who is important as the organisation itself. The quality of the administrator is more than any single factor which determines the success or failure of the organisations' ability to accomplish its stated goals. In other words, he manages human and material resources in order to achieve the predetermined objectives of the organization since the organization (that is secondary school) expects productivity in terms of output; the staff that constitutes the organization to manipulate success has to be considered first. Hence, there is need for the administrator to be articulated and transactional in dealing with these two phenomenon-school organization, and the staff.

According to Adams (2006), principals' effectiveness connotes their capacity to coordinate many conflicting social energies in a single organization (that is, secondary schools inclusive) skillfully so that they operate as a unit,

Principals' administrative effectiveness means their interpersonal relationship with staff (subordinates) which influences productivity, that is, when there is cordial relationship between the leader and his subjects there will be conducive working climate. Principals are recognized as the chief executives of their secondary schools, their administrative roles include, planning, organizing, controlling coordinating, reporting and budgeting and an administrator has to execute what he has planned or forecast. In the school organization, the principal has to command authority invested in him; he has to apply McGregor (1960) theory x so as to achieve the objective of the school, which states that human beings need coercion to do their work. If McGregor theory should be applied, the average human being needs to learn, under proper conditions, not to accept but to seek responsibilities, he must have commitment to objectives, which is a function of reward associated with their achievement.

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Since no man is an island, the principal's administrative effectiveness relates to cooperating with his subordinates, he should work as a team if he wants to be very effective and efficient in his administration. In other words, he should also apply theory Y. Principals of schools must be associated with high morale, effectiveness and efficiency in their administrative responsibilities, it means assessing and controlling human and material resources in their schools, prudent spending of school finances or funds and cordial relationship with staff.

This is a characteristic of effectiveness, that is, the extent to which the observed behavior is congruent with bureaucratic expectations held for the role as principals are the leaders of their schools. This makes it clear as (Babalola J.B, and Ayeni A.O, 2006) described principals as those at the helm of secondary school and for a principal to achieve administrative effectiveness, he should be democratic in his Leadership style, hence no meaningful achievement or productivity can be achieved where there are strives, acrimonies and conflicts.

Furthermore, principals' administrative effectiveness connotes efficiency, which means managing scarce resources prudently so as to achieve maximum output or production. Efficiency means productivity if the personal needs of the staff is satisfied. The implication of principal's administrative effectiveness in their secondary schools especially is considering the needs of their staff paramount and satisfying them which imply that need dispositions of the individual staff with organization or school is more important or equitable to organizational needs. (Getzels, 1957) posits that belongingness refers to the extent to which role expectations are congruent which needs dispositions or personal needs. This implies that the degrees of needs of individuals are congruent to effectiveness of principals, which is in itself efficiency as by-product of productivity. The implication is that except staffs that constitute the labor force of production are given good maintenance, there may be poor

production hence the principals administrative effectiveness is organization-oriented (that is, school oriented).

An effective principal is also responsible in assigning subjects or courses to his academic staff according to their disciplines or areas of specialization which will lead to efficiency and productivity in the school and as a result portray principals' effectiveness. The principals' administrative role may extend to interpersonal relationship, which may usher conductive climate in the school as incentive for productivity or achievement as Besong (2001) noted when he studied head teachers' effectiveness in Cross River State. He found out that effectiveness of head teachers is instrumental in accomplishment of objectives through cooperative action burn by the administrative prowess of the principal.

Uche (2006), identified effectiveness in a series of his studies related to effectiveness, that it is a symbol of good administrative style of the incumbent, team work, morale or motivation of staff, good teaching, conducive social climate, and counseling as well as rules and regulations. The principal's ability to control and maintain school facilities, initiates projects and completes both new and those abandoned by his predecessor(s) is an example of effectiveness. Equally, monitoring performance, regular staff meeting, interaction, encouragement, staff participation in decision-making is an evident of effectiveness but when the principal is all-wise, and seems more knowledgeable, there is bound to be a disparity in the school as such, the staff may not be productive.

Importance of the Committee System

Areas identified by Nwachukwu (1998) as the importance of committee system in an organization includes the following:

1.   involvement of different interest group makes different people in the organization involve or participate in decision-making, thus, ensure that decision are carried out

through cooperative effort of the group members which brings about commitment, and leads to more effectiveness on the task given;

2. it makes different viewpoints available as the interaction between members will bring out different viewpoints that could not have being considered or given due weight if it were to be made by one person;

3. it helps to ensure better coordination and effectiveness in the organization;

4. it is a means of training young executives, that is, assigning workers into committees is a means of training them on how teamwork operates and learn on the job through the committees; and

5. Employees who are members of the committees are motivated by the feelings of participation.

Adebayo (2005), corroborated the above while writing on the use of committee in administering colleges of education. He expressed the fact that committee system is a good tool of ensuring better coordination of activities of separate departments or group, plans and policies are also attained through joint interaction in meetings. Also, motivation of individual members to carry out a decision is usually increased in the feeling of participation in the decision making process. Lastly, he identified that committees help people develop a general sense of belonging since people love to be involved in important decisions-making process that affect them.

In conclusion, committee system may be a veritable tool for effective administration as well as a good training ground for the staff of the organization. It should be noted that as much as they can be used to achieve effectiveness in the school, they can also mar the progress and efforts of principals if not properly supervised and monitored. When each committee members does derive satisfaction from work, the efforts of principals can be frustrated if staff members refuse to co-operate. Apart from these, it may also be a good

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means of promoting higher level job satisfaction among the workers of the organization as more participation brings a sense of security, fulfillment and belonging which generally makes the employee feel good, and happy, as well as needed and useful in the organization. However, as much as they are important, if care is not taken, they can also be less needed, this is why principals or administrators must treat members of staff appropriately, because if they are not motivated or fail to derive satisfaction in their job, their (committee) performance can be poor or negative, and as a result lead to the failure of the administrators.

Types of Committees

There are many committees in secondary schools, among which are:

Maintenance and Plant Committee in Secondary Schools

In this study, the Plants are all equipment, sites, buildings in a school to carry out educational goals and a committee is expected to be set up to carry out these task. The Plant and Maintenance Committee is very vital as it makes up a school. They are concerned with preserving the safety of occupants, maintaining the value of the school plant and enhancing the appearance of the school property.

The Committee is responsible for all repairs, maintenance, and capital improvements to building, equipment and grounds as approved by the school head, in cooperation with school Administrators. To undertake these mandated responsibilities, the Committee identifies the possible projects and tasks and it does this through a systematic walk thoroughly done annually, through reports of problems from the school staff, and through reports and suggestions from the maintenance committee. Edem (1987) maintained that it is the duty of the ministry of education to make furniture, equipment, books and expandable materials available to schools.

The Committee then analyzes each identified item to determine appropriateness, urgency and timing, series of work needed (from researching to deciding on the product and

the contractor), needed workforce, what and who, approximate costs and making the budget requests, and anything else necessary to see the project through small and clearly maintenance items are either worked on by the committee members or paid out of the school maintenance budget. Projects and tasks are worked on as needed throughout the year. However, the committee also comes together for several hours and for whole days to get through multiple projects/tasks at any one time or the other during clean-up and fix-up days.

In their different works, (Olagboye, 1998) and (Ajayi, 2007) identified five types of maintenance in the school system. These are;

1. **Corrective maintenance**: This is concerned with repairing faults on time, for instance, repairs of electrical faults in the school building, and mechanical faults in generating sets, and vehicles are examples of corrective maintenance.

2. **Preventive and predictive maintenance:** This refers to maintenance carried out for the purpose of preventing break downs or situations which can put part of the plant out of use.

3. **Shut down maintenance:** This involves the shutting down of a school plant or part of it in order to carryout maintenance work.

4. **Running maintenance:** This is the type of maintenance carried on while the plant or a component of it is in operation.

5. **Break down maintenance:** This focuses on rectifying breakdowns in any component of the school plant.

The School Plant

In this study, school plant refers to all non-consumable, durable and infrastructural facilities available in the school for the use of teachers and students, in order to make teaching and learning effective, and thus ensure the pre-determined aims and objectives of education are achieved.

The term school plant includes the site, the building and the equipment in a school. It Includes permanent and semi - permanent structure as well as items such as machines, laboratory equipment the blackboard/chalkboard, the learner and teacher tools. Enaohwo and Eferakeya (2000), defined school plants as the entire physical infrastructural facilities provided in the school for the purpose of educating a child. (Ojedele, 2001) has a broader view of school plant, he sees it as the school site and all the structures that have been put in place to aid effective teaching and learning in the school system. (Yusuf, 2008) defined school plant as the space interpretation of the school curriculum, and the curriculum cannot be implemented if the physical facilities required for teaching and learning are not available.

Without school plant, the school cannot exist to this end, it is necessary to ensure that school plant is properly planned and maintained to facilitate the effectiveness of the school system. The school plant includes the space' within the school premises which houses the basic systems and structures. School plants comprise the following:

1. **Machinery:** Machinery has to do with tools used in the workshop.

2. **Electrical infrastructure:** Air conditioners, electrical fans, Generating sets and other electrical fittings are examples of electrical infrastructure.

3. **Water supply infrastructure:** This has to do with deep wells, boreholes, water tanks and public water.

4. **Accessories:** These include playgrounds, lawns, parks garden and farm.

5. **Equipment:** These consist of typewriters, photocopiers, computers, sporting equipment, Laboratory and workshop equipment.

6. **Furniture-.** Desks and seats used in the classrooms office furniture, residential furniture among others are examples of furniture.

7. **School site:** This refers to the entire landscape on which the school's permanent and semi-permanent structures are built.

8. **Buildings:** These include classroom blocks, administrative offices, libraries, workshops, laboratories, students' hostels, staff residential quarters, assembly halls, toilets, dining hall and so on.

9. **Books:** textbooks, periodicals, and all library books are examples of books.

10. Vehicles of various types and sizes all make up the school plant.

Aims, Roles and Problems of Maintenance Committee

Aims and Roles will vary and will necessitate working within the school compound. As used in this study, Maintenance roles will include:

1. General maintenance of all school properties, parks, equipment, and buildings, painting, joinery, plumbing and plastering, this is in line with keller (2003).

2. Planning and supervising all maintenance and repair activities in the school building

3. Monitoring all the school properties, parks, equipment, buildings and to identify work required, thereafter undertake work or make other arrangements for its completion.

4. Develop a building maintenance and repair policy. Earthman and lemasters (1996).

5. Ordering of necessary materials / equipment to ensure maintenance work can be undertaken.

6. Basic setting out and marking of sports areas, including the erection of sports and, other equipment.

7. The safe handling and use of chemicals.

8. The safe use of powered hand tools, light plant and tractor mounted equipment.

9. Assisting higher grade gardeners in their work.

10. Patrol and attendance activities.

11. Maintain up to date file containing complete records for all past and present maintenance and repair project.

These are very vital equipment that must be in place for a school to be established and function appropriately.

Problems of School Plant Maintenance

There are several issues confronting effective school plant maintenance in Nigeria secondary Schools. They include:

1. Inadequate and outright lack of experts (artisans) to handle and repair the modern gadgets used in the school system.

2. Over centralization of authority and duty in the sense that many of the school heads do not delegate duties to their subordinates which leads to over centralization in the school system. :

3. Non-challant attitude of school head, teachers' and-students to government property as Amanchukwu (2010) revealed.

4. Vandalisation of school plant

5. Lack of care for other people property

School administrators both in private and government sector have to be actively involved in the proper maintenance of school plant in order to facilitate effective teaching and learning process.

Ways of Maintaining School Plant

1. Principals should not lend out school properties for commercial use

2. Periodic inspection of school plant is necessary

3. Reports should be immediately done in cases of emergency

4. Maintenance committee should be set up in all schools to properly function

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5. Parent-Teacher Association (PTA) is a very powerful organ and should be aware and enlightened about the purchase and repair of plant.(Olulobe, 2013)

Disciplinary Committee

The School Disciplinary Committee is referred to as SDC. As the name implies, it is a committee set up for the achievement of discipline in school and to device measures that will help students avoid and shun any engagement whatsoever in their activities of breach of discipline. A disciplinary committee is charged with examining alleged breaches of discipline within an organization, or a profession, and adjudicating on them. The committee ensures that students in schools are well comported, orderly, law abiding, gentle and peaceful in the pursuit of educational objectives/goals in the school environment. The need for discipline in school necessitates the setting up of disciplinary committee and the fact that indiscipline has become the order of the day in many communities also made the establishment of a disciplinary committee in school imperative.

Also, the fact that the school students are expected to be ideal in behavior makes the establishment of school disciplinary committee a must. The need for conducive teaching and learning environment in schools makes the establishment of disciplinary committee in school a necessity. Conducive teaching and learning atmosphere is often thought of in terms of physical environment, however, no matter how appropriate and adequate the physical environment may be, without a conducive interpersonal relationship, a sense of security and a feeling of safety, teaching and learning will not be productive.

In the school system, discipline is necessary for effective management if the goals of the schools are to be accomplished because it is the bridge between goals and achievements (Jim, 2015). It is an element of managerial tasks that involves the measurement and correction of the performance of the subordinates to make sure the objectives of the academic industry and plans desired to attain them are accomplished.

Discipline in school organisation includes any rational approach used by teachers to overcome the problems of the school environment. To bring about effective discipline of students, the school formulates a set of rules to guide the conduct of students. The teachers have the power to discipline students in the school especially based on the doctrine of teachers acting in- loco parentis, that is, on behalf of the parents with respect to the education of their children. The doctrine of "in loco parentis" had been based on the assumption that by, sending their children to school , parents agree to delegate to school officials the power of parental authority to control their children's conduct in a manner that will be of best interest to the child.

This situation is changing because parents however, agree that when the concept originated, education was voluntary and personal, the parent voluntarily committed the child to the authority of a teacher who usually spent the entire day with the child either in classroom or school, thereby developing something akin to parent/child relationship with the pupil. Today, most teachers instruct children for only part of the day to have fewer opportunities to form class relationship in large classes and schools. There are alleged cases of teachers being threatened by students in the course of discharging their lawful duties, while in some cases, the attacks have been violent. In the midst of these problems, there is a growing debate over the declining standard of education due to incessant students' unrest and the attendant blame on teachers.

Students are priceless assets and most essential elements in education. It is therefore necessary to direct students to exhibit acceptable attitude and behaviour within and outside the school. In an attempt to achieve an organized and peaceful school environment and maintain law and order, school management specifies rules and regulations to guide the activities of members of the educational organisation. Student's discipline is a prerequisite to almost everything a school has to offer students, (Selferth and Vornberg, 2002). They linked

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discipline with both the culture and climate of the school thus: "In order for a satisfactory climate to exist within a school, a certain level of discipline must exist".

In schools where discipline is a serious problem, for example, where students bully others, parents can transfer their children to 'better' schools. And because the well behaved usually perform well, their transfer can affect the overall performance of that school (Rigby, 2000). Troublesome students can sometimes make teachers read emotionally to the extent of using punishment, but punishment, instead of curbing behaviour, can aggravate it (Dreikurs, 1998).

In the words of McManus (1999), punishment does not discourage misbehaviour but rather reinforces the pupils' view of adults as treacherous. Students' indiscipline seems to be omnipresent in the 21st century in Nigeria secondary schools, as child's discipline is part of socialization. With recent increase in school enrolment, students' discipline problems are bound to accentuate and cause more burdens on teachers and school administrators.

Students' indiscipline has plagued schools, leading to series of unrest. It is observed that students resort to unconstitutional measures in channeling their grievances and it is usual that schools have been blamed for the awkward and uncivilized behaviour demonstrated by the students. This situation has been a major concern to parents and those in the school community who suggest that disciplinary strategies can be applied by teachers and that report be created between students and teachers as a systematic way of solving problems.

It is established that apart from imparting knowledge and facilitating student learning, teachers are expected to maintain security and order in their classrooms (Bogdan, 2006). Thus, the issue of student conduct is a factor in their job satisfaction and they can resign from the profession if students' misbehaviour is unbearable (Silva, 2000). Whatever the case, it is obvious that the indiscipline in Nigerian secondary schools is a matter that should be of concern to every individual who has the interest of the youths at heart.

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Aims of Disciplinary Committee and Implementation of Discipline in Secondary School

A well-disciplined child is a trained child and vice versa. Any training without discipline is no training in the real sense of the world, and as such, formal education without adequate discipline is worthless. Discipline is very important to life. It is a very necessary condition for any venture to be successful. Huge investment in education is not worthwhile without discipline as all investment in education will go down the drain without proper discipline of the recipients.

Discipline as a noun is defined as "readiness or ability to respect authority and observe conventional or established laws of society or any other organization. Longman Dictionary of Contemporary English (2014) defines discipline as "training of the mind and body to produce obedience and self-control". Discipline can therefore be seen as a means in which individuals are trained to be law abiding, orderly, and ensure peaceful coexistence within a community. It is a training which when it becomes part and parcel of a person's life, such people are usually described as being disciplined.

In this study, two types of discipline are identified, they are:

i. **Self-discipline or Internal discipline :**

Self-discipline or internal discipline, accords its owner respect, self-control and self-restraint. A self-disciplined child or individual is refined, cautious, considerate and systematic in his approach to achieve goals,(Blaine, 2008). A self- disciplined student is modest, honest, and is full of integrity.

ii. **Imposed or External discipline:**

External discipline is regimental and much feared. It has all implications of order, punishment, laws, regulations, fear and intimidation. Individuals who are under its influence usually feel deep loss of freedom, (Micheal, 2010). Imposed or an external disciplined student is bossy in nature and his presence creates fear.

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It can be concluded that the most vital attribute of a principal is discipline. The principal might not be in school at all times, he might attend to other meetings involving principals from different schools, or member of staff or a parent and will not be able to discipline large number of students alone, as no man is an island and cannot achieve on his own, disciplinary committee should be set up, and is vital in the school system. When the disciplinary committee members perform their duties properly, it will aid principal in the administration of the school, staff and students, as discipline should not be limited to students only. Once members of staff are also disciplined, they will be able to do the right thing at the right time, which will help principals' administration.

Social Committee

The social committee is one of the committee that functions in the school system. As the name implies is a committee that fosters a cohesive community by organizing fun, interesting events for the school so that both principals and students can meet and socialize with each other. Social committees are group of people who actively help others or gather together regularly, such as the Parent Teacher Organization or social groups for seniors which was revealed by Melisa (2002)   As we all know "All work and no play makes Jack a dull boy" when effective teaching and learning is carried out, students' need to carry out extra-curricular activities where knowledge is still gotten formally and informally , consciouslyand unconsciously during play time. Activities like cultural day, spelling drills, sports day among others are examples of social activities carried out in the school.

Responsibilities of Social Committee

1. Brainstorm Ideas For association, social events, and plan events for the term in advance

2. Create annual budget with an estimated cost for any event

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3. Report planned events to the principal for record purpose

4. Execute planned events

5. Create awareness to students before new events comes up

6. Report activities to and work at the direction of the principal and school heads

Problems of Social Committee

1. Lack of funds

2. Poor record keeping

3. Inexperienced committee members

4. Lack of social amenities

Examination Committee in Secondary School

When referring to exams, the education council means any test aimed at obtaining an official record of learning outcomes with a corresponding civil effect. The Examination Committee meets over the conduct of examination and guidelines so as to be consistent with the examination operational requirements. The meeting of the committee is to ensure that the draft paper is prepared by the due date and is consistent with the examination specifications and complies with the school principle, (Masters, 2002).The committee is involved in;

i. **Review and Evaluation**: Once the draft examination paper and accompanying marking guidelines have been developed, they are subjected to a variety of reviews.

ii. **Assessor Review** - A qualified teacher (in some cases more than one) provides answers/solutions to all questions except extended-response questions. For extended-response questions, the assessor is asked to indicate the characteristics they would expect a high-quality response to have. They are also asked to comment on such features as the wording of questions, clarity of instructions, accuracy of content, level of difficulty, space provided for answers, and the extent to which the paper is likely to be accessible to candidates at all levels of ability.

iii. **Curriculum Review**— A delegate in the committee reviews each examination paper to verify its appropriateness to the syllabus, including whether the examination tests a representative sampling of content and outcomes, whether the level of difficulty is such that it allows students to demonstrate performance at all levels on the achievement scale, and to verify that all questions have been correctly mapped against syllabus outcomes, content and band descriptions.

The Examination Committee considers and responds to issues raised through set of reviews, making changes to questions and marking guidelines where necessary. A review group checks that all issues raised in the review phase have been adequately addressed by the Examination Committee. The examination paper is then proofread by the committee member, and the final examination is signed off by the Committee chairman and countersigned by other committee members. The marking guidelines are signed off by the Committee chairman and countersigned by other committee members.

Roles and Problems of Examination Committee

The role of the committee is to see that the ultimate objectives of the subjects have been achieved, set terminal examinations in order to know whether or not students have benefited from the subjects as expected. They also evaluate the validity and reliability of examination items so as to make the necessary improvements. They help in designing proper examination profiles, preparing examination questions and submitting them to the departmental head so that they can be commented on. They help in seeing that the examinations are first scrutinized by the examining board, and then sent to the typists through the chairperson of the committee, following up the typing, where each committee member must proofread the exams in order to avoid typing mistakes, this is in line with Balogun (1999) who revealed that examination is a process by which students are evaluated or tested to find out the quality of knowledge they have acquired within a specified period. They are

also involved in preparing answer keys, which are to be kept in total secrecy until the exams are over, the answer keys are collected together with the exam papers, ensuring that the exams are devoid of any typing errors and are of good quality. They are also involved in holding meetings as required, putting the objectives (duties) of the committees into practice. They also contribute their ideas in meetings, making sure that exams are prepared one month in advance to the commencement of the final exam schedules. As much as they do all these, they also have their own draw backs.

Problems of Examination Committee

1. Lack of organisation as exam dates are not properly fixed

2. Poor implementation of action

3. Lack of finance

4. Inadequate teaching and learning facilities, (Ruwa, 1997)

5. Poor proof reading of exam questions

6. Inexperience committee members

7. Poor validity and reliability of examination items

It should be noted that this committee is very important in the school system, as without examination committee, students' performance will not be assessed properly. If all teachers are allowed to do it their own way, they might not meet the schools required standard and might do it the way they feel it should be done, some lazy teachers might not give full attention to the students and not set the right questions. This committee if properly selected, monitored and motivated will enhance principals' effectiveness, and will lift the name of the school forward.

Sport Committee and Secondary School Sports Administration

Sports form an aspect of physical education, and they are activities done for enjoyment during leisure hours, and they usually involve competitions. Some sports are done

individually or with a partner such as lawn tennis, table tennis, swimming, running, jumping, throwing, cycling, golf, badminton and squash, while others are done in teams such as soccer, volley balls, roundels, among others. All sports can then be defined as any activity that is completive in nature and must have recorded history of development, rules and regulations involving physical exertions and organized associations such as squash, rackets, soccer, and hockey. All these games have origins and regulations governing their operations and each of these games have association like Federation of international football association (FIFA) for soccer.

Sports are organised physical and recreational activities facilitated by human and material resources for intrinsic and extrinsic values. Sports have become globally acknowledged as a potential tool for national and economic development and nations of the world utilize the potentials in sports to enhance the attainment of their respective development objectives. In Nigeria, despite the abundance of human and material resources, the country is yet to optimize its full potentials in the area of sports. Several factors may be accountable for this state of affairs which may not exclude institutional, management and leadership challenges.

(Zurich, 2012), opined that Sports committee is responsible for establishing and reviewing policies, relating to the operation of the program, evaluating and reviewing budget request, allocating money to clubs from the national travel fund account. In order to realize the core values of sports, which includes; Discipline, Self-discovery, Fair play, and social justice, the challenges of sports must be tackled. Sports have been considered a social construction of musicality where physical prowess is demonstrated. Sports play prominent role in the life of a student either economically or politically.

Successful organisation and administration of a sports program in any institution is an indication of a schools human potentials and effective management of such potentials. In a

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country like Nigeria with a population of about 140 million, there is no doubt that there are gifted men and women in the area of sports in secondary schools, however, the discovery of gifted girl-child and development of female sports in Nigeria schools have not reached its peak.

Aims of Sport Committee in Secondary School

The following are the objectives stated for sport committees in secondary schools:

1. To establish adequate and standard sports facilities in schools and communities

2. To set up high performance athletes centre in all sporting zones

3. To encourage mass participation in sports

4. To encourage various kinds of sports'activities

5. To promote the application of sports medicine and sports science

6. To establish a school of Sports Information Centre

School Sports

As used in this study, the concept of school sport has been defined from different perspectives which depend on the interest of the person defining the concept. (Nixon, 1999) sees school sports as an institutionalized competitive activity that involves vigorous physical exertion or the use of relative complex, physical skills by individuals whose participation is motivated by a combination of intrinsic satisfaction, associated with the activity itself and external rewards earned through participation.

The concept of school sport is used to include as much activity as possible that involves active human movement (organized inter-house sports, organized sports recreation) delimited to the intra-mural sports competition among students in Government own secondary schools.

Functions and Problems of the School Sports Committee

The School's Sports Committee is saddled with the following responsibilities.

1. Draft the school sport policy

2. Draft the school sport calendar

3. Approve sports competitions

4. Coordinate the implementation of all school sports' activities

5. Recommend sport equipment and sport jeans to be bought by the school draft with the budget for sport

6. Provide adequate and standard facilities in schools, motivate and expose athletes to quality training, introduce gymnastics and fundamental motor activities at the secondary school level for children between the ages 12 - 20 years as bases for future diversification to other sports

7. Integrate sports into the school curriculum and community life

8. Encourage the establishment of multi-sports clubs. (Peter, 2005)

9. Ensure clearly defined objectives for hosting competitions.

10. Assist in implementing the development plan for the School Sports.

11. Foster a sporting culture in school and promote the culture of "one student, one sport" on campus (Glenn, 2008).

12. Assist schools in organising activities by soliciting resources from the relevant funding organisations such as the School Liaison Committees of the District Councils, and apply for subvention under the School Sports Program of the Leisure and Cultural Services Department.

Problems of School Sport Committee

The following are problems of school sports committee:

1. Lack of fund
2. Lack of qualified personnel
3. Inexperienced sport personnel revealed by Richard (1997)
4. Inadequate sports facilities

Staff Welfare Committee in Secondary Schools

Staffs are the foundation of the school and their physical, social, and emotional well-being and sense of belonging are crucial. The staff welfare committee is committed to developing a positive climate in workplaces, enhancing staff morale and promoting harmonious working relationships that are conducive for effective teaching and learning revealed by (Krinsky, 2008). To achieve these, the staff welfare committee has to introduce important initiatives aimed at providing welfare service for staff in school and workplaces. These initiatives include; the establishment of Staff Welfare as a component of the Occupational Health, Safety and Rehabilitation Unit in State Office, the appointment of staff welfare officers to each district and state office, the provision of an Employee Assistance Program (EAP) to eligible staff, training and development, courses aimed at assisting in the personal and professional development of staff.

The staff welfare committee is committed to helping the school look after the needs of the teachers top maintain high staff morale..It seeks to plan and organize recreational events and activities that will contribute to meeting these needs. The staff welfare committee needs to develop guidelines to assist schools to take appropriate action to prevent and respond to a serious incident which occurs in a school or at a major school activity in a non-school location, examples of serious incidents that may require a response include violence between students, the assault of a student or staff member, the death of a student or staff member, a

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natural or other major disaster in the community. To ensure that staff is receiving appropriate welfare services and support, the staff welfare committee continuously reviews its welfare policies and procedures.

Staff committee has always considered the well-being of its employees as a matter of paramount importance and promotes several policies and amenities that are designed to create a caring and supportive working environment for its staff, and are expected to encourage a positive atmosphere of open communication which contributes to high employee morale and a dedicated and motivated workforce, (Lewis, 2013). The Staff Welfare Committee seeks to initiate and act upon several measures for the benefit of the staff, and its main priority shall be to create a bond of solidarity and a spirit of satisfaction amongst staff members, which in turn enhances the quality of teaching imparted at the Institute.

It is therefore important to note that both staff and student welfare is integral to all aspects of school life and schools must aim to ensure that a safe and supportive environment and culture is created and maintained so that the experience of teaching and learning is enhanced for all students.

Aims and Importance of Staff Welfare Committee

1. Organizing Health Awareness Programs on healthy nutrition habits, and Stress Management

2. Arrange for extra-curricular activities for all members of staff

3. Arranging annual Health Check-ups at reputed hospitals

4. Enable favourable working environment for members of staff

5. Coordinating seminars on the dangers of smoking, alcohol-consumption and drugs Organizing annual picnics or get-togethers among staff and students.

6. Facilitating group vacations/outings

7. Co-ordinate benevolent fund for the members

8. Facilitating Passport Applications, Driving Lessons, Swimming Lessons, Bill payments, ticket-bookings, rest and recreational facilities, sanitary and medical facilities revealed through Report of the committee on labour welfare (1969).

9. Organize annual events in which awards and accomplishments of school members of staff are recognised

10. Coordinating with experts on Wealth Management for tips on investment and tax planning, group or individual Insurance plans for life, health and pension

11. Providing assistance in locating accommodation to staff members.

12. Engaging sessions on Personality ,enrichment, arranging guest lectures on good parenting styles, organizing confidential sessions with professional counselors.

13. Provision of health services to both staff and students.

14. Provision of meals for members of staff (teachers)

Importance of Staff Welfare

The provision of welfare is essential to staff sense of self-worth, development of their identity, and in the achievement of the goals of the school. It fosters the personal and social development of the individual and it is a pre-requisite for staff to be in an effective learning situation in which staffs who have achieved a sense of belonging and acceptance are well placed to apply themselves to the learning task, and welfare should not be limited to staff alone but also to students. What is the essence of welfare committee if they do not have important equipment/facilities to take care of both staff and student? In some secondary schools, once a child is not in health they send the child home to receive treatment, and once a staff is also not in good condition he absents himself from school this is because there are no health instrument to take care of them.

It is necessary that government and educational stakeholders involved in provision should adequately make provisions so that welfare committee can carry out their responsibilities effectively as this is one of their constraints.

Relationship between Administrative Effectiveness and School Committee System

In context to the study, a principal is the head teacher of a school, especially the second tier of education, (Hornby, 2001). Principal is the person in charge of a school or college for children aged between approximately 11 and 18. Principals are leaders in schools, that is, they are the executives or heads and internal supervisors of their schools, for effective production and adherence to rules and regulations of education in the country, as well as in the region. Principals constitute the management cadre of Educational activities for efficiency through human and material resources in order to achieve the goals or objectives of education within his managerial armpits or jurisdiction.

Hornby (2001), defined administration as the activity that is done in order to plan, organize and run a business, school or other institutions. Administration is connected with organizing the work of business or an institution. An effective principal is therefore responsible in organizing and assigning subjects or courses to his academic staff according to their disciplines or areas of specialization which would lead to efficiency and productivity in the school which implies effectiveness of the principal.

The principals' administrative role may extend to interpersonal relationship, which may usher conductive climate in the school as incentive for productivity or achievement as Besong (2001) noted when he studied head teachers' effectiveness in Cross River State. He found out that effectiveness of head teachers is instrumental in accomplishment of objectives through cooperative action burn by the administrative prowess of the principal.

Effectiveness is equivalent to achievement of the principal of secondary school, that is to say it is an antecedent of function or role's achievement of the principal. It could be

identified as a plan proposed in advance and accomplished later but within a stipulated time which when achieved shows the effectiveness of the school principal. (Uche, 2006) identified effectiveness in a series of his studies that it is a symbol of good administrative style of the incumbent, team work, morale or motivation of staff, good teaching, conducive social climate, and counseling as well as rules and regulations.

The ability of the principal to control and maintain school facilities, initiate projects, and completes both the abandoned and new ones by his predecessor(s) is an example of effectiveness.

As used in this study, staff means all the workers employed in an organization or an institution to give instruction or facilitate learning in order to achieve the predetermined goals of the school which constitute the committee system of a school.

Productivity as used in this study is the rate at which workers of a company or country produces goods and services, as well as the amount produced compared with much time, work and money needed to produce them. It is a highly improved and increased level of production. There is need for cooperation, as cooperation would be possible when there is fair play or interpersonal relationship between the leader (principal) and the led (staff).(Porter and Lawler, 2006) described this principle as "expectancy" where the staff looks forward to their principals in terms of rewards, acceptance as members of the schools, and paying attention to staff, managing human and material resources, interpersonal relationship, managing school finance, staff discipline, and motivation of staff can help principals administrative effectiveness to enable staff under them perform creditably to achieve high productivity.

The relationship between administrative effectiveness and committee system in schools is of great importance to educational stakeholders especially the principals. The work of Adebayo (2009) confirmed that committee system have positive influence on the administrative effectiveness of the principals. Ogunsaju (2004) equally posited that the

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development of harmonious relationship in the school by the principals help in achieving effective administration and optimum educational output.

If the members of staff who makes up the committee perform their functions effectively, administrative effectiveness will be attained. For example, the main function of the instructional supervisory committee is to monitor and empower staff (especially teachers) on instructional activities.

(Adegboye, 2000), asserted that through instructional supervisory committee, principals learn more on how to effectively supervise teachers in the classroom setting, and ascertain the level at which the instruction being imparted reach the targeted audience. (Porter, 2006) also maintained that instructional supervisory committee sensitizes school administrators towards performing their duties optimally and making the teaching and learning process better for the learners.

Also, the Action Committee in secondary schools makes conscious efforts to inculcate in the students some good manner to support and reinforce whatever good habit they have learnt at home. Members of disciplinary committee are on duty every time to see to the orderly behaviour of students and develop their character such as self-sacrifice, integrity, cooperation, patriotism and consideration for others which shows that there is great relationship and influence between administrative effectiveness and committee system, this is because without this staffs that make up the committee, there cannot be effective administration in the school.

Summary of Literature Review

The literature review reveals that the use of committees in administration is an important instrument in the achievement of administrative effectiveness both in organisations and in schools and has been on for a long time back in the medieval times. There are changing needs in education today coupled with administrative complexities and increased

demands faced by educational administrators, these situations provide great evidence that effective administrative technique is a prerequisite to the success of secondary school administration and the development of harmonious relationship in secondary schools by principals through the use of committee system is vital.

It is an irony of life that its use has not been perfected even till date, this is because some still see the use of committees as a waste of time as it does not bring the required result, but recently, there have been a lot of claim for its use as an administrative tool if properly managed. The National University Commission mandated the University Administrators to work or administer through committees while there is an increasing use of committees too in our secondary schools.

The importance of committee system has been emphasized by scholars and researchers who tend to agree that the use of committees helps to ensure more effectiveness in administration and also bring a sense of security, fulfillment and belonging in the employee. It should be noted that most of these researches were on the higher institutions or the civil service in general but not in secondary schools. Nwachukwu (1998) and Adebayo (2009) though identified some weaknesses in the use of committees, to wit, its delay in holding meeting, deliberations and the intra committee squabbles, but nonetheless emphasized that committees are essential to effective administration as it helps to share in administration and bring about more co-ordination of activities in the organization.

Effectiveness of school administrators is however dependent on personal qualities, interaction with subordinates and the situation as well as their ability to inspire all members of the school community to work together toward the goal of excellent education of all students.

In view of all these, the use of committee system has not been perfected even till date, this is because some still see the use of committees as a waste of time as it does not bring the

required result, but recently, there have been a lot of claim for its use as an administrative tool if properly managed. It could be summarized that effective use of committees like the staff welfare committee, sports committee, maintenance committee, disciplinary committee, social committee, environmental committee, financial committee, and examination committee are very vital instruments in administration that school principals cannot do without, this is why they must be provided with everything needed to assist them carry out their work effectively as this will aid principals achievement and administrative effectiveness in schools.

CHAPTER THREE

RESEARCH METHOD

This chapter describes the method of the research under the following sub-headings: research design, population of the study, sample and sampling techniques, research instruments, validity of the instruments, reliability of the instrument, administration of the research instrument and method of data analysis.

Research Design

The descriptive research design of the survey type was adopted for this study as it studied the variables in natural settings. The survey research enabled the researcher to make inference on the population based on the samples that were studied. Data that was collected from the samples were analysed and inferences were drawn.

The Population of the Study

The population of this study comprised of all principals, vice-principals, teachers and parents in eighty-three (83) public senior secondary schools in Oyo South senatorial district in Oyo State.

Sample and Sampling Technique

Multi- stage sampling technique was used to select respondents to the questionnaire in each of the five (5) local government areas of Oyo South Senatorial district.

Stratified, purposive and simple random sampling techniques were used to select schools and participants from Oyo South Senatorial District of Oyo State.

The schools were stratified into five Local Government Areas existing in the Senatorial District after which simple random sampling technique was used to select two schools from each local government areas. From each schools selected, one Principal, two Vice-Principals, five Committee Coordinators, seven Head of Departments, and five PTA

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executive members were purposively selected. Also, a simple random sampling technique was used to select ten teachers which comprised five males and five female teachers. In all, 10 principals, 20 vice-principals (Academic and Administration), 50 committee Coordinators, 100 teachers, 70 Head of Departments and 50 PTA executive members were selected.

Thus, a total of 300 respondents participated in the study.

Research Instrument

The data for this study was collected through the use of a questionnaire titled 'Committee System and Principals' Administrative Effectiveness Questionnaire (CSPAEQ)'

The CSPAEQ comprised of 3 sections. Section A was used to collect personal data that was used to elicit background information of the respondents.

Section B contained 30 statements that elicited responses from the principals and vice-principals in rating activities that are performed by school committees on the role of committee in ensuring Principals' Administrative Effectiveness. The third section C contained 30 items that elicited information from the key members of the school committee in rating principals' administrative effectiveness.

The research instrument utilized a 4-point Likert scale classified as Strongly Agreed-4, Agree-3, Disagree-2, and Strongly Disagree-1 respectively. The Questionnaire was developed to test crucial areas to the determinant of administrative effectiveness of school administrators through the use of committees.

Validity of the Instrument

In order to ensure the validity of the instrument, the questionnaire was subjected to criticism by the researchers supervisor and other experts in the field of Educational Management, their comments, suggestions and corrections were incorporated into the final draft to ensure its face and content validity.

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Reliability of the Instrument

The test retest method was used to test the reliability of the instrument. This was done by administering the instrument twice with an interval of 2 weeks and 3 days to 60 respondents that were not part of the selected sample that was used for the research. The questionnaire was then scored and the correlation co-efficient level of the 2 administration was calculated with an index r value of 0.70 is taken to be high enough for the study.

Administration of the Instrument

Since the sample for the study was in Oyo South Senatorial district, the researcher and research assistant administered the questionnaire to the samples. The questionnaires were neatly packaged and given to the respondents to complete. Collection of the completed questionnaire was done immediately in some cases, while it was collected the next two to three days in others depending on the situation on ground. The interview was read to respondents by the researcher and the statements made by the respondents were recorded via sound recorder (Audio) in a mobile phone by the researcher.

Data Analysis

The research questions raised were answered using descriptive statistics of simple percentage and frequency count while the hypotheses were analyzed using Multiple Regression Analysis and Pearson Product Moment Correlation Co-efficient (PPMCC) for this study.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

This chapter shows the result and the discussion of data collected analyzed for this study. The results are presented in two part based on the research questions and hypotheses that were postulated during the research.

Analysis on Research Questions

Research Question One: What is the relationship between the use of committee system and principals' administrative effectiveness in secondary schools?

Data collected on research question one were analysed using frequency count, percentage and average total in order to determine the relationship between committee system and principals' administrative effectiveness in secondary schools.

Table 1
Average Relationship between the use of Committee System to Principals' Administrative Effectiveness in Secondary Schools

S/N	COMMITTEES	SA F	%	A F	%	D F	%	SD F	%
I	Staff Welfare Committee	163	52	76	25	42	14	20	7
2	Sports Committee	178	59	78	29	33	11	12	4
3	Maintenance Committee	166	55	88	29	29	9	18	7
4	Examination Committee	180	59	84	27	30	10	8	2
5	Disciplinary Committee	177	59	85	28	32	11	8	3
	Average relationship	172	56.8	82	27.6	33	11	13	4.6

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From table 1 above, it was indicated that staff welfare committee had an average relationship of 77% affirmation, sports committee had 98%, this was followed by maintenance committee who had 84%, examination committee was 86% and disciplinary committee had 87% affirmation on their relationship to principals' administrative effectiveness.

Conclusively, the examination, sports, and disciplinary committee contributes most to principals' administrative effectiveness in Oyo South Senatorial district of Oyo State.

Research Question Two: What is the relationship between examination committee and principals' administrative effectiveness?

Data collected on research question four through items 1, 2, 3, 4, 5 and 6 were analysed using frequency count and percentage in order to determine the relationship between examination committee to principals' administrative effectiveness in secondary schools.

Table 2
Relationship between Examination Committee and Principals' Administrative Effectiveness

S/N	ITEMS	SA%		A%		D%		SD%	
		F	%	F	%	F	%	F	%
1	Examination committee is allowed to arrange exam time-table for smooth conduct of the examination	219	73.0	39	13.0	27	9.0	15.0	5.0
2	The committee proof read exam Questions	204	68.0	57	19.0	24	8.0	15	5.0
3	The school examination committee is empowered to co-ordinate teacher made test.	162	54.0	87	29.0	45	15.0	6	2.0
4	The examination committee organizes anti-examination malpractices campaign for the students and staff.	186	62.0	99	33.0	15	5.0	0	0.0
5	Examination committee moves round to supervise examinations during the examination period.	141	47.0	114	38.0	36	12.0	9	3.0
6	The examination committee punishes students who act otherwise during examination	165	55.0	105	35.0	30	10.0	0	0.0
	Average relationship	179.5	59.0	83.5	27.0	29.5	10.0	7.5	2.0

It was indicated in table 2 that examination committee is allowed to arrange exam time-table for smooth conduct of the examination; this was such that 86% of the respondents affirmed the statement, while 14% felt otherwise. This was followed by response on the committee proof read exam questions majority of the respondents 87% concur while 13% negates the statement.

Responses on the school examination committee are empowered to co-ordinate teacher made test were such that 83% concur with the statement while 17% negates the statement. It was found out that 95% concur the examination committee organizes anti-

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examination malpractices campaign for the students and staff while 5% did not. The response on the examination committee moves round to supervise examinations during the examination period was such that 15% negates the statement while 85% concur with the statement. Lastly, responses the examination committee punishes students who act otherwise during examination were such that most of the respondents 90% affirmed the statement while 10% did not affirm the statement.

Conclusively, the average total showed the majority of the respondents confirmed that examination committee contributed to principals' administrative effectiveness. This was such that 59.8% SA, 27.8% A, 9.8% D, and 2.4% SD revealed the responses of the respondents. With this majority (59%) confirmed that examination committee relates to principals administrative effectiveness in Oyo South Senatorial district of Oyo State.

Research Question Three: What is the relationship between maintenance committee and principals' administrative effectiveness?

Data collected on research question four was through items 6, 7, 8, 9, 10, 11 and 12 were analysed using frequency count and percentage in order to determine the relationship between maintenance committee and principals' administrative effectiveness in secondary schools

Table 3

Relationship between Maintenance Committee and Principals' Administrative Effectiveness

S/N	ITEMS	SA%		A%		D%		SD%	
		F	%	F	%	F	%	F	%
7	The school maintenance committee helps in the acquisition of new school equipment.	168	56.0	84	28.0	36	12.0	12	4.0
8	The maintenance committee is given adequate financial resources to takes care and maintain school facilities	189	63.0	63	21.0	33	11.0	15	5.0
9	The principal respond promptly to Maintenance committees report.	147	49.0	108	36.0	18	6.0	27	8.0
10	The school maintenance committee sees to the prompt maintenance of the school building and surroundings for principal's administrative effectiveness	153	51.0	99	33.0	27	9.0	21	7.0
11	The school maintenance committee supervisor's on-going repair or rehabilitation of school facilities during the lesson periods.	174	58.0	78	26.0	30	10.0	18	6.0
12	The school maintenance committee orders necessary equipment/materials to see that maintenance work is undertaken	165	55.0	93	31.0	27	9.0	15	5.0
	Average level of contribution	166	55.0	87.5	29.0	28.5	9.0	18	7.0

It was indicated in table 3 that the school maintenance committee helps in the acquisition of new school equipment; this was such that 84% of the respondents affirmed the statement, while 16% felt otherwise. This was followed by response on the maintenance committee is given adequate financial resources to takes care and maintain school facilities, majority of the respondents 84% concur while 16% negates the statement.

Responses on the principal respond promptly to maintenance committees report were such that 84% concur with the statement while 16% negates the statement. It was found out that 84% concur the school maintenance committee sees to the prompt maintenance of the school building and surroundings for principal's administrative effectiveness while 16% did not. The response on the school maintenance committee supervisor's on-going repair or rehabilitation of school facilities during the lesson periods was such that 16% negates the statement while 84% concur with the statement. Lastly, responses on the school maintenance committee orders necessary equipment/materials to see that maintenance work is undertaken were such that most of the respondents 84% affirmed the statement while 16% did not affirm the statement.

Conclusively, the average total showed the majority of the respondents confirmed that there is positive relationship between maintenance committee and principals' administrative effectiveness. This was such that 55.3% SA, 29.1% A, 9.4% D, and 5.9% SD revealed the responses of the respondents. With this majority (55%) confirmed that maintenance committee contributes to principals administrative effectiveness in Oyo South Senatorial district of Oyo State.

Research Question Four: What is the relationship between disciplinary committee to principals' administrative effectiveness?
Data collected on research question four was through items 13, 14, 15, 16, 17, and 18 were analysed using frequency count and percentage in order to determine the relationship between disciplinary committee to principals' administrative effectiveness in secondary schools

Table 4

Relationship between Disciplinary Committee and Principals' Administrative Effectiveness

S/N	ITEMS	SA%		A%		D%		SD%	
		F	%	F	%	F	%	F	%
13	Disciplinary committee formulates code of conduct for students in the school.	189	63.0	75	25.0	36	12.0	0	0.0
14	Disciplinary committee organizes anti-Social behaviour campaign for the students.	174	58.0	87	29.0	30	10.0	9	3.0
15	Disciplinary committee settles disputes among the students or staff	192	64.0	87	29.0	21	7.0	8	3.0
16	Disciplinary committee ensures the students dress in line with the school dress code.	153	51.0	96	32.0	36	12.0	15	5.0
17	Disciplinary committee protects student's fundamental rights in the school	159	53.0	87	29.0	36	12.0	18	6.0
18	Disciplinary committee helps in maintaining orderliness in the school	189	63.0	75	25.0	30	10.0	6	2.0
	Average relationship	176	59.0	84.5	28.0	31.5	11.0	8	3.0

It was indicated in table 4 that disciplinary committee formulates code of conduct for students in the school; this was such that 88% of the respondents affirmed the statement, while 12% felt otherwise. This was followed by response on the disciplinary committee organizes anti-social behaviour campaign for the students majority of the respondents 87% concur while 13% negates the statement.

Responses on the disciplinary committee settles disputes among the students or staff were such that 83% concur with the statement while 17% negates the statement. It was found out that 83% concur disciplinary committee ensures the students dress in line with the school dress code while 17% did not. The response on disciplinary committee protects student's

fundamental rights in the school was such that 18% negates the statement while 82% concur with the statement. Lastly, responses on disciplinary committee helps in maintaining orderliness in the school were such that most of the respondents 88% affirmed the statement while 12% did not affirm the statement.

Conclusively, the average total showed the majority of the respondents confirmed that there is a relationship between disciplinary committee and principals' administrative effectiveness. This was such that 58.6% SA, 28.1% A, 10.4% D, and 2.6% SD revealed the responses of the respondents. With this majority (59%) confirmed that disciplinary committee contributes to principals administrative effectiveness in Oyo South Senatorial district of Oyo State.

Research Question Five: What is the relationship staff welfare committee to principals' administrative effectiveness?

Data collected on research question four was through items 19, 20, 21, 22, 23 and 24 were analysed using frequency count and percentage in order to determine the level of contribution of staff welfare committee to principals' administrative effectiveness in secondary schools

Table 5

Relationship between Staff Welfare Committee and Principals' Administrative Effectiveness

S/N	ITEMS	SA%		A%		D		SD%	
		F	%	F	%	F	%	F	%
19	Staff welfare committee sets standards for interpersonal relationship and social relationship among school staff	186	62.0	60	20.0	30	10.0	24	8.0
20	Staff welfare organizes visitation to the sick member of staff	144	48.0	84	28.0	66	22.0	6	2.0
21	Staff welfare committee provides financial support for staff during ceremonies	180	60.0	60	20.0	27	9.0	33	11.0
22	Staff welfare committee helps in maintaining security of lives within the school	153	51.0	84	28.0	39	14.0	24	8.0
23	Staff welfare committee provides first aid equipment and treatment to staff in school.	123	41.0	108	36.0	54	18.0	15	5.0
24	Staff welfare committee contributes in assisting staff in cases of emergency	189	63.0	60	20.0	36	36.0	15	5.0
	Average level of contribution	162.5	52.0	76	25.0	42	14.0	19.5	7.0

It was indicated in table 5 that staff welfare committee sets standard for interpersonal relationship among school staff; this was such that 82% of the respondents affirmed the statement, while 18% felt otherwise. This was followed by response on staff organizing visitation, majority of the respondents 76% concur with the statement that staff organizes visitation to sick members of staff while 28% negates the statement.

Responses on staff welfare committee provide financial support for staffs during ceremonies were such that 80% concur with the statement while 20% negates the statement. It was found out that 79% concur that staff welfare committee helps in maintaining security of lives within the school while 21% did not. The response on provision of first aid equipment and treatment to staff in school was such that 23% negates the statement while 77% concur with the statement. Lastly, responses on committee contributing in assisting staff in cases of emergency were such that most of the respondents 83% affirmed the statement while 17% did not affirm the statement.

Conclusively, the average total showed the majority of the respondents confirmed that staff welfare committee contributes to principals' administrative effectiveness. This was such that 54.2% SA, 25.3% A, 14% D, and 6.5% SD revealed the responses of the respondents. With this majority (54%) confirmed that staff welfare committee contributes to principals administrative effectiveness in Oyo South Senatorial district of Oyo State.

Research Question Six: What is the level of contribution of schools sport committee to principals' administrative effectiveness?

Data collected on research question four was through items 25, 26, 27, 28, 29, and 30 were analysed using frequency count and percentage in order to determine the level of contribution of sports committee to principals' administrative effectiveness in secondary schools

Table 6

Level of Contribution of School Sport Committee to Principals' Administrative Effectiveness

S/N	ITEMS	SA%		A%		D%		SD%	
		F	%	F	%	F	%	F	%
25	Sports committee organizes and co-ordinates school representatives in intra and inter school competition	156	52.0	102	34.0	33	11.0	9	3.0
26	Sports committee acquires and Maintains school sports equipment.	204	68.0	69	23.0	18	6.0	9	3.0
27	Sports committee organizes, and co-ordinates the training of the school football team.	177	59.0	81	27.0	39	13.0	3	1.0
28	Sports committee helps to plan and carry out annual inter-house sport competition.	183	61.0	69	23.0	36	12.0	12	4.0
29	Sports committee ensures effective co-ordination of intra and inter school football competitions	135	45.0	108	36.0	36	12.0	21	7.0
30	Sports committee ensures sport equipment is available and properly used in the school.	213	71.0	36	12.0	33	11.0	18	6.0
	Average level of contribution	178	59.0	77.5	29.0	32.5	11.0	12	4.0

It was indicated in table 6 that Sports committee organizes and co-ordinates school representatives in intra and inter school competition; this was such that 86% of the respondents affirmed the statement, while 14% felt otherwise. This was followed by response

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on sports committee maintaining sports equipment, majority of the respondents 91% concur with the sports committee acquires and maintains school sports equipment, while 28% negates the statement.

Responses on Sport committee organizing and co-ordinates the training of the school football team were such that 96% concur with the statement while 14% negates the statement. It was found out that 84% concur that Sports committee helps to plan and carry out annual inter-house sport competition while 16% did not. The response on sports committee ensuring effective co-ordination of intra and inter school football competitions was such that 19% negates the statement while 81% concur with the statement. Lastly, responses on Sports committee ensuring sports equipment are available and properly used in the school were such that most of the respondents 85% affirmed the statement while 15% did not affirm the statement.

Conclusively, the average total showed the majority of the respondents confirmed that sports committee contributes to principals' administrative effectiveness. This was such that 59.3% SA, 25.8% A, 10.8% D, and 4.9% SD revealed the responses of the respondents. With this majority (59%) confirmed that sports committee contributes to principals administrative effectiveness in Oyo South Senatorial district of Oyo State.

Testing of Hypotheses

Hypothesis One: There is no significant relationship between the uses of committee system to principals' administrative effectiveness in Oyo South Senatorial District of Oyo State Nigeria

To test this hypothesis, data collected were subjected to simple multiple Regression Analysis. Results are presented in table 7

Table 7
Relationship between the Use of Committee System and Principals' Administrative Effectiveness in Oyo South Senatorial District of Oyo State, Nigeria

Model Summary					
R =.609					
R^2= .371					
R^2(adj)= .369					

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	7296.442	1	7296.442	175.583	.000
Residual	12383.558	298	41.556		
Total	19680.000	299			

a. Dependent Variable: committee system
b. Predictors: (Constant), principals' administrative effectiveness

Table 8
Correlation Matrix of the Relationship between Committee System and Principals' Administrative Effectiveness

Variable	1	2	3	4	5
1. Staff welf	1				
2. Sport com	.676**	1			
3. Examcom	.047	.312**	1		
4. Main. Co	.258**	.433**	.363**	1	
5. Dis .com	.676**	.363**	.022**	.372**	1

$P < 0.05$

1-Staff welfare committee, 2- sports committee, 3-examination committee, 4-maintenance committee, 5- disciplinary committee.

Results of the multiple regression analysis presented in table 7 indicate the regression coefficients and analysis of variance. These results revealed that all indices of principals' administrative effectiveness such as students discipline, staff discipline, teacher- student

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relationship, teacher- teacher relationship, and school- community relationship jointly accounted for 37.1% of the total variance in principals' administrative effectiveness.

Table 8 further revealed the positive correlation that exists between various school committees and principals' administrative effectiveness. Results from table 7 and 8 showed that there is a significant combined relationship between committee systems on principals' administrative effectiveness. Hypothesis one earlier stated that there is no significant relationship between the uses of committee system to principals' administrative effectiveness is hereby rejected at 0.05 level of significance. Data collected were also subjected to multiple linear regression analysis.

Table 9
Beta Coefficients and T-Ratio for Contribution of Committee System on Principals' Administrative Effectiveness

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-.003	1.135		-.003	.998
s.welll	-.384	.060	-.119	-6.403	.000
SPT.com	.674	.048	.205	14.116	.000
E.com	-.163	.045	-.046	-3.585	.000
m.com	-.165	.049	-.048	-3.348	.001
D.com	.064	.055	.018	1.157	.248
S.DIS	1.234	.044	.348	27.743	.000
SF.DIS	1.233	.048	.360	25.440	.000
T.S	.826	.054	.242	15.343	.000
T.T	1.755	.059	.457	29.657	.000

a. **Dependent Variable: P.A.E**

Key:

1-Staff welfare committee; 2- sports committee; 3-examination committee; 4-maintenance committee; 5- disciplinary committee; 6-student discipline; 7-staff discipline; 8-teacher-student relationship; 9-teacher-teacher relationship; 10-school- community relationship.

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From table 9, further analysis of all the indices of the dependent and independent variables made significant contribution to principals administrative effectiveness was performed to supplement other tables. Teacher-teacher relationship was high enough as it accounted for 45.7% of the total variance in principals' effectiveness. This was followed by Staff discipline which accounted for 36.0%, followed by student discipline as it accounted for 34.8%. Teacher- student relationship accounted for 24.2%, sports committee accounted for 20.5%, staff welfare committee accounted for 11.9%, while maintenance, examination and disciplinary committee in the study accounted the least for 0.48%, 0.46% and 0.18% respectively of the total variance in principals' administrative effectiveness. Thus, the hypothesis is hereby rejected as it shows that the indices individually have significant contribution on principals' administrative effectiveness. Where t is higher than beta, it is significant which implies that all variables contribute to principals' administrative effectiveness.

Hypothesis Two: There is no significant relationship between Examination committee and principals' administrative effectiveness in Oyo South Senatorial District of Oyo State Nigeria.

To test this hypothesis, data collected were subjected to Pearson Product Moment Correlation. Results are presented in table 10

Table 10
Relationship between Examination Committee and Principals' Administrative Effectiveness in Oyo South Senatorial district of Oyo State, Nigeria

Variables	N	P	Df	r-cal	r-tab	Decision
Examination committee	300					
		0.05	298	.232**	.113	Sig
Principals Adm.	300					

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Significant at 0.05 level

As shown in table 10, there is significant relationship between examination committee and principals' administrative effectiveness in Oyo South Senatorial district of Oyo state. This is because the r calculated value 0.232 is greater than the table value 0.113 at 0.05 level of significance(r (298) = .232, P<0.05). This implies that the hypothesis which states that there is no significant relationship between examination committee and principals' administrative effectiveness is hereby rejected. The result negates null hypothesis two. The null hypothesis tested is rejected while its alternate hypothesis is accepted.

Hypothesis Three: There is no significant relationship between Maintenance committee and principals' administrative effectiveness in Oyo South Senatorial District of Oyo State Nigeria.

To test this hypothesis, data collected were subjected to Pearson Product Moment Correlation. Results are presented in table 11.

Table 11
Relationship between Maintenance Committee and Principals' Administrative Effectiveness in Oyo South Senatorial District of Oyo State

Variables	N	P	Df	r-cal	r-tab	Decision
Maintenance committee	300					
		0.05	298	.415**	.113	Sig
Principals Adm. Effectiveness	300					

Significant at 0.05 level

As shown in table 11, there is significant relationship between maintenance committee and principals' administrative effectiveness in Oyo South Senatorial district of

Oyo state. This is because the r calculated value 0.415 is greater than the table value 0.113 at 0.05 level of significance (r (298) = .415, P<0.05). This implies that the hypothesis which states that there is no significant relationship between maintenance committee and principals' administrative effectiveness is hereby rejected. The result negates null hypothesis two. The null hypothesis tested is rejected while its alternate hypothesis is accepted.

Hypothesis Four: There is no significant relationship between disciplinary committee and principals' administrative effectiveness in Oyo South Senatorial District of Oyo State Nigeria.

To test this hypothesis, data collected were subjected to Pearson Product Moment Correlation. Results are presented in table 12

Table 12
Relationship between Disciplinary Committee and Principals' Administrative Effectiveness in Oyo South Senatorial district of Oyo State

Variables	N	P	Df	r-cal	r-tab	Decision
Disciplinary committee	300					
		0.05	298	.493**	.113	Sig
Principals Adm. Effectiveness	300					

**Significant at 0.05 level

As shown in table 12, there is significant relationship between disciplinary committee and principals' administrative effectiveness in Oyo South Senatorial district of Oyo state. This is because the r calculated value 0.493 is greater than the table value 0.113 at 0.05 level of significance (r(298) = .493, P<0.05). This implies that the hypothesis which states that there is no significant relationship between disciplinary committee and principals' administrative effectiveness is hereby rejected. The result negates null hypothesis two. The null hypothesis tested is rejected while its alternate hypothesis is accepted

Hypothesis Five: There is no significant relationship between staff welfare committee and principals' administrative effectiveness in Oyo South Senatorial District of Oyo State Nigeria.

To test this hypothesis, data collected were subjected to Pearson Product Moment Correlation. Results are presented in table 13

Table 13
Relationship between Staff Welfare Committee and Principals' Administrative Effectiveness in Oyo South Senatorial District of Oyo State

Variables	N	P	Df	r-cal	r-tab	Decision
Staff Welfare committee	300					
Principals Adm. Effectiveness	300	0.05	298	.540**	.113	Sig

**Significant at 0.05 level

As shown in table 13, there is significant relationship between staff welfare committee and principals' administrative effectiveness in Oyo South Senatorial district of Oyo state. This is because the r calculated value 0.540 is greater than the table value 0.113 at 0.05 level of significance (r (298) =.540, P<0.05). This implies that the hypothesis which states that there is no significant relationship between staff welfare committee and principals' administrative effectiveness is hereby rejected. The result negates null hypothesis two. The null hypothesis tested is rejected while its alternate hypothesis is accepted.

Hypothesis Six: There is no significant relationship between school sport committee and principals' administrative effectiveness in Oyo South Senatorial District of Oyo State Nigeria.

To test this hypothesis, data collected were subjected to Pearson Product Moment Correlation. Results are presented in table 14

Table 14

Relationship between School Sports Committee and Principals' Administrative Effectiveness in Oyo South Senatorial District of Oyo State

Variables	N	P	Df	r-cal.	r-tab	decision
School sports Committee	300					
.440 Principals Adm. Effectiveness	300	0.05	298	.440**	.113	Sig

**Significant at 0.05

As shown in table 14, there is significant relationship between school sports committee and principals' administrative effectiveness in Oyo South Senatorial distrust of Oyo state. This is because the r calculated value 0.440 is greater than the table value 0.113 at 0.05 level of significance ($r(298)$ = .440, $P<0.005$). This implies that the hypothesis which states that there is no significant relationship between school sports committee and principals' administrative effectiveness is hereby rejected. The result negates null hypothesis two. The null hypothesis tested is rejected while its alternative hypothesis is accepted.

Discussion

Relationship Between School Committee and Principals' Administrative Effectiveness

The result obtained indicates that there is significant relationship between the uses of school committee to principals' administrative effectiveness. This is because members of school committees jointly work together to achieve school objectives. This is in line with Besong (2001) noted when he studied head teachers' effectiveness in Cross River State. He found out that effectiveness of head teachers is instrumental in accomplishment of objectives through cooperative action burn by the administrative prowess of the principal

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Another result obtained indicates that there is significant relationship between examination committee and principals' administrative effectiveness. This agrees with Masters (2002), who posited that The Examination Committee meets over the conduct of examination and guidelines so as to be consistent with the examination operational requirements. The meeting of the committee is to ensure that the draft paper is prepared by the due date. The Examination Committee ensures that the draft paper is consistent with the examination specifications and complies with the school's principles. The Examination Committee considers and responds to issues raised through set of reviews, making changes to questions and marking guidelines where necessary. A review group checks that all issues raised in the review phase have been adequately addressed by the Examination Committee; the examination paper is then proofread by the committee member, and the final examination is signed off by the Committee chairman and countersigned by other committee members. The marking guidelines are signed off by the Committee chairman and countersigned by other committee members.

Result obtained also indicates that there is significant relationship between maintenance committee and principals' administrative effectiveness as the Committee then analyzes each identified item to determine appropriateness, urgency and timing, series of work needed (from researching to deciding on the product and the contractor), needed workforce, what and who, approximate costs and making the budget requests, and anything else necessary to see the project through small and clearly maintenance items are either worked on by the committee members or paid out of the school maintenance budget. This conform with Ajayi (2007), who stated Plant and Maintenance Committee is concerned with preserving the safety of occupants, maintaining the value of the school plant and enhancing the appearance of the school property. The Committee will be responsible for all repairs, maintenance, and capital improvements to building, equipment and grounds as approved by the school head, in

cooperation with school Administrators. To undertake these mandated responsibilities, the Committee initially identifies the possible projects and tasks and it does this through a systematic walk thoroughly done annually, through reports of problems from the school staff, and through reports and suggestions from the maintenance committee. He also identified five types of maintenance in the school systems which are corrective maintenance, preventive and predictive maintenance, shut down maintenance, running maintenance, break down maintenance.

Result obtained indicates that there is significant relationship between disciplinary committee and principals' administrative effectiveness as the principal might not be in school at all times, he might attend to other meetings involving their principals from different schools, or member of staff or a parent and will not be able to discipline large number of students alone, as no man is an island and cannot achieve on his own, disciplinary committee should be set up, and is vital in the school system. This is in accordance with Imaguezor (1997), who stated that in that effort to prevent, resolve students' discipline problems and ensure efficient functioning of schools, there have to be reasonable disciplinary policies and procedures, various disciplinary approach such as corporal punishment, suspension and expulsion, exclusion and civil rights issues. Where order is lacking, the school system crumbles. The upright will be squeezed into the mold of the wicked, the school environment will be unsafe for the good and right hearted because of the activities of the bullies. Therefore, even if the teacher cannot turn the wayward to the path of rectitude, they should at least rescue the quiet and peaceable from the incorrigible, this is because if the teacher fails in this duty and harm is done to any child, which is direct consequence of the school teacher's lack of supervision, the school will be liable in tort. It can be concluded that the most vital attribute of a principal is discipline. When the disciplinary committee members perform their duties properly, it will aid principal in the administration of the school, staff and students, as

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discipline should not be limited to students only. Once members of staff are also disciplined, they will be able to do the right thing at the right time, which will help principals' administration.

There is significant relationship between staff welfare committee and principals' administrative effectiveness as the Staff Welfare Committee seeks to initiate and act upon several measures for the benefit of the staff, and its main priority shall be to create a bond of solidarity and a spirit of satisfaction amongst staff members, which in turn enhances the quality of teaching imparted at the Institute. This is in-line with lewis, (2013) who stated that Staff and student welfare is integral to all aspects of school life and schools must aim to ensure that a safe and supportive environment and culture is created and maintained so that the experience of teaching and learning is enhanced for all students. Staff committee has always considered the well-being of its employees as a matter of paramount importance and promotes several policies and amenities that are designed to create a caring and supportive working environment for its staff, and are expected to encourage a positive atmosphere of open communication which contributes to high employee morale and a dedicated and motivated workforce.

Result also indicates that there is significant relationship between school sport committee and principals' administrative effectiveness. This agrees with Nixon Jewell (1999) who stated that school sports as an institutionalized competitive activity that involves vigorous physical exertion or the use of relative complex, physical skills by individuals whose participation is motivated by a combination of intrinsic satisfaction, associated with the activity itself and external rewards earned through participation. The concept of school sport is used to include as much activity as possible that involves active human movement (organized inter-house sports, organized sports recreation) delimited to the intra-mural sports competition among students in Government own secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

This study was carried out to find out the Committee System and Principals' Administrative Effectiveness in senior secondary schools in Oyo South Senatorial district of Oyo State, Nigeria.

Descriptive research design of the survey type was adopted for this dissertation as it studied the variables in natural settings. The sample for this study consisted the principals, Vice principals, PTA, and teachers who were members of staff which made up the school committee in the selected schools (using multi-stage sampling technique) in each of the five (5) local government areas of Oyo South Senatorial district.

The structured questionnaire titled (Committee system and principals' administrative effectiveness.) was developed and validated. It had a reliability coefficient of 0.90 using test retest method. The data was analyzed with SPSS, Pearson Product Moment Correlation Coefficients and Multiple Regressions were used to analyze the hypotheses, and alpha level was set to 0.05.

Findings revealed that:

The committee system favors principals' administration in the school system.

There was significant relationship between the use of committee system and principals' administrative effectiveness.

There was significant relationship between examination committee and principals' administrative effectiveness

There was significant relationship between maintenance committee and principals' administrative effectiveness.

There was significant relationship between disciplinary committee and principals' administrative effectiveness.

There was significant relationship between staff welfare committee and principals' administrative effectiveness.

There was significant relationship between school sports committee and principals' administrative effectiveness.

This implies that all committee have positive significant relationship to Principals' Administrative Effectiveness in Oyo South Senatorial District of Oyo State. Nigeria.

Conclusion

Based on the findings, the researcher concludes that;

1. Committee system is vital to principals' administrative effectiveness.

2. Interrelationship among all committees improves principals' administrative effectiveness.

3. The use of committee system contributes positively to principals' administrative effectiveness in the school system.

4. The level of principals' administrative effectiveness should be improved by making all the committee system interrelate and formulate strategic development plan that will serve as a guide post for their operation without taking much of the principals' time in integrating with the operation of the team.

5. Strategic development plan of committee system should be introduced so as to key all committees into the plan in order to regulate the affairs of the committee.

Recommendations

After a critical look at the Committee System and Principals' Administrative Effectiveness in senior secondary schools, the researcher came out with the following:

1. Committee system should be well strengthened.

2. School principals should have the necessary knowledge of their subordinates and also try to establish pleasant social interactions with them.

3. School principals should always seek the opinion of the staff in the school before any formal decision could be made.

Suggestions for Further Studies

A lot of research works have been completed and others are still going on in the areas of committee system and principals' administrative effectiveness in senior secondary schools. In this wise the researcher would suggest that committee system shouldn't be limited to secondary school but should also be embraced by primary school and university heads to archive educational objectives.

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DEPARTMENT OF EDUCATIONAL MANAGEMENT
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COMMITTEE SYSTEM AND PRINCIPALS ADMINISTRATIVE EFFECTIVENESS QUESTIONNAIRE

Dear Sir/ma,

This instrument is meant to determine and appraise the influence of school working committee on principals' administrative effectiveness. Kindly complete the 3 parts of the questionnaire carefully. Please accept my sincere thanks for your co-operation.

Thank you

Yours faithful,

Ukwadinamor Deborah Ekene,

149210002,

Researcher.

SECTION A

GENERAL INFORMATION

Please indicate by ticking in the appropriate column as it applies to you

Name of school: ....

Status: principal   {   }

Vice- principal   {   }

Teachers   {   }

Do you have school committee? Yes { } No { }

Which of the following committees exist in your school:

Examination committee ( )

Maintenance committee ( )

Disciplinary committee ( )

Sports committee ( )

Staff welfare committee ( )

Others ( )

SECTION B- BY PRINCIPALS AND VICE-PRINCIPALS

Please indicate the degree of your agreement to the following statement

Responses		Scale Value
STRONGLY AGREE=	SA	4
AGREE=	A	3
DISAGREE=	D	2

STRONGLY DISAGREE=SD1

THE ACTIVITIES OF COMMITTEES IN ENSURING PRINCIPALS'

ADMINISTRATIVE EFFECTIVENESS

S/N	STATEMENT	DEGREE OF FREEDOM			
		SA	A	D	SD
	EXAMINATION COMMITTEE				
1	Examination committee is allowed to arrange exam time-table for smooth conduct of the examination				
2	The committee proof read exam questions				
3	The school examination committee are empowered to co-ordinate teacher made test				
4	The examination committee organizes anti-examination malpractices campaign for the students and staff				
5	Examination committee moves round to supervise examinations during the examination period				
6	The examination committee punishes students who acts otherwise during examination				

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MAINTENANCE COMMITTEE				
7	The school maintenance committee helps in the acquisition of new school equipment			
8	The maintenance committee is given adequate financial resources to takes care and maintain school facilities			
9	The principal respond promptly to maintenance committees report			
10	The school maintenance committee sees to the prompt maintenance of the school building and surroundings for principals administrative effectiveness .			
11	The school maintenance committee supervisors on-going repair or rehabilitation of school facilities during the lesson periods			
12	The school maintenance committee orders necessary equipment/materials to see that maintenance work is undertaken			
DISCIPLINARY COMMITTEE				
13	Disciplinary committee formulates code of conduct for students in the school			
14	Disciplinary committee organizes anti-social behaviour campaign for the students			
15	Disciplinary committee settles disputes among the students or staff			
16	Disciplinary committee ensures the students dress in line with the school dress code			
17	Disciplinary committee helps in maintaining orderliness in the school			
18	Disciplinary committee protects students fundamental rights in the school			
STAFF WELFARE COMMITTEE				
19	Staff welfare committee sets standards for interpersonal relationship and social relationship among school staff			
20	Staff welfare organizes visitation to the sick member of staff			
21	Staff welfare committee provides financial support for staff during ceremonies			
22	Staff welfare committee helps in maintaining security of lives within the school			
23	Staff welfare committee provides first aid equipment and treatment to staff in school			
24	Staff welfare committee contributes in assisting staff in cases of emergency			
SPORTS COMMITTEE				
25	Sports committee organises and co-ordinates school representatives in intra and inter school competition			
26	Sports committee acquires and maintains school			

	sports equipment				
27	Sports committee organizes, and co-ordinates the training of the school football team				
28	Sports committee helps to plan and carry out annual inter-house sport competition				
29	Sports committee ensures effective co-ordination of intra and inter school football competitions				
30	Sports committee ensures sports equipment are available and properly used in the school				

SECTION C- BY TEACHERS (MEMBERS OF THE COMMITTEE)

Please rate the degree of your agreement to the following statement .

Responses   Scale Value

STRONGLY AGREE=   SA   4

AGREE=   A   3

DISAGREE=   D   2

STRONGLY DISAGREE=SD   1

RATE OF PRINCIPALS ADMINISTRATIVE EFFECTIVENESS

SN	STATEMENT	DEGREE OF FREEDOM			
	STUDENTS DISCIPLINE	SA	A	D	SD
1	Principals ensures students obey school rules and relations with or without close supervision				
2	Students are always punctual and regular in school				
3	Principals ensures school environment is always quiet and conducive during classes				
4	Principals ensures school environment and students maintains neatness in the school				
5	Principals ensures students are always in school and in class during lesson period				
6	Students are made to be involved in extracurricular activities such as debates, spelling bee competitions, and excursions among others.				
	STAFF DISCIPLINE				
7	Principals ensure teachers are always punctual and regular to school				
8	Teaching and non-teaching staff participate in decision making of the school				

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	Principals co-ordinate meetings for teaching and non-teaching staff				
	Principals maintains cordial relationship with members of staff				
	Teachers are chastised or punished when they err				
	Teachers are not permitted to be absent from school except on public holidays				
TEACHER-STUDENT RELATIONSHIP					
	Students share their challenges with teachers				
	Both teachers and students are involved in sports activities				
	Teachers pay visit to students who are absent from school for a period of time without notification				
	Students pay visit to teachers who are absent from school and also go on errands for their teachers				
	Principals ensures there are interactive moments where teachers and students will meet to debate on issues that affects them and the school				
	Teachers involve students in decision making within the classroom environment				
TEACHER-TEACHER RELATIONSHIP					
	Principals ensure teachers holds meetings before classes commences in the school				
	Teacher visits themselves whenever anyone is absent from school				
	Principal gives priority to teachers welfare				
	Members of staff are involved in issues that concerns them like ceremonies, house warming among others				
	Principals maintains security of lives of staff within the school				
	Members of staff contributes in assisting other staff members in cases of urgency				
SCHOOL-COMMUNITY RELATIONSHIP					
	PTA meetings are conducted at least twice in a term				

Parents are allowed to come into the school premises to visit as regards the school or their children				
Community members are allowed to contribute to the growth of the school through advice and donations				
Community members are permitted to attend graduation ceremonies or end of the year party conducted by the school				
Members of the community play advisory roles to school management				
Principals ensure both staff and students are law abiding				

DEPARTMENT OF EDUCATIONAL MANAGEMENT

FACULTY OF EDUCATION

QUALITATIVE ANALYSIS

FOCUSED GROUP INTERVIEW

ROLE OF PRINCIPALS IN ENSURING PROPER ADMINISTRATION IN SECONDARY SCHOOL

Five Local governments were selected and twenty-five (25) teachers were interviewed, the researcher selected 5 teachers from each local government area. They are:

i. Ibadan South East

ii. Ibadan South West

iii. Ibadan North

iv. Ibarapa North

v. Ibarapa East

These made up of the total number of the researcher's interviewees. The following questions were asked during the cause of the interview.

1. How punctual and regular does the principal resume duty?

2. Does the principal see to the welfare of school staff?

3. What are the things put in place by school head to make sure members of staff are in good condition?

4. How much of assistance does the sport committee get from the school head to ensure sporting activities in the school?

5. Is there enough equipment on ground to be used for sporting activities?

6. How often does school principal respond to faults in equipment when noticed?

7. What is the contribution of principals in maintaining school equipments?

that role does the principal play to ensure effective conduct of school?

ow involved is the principal in the discipline of staff and students in the school?

hat advice would you suggest will make principals administration more effective in
e school?

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Qualitative Data Analysis on Focused Group Interview

ns	Responses from Focus Group Interview	Decision
n1: How and punctual the principal duty?	Most of the respondents agreed that their principal is very punctual at work and resumed as early as 6:30am and he would not leave until when the school closes except he has an urgent assignment. Some of the respondents said that principal come to school by 7:30am every day. It could be deduced that majority of the principals come to school early and committed to the business especially in monitory and supervision of teaching and learning activities.	Concern about principal's punctuality
n2: Does the al see to the of school	Many of the respondents said that their principal sees to staff welfare both teaching and non-teaching. Most of the respondents concluded that their principal do pay more attention on the teaching and non-teaching staff	Principals concern about staff welfare
n 3: What are gs put in place ool head to sure members are in good n?	Many of the respondents concluded that their principal provides adequate and conducive staff rooms, chairs and tables for the teachers. Virtually all of the respondents said that their principal provide first aid box with good equipment in case of emergency	Concern about staff good condition

Question 4: How much of assistance does the sport committee get from the school head to ensure sporting' activities in the school?	Many of the respondents concluded that their principal usually take it upon himself when it comes to sporting activities in the school by providing necessary equipment for the event. Also most of the respondents said that Before any sporting activity takes place in school the principal would have a meeting with the sport masters in the school and supporting them financial for the success of the event.	Assistance on sporting activities
Question 5: Is there enough equipment on ground to be used for sporting activities?	Most of the respondents (sport masters) said that there is enough facilities and equipment for available games like football, handball, basketball and long and short distance races. Many of the respondents said they have sport facilities and equipment for sporting activities and that they do not have problem of not enough equipment but the principal will quickly make provision.	Provision and sufficiency of sport facilities and equipment
Question 6: How often does school principal respond to faults in equipment when noticed?	Almost all the respondents said that principal always respond immediately to faulty equipment in the school in each department. And also affirmed that all faulty equipment are given to expters to repair.	Attention of principal to faulty equipment.
Question 8: What role does the principal play to ensure effective conduct of examination in the school?	Many of the respondents said that their principal make sure that meetings are held with school examination committee to ensure the smooth running and success of the examination. They also said that their principal makes sure that he/she is not implicated in any external examination.	Conduct of examination
Question 9: How involved is the principal in the discipline of staff and students in the school?	Many of the respondents said that their principal deals with any staff (but in a systematic way) that is not doing what he/she supposed to do. And seriously fight against any students' act of indiscipline making sure that non-adherence to school rules and regulation may attract capital punishment.	Concern about staff and students discipline

Question 10: What advice would you suggest will make principals administration more effective in the school	Most of the respondents said that they do give a piece of advice to their principal before carrying out any action. And this has really helped the school in terms of developments and improved students' academic performance	Advice on pri... administration effective.

Summary on the Qualitative Data Analysis on Focused Group Interview

The above questions sought information about the role of principals in ensuring proper administration in secondary school, the questions were developed and validated, and it was considered suitable for the study. The researcher went to five (5) local governments to interview 25 teachers. The researcher made use of interview tape recording and transcript, notes/ and observation. And the data was analyzed using Qualitative Data Analysis (QDA) vs. hand-coding/analysis. After the reaction of teachers to the above questions, the researcher came out with the following:

Virtually all of the respondents adequately give answer to the questions, they affirms that their principal is punctual, sees to welfare of the staff, create a good condition for the staff, and make available sport equipment, maintain school facilities and equipment, sees to the examination committee of the school, ensure effective conduct of examination in school, and involve in the discipline of staff and students.

(SAMPLED PUBLIC PRIMARY SCHOOLS)

S/N	Names of Schools	L.G.A
1.	Eruwa High School, Eruwa	Ibarapa East
2.	Akolu Grammar School, Eruwa	Ibarapa East
3.	Ayete Grammar School, Ayete	Ibarapa North
4.	Baptist High School, Ayete	Ibarapa North
5.	Anglican Commercial Grammar School (Snr)	Ibadan North
6.	Bishop Onabanjo High School, Bodija	Ibadan North
7.	Baptist Grammar School, Idi-Ishin	Ibadan South West
8.	Celestial High School	Ibadan South West
9.	C.A.C Grammar School, (Snr)	Ibadan South East
10.	Christ the King Secondary School	Ibadan South East