

**INFLUENCE OF SCHOOL-BASED MANAGEMENT COMMITTEES  
ON THE ADMINISTRATION OF BASIC EDUCATION SCHOOLS IN  
WUDIL EDUCATION ZONE, KANO STATE, NIGERIA.**

**BY**

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## DECLARATION

I hereby declare that this work is the product of my research efforts undertaken under the supervision of professorAliyuDauda, and has not been presented anywhere for the award of a degree or certificate. All sources have been duly acknowledged.

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## APPROVAL SHEET

This research report has been read and approved as meeting the requirements for the award of Master of Education degree in (MED) Educational Administration and planning of Bayero University Kano.

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## **DEDICATION**

I dedicated this work to my parents for their love, patience, encouragement and good foundation which have indeed directed me, and my family and friends support.

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All praise be to Allah the guide to his path , to whom all service is due and may his bounties and bliss be on his messenger and on his household his companion and on all who follow the guidance until the day of judgment.

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## Abstract

*This study investigated the influence of School-Based Management Committees on the administration of basic education schools in Wudil zonal education area Kano state Nigeria, five (5) research objectives were designed and also five (5) research questions were formulated, the study adopted quantitative research method and description used to guide the study. The population of the study comprised 38 school-based management committee members in the zone. A successive simple random sampling technique using hat and draw method was used to draw a sample size of 28 school-based management committee members (secretaries and chairmen) in Wudil zonal education area Kano state out of 38 school based management committee secretaries and chairmen across the zone using research adviser sampling table 2006. The research study used one set of questionnaire, containing nine (9) similar items of questions. Split-half reliability alpha of the instrument was as highly reliable as 0.81 (81%). The questionnaire forwarded to expert in the department of education BUK for validation to ensure face and content validation. The reliability of the questionnaire was done through pilot testing and test re-test method used in the study. Using table frequency, simple percentages, Pearson product moment correlation (PPMC) the data collected were analyzed and interpreted. The major findings includes, parental active participating in the management of basics educations after the commencement of school based management committee in Wudil zonal education area, the parental participation through SBMC bring increase in student enrolment, attendance, improvement of school physical facilities and the provision of instructional materials in Wudil zonal education areas. Based on the above the research study forwarded a laudable recommendation that governments should design an effective policy or mechanisms for SBMCs participation in planning, implementation and monitoring of educational activities, Allocation of small grant to schools should be increase, development of social mobilization should be empowered, regular workshops on SBMCs members and pre-in-service training on leadership and management should be considered.*

## ABBREVIATIONS/ACRONYMS

SBMC	=	School-Based Management Committee
ESSPIN	=	Educational Sector Support Programme in Nigeria.
DFID	=	Department for International Development.
PTA	=	Parent Teachers Association.
SMOE	=	State Ministry of Education
UNESCO	=	United Nation Education Scientific and Cultural Organization.
NGO	=	Non-Governmental Organization.
UK	=	United Kingdom.
HT	=	Head Teacher
ISBMC ABE	=	Influence of School-Based Management Committee on the Administration of Basic Education
SPSS	=	Statistical Package for Social Science
SUBEB	=	State University Basic Education Board
LGEA	=	Local Government Education Authority
SDP	=	School Development Plan

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

The educational system in Nigeria is designed to encourage both male and female children in the pursuit and acquisition of knowledge and information. But prolonged regime of poor quality public education has been consistently linked to the strings of failure by Nigeria to attain its full development potentials. Directly linked to this, is the evident failure of public schools to provide basic opportunities for learning due to the poor state of infrastructure in schools especially the public ones. Building and facilities are inadequate, teaching standard are low and teachers receive inadequate training and have little motivation to improve on their jobs. These issues have attracted various interventions, one of the latest being the establishment of the school based management committee (SBMC) by the government. School Based Management Committee (SBMC) is intended to move education forward especially at the basic level through a combined effort of the government, community, teachers and the children. SBMC Guide book Kano state (2009).

**Management:** Is a process of coordinating the materials, financial, human and information resources of an organization. Udeh's (1999). **Committee:** Is a group of people who take on the responsibility of managing community group, voluntary organizations, charity, trust or social enterprises. Committees have an overall responsibility for the management of an organizational affair. **Administration:** As an activity concerned with facilitating the accomplishment of the objectives of an organization through the systematic management of constraints and careful utilization of the available limited resources which include: human, material equipment, supplies, finance, and space and work technique. (Peretomode, 1995).

Prior to these aforementioned and others necessitate the researcher to choose the topic and conduct a study on the “Influence of School Based Management Committee on the administration of Basic Education schools in Wudil Zone Kano state.

## **1.2 Statement of the Problem**

In making better tomorrow, the teachers, head teachers and parents teachers association/community members need to be encouraged to make sure that their ward/children’s education is not done hap hazadlys thereby leading to unproductive citizens at the end of the day. Therefore there is need for every individual both teachers, head teachers, parent teachers association/community members (old boys Association, philanthropists, religion organization) to answer the clarion call by working as a team ensuring that they participate toward the administration of basic education. Since the government claimed that it has spent billions of Naira on the programme.

Basic Education Management and Administration has posed a challenge in many part of the country (Nigeria) especially in the northern part, in general, particularly in Wudil Education zone Kano State. Some of these problems are the provision of basic teaching and learning equipment and materials due to increase in population of the study area at the junior secondary school levels of education and lack of active participation by the community and parents in socio-economic and educational school management and the funding of basic education insufficient and this resulted from the budget allocation given to the educational sector, that financing basic education is not enough due to high rate of population increase and this make our school overcrowded with high number of students as such more schools are opened by the government and community and this leads to the shortage of teachers and other personnel, the little personnel present are not motivated.

This lackadaisical attitude over the years have left the northern part of this country (Nigeria) in general and particularly Wudil education zone in Kano State with poor quality of public education, which many schools have failed to provide basic opportunities for learning most of the school building and other necessary facilities are not sufficient regardless of meeting teaching standard.

Generally speaking, parents/guardian and other community members hardly play active role in the management and administration of Junior Secondary Schools in the state. As such, several efforts have been made to incorporate parents and other community members to actively take part in management and administration of the schools, but most of these efforts did not yield positive results.

However, not all members of the community developed interest in the management of schools. The management in this context does not stop at staff personnel or students personnel management, but rather it extent to all other functions of coordinating, controlling as well as supervising the activities taking place in the school. Moreover, one will observe that, parents and other members of the community are only given positive roles to play in the names of attending speech and price given ceremony and other activities. Thus, the problems of schools and indeed their management in the state remain unsolved. It is against the above background that, the department for international development (DFID) under Educational sector support programme in Nigeria (ESSPIN) takes school based management committees (SBMCs) to serve as a bridge between community and school towards improving the management of Basic Education in Kano state.

This is why a study on the influence of school based management committees on the administration of Basic Education schools in Wudil Education Zone, Kano state Nigeria is

designed and undertakes in order to provide lasting solution to them, which will help towards improving qualitative delivery of education at basic levels.

### **1.3 Objectives of the Study**

Consequently, the objectives of this study are to;

1. Identify whether there is improvement in the participation of parents/guardians and the community in the management of Basic education after the commencement of School Based Management Committees (SBMCs) in Wudil education zone Kano state.
2. Determine the level at which School Based Management Committees (SBMC) bring increase in student's enrolment in Wudil Zone Kano state Basic Education Schools,
3. Determine the level at which School Based Management Committee (SBMC) members help toward the improvement of physical facilities in the schools,
4. Determine the level at which School Based Management Committee (SBMC) increase students attendance in Wudil Zone Kano State schools, and
5. Determine the level at which school based management committee (SBMCs) members help in the improvement of instructional materials in the schools of Wudil Education Zone Kano state.

### **1.4 Research Questions**

This research sought answer to the following questions.

1. Is there any improvement in the participation of parents, guardians and community in the management of Basic Education in Wudil Education Zone, Kano State, after the commencement of School Based Management Committee (SBMC)?
2. To what level do School Based Management Committees (SBMC) increase students enrolment in Basic Education Schools of Wudil zone Kano State?

3. To what level do School Based Management Committees (SBMC) help toward the improvement of physical facilities in the schools?
4. To what level do School Based Management Committees (SBMC) increase students attendance in Wudil Zone Kano State Schools?
5. To what level do School Based Management Committee (SBMC) help toward the improvement of instructional materials in Wudil Zone Kano State Schools?

### **1.5 Significance of the Study**

This study is significant because it provides awareness to the community and the society in general about the implementation of School Based Management Committee (SBMC) as a means of improving qualitative delivery of education at school levels, and the study also gives information about the good relationship between School Based Management Committee (SBMC) and the community. The community members must support the School Based Management Committee (SBMC) for the attainment of basic education goals and objectives.

The study is also significant as it highlighted that School Based Management Committee (SBMC) is a recent development aimed at improving quality Basic Education through community members. It is also very significant to the need of Kano State the Department for International Development (DFID) specifically Educational Sector Support Programme In Nigeria (ESSPIN) Junior Secondary Schools, Personnel Managers, Parents, Guardians, Community And The Society, Association Such As Old Boys And Old Girls Associations. The study is very significant as it help the student on research

The study also will help in guiding the Junior Secondary Schools Head Teachers to develop their schools through the activities of School Based Management Committees (SBMC)

## **1.6 Scope and Delimitation of the Study**

This research is based on the influence of School Based Management Committee (SBMC) on the administration of Basic Education Schools in Wudil Zone, Kano State, Junior Secondary Schools, thus the conventional primary schools, Islamiyya Primary Schools, Science and Technical Secondary Schools, Private Schools, University and all other tertiary institutions are not included also there are other communities in some organizations that are not involved as part of this research the study was limited to the entire Wudil education zone only among the Kano State Universal Basic Education Zones.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter provides reviewed on the conceptual framework, theoretical framework, review of empirical studies as well as summary and uniqueness of the study.

#### **2.2 Conceptual Framework**

Management is one of the most significant aspects of human activities, managing has been essential to ensure the coordination of individual efforts. Different interpretations has been described to the wend management. Some people see it as a group of people that is a team or group of individuals in an organization.

But there is no single universally accepted definition of management” as Henry Fayol’s statement on it in 1916 to the effect that “To manage is to forecast and to organize, to command, to coordinate and to control”. Over the years, Fayol’s definition has been adapted in different ways by many writers whose adaptation represent changes of emphasis rather than principle. Ukeje (1992) opined that “Management is generally an input into an organization and it involves inter personal influences as one initiates structures and acts that result in a consistent pattern of group interaction aimed at productivity and individual fulfillment”.

However, management as an activity has been posited by Olagboye (2004) as: “Management is the process of planning, organizing, leading and controlling the effort of an organization member and of using all other organizational resources to achieve stated organizational goals”. Management is an academic discipline; as such people study the art of managing or management science. In this regard management is all about carrying out

organization functions and task through people. This involves the application of techniques in human and public relations, as well as the delegation of an authority assigning and sharing responsibilities and duties and communication process which involves decision making and problem solving.

Management is a process that enable organizations to set and achieve their objectives by planning, organizing and controlling their resources; Kootsz and Donnell (1984). Management is used to designate either a group functions nor the personnel who carry them out; to describe either on organization officials hierarchy or the activities of men who compose it; to provide ononym to either labour or ownership. American institute of management (1959) cited in Nwachukwu (2004).

Management includes planning, organizing, staffing, leading or directing and controlling an organization to accomplish the goal targeted. Wikipedia (2016). Management being an academic discipline as a science it employed systematic procedure or scientific methods to obtain complete information about a problem under consideration and the solution is subjected to rigorous control procedures to ensure the correctness and establish validity. Also according to Sherman (2003:113) management is both science and an art scientific management we define as “art of knowing exactly what is to be done and the best way of doing it.” This is simply a systematic approach in solving operation problems. In short scientific management is the application of scientific principle and method to management.

And in the words of olubadewo (1992) he viewed management as a conscious effort of utilizing resource to meet the goals of an organization. This means the resources are very limited and therefore should be systematically used to achieved a purpose

### **2.2.1 Management in General Perspectives**

Management according to Nwachukwu (2004) is a system, which recognizes that the success of any organization depends on the relationship between the system and its sub-systems". In this regard, there are certain factors such as goal clarity, authority relationship and the structuring of the sub-systems that could affect good performance of the entire system. Management as a system therefore is a combination of many parts to promote functionalism.

### **2.2.2 School Management**

The management of education in Nigeria is the joint responsibility of Federal, states and local governments as well as nongovernmental organizations (NGOs). These three tiers of government take care of public schools. Private schools are however managed by private proprietors and non-governmental organizations as the case may be.

### **2.2.3 Management Process**

In the light of the aforementioned definitions of management despite the sequence or series of mutuality inter-related task or work activities (i.e. Functions) which are usually undertaken in order to achieve organizational goals. In essence, therefore the management process involves the systematic and sequential execution of the mutually inter related work activities of; planning, organizing, influencing, controlling and decision making thus:

#### **Planning:**

Planning is the first step in the management process in all organizations and at every organizational level. In other words, before a manager or institutional head can organize, influence, or control, he must first prepare the plans that will give purpose and direction to

the organization and guide it in deciding what needs to be done, when and how it will be done and who is to do it.

Generally speaking, planning can therefore be defined in general perspective as the process of deciding in advance what needs to be done, how to do it, when to do it and who is doing it and with what available resources. In this regard planning is an activity that looks to the future on either short or long term basis.

### **Organizing:**

This is the process of arranging the people and resource that are available in an organization in the best possible way that will enable the organization to achieve its objectives. Whenever the personnel manager has identified what needs to be done and has set out the objectives, he must then work out the resource and types of activities that will be required to achieve the set objectives and the people or unit in an organization is to take care by handling the activities. Similarly, organizing also requires that the personnel manager should not only have ability to do these things without being trained by the organizational management.

### **Influencing:**

The management function of influencing is same time referred to as leading, actuating or directing, but the team influencing is more embracing. Influencing is the process of bringing about a change in the behavior or attitude of another person or group of persons through motivation, good leadership and effective communication. Motivation refers to factors which cause, direct and sustain people's behavior. The personnel managers influence his subordinates through the communication process. The personnel manager tell them what he wants to be done and how it is to be done by communicating with them. The personnel

manager motivates his workers through communication. He also reports to the management through the process of communication.

### **Controlling:**

Controlling is the process of setting standard of performance in organizations, measuring and comparing actual performance with the set standards, and taking necessary actions to correct performance that does not meet the established standards. However the personnel manager must have to monitor action plants and activities assigned to different units and the personnel's i.e. people, for instance in the school setting, pupils/ students , teachers, non-teaching staff etc. in an organization and take corrective action where performance is below the standards that have been set to achieve.

### **Decision – Making:**

Decision – making is the process of generating and evaluating alternative ideas or solutions to problems and making choice among them. It is the process by which a particular course of action, out of many, is chosen as the best way to deal with a specific problem. People at every level of an organization such as a school, are constantly required to take decisions and solve problems arising out of their own particular work in an organization. The manager or administrator such as the school head, on the other hand is expected to make decisions affecting either the whole organization or the part of it under his management. Olagboye (2004).

### **Theoretical Framework**

The school been a social system ought to recognize the inter dependence of components parts (sub-system) to the system for its survival and achievements of its

objectives which are effective teaching and learning. This point also agrees with that of Adaeze (2004:16) who said:

“organization must be able to manage inter dependence among people task technology and structure in order to perform their transformation functions effectively and efficiently in thus achieve the objective of their existence”

Also according to Griffiths (1968) systems may be open or closed. The open system emphasizes close relationship between a structure and its supporting environment. Nwanko (1982) stated that open systems are characterized by input, output and feedback from the environment. According to them, input refers to human and material resources pumped in to the system for processing. In educational settings for example there are the students, the teachers, the supporting personnel, funds, facilities etc also incorporated as input are the values of the society. The government policies and institutional objectives others include the general expectation of the organization. In the light of this, students, according to Coombs (1968) are the prime input of any educational system because their development and their attitude greatly affect the processes of the school, and in the end they are its prime output. He further emphasized the importance of families, friends, religious centers and other environmental forces which separately or collectively help or otherwise the molding of the students for the society at large. The Nigerian Entropy as one of the characteristics of open system is the ability to develop antibodies to fight any disruptive forces that are likely to liquidate its existence, for open system to survive depends on the ability to maintain negentropy and arrest Entropic process. In this regard Cohen (1954) expressed negative Entropy using an example of prisoners living in a concentration camp on a starvation diet. They carefully conserved any form of energy expenditure to make the limited food go as far as possible. This shows that the general trend of an open system is importing greater energy

from its environment to replace what it expands so that the system can survive even the period of management instability

### **The Relevance of Open System to Educational Management**

In complex organization there is the tendency to depend on the services of a variety of specialists. Open system approach to management therefore involves the application of administrative processes, i.e. planning, organizing, coordinating, controlling, staffing, budgeting and supervising the input, throughout, output, feedback and other essential elements. In a contemporary school system effective administration demands that teachers, students and parents be involved in almost all aspects of school decision making processes. The relevance of open system approach to school administration is that, it establishes those conditions that make school personnel to contribute their best to the survival of the school

### **Open System Approach in General Perspective**

Open system approach views school as an organization with a network of inter-related sub systems each charged with the responsibility of accomplishing part of the overall task converting inputs into desired outputs. Open system approach therefore identifies the school system not only as a conglomeration of separate functional elements. But a “man-made system” which encounters diversified experiences through the interplay among its elements and those with its environment. Through constant interaction of both humans and physical, the goals of the schools are achieved

The relevance of open system approach to Nigerian Educational Management as open system approach is that system which allows the interplay of factors within a system and outside its environment. The dynamic interplay between the system and its environment often brought about influence and changes that are often referred to as the output of system

approach. It has direct relevance to an effective management of education. The Nigerian education system is structured toward the achievement of certain educational goals which include the production of Agalitarian Society. In open system approach ton Secondary School Management homeostatic which aims at making functional the element of the system are guarantee in a note shell open system approach is a way of analyzing problems by identifying objective and resources and determining alternative objective in using resources to attained perceived objectives

And on the other hand, the school head teacher has to be dynamic in all his engagement in this regard emphasis are made to intensify the modern organizational relationship and the intensity time pressures that govern the relationship. And this could be used to convey the mood of current thinking and debate about the management and organization. Because an organizational environment is not same set of fixed impersonal forces, but rather it is a complex, dynamic, web at people interacting with each other. In this regards, the school managers have to communicate not only with other personnel's and department but frequently with the representative of other organization as well.

#### **2.2.4 Education Sector Support Programme in Nigeria (ESSPIN)**

The ESSPIN model was initiated by the education sector support programme in Nigeria (ESSPIN a programme founded by the department for international development (DFID) as a pilot project for same states in Nigeria in 2010.

The model was based on the goals and vision of the effected states in consistent with the current educational reforms in the country. K.K. Shehu (2010).

DFID – ESSPIN support federal and state authorities as they work both to reform the governance of education and to improve the quality of education that children receive.

Education sector support programme in Nigeria (ESSPIN) is a partnership between the Nigerian Government and the United Kingdom Department for international development (DFID). The eight years programme (2008 - 2016) supports federal and states government – Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos – to develop effective planning, financing and delivery system that will improve the quality of Basic education. ESSPIN Pamphlet (2009).

### **2.2.5 Reason for Education Sector Support in Nigeria (ESSPIN)**

Years of neglect have left Nigeria with poor quality of public education. Many schools fail to provide even basic opportunities for learning, school building and facilities are inadequate, teaching standards are low. Teachers receive inadequate training and have little motivation to improve. Management of education is often ineffective, inefficient and top heavy. There is desire for reform, but policies and plans are not implementing effectively. Financial management is opaque and capital and operating funds do not reach schools as intended.

Reforms that ESSPIN is supporting are very significant because the current dire state of education means that children fail to acquire even the fundamental skills and knowledge that they need to lead productive lives as individuals and citizens. ESSPIN Pamphlet (2009).

### **2.2.6 Education Sector Support Programme in Nigeria (ESSPIN) Integrated Approach**

Raising standards in Nigerian schools is an enormous task. Quality education is an outcome of all the interactions that make the education system work well. ESSPIN's approach is to focus supportive on the key elements that work together to deliver quality education in integrated approach rather than tackle problems in isolation.

For schools to be transformed into dynamic learning environments many things need to happen simultaneously. There is need for changes in the educational system as a whole, such as improving educational management, teaching skills, school infrastructure and learning materials. There is also need for changes outside schools, for instance, in education funding and government structures and systems, and in the social and cultural attitudes of parents and communities.

Lasting transformation comes from changing behavior. Changing how people do things but getting people to change how they do things is not simple. In the regard the DFID – ESSPIN helps state and local governments to put in place planning, financing and operational system that will make it easier for people to deliver quality education. ESSPIN Pamphlet (2009).

### **2.2.7 School Based Management Committee (SBMC)**

The word school – based management committee has been ascribed by many scholars in different interpretations. “School – Based management committee” can be viewed conceptually as a “formal alteration of governance structures, as a form of decentralization that identifies the individual school as the primary unit of improvement and relies on the redistribution of decision making authority as the primary means through which improvement is stimulated and sustained.” Malen et al. (1990)

Also in the words of Caldwell (2005). Cited in SBMC guide book (2009). School based management committee “involves the decentralization of authority from the government to the school level”. This means that in School Based Management Committees, the responsibility for, and decision making authority over, school operations is transferred from government (owners of schools) to principals, teachers, old students, parents, and other selected community members.

In this regard school based management committee is an important non-governmental association involved in the school development activities aimed at improving the standard of education in the community. This committee is different from Parent Teachers Association (PTA) in the sense that members may not necessarily have children in the school, but there is representation from the Parent Teachers Association (PTA). At any rate the SBMC should recognize the role of the Principal, Headmaster as the professional head of the school as such, should avoid any action that may threaten and weaken his authority. And the Principal / Headmaster on the other hand, should work hand in hand with the SBMC, co-operate with them by providing all the necessary data they may require in discharging their responsibilities.

School Based Management Committee (SBMC) work to increase communities involvement with education, and to help improve the quality of effectiveness of schools. They provide a way of helping the education authorities to listen to what adults and children want from schools, and a way of increasing the contribution of everyone in the local area to making education work more effective. School Based Management Committees (SBMC) are not committees set up to discuss problems, but community bodies which can take action to make their schools work better.

#### **2.2.8 The Composition of School Based Management Committees (SBMC)**

The Kano State policy request that each School Based Management Committees (SBMC) will be constituted based on representation of the diverse groups with an interest in improving the learning outcomes of the pupils/students in the school. The membership of School Based Management Committees shall be composed of a maximum of 17 members. Forming committees within SBMCS, committees should be established where special focus is needed: for example it will be necessary to form a finance committee to support the SBMC with management money. Forming women's committees and children's committees can

greatly help these groups to participate fully and confidently in all SBMC meetings and activities. Partnership SBMC are expected to exist in harmony with other similar bodies which have an interest in educational development. The value of trust, mutual respect and shared understanding will also be very important in working alongside the school head teacher, the P.T.A, and the SMOE, SBMC will need to develop ways for working in consultation with wider groups of partners.

The Kano state SBMC policy states that for school to be effective, stand partnership must exist between the Head teacher, the teachers, peoples, parents, SBMC members and membership of school based management committee one:-

<b>S/N</b>	<b>Members</b>	<b>Number of Members</b>
1	Traditional leader	1
2	Head teacher of the school	1
3	Representative of teachers (male and female)	2
4	Representative of pupils (head girl and head boy)	2
5	Representative of community development association (female)	2
6	Representative of old pupils association the school (female and male)	2
7	Representative of women's association	1
8	P T A representatives (female and male)	2
9	Representative of artisan/professional bodies (female and male).	2
10	Representative of religious organizations (female and male)	2
<b>TOTAL</b>		<b>17</b>

SBMC members will select its executives from amongst its members including: chairman (should not be a member at the school administration or a teacher) vice chairman, secretary (this will be the Head teacher at the school) treasurer (should not be a member of the school administration or a teacher) press relation officer. SBMC members will serve for a period of 3 years, renewable based on satisfactory performance meet twice per school term, call emergently meeting if important decisions need to be made between scheduled meetings. Not meet with fewer than two third of the SBMC membership present

### **2.2.9 Role And Responsibilities Of School Based Management Committees (SBMC)**

Educational experts affirm that, the aims of school based management committee are to place maximum authority for educational planning, management of personnel and material resources in the individual school centers at suitable environment in which stakeholders can participate and develop their schools (Anderson, 2006; Rodrigo and state, 2005; Gamage 2003; 1993, change 1996; Marburger, (1991). They also point out that for these purposes, school first is considered as the Major decision making unit accordingly, school autonomy in relation to finance and management should be increasing and controls from the central office should be reduced. As effective reforms do not rely on external prescriptions or members, the stakeholders became empowered to formulate the required reform packages through participation and claim ownership for decisions and policies. Moreover, the most vital terms of the bureaucrats by devolving power and authority as well as responsibility to school level, a genuine partnership should be the best choice of any decision making procedure in a school. Gamage (1996). School Based Management Committee should meet regularly and organize activities to improve the way schools operate and support the government's responsibility at ensuring education for all.

### **School Based Management Committee (SBMC) is Usually Involved in:-**

- ❖ Bringing the community closer to the school with a view to participating in running the school.
- ❖ Contributing to the overall planning, management and monitoring of schools and to the decision – making process.
- ❖ They provide a solution where the community and the school can pull resources together to enrich the management of the school.
- ❖ They help and guide the school in the preparation of its budgets.
- ❖ Monitoring and communicating issues to the community and to local state government.
- ❖ Assist in providing the principal/head teacher with all the necessary support and assistance in enhancing his administration.

In this regard, these are some points that show some key roles that School Based Management Committees will be expected to perform in Kano state.

- Sensitization and mobilization of parents in areas of regular attendance and retention of their children in school.
- Monitoring of staff with regards to effectiveness of teaching.
- Contribute in strategic planning budgeting and utilization of resources in school.
- Monitoring the school physical facilities with a view to ensuring their proper maintenance.
- Assist in procurement of learning facilities in the school.
- Assist in sourcing and financing teachers and non – teaching staff.
- Assist in maintaining discipline and order in school.
- Assist in maintaining security of life and properties of the school.

In addition to these affirmations, Likita Agany (2003) noted that since the primary and junior secondary school level is the bedrock of all other levels of education and development in general, the community in which schools are located could do and be seen actively doing a lot in terms of promoting educational and academic excellence, members of the community where the school are established and from where the children who attend the school are drawn could and should be very strongly participating in promotion of desired academic excellence

#### **2.2.10 Importance of Management**

Many individuals do not effectively use their potential skills to manage or aspire to management position. Whenever people work together, there is generally a need for the coordination of efforts in order to attain expected results in reasonable time, and with minimum amount of money, discomfort or energy. All people who oversee the junction of other people who must work in subordinate positions are managers. Managers are people who are primarily responsible for the achievement of organizational goals. The manager is the individual to provide the dynamic force or direction. He is a person in charge or expected to attain results.

The manager does not spend all his time managing. For instance, he is like a Vice – Chancellor of a University, he does not have to teach in the classroom, but must plan admission, develop committees, represent the university, have budgets and reports prepared and ensure that students are properly fed and housed. A manager that fails to achieve the objectives as expected in an organization, such as the civil service or government co-operations, there are often many instances of dismissals, transfers and demotions. A manager is expected to possess special talents or an ability quite different from non – managers.

## **2.3 Educational Facilities**

Educational facilities are the “things of education”. These include school building (classrooms, assembly halls, laboratories, workshops, admin blocks, libraries etc.) teaching aids and devices such as modern educational hardware and their software in the form of magnetic tapes, films and transparencies. Educational facilities therefore are the material things that facilitate teaching and learning processes in the school.

According to Castaldi (1977) in Pere to Mode (1998), educational facilities are those things of education, which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what, is possible when they are not provided. The things of education or educational facilities are therefore numerous. Whatever materials and or services that helps to facilitate teaching and learning rightly fall under the term school plant or educational facilities.

Educational facilities therefore are directly related to the school curriculum.

### **2.3.1 School Plant**

The school educational programme should strongly influence the design of school buildings. The basic principle is that, no educational facility should impose unwanted restrictions upon the educational programme.

According to PeretoMode (1998) says that our school buildings especially the public school buildings set up by the communities in the decade of the 1980’s were just set up as buildings to house students without regard to proper planning in terms of what educational purposes the buildings should serve their places in the delivery of school programme. Castaldi (1977) in Pere to Mode (1998), says that, curriculum development is a crucial aspect

of school plant. No architect can design a functional school building for a given educational need without a clear description of the educational programme.

It is advised therefore that considerable time should be devoted in developing the curriculum of the school before actual planning or design of building by the architect begins. The architects should not only know what subjects would be taught but should know the basic educational concepts and student experiences that underlie the design of the buildings. He should know what equipment is needed and how much space that teachers feel a student's needs to perform each type of educational experience.

The lack of such vital information which should be appropriate starting point of school plant often result in the design and construction of school buildings that are not attuned to the special needs of pupils who would use them or the community in which the school is located.

Although there is an urgent need to establish a new school or erect a school building and meeting the urgent need may not allow for the necessary determination of educational needs the school or building will serve, it must be borne, in mind however that, a functional school building meeting the need of a given educational programme cannot be planned until such needs are clearly defined through the process of curriculum development. School buildings have long life spans and so they should be planned to meet both immediate and long range needs.

### **2.3.2 Role of Head Teacher in the Management of School Facilities**

In our public schools, system rarely does a school head act as a consultant in the establishment of school from the scratch. This means that many school heads may not have the opportunity of participating in the planning site selection and specification of school

facilities. The actual role of the school administrator in the area of plant management is maintenance.

### **2.3.2.1 Maintenance**

Maintenance involves maintaining items buildings, furniture and equipment as far as are possible in their original condition (UNESCO, 1984) in Pere to Mode (1998). There is a difference between maintenance and improvement. As a school is used, the need for staff and student change. Often the experience of a building or school items shelves in use would demand an alternation in the original condition of the facility. When this is done, it is not only maintenance but also improvement. Often what possess on, as maintenance in the school actually improvement. That is more be because the original state of the facilities leaves much to be desired. Vickery (1984) in Pere to Mode (1998), points out four (4) policy options open to the planner who is considering the maintenance of the stock of school buildings, furniture and equipment.

a) No maintenance at all:

This is a situation in which maintenance is adjudged too costly to include in the school budget or where the government judges that there is no need to charge maintenance against public funds.

b) Emergency maintenance:

Money is hardly budgeted for emergency maintenance of school buildings. In the areas prone to natural disasters, the practice as noted earlier is always to divert funds set aside for other purposes for the repair of facilities damaged by the natural event. One may argue that is not a policy, it is however a practice. This often happens in countries with very low investment in school construction with the result that the buildings hardly resist disasters.

c) Ad HOC maintenance:

This is the provision of a general sum of money in the budget, which is used of money in the budget, which is used at the discretion of the education authority to finance unplanned maintenance activities. One feature of this option is that the resources budgeted are always too small in relation to the work to be done and the funds are therefore according to the priority assigned.

d) Planned or preventive maintenance:

It should be observed that options described above are based on expediency. The most preferred option would be to plan the maintenance of school. The planning would be best on the design, use and analysis of regularly conducted surveys and the work would involve not only occasional repairs but also maintenance undertaken at regular intervals with a view to reducing or preventing the future deterioration of items. A good example of this is regular painting polishing of woodwork and metalwork against rot and rust.

The school administrator should determine the option that is applicable in his school system and make the best use of it. Whatever the maintenance option under which he operates, the school administrator should realize that he has the responsibility to preserve and prolong the useful life of the stock of facilities in his school. He should use wisely the resources available to him to maintain the items, buildings, furniture and equipment as far as are possible in their original condition. Maintenance is an on-going process and is always necessary in any school however well built furnished and equipped. Planned and preventive maintenance as we have seen earlier in this chapter is the best approach open to the school administration if he has what it takes financially to do so.

Whatever is the situation the school head would still endeavor to preserve educational facilities under his care. When sudden damage occurs, as could be the case during natural disasters, the school head should take prompt action to inform the central authorities and the community for assistance. Peretomode(1998)

#### **2.4 Review of Related Empirical Studies**

There is no doubt that when school-based management committee influence the administration of basic education the purpose for which the programme was introduced will be greatly achieved.

Emmanuel (2015) conducted a study on “parents/guardian and community management committees participation in educational infrastructure development and management” in Wa, Ghana. The research design used for the study was descriptive survey, six (6) objectives were designed and also six(6) research questions were formulated for the study, the population of the study comprised (168) head teachers and SBMC members, were a sample of (132) were selected using simple random sampling lottery method, the researcher used questionnaire for data collection and the validity of the instrument was done through pilot test and test re-test method, the reliability index is as highly reliable as 0.71 (71%), using simple percentage, frequency count, Pearson product moment correlation the data were analyzed and interpreted, some of his major findings include; community participation through SBMCs help to ensure sustainability at the project implemented since communities play a management role, and community participation through SBMCs bring about increase in school enrolment, access and utilization of educational infrastructure sustainability based on these findings the researcher recommends; the major challenge that affect community participation and management must be gradually plunged through continuous education and

sensitization. Also he recommends that; there must be a critical assessment of stake holder power in the context of the nature and type of participation and management being rolled out.

Emmanuel (2015) study is similar with the study at hand because both are concern on the management committees participation and the administration of basic education programs and the two study are survey in nature, where the researchers employs the use of questionnaire to get the opinion of the respondents and eventually use the options to make decisions on the general population. While Emanuel (2015) focus on basic education schools in Wa, Ghana, the present study focused on basic education schools in Wudil zonal education area, Kano state Nigeria.

Kimari (2015) conducted a study on “An assessment of the influence of school-Based management committees on student’s performance” in Kenya basic education in Njoro sub county Nakuru county, the researcher used descriptive survey, and four(4) objectives were designed and four (4) research questions were formulated for the study, the population made up of (244) head teachers and SBMCs members, were a sample of (152) were selected using systematic random sampling techniques, the researcher uses questionnaire for data collection, the validity of the instrument was done through pilot test and test re-test method, the reliability index is as highly reliable as 0.75(75%), simple percentage, frequency count was used to interpret and data analysis, some of his major findings includes; the SBMCs claim that they were conversant with the education act of 1980 did not translate to their schools. Critical areas such as ensuring transparency and accountability in the provision of learning resources equipping of teachers and student supervision of the learning activities were the SBMCs has demonstrate less influence; also the SBMCs often operated in a school environment that was supportive but lacked adequate funding. This underscored the need for the schools’ management to diversify their resources of funding to be able to meet the school need adequately. Based on these findings the research recommends; the school-based

management committee and where possible with head teachers and other members of the school administration in the area regularly attend seminars and workshop to sensitize them on their orders. There is need for the SBMCs to works on conflict resolutions among their members so that their work in the school may not suffer from discard among them.

Kimari (2015) study is similar with the study at hand because both are concern on the influence of school – based management committees on the administration of basic education program and the two study are survey in nature where the researcher employs the use of questionnaire to set the opinion of the respondents and eventually use the options to make decision on the general population while Kimari (2015) focus on basic education schools in Njoro sub country, Nakuru country, Kenya the present study focused on basic education schools in Wudil zonal education area of Kano state, Nigeria.

Jeremia (2014) conducted a study on “influence of School-Based management committees on the provision of teaching and learning resources in base education school in Kisii south district, Nairobi”, the researcher uses descriptive survey research design, five (5) objectives and five (5) research questions were designed and formulated for the study. The population of the study consist of head teachers, teachers, SBMCs members totaling (109) a sample of (80) head teachers, teachers and SBMCs members were selected randomly by means of simple and stratified random sampling technique, the data were collected through the administration of questionnaire and interview, the validity of the instrument was done through pilot test and test re-test method, the reliability index of the instrument was as highly reliable as 0.85 (85%), using simple percentage, frequency count person product moment correlation the data were analyzed and interpreted, some of his major findings includes; the SBMCs met regularly to discuss matters touching on teaching and learning resources and 60% of the members of the SBMCs regularly attend the meeting; the SBMCs regularly inspected school facilities so as to ensure that all components of the facility are in good

working condition. Based on these findings the researcher recommends; the School-Based management committees in the area need to become more aggressive and innovative in resources mobilization; also stakeholders should form more committees, of different levels and increase the efficiency of the School-Based management committee in providing teaching and learning resources.

Jeremia (2014) study is similar with the study at hand because both are concerned on the influence of school-based management committees and the administration of basic education program and the two studies are survey in nature, where the researchers employ the use of questionnaire to get the opinion of the respondents and eventually use the option to make decisions on the general population. While Jeremia (2014) focuses on basic education schools in Kisii South District, Nairobi, the present study focused on basic education schools in Wudil Zonal education area of Kano state, Nigeria.

Ato (2010) conducted a study on “parents/guardian and communities in the provision of Basic education in the Nantaman municipality of the central region Ghana”. The researcher uses descriptive survey, six (6) objectives and six (6) research questions were formulated, the population of the study was (800), a total sample of (260) were selected randomly using lottery method, questionnaire was used as an instrument for data collection, the validity of the instrument was done through pilot test and test re-test method, the reliability index is as highly reliable as 0.68 (68%) simple percentage, frequency count Pearson product moment correlation was used to interpret and analyze the data collected, some of his major findings include; there was a shortage of communication links between the school and the School-Based management committee members, and; Teachers receive little motivation from parent/guardians and community management committee to carry out their duties as usual. Based on these findings, the researcher recommends; there must be a good communication linkage between the school and the management committees of

parents/guardians and community to emphasize roles expected of the school to the management committees and the parent/guardian and community management committees to the school, and also; Teachers must be motivated through a rewards system by the parent/guardian and community management committee and the directorate to accept posting and also stay in the rural areas for some number of years.

Ato (2010) study is similar with the study at hand because both of them are concerned on how parents, guardian and community management committees could promote provision of basic education schools and the two study are survey in nature where the researchers employ the use of questionnaire to get the opinion of the respondents and eventually use the opinion to make decision on the general population. While Ato (2010) was on parents, guardian and community management committees in the provision of basic education in the mfantsiman municipality of the central region of Ghana, the present study focused on basic education schools in Wudil zonal education area of Kano state, Nigeria. But the studies differ in location.

Chukwunonso (2017) conducted a study on “impact of School-Based management committees in the implementation of Basic education in Mbaitolu local government area Imo State.” The researcher uses descriptive survey research design, five (5) objectives and five (5) research question were formulated for the study, the population of the study was (238), a convenient sampling techniques was used to draw a sample of (152), the instrument used for data collection was questionnaire, the validity of the data collection instrument was done through pilot test and test re-test method, the reliability index is as highly reliable as 0.83 (83%) frequency count, simple percentage and Pearson product moment correlation were used for the interpretation and analysis of the data collected, some of his major findings includes; the crucial decision making participated by community members in the area of student discipline, student motivation and incentive school leadership and staff discipline,

also, the efforts of community members in the provision of physical facilities such as tables, water, chairs, playground, and other stationaries. Based on these findings the researcher recommends; NGO's at National and International Level should conduce training for school management committees, also, P.T.A's and members of the local community to increase community participation and involvement in school resources mobilization, planning and monitoring of activities.

Chukwunonso (2017) study is similar with the study at hand because both are concern on the school-based management committees participation in the management of basic education programs and the two are survey in nature, where the researcher, employs the use of questionnaire to get opinion of respondents and eventually use the opinion to make decision on the general population. While Chukwunonso (2017) focus on basic education schools in Mbaitolu Local government area, Imo state. The present study focused on basic education schools in Wudil Zonal Education area, Kano state, Nigeria..

Also some findings from this limited number of empirical studies can be summarized as follows:

- Source studies found that SBMC policies actually changed the dynamics of the school either because parents get more involved or because teachers action changed. This was the case of El Salvador and Kenya.
- Several studies found that introducing SBMC reduced grade repetition, grade failure and school dropout rates. This was true in several countries, including Brazil, El – Salvador, Honduras and Mexico.
- The studies that had access to standardized test scores yielded mixed evidence. One of the studies showed strong positive evidence from a randomized experiment done in

Kenya, where SBMC initiative implemented in randomly selected schools had large positive effects on students test scores. These effects were the result of a combination of smaller class sizes, more teachers' incentives, and greater parental oversight. Positive effects on student test scores also were found in El Salvador, Mexico and Nicaragua. Other studies reported that SBMC had no impact on student test scores in Brazil and Honduras.

- The studies that explain the essence of SBMC, access and equity specialist of the education sector support programme ESSPIN Mr. AbiodunFowomola, said SBMC encourages community participation and boosts demand for quality education services. He added that it represents community interest and it is a voluntary group which comprises the community leader, market women, artisans, school Head teacher, pupils and religious leaders, this was the case in Nigeria. SBMC Guide book (2009).

#### **2.4 Summary and Uniqueness of the Study**

This research study was based on the influence of School Based Management Committee (SBMC) on the administration of Basic Education Schools in Wudil Zone area of Kano state. In a nutshell, the emergence of education sector support programmed in Nigeria (ESSPIN) through the department for international development DFID which is in partnership between the Nigerian Government and the United Kingdom (UK) is to transform schools into dynamic learning environment, and this bring changes in the educational system as a whole thus improving educational management, teaching skills, school infrastructure and learning materials, in essence there comes the emergence of (SBMC).

SBMC is an important non – governmental association involved in school development activities aimed at improving the standard of education in the community. It works to increase communities involvement with education and to help improve the quality of

effectiveness of schools. It intends to move education forward especially at the basic level, through combined effort of the government, community, teachers and the children.

In the light of the above mentioned, SBMC have great influence on the administration of Basic Education schools particularly in Wudileducation zone of Kano state and Nigeria at large. This research study is unique as it differs with other literature reviewed. This is in view of the fact that the study adopted quantitative research method and descriptive survey research design used to guide the study as questionnaire were administered to the respondents and responses or answers were retrieved as data and the procedure for data analysis was based on simple percentage, as such this research work is unique, it differs from other literature reviewed.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

Essentially, the procedures by which researchers go about their work of describing, explaining and predicting phenomena are called methodology. This chapter therefore explains the research methodology and procedure used for the study. The research methodological and procedure issues explained in this chapter include research method, research design, population of the study, sample size and sampling technique, method of data collection, data collection instrument, validity of the instrument, pilot study, reliability of the instrument and method of data collection instrument and method of data analysis.

#### **3.2 Research Design**

This study adopted a descriptive survey design. Descriptive survey research according to Ezeji (2004) is concerned with specifying the properties of educational and other phenomena by collecting data and describing the characteristics features of facts about a given population using questionnaire, interviews and observation as instruments or tools for data collection. Descriptive survey design was considered suitable for this study since it solicited information from SBMC secretaries which are school head teachers and SBMC chairmen which are from community members on the influence of schools based management committee on the administration of basic education school in Wudil Zonal Education Area of Kano State with the help of self – developed structured questionnaire. Secondly, the head teacher (SBMC secretaries and chairmen SBMC community members), are located at different wards situated a far – off. Therefore, it is easy and less economical to use questionnaire to elicit information from these respondents in their different schools and

communities on the extent of school based management committees influence on the administration of basic education schools in Wudil Zonal Education area of Kano State in Nigeria.

### 3.3 Population of the Study

A research population is generally a large collection of individuals or objects that is the main focus of a scientific query. A population commonly contains too many individuals to study. Conveniently, so in investigation is often restricted to one or more samples drawn from it. A research population is also known as a well – defined collection of individuals known to have a similar characteristics. For research purposes, the definition depends on the context of the study.

Polit and Hungler (1999) In Mbokane (2009), refer population as an aggregate or totality of the objects subjects or members that conform to a set at specification. This means that the group a researcher uses is desirables as having a unique property or character. The population of this study includes Head teachers (HT). SBMC secretary and chairman known as school based management committee members (SBMC) in Wudil Zonal Education Area of Kano State. The population of this study as at the time of this study is thirty eight (38) head teachers and chairman at school based management committee (SBMC).

**Table 3.1 Showing the population size of the study**

S/N	WUDIL EDUCATION ZONE	NO. OF JSS	SCHOOL H/T SBMC SECRETARY/CHAIRMAN SBMC
1	WUDIL L.G	5	10
2	GARKO L.G	7	14
3.	SUMAILA L.G	7	14
	<b>TOTAL</b>	<b>19</b>	<b>38</b>

Source: Wudil Zonal Education (2017)

### 3.3.1 Sample Size

A sample is simply a subject of the population; the concept of sample arises from the inability of the researcher to test all the individuals in a given population. The sample must be representative of the population from which it was drawn and it must have good size to warrant statistical analysis. According to Mugenda and Mugenda (2001). Sample size depends on factors such as the number of variables in the study, the type of research design, the method of data analysis and the size of the accessible population.

**Table 3.2 Showing the sample size of the study**

S/N	WUDIL EDUCATION ZONE	H/T SBMC SECRETARIES	SBMC CHAIRMEN
1.	Wudil	4	4
2.	Garko	5	5
3.	Sumaila	5	5
	Total	14	14

### 3.3.2 Sampling Techniques

The random selection was done through hat and draw method used to select the respondents, thus the school head teacher and the SBMC chairman were used as the respondents hence the school head teachers are the SBMC Secretary, and the SBMC Chairmen are from the community members among the SBMC members, a total sample of 28 chairmen and secretaries of SBMC from 19 junior secondary school across the zone were conveniently selected such that all effected schools SBMC chairmen and secretaries were given fair and realistic chance of forming part of the sample for the study.

### **3.4 Data Collection Instrument**

Data collection instrument refer to any scientifically acceptable instrument or tools used or to be used for data collection from an individual or group of respondent. Therefore in order to elicit relevant and extensive data from 28 respondent under study, self developed structured questionnaire was used as data collection instrument. A questionnaire is a research instrument consisting of a services of questions and other prompts for the purpose of gathering information from respondents.

The data collection instrument used is self-developed structured questionnaire containing nine similar items of questions in line with the objective and research questions of the research work.

### **3.5 Validation of Data Collection Instrument**

This section explains the validity, of the data collection instruments used in this study as follows:-

#### **3.5.1 Validity of the Data Collection Instrument**

Validity has been defined by Borg and Gall (2001) as the degree to which an instrument measures the construct under investigation. It is therefore important to make sure that the developed data collection instrument establishes and produces the desired result. After developing the instruments based on the literature review, the instrument was submitted to a test and measurement expert and statistician who have made necessary corrections and input in order to make the instrument valid and acceptable for data collection purpose. The test and measurement expert and statisticians observations and corrections were appropriately affected to ensure face and content validity of the instrument.

### **3.5.2 Reliability of the Data Collection Instrument**

The reliability of the data collection instruments was done through pilot study which is aimed at testing the adequacy and effectiveness of the instrument all in preparation for the main study. Twelve (12) copies of the questionnaire were administered and ten (10) copies were retrieved and used for the pilot analysis. The respondents were also part of the population but they are excluded during the main study. The data collected from the pilot study was subjected to statistical analysis with the help of statistical package for social sciences was to establish the reliability co-efficient of the instrument as well as the internal consistency of the items. The method of reliability chosen is the split – half methods of reality which yield on at 0.81. This co-efficient implies that the items within the instrument were internally consistent and the instrument considered highly reliable for the study.

To ascertain the reliability of the instrument a pilot study of the data collection instrument (ISBMCABC) was conducted. The pilot study was carried out with the intention of judging out the expected problems of handling and distributing of questionnaire, interpretation of the items, their antiquities and misunderstanding if any. The respondents were also part of the population but they are excluded during the main study.

### **3.6 Data Collection Procedure**

An introductory letter from the education department was taken to Wudil Zonal Education, in which the zonal education also serve the researcher with an introductory letter titled “Approval for Research work” which was taken to school head teachers by the researcher and a good cordial relationship was established between the researcher and the school head teachers through respect, good approach as well as good manner of tongue, the school head teachers acknowledge the introductory letter and permit the researcher to conduct his research work. The researcher distributed the questionnaire to the school head teachers

and also gave the school head teachers questionnaire for their SBMCs chairmen, the questionnaires were retrieved after two and three days, in which only one (1) of the questionnaire is missing but all the remaining questionnaires were retrieved, by the researcher himself without any research assistant.

### **3.6.1 Administration of Data Collection Instrument**

To embark on the field survey for the purpose of administration of data collection instrument, an introductory letter from the head of education department, Bayero University Kano to the zonal education office and the zonal education office serve an introductory to the junior secondary schools under study through the researcher. Also 28 copies of the developed questionnaires were printed for distribution in order to ensure that the questionnaire got to respondents and avoid non return of questionnaire from the subjects, the researcher administered the questionnaire personally.

The personal administration of data collection instrument by the researcher has helped in ensuring optimum response and on the spot clarification of issues related to the topic under study between the researcher and respondents. In addition, the approaches have assisted the study to obtain same practical information and experiences like respondents behavior to questions when confronted with it and expression on a particular question.

### **3.7 Data Analysis Procedure**

Data analysis involves the breaking down and ordering of information obtained through research to reveal trends or patterns of association between variables under examination method or techniques of data analysis are the simply statistical tools or process of collection, organizing, analyzing and interpretation of data collected from the respondents group under study. For the purpose of analyzing, data collected via structured questionnaire,

descriptive statistics of frequency count, percentage, Pearson product moment correlation (PPMC) were used as method of data analysis. These techniques were scientifically computed using statistical package for social sciences (SPSS) version 20.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.1 Introduction

This chapter contains results of data collected via questionnaire administration and analyzed using descriptive statistics, specifically, this chapter presents analysis of responses, results presentations and summary of major findings and discussion of major findings.

#### 4.2 Presentation and Data Analysis

This section presents descriptive analysis of respondents to the study's data collection instrument. This section specifically presented frequencies and percentage of the response on the administered, collected and uncollected questionnaires for the purpose of data collection and analysis. It is hoped that, this section will help the readers of the study to understand the proportion of the actual respondents to the study's data collection instrument.

**Table 4.1 Number of Respondents**

Status	Questionnaires administered		Questionnaires collected		Questionnaires not collected	
	N	%	N	%	N	%
SBMC chairmen	14	50.00	13	46.42	1	3.57
SBMC Secretaries	14	50.00	14	50	0	0.00
Total	28	100	27	96.42	1	3.57

**Source: Field Survey, 2017**

Information presented in table 4.1 shows that, out of the twenty eight (28) questionnaires administered to SBMC chairmen (14) and SBMC secretaries head teachers (14) in Wudil

Zonal Education area of Kano State twenty seven (27) copies are successfully completed and collected for further analysis and interpretation. This 27 includes 13 copies from SBMC chairmen (community members) and 14 copies from school head teachers (SBMC secretaries). Based on the aforementioned, are 13 SBMC chairmen and 14 school head teachers, hence this members represents 96.42% out of the 100%. Similarly, only 1 copy of questionnaire was not successfully collected by the researcher despite all the effort. It can therefore for concluded that, the number of rate of respondents to the study' data collection instrument (i.e. 27 or 96.42%) is high and adequate enough to represent the whole and provide the required data with aim of providing solutions to the study's research problems.

#### **4.2.1 School Based Management Committee Member Respondent's Schools Location.**

This section presents descriptive analysis at school location of all the respondents to the study in table 4.2

**Table 4.2 School location of all the respondents.**

<b>School location</b>	<b>Number</b>	<b>Percentage</b>
Urban	4	28.6
Rural	10	71.4
<b>Total</b>	<b>14</b>	<b>100</b>

**Source: Field Survey 2017**

Information presented in table 4.2 shows that out of the fourteen (14) junior secondary schools 4 or 28.6% are located in the urban areas, similarly 10 or 71.4% are located in the rural area this indicate that majority of the schools were from the rural areas within Wudil Zonal Education Area of Kano State.

**Table 4.3 SBMC member's status**

<b>Status</b>	<b>No</b>	<b>Percentage</b>
Chairmen	14	50%
Secretary	14	50%
Total	28	100

**Source: Field Survey 2017**

Information presented in table 4.3 shows that, 14 or 50% of the respondents are school based management committees chairmen, similarly 14 or 50% of the respondents are school based management committees secretaries. Based and the aforementioned it is clear that the school based management committees chairmen are from community members, while the school based management committees secretaries are the school head teachers.

#### **4.3 Results Presentation and Interpretation**

This section provides presentation of data collected on the gender of the respondents and based on the research objectives stated earlier in chapter one of this study, it is with mentioning that, this arrangement is done in order to aid comprehensive understanding and help in determining whether the said research objectives have been appropriately achieved or not.

**Table 4.4 participation of parents/guardian before the commencement of SBMC**

<b>Item</b>		<b>SBMC Respondents</b>			
		<b>Chairmen member</b>	<b>(SBMC) Percentage</b>	<b>community N</b>	<b>Secretaries (SBMC) school head teachers Percentage</b>
Valid	Yes	4	28.57	3	21.43
	No	9	64.29	11	78.57
Missing		1	7.14		
Total		14	100.00		100.00

**Source: Field Survey 2018 Note: N = Frequency**

Results summarized in table 4.4 shows that significant number of respondents show that no participation of parents or guardian in school management before commencement of school – based management committee as 64.29% chairmen (SBMC) and 78.57% secretaries (SBMC) response that no parents or guardian participation in school management before commencements at SBMC from the results in table 4.3.1 above.

This shows that parents or guardian play passive role in the management of school before the commencement of school – based management committees; the parental participation was very low or no participation for the management of basic education before the commencement of school – based management committee in Wudil education zone of Kano State.

**Table 4.5 participation of parents/guardian after the commencement of SBMC**

		<b>SBMC Respondents</b>			
		<b>Chairmen member</b>	<b>(SBMC)</b>	<b>community</b>	<b>Secretaries school head teachers</b>
<b>Item</b>		<b>N</b>	<b>Percentage</b>	<b>N</b>	<b>Percentage</b>
Valid	Yes	13	92.31	14	100.00
	No	-	-	-	-
Missing		1	7.69		
Total		14	100.00	14	100.00

**Source: Field Survey 2018 Note: N = Frequency**

Result summarizes in table 4.5 shows that significant number of respondents shows that there is an increase in participation of parents or guardian after commencement of school – based management committee in Wudil education zonal area of Kano State as 92.31% shows that significant number of respondents agree that parents or guardian participate actively in the management of basic education after the commencement of School based management

committee similarly the result also shows that another significant rate of respondents of 100% agree that parents or guardian participate actively in the school management after commencement of school – based management committee.

Based on the above result it can be concluded that effort of parents toward school management have significantly improved after the commencement of school – based management committee in Wudil Zonal Education Area of Kano State.

**Table 4.6 Improvement of Students enrolment through SBMC**

		<b>SBMC Respondents</b>			
		<b>Chairmen member</b>	<b>(SBMC)</b>	<b>community</b>	<b>Secretaries school head teachers</b>
<b>Item</b>		<b>N</b>	<b>Percentage</b>	<b>N</b>	<b>Percentage</b>
Valid	Yes	10	71.43	12	85.71
	No	3	21.43	2	14.29
Missing		1	7.14		
Total		14	100.00	14	100.00

**Source: Field Survey 2018 Note: N = Frequency**

Result summarized in table 4.6 shows that significant number of respondents affirms that school – based management committee improve student’s enrolment in Wudil Zonal Education Area of Kano State, as 71.43% and 85.71% of the respondents that school based management committee improve student’s enrolment in the schools of Wudil Zonal Education of Kano State. Based on the above result it can be concluded that the commencement of School – Based Management Committee brings about improvement of student’s enrolment into schools of Wudil Zonal Education Area of Kano State.

**Table 4.7 Improvement of Physical facilities through SBMC**

		<b>SBMC Respondents</b>				
		<b>Chairmen member</b>	<b>(SBMC)</b>	<b>community</b>	<b>Secretaries school head teachers</b>	<b>(SBMC)</b>
<b>Item</b>		<b>N</b>	<b>Percentage</b>	<b>N</b>	<b>Percentage</b>	
Valid	Yes	11	78.57	13	92.86	
	No	2	14.29	1	7.14	
Missing		1	7.14			
Total		14	100.00	14	100.00	

**Source: Field Survey 2018 Note: N = Frequency**

Result summarized in table 4.7 shows that significant number of respondents shows that school – based management committees contribute in the improvement of physical facilities in the schools of Wudil Zonal Education Area of Kano State, as 78.57% and 92.86% response shows that school – based management committee contribute in the improvement of school physical facilities in Wudil Zonal Education Area of Kano State.

Based on the above result it can be concluded that the commencement of school – based management committees have bring a lot of improvement as they immensely contribute in the improvement of school physical facilities in Wudil Zonal Education Area of Kano State.

**Table 4.8 Influence in School Attendance through SBMC**

		<b>SBMC Respondents</b>				
		<b>Chairmen member</b>	<b>(SBMC)</b>	<b>community</b>	<b>Secretaries school head teachers</b>	<b>(SBMC)</b>
<b>Item</b>		<b>N</b>	<b>Percentage</b>	<b>N</b>	<b>Percentage</b>	
Valid	Yes	11	78.57	13	92.86	
	No	2	14.29	1	7.14	
Missing		1	7.69			
Total		14	100.00	14	100.00	

**Source: Field Survey 2018 Note: N = Frequency**

Result summarized in table 4.8 shows that significant number of respondents show that there is a great influence in attendance increase as a result of the commencement of school – based management committee in Wudil zonal education area of Kano State, as 78.57% and 92.86% respectively show that there is high influence increase in school attendance as a result of the commencement of school – based management committee in Wudil zonal education area of Kano State.

Based on the above result it can be concluded that the commencement of school – based management committee greatly influence school attendance as the attendance percentage has increase as a result of the commencement of school based management committee in Wudil zonal education area of Kano state.

**Table 4.9 Provision of Instructional materials to the schools through SBMC**

<b>SBMC Respondents</b>					
		<b>Chairmen member</b>	<b>(SBMC) Percentage</b>	<b>community N</b>	<b>Secretaries (SBMC) school head teachers Percentage</b>
<b>Item</b>		<b>N</b>			
Valid	Yes	10	71.43	11	78.57
	No	3	21.43	3	21.43
Missing		1	7.69		
Total		14	100.00	14	100.00

**Source: Field Survey 2018 Note: N = Frequency**

Result summarized in table 4.9 show that significant number of respondents agree school – based management committee provide instructional materials to the schools of Wudil zonal education area of Kano State, as 71.48% and 78.57% response shows that there is good provision of instructional materials to the schools from the school – based management committee in Wudil zonal education area of Kano State.

Based on the above result it can be concluded that as a result of the commencement of school – based management committees, instructional materials provision to schools of Wudil zonal education area of Kano state has improved significantly.

#### **4.4 Summary of Major Findings**

Based on the research objectives as well as the result and interpretation presented in this chapter, the following are summarized as the major findings.

1. Community members, parent/guidance participation in the management of basic education by provision of financial support including paying for securities, participating in school planning, staff motivation and incentives.

2. The commencement of school-based management committees bring about improvement in students enrolment through social mobilization development to the community member, this enhances good enrolment of student in schools.

3. The commencement of school-based management committee bring on improvement in the school physical facilities such as tables, to chairs, playground, water and other stationaries in the schools.

4. The commencement at school-based management committees has brought about increase in school attendance through the development at social mobilization, this entrance the community members on the substance of good attendance of the students in schools.

5. The effort of community members through school-based management committee bring about effective provision of instructional materials such as rock/sands, maps, punched cards, chalk-board, charts, pictures, tape recorders, flash cards and the provision of textbooks, this positively influence effective school administration for an effective teaching and learning in Wudil Zonal Education area.

#### **4.5 Discussion of Findings**

This section contains discussion of the major findings of the study. This section synthesizes the present findings with the existing emphatically evidence related and relevant to the study's major variables. It is hoped that, at the end of this discussion, the readers should be able to comprehensively understand the nature and scope of the study's findings and how it is applicable to the affected stakeholders. At this point, it is very important to note that, this discussion is provided in line with the research questions, objectives and major findings.

Parents or guardians and community members participation in the management of basic education after the commencement of School – Based Management Committees have strong and significant influence on the continuous administration of basic education schools at Wudil education zone of Kano State. This findings lean on the recent findings of a survey, carried about by Chapman (2000) this study’s findings confirms the study by Chapman (2000), that the main essence of community participation is to shift decision making and its processes closer to local stake holders in order to improve access to services including education. According to chapman, the rationale behind this argument is that it will create equity in the access and utilization of services in local communities. Based on the above empirical evidence, it can be deduced that commencement of school – based management committee brings about community member’s participation in school management which have significant positive impact on the continuous implementation at basic education in Wudil education zonal area of Kano State.

School – Based Management Committees improve student’s enrolment in Wudil education area of Kano state hence community members are fully involved in the school management. A similar study recently conducted by Shekarau (2002), who noted that community participation in education through (SBMC) would help to identify factors that contribute to lower school enrolment attendance and poor academic performance in schools, perform the findings of this study collaborates those at wedam, Quanson & Debrah (2015) in Ghana supported this study’s findings on the roles of community members through (SBMC) establish a direct linkage between community participation (SBMC) and increase in school enrolment. Based on the above empirical evidence it can be deduced that school – based management committee improve student’s enrolment for the continuous of basic education in Wudil education zone area of Kano state.

The effort at community member's through school – based management committees in Wudil education zone area of Kano state by providing physical facilities in the schools such as tables, chairs, playground, laboratory, equipment and other stationeries to junior secondary schools for the continuous management and administration of basic education. Their study further showed that local communities through school Based Management Committees have been making significant contributions in the provision of facilities, although the nature and quality of educational facilities provided were observed to be far below standard. The aforementioned empirical proved that, while most governments and public institutions in Africa may tend to evade the issue of participation in educational infrastructure in the past they are now increasingly coming to the grasp that there are considerable high benefits enjoined in community participation through school – based management committee in the design, planning and management of educational infrastructure.

School – Based management committees programmes participate jointly by community members and teachers of schools under study towards continuous administration of basic education in the study area this has brought about increase in students attendance and enrolment. This study findings has brought about the increase in students attendance, hence the SBMCs member are from the community members as such there is development of social mobilization from the education bodies thus; SUBEB and L.G.E.A and SOME which was empowered (morally, financially as well as materially) this proper mobilization brings about increase in students attendance.

The commencement of school – based management committee bring increase in the provision of instructional materials such as rock/sands, maps, punched card, chalkboard, charts, pictures, photographs, tape recorders, flash cards, and provision at textbooks have strong and significant influence on management and administration of basic education in

Wudil education zone area of Kano state. This findings learn on the recent of a survey carried about by Jeremia (2014), when he found that, resource mobilization by school – based management committees; and accountability for school funds by school-based management committee influence the provision of teaching and learning resources in the schools in the area.

Additionally, this finding on the influence of school – based management committee in provision at instructional materials for the continuous administration of basic education in the study area is supported by Govinda & Diwan (2003) who stated that parents/guardian and community involvement in education through school – based management committees improve resource condition in schools in India.

Based on the above empirical evidence, it can be deduced that parents/guardian and community members participation in school management through school – based management committee influence school attendance and effective school enrolment which have positive influence on the continuous management and administration of basic education in Wudil Zonal Education of Kano State.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

Nationally, reforms in public education with the successful implementation of School Based Management Committee (SBMC) have brought about significant improvement in raising standards of education quality in Nigerian schools, in Kano state and Wudil Zone in particular. The implementation of school based management committee since the intervention of education sector support programme in Nigeria (ESSPIN) has been strategic reform adopted as a vehicle for school improvement. Education decentralization policies through School Based Management Committee (SBMC) was believed to be a means of improving state education quality, enhancing the implementation of democratic principles, in creating higher level of community participation and equitable access to education and accommodating diverse local interests and needs. For these reasons, the Government of Kano State issued a set up guidelines relating to the implementation of school based management committee to serve as essential link between school and communities towards bringing change in the educational system as whole, such as improving educational management, teaching skills, school infrastructure and learning materials.

#### **5.2 Summary**

The research pointed out that, the management of Basic Education in Kano State, and Wudil Zone in particular has been associated with a number of problems, especially lack of active participation in the management by parents and communities, expansion in enrolment, growth inadequacy of physical facilities and instructional materials, poor fundings and many other problems. The management in the context stops at staff personnel or student personal

management, but rather in extent to all other functions of coordinating, controlling as well as supervision the activities taking place in the school. However, one will observe that parents and other members of the community are only given positive role to play in the names of attending speech and prize giving ceremonies and some few other activities. The study also focus on the influence of school based management committee on the administration of basic education schools in Wudil education zone Kano state: the education interventional programme of other communities in tertiary institutions and other organization are not entertained, but is limited to the study of the entire three (3) local governments as Wudil zone in Kano state. Some research questions were formed towards achieving the research objectives.

The research provides review of related literature on the concepts of management, management process, school as a social system, the education interventional programme (history and concept of education sector support programme in Nigeria (ESSPIN), it reasons and integrated approach, school based management committee (SBMC), its composition as well as its roles and responsibilities. More over importance of management as well as its principles. Educational facilities, school plant and roles of head teachers in the management were reviewed.

The study describe the methodology, which primarily relates to the way in which the researcher structure or configures a research projects based on objectives of the study. The methodology includes, concept/theoretical frame work for understanding the process of research but also such aspect of research designed, population of the study, sample size, sampling techniques data collections instruments, validity of the data collection instruments, reliability of the instruments, data collection procedure and data analysis procedure were discussed. However, chapter four of this research consist of data presentation and analysis,

summary of findings as well as discussion of the study. The final chapter of this research is chapter five which consist of summary, conclusion, and recommendations based on the findings.

### **5.3 Conclusions**

The reform package of decentralized education policies and programme through School Based Management Committee (SBMC) which devolution of decision making authority and responsibility from the local government or state government to the Basic Education School (Junior) along with direct small grant have brought about change in schools. These include:

- 1.) This changes related to better school facilities and teaching materials,
- 2.) Higher parental participation in moving and facilitating teaching/learning activities outside class rooms,
- 3.) Democratic process in school decision-making, transparency in making school development plan (SDP),
- 4.) Involving external educators in setting up school policies and school programmes.
5. Draatic changes on the part of school head teachers leadership style. This improve students' academic and non-academic achievement, it increase students attendance, decrease dropout, improvement and increase in spout activities and address the issue at direction of future training and professional development to state and local government officials to undergo more training on SBMCs policies to assist them in understanding limitation of their powered authority.

#### **5.4 Recommendations**

Based on the findings and conclusion of the study, the following recommendations are made:

1. Government should give ultimate power to parents/guardians pertaining school management.
2. Educational authorities in Kano state and Wudil education zone in particular should design on effective policy or mechanism for SBMCs participation in planning implantation and monitoring of educational activities in school located in their respective communities this will ensure accountability, effective supervision and monitoring as well as better academic achievement of students.
3. Allocation of small grant to schools should be increase to maintain the physical facilities and instructional material in particular and create better quality schools in general.
4. Development of social mobilization should be empowered (morally, financially as well as materially) to sustain good enrolment and attendance of the students in schools.
5. Regular workshop on (SBMCs) member, and pre in service training on leadership and management at universities or colleagues at education prior to taking over a job as a school head teacher should be made mandatory for effective leadership administration.

#### **5.5 Recommendation for Further Studies**

study examined the influence at school-based management committees on the administration of basic education schools in Wudil education Zone Kano state Nigeria. Some research can be conducted by inclosing all the local government area/Zones in Kano state of

Nigeria. Since this study used only quantitative data via questionnaire administration there is a need, for further research to be conducted on influence of school-based management committees on the administration respectively, it should be noted that further research in these areas would not only complement this study, but would also help in bringing about improvement in administration of basic education, practices and better education system in Nigeria.

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