

**ASSESSMENT OF SCHOOL BASED MANAGEMENT COMMITTEES IN
THE ADMINISTRATION OF SECONDARY SCHOOLS IN KEBBI STATE,
NIGERIA**

BY

**KOBA Ezra James
P15EDFC8025**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
EDUCATIONAL ADMINISTRATION AND PLANNING SECTION
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA**

SUPERVISORS:

**Dr. M.I. HARBAU
Dr. J.O. EGBEBI**

**ASSESSMENT OF SCHOOL BASED MANAGEMENT COMMITTEES
ON THE ADMINISTRATION OF SECONDARY SCHOOLS IN KEBBI
STATE, NIGERIA**

BY

**KOBA Ezra James
P15EDFC8025**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF
POSTGRADUATE STUDIES,
AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF A MASTERS DEGREE IN EDUCATIONAL
ADMINISTRATION AND PLANNING**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND
CURRICULUM,
EDUCATIONAL ADMINISTRATION AND PLANNING SECTION
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA - NIGERIA**

DECLARATION

I KOBA Ezra James declare that this Dissertation work titled ASSESSMENT OF SCHOOL BASED MANAGEMENT COMMITTEES IN THE ADMINISTRATION OF SECONDARY SCHOOLS IN KEBBI STATE, NIGERIA was conducted by me in the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria - Nigeria. All the sourced information from the literature has been acknowledged in the text and the list of references provided. To the best of my knowledge, no aspect of this research was presented previously for another degree or diploma at this or any other institution.

KOBA Ezra James

Signature

Date

CERTIFICATION

This Dissertation titled ASSESSMENT OF SCHOOL BASED MANAGEMENT COMMITTEES IN THE ADMINISTRATION OF SECONDARY SCHOOLS IN KEBBI STATE, NIGERIA by Koba Ezra James meets the regulations governing the award of the Degree of Masters in Educational Foundations and Curriculum of Ahmadu Bello University, Zaria - Nigeria and is approved for its contributions to knowledge and literary presentation.

Dr. M.I. HARBAU

Chairman, Supervisory Committee

Signature

Date

Dr. J.O. EGBEBI

Member, Supervisory Committee

Signature

Date

Dr. A.D. Aliyu

Head of Department
Educational Foundations and Curriculum

Signature

Date

Prof. S. Abdullahi

Dean, School of Postgraduate Studies

Signature

Date

DEDICATION

This research is dedicated my beloved parents Mr. James Koba Tanga and Deaconess (Mrs.) Abigail James Koba Tanga; and also, to those who inspired and encouraged me to continue to search for knowledge.

ACKNOWLEDGEMENTS

I Koba Ezra James sincerely expresses my profound gratitude to Almighty God for His favour, grace and mercy upon my life. I am also exceedingly grateful to his supervisors Dr. M.I. Harbau and Dr. J.O. Egbebi who spared their time to ensure that I succeed in my academic pursuit. Your diligent guidance, corrections, and suggestions made this work a reality. My appreciation also goes to the members of the non-academic staff of the department

The researcher is also grateful to Dr. A.D. Aliyu Head of Department Educational Foundations and Curriculum, Prof. B. A Maina, Dr. Kera, Late Dr. E.I. Makoju, late Dr. A. H. Jega, Dr. M. S. Hussaini, Dr. A.M. Jumare, Dr. John Oluyemi Egbebi, Dr. R. S. Ahmed, Dr. M. M. Ibrahim, for their support and constructive criticism that made this research work a success. My sincere appreciation goes to all the lecturers supporting the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria - Nigeria and others who contributed one way or the other to make this work a success.

The researcher's deepest heartfelt thanks go to the examiners, Prof. C. E. Dikki, Prof. F. D. Kolo and Dr. M. R. Bawa whose constructive corrections and guidance made the completion of this research a huge success. To the research assistants, principals, teachers, ministry officials and school based management committee officials of my sampled secondary schools in Kebbi State, Nigeria, many thank you for completing my questionnaire.

The researcher also expresses special thanks to my beloved parents Mr. J. K. Tanga, Deaconess (Mrs.) Abigail James Koba, and to Mr. Emmanuel Hoke, Mrs. Gloria Emmanuel Hoke, Miss Patience James Koba, Dr. Martha Joshua Masara, Mr. Joshua Masara, also Mrs. Lia'tu Ishaku Ishaya Ganya, Chief Adebola Obaloto, Mrs. Jamila Mairiga and Theresa J. Audu for your prayers, advice, encouragement and financial support.

TABLE OF CONTENTS

Title Page	i
Declaration	ii
Certification	iii
Dedication	iv
Acknowledgements	v
Table of Contents	vii
List of Tables	xiii
List of Appendices	xiv
List of Abbreviations	xv
Operational Definition of Terms	xvi
Abstract	xvii

CHAPTER ONE: INTRODUCTION

1.1	Background to the Study	1
1.2	Statement of the Problem	7
1.3	Objectives of the Study	10
1.4	Research Questions	11
1.5	Research Hypotheses	11
1.6	Basic Assumptions	13
1.7	Significance of the Study	14
1.8	Scope of the Study	14

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1	Introduction	15
-----	--------------	----

2.2	Conceptual Framework	16
2.2.1	Role Performance	16
2.2.2	School Based Management Committee (SBMC)	16
2.2.3	School Administration	18
2.2.4	Decision Making	19
2.2.5	Communication in School	20
2.2.6	Interpersonal Relationship	21
2.2.7	Concept of Security	21
2.2.8	Concept of Facility	22
2.2.9	Concept of Staffing	22
2.2.10	Staff Development	23
2.3	Theoretical Framework	24
2.3.1	Contingency Theory	24
2.3.2	Systems Theory	25
2.4	Assessment of School Based Management Committees on Decision Making Process in the Administration of School	26
2.4.1	Transfer of Decision-Making Power	33
2.4.2	Stages of Decision-Making Process	37
2.4.3	Decision Making Between Principals, Teachers and Students	39
2.4.4	Leadership Competence and Work Relationships	42
2.4.5	The Need for Inclusion of School Health in SBMC Programme	44
2.5	Assessment of School Based Management Committees on Communication in School in the Administration of School	46
2.5.1	Communication as a Form of Interpersonal Interaction	46
2.5.2	Verbal Communication	47

2.5.3	Para-verbal communication	47
2.5.4	Non-Verbal Communication	48
2.5.5	Communication and the Role of School Principals	48
2.5.6	Communication for the Development of School Culture	52
2.5.7	Communication on the Promotion of Instructional Programs Conducive to Student's Learning	52
2.5.8	Communication and the Professional Development of Teachers	54
2.6	Assessment of School Based Management Committees on Interpersonal Relation in the Administration of School	55
2.6.1	Relationship between Peer Relations and Students' School Performance	63
2.6.2	Students' Social Acceptance in Relation to their Academic Outcomes	64
2.6.3	Students' Friendships in Relation to their Academic Outcomes	64
2.6.4	Relation Between both Kinds of Social Relations in Different School Periods	64
2.6.5	School Based Management Committee and Community Advocacy	66
2.7	Assessment of School Based Management Committees on Provision of Security in the Administration of School	67
2.7.1	Security Challenges on Nigerian Child's Learning, Insecurity is an Obstacle to Education in Nigeria	69
2.7.2	Need for Safety in School	70
2.7.3	Contributors to School Safety	71
2.7.4	Assessment of School Safety	72
2.7.5	Reactionary School Safety Policy	72
2.7.6	Students' Perceptions of School Violence	74
2.8	Assessment of School Based Management Committees on Provision of Facilities in the Administration of School	75
2.8.1	Management of Resources and Accommodation	77

2.8.2	Physical Environment as School Identity	78
2.8.3	Facilities as Contributing Factor to Academic Performance	79
2.8.4	Effect of School Facilities on Performance	80
2.9	Assessment of School Based Management Committees on staffing in the Administration of Secondary Schools in Kebbi State, Nigeria	81
2.9.1	Functions of Personnel Management	84
2.9.2	Problems of Secondary School Staffing	87
2.10	Assessment of School Based Management Committees on Staff Development in the Administration of School	89
2.10.1	Performance Capability versus Performance Demands Model	93
2.10.2	Types of Staff Development	94
2.10.3	Phases of Professional Staff Development	95
2.10.4	Teachers' Development and Academic Performance	96
2.10.5	Relevance and Importance of Staff Development	96
2.10.6	Prospects in the Introduction of School Based Management Committee	99
2.10.7	Challenges of School Based Management Committee	102
2.11	Empirical Studies	105
2.12	Summary	114

CHAPTER THREE: RESEARCH METHODOLOGY

3.1	Introduction	116
3.2	Research Design	116
3.3	Population of the Study	116
3.4	Sample and Sampling Techniques	118
3.5	Instrumentation	119

3.5.1	Validity of the Study	120
3.5.2	Pilot Study	120
3.5.3	Reliability of the Study	120
3.6	Method of Data Collection	121
3.7	Method of Data Analysis	121

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1	Introduction	122
4.2	Analysis of Bio-Data of the Respondents	122
4.3	Answers to Research Questions	123
4.4	Test of Null Hypotheses	141
4.5	Summary of Hypotheses Testing	148
4.6	Summary of Major Findings	149
4.7	Discussion of the Findings	150

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1	Introduction	155
5.2	Summary	155
5.3	Conclusions	156
5.4	Recommendations	157
5.5	Suggestions for Further Study	158
	References	159
	Appendices	

LIST OF TABLES

Table 3.1	Population of the Study	118
Table 3.2	Sample of the Study	120
Table 4.1	Analysis of Personal Data of the Respondents	123
Table 4.2	Mean Score of Principals, Teachers, Ministry Supervisors and SBMC members (Respondents) on the Assessment of School Based Management Committees on Decision Making Process in the Administration of Secondary Schools	125
Table 4.3	Mean Score of Respondents on the Assessment of School Based Management Committees on Communication in School in the Administration of Secondary School	128
Table 4.4	Mean Score of Respondents on the Assessment of School Based Management Committees on Interpersonal Relations in School in the Administration of Secondary Schools	131
Table 4.5	Mean Score of Respondents on the Assessment of School Based Management Committees on Provision of Security in School in the Administration of Secondary School	133
Table 4.6	Mean Score of Respondents on the Assessment of School Based Management Committees on Provision of Facilities in School in the Administration of Secondary Schools	135
Table 4.7	Mean score of Respondents on the Assessment of School Based Management Committees on Staffing in School in the Administration of Secondary Schools	137
Table 4.8	Mean Score of Respondents on the Assessment of School Based Management Committees on Staff Development in School in the Administration of Secondary Schools	140
Table 4.9	Summary of the One-Way Analysis of Variance (ANOVA) on the Assessment of School Based Management Committees on Decision Making Process in the Administration of Secondary Schools	142
Table 4.10	Summary of the One-Way Analysis of Variance (ANOVA) on the Assessment School Based Management Committees on Communicate on in School in the Administration of Secondary Schools	143

Table 4.11	Summary of the One-Way Analysis of Variance (ANOVA) on the Assessment of School Based Management Committees on Interpersonal Relations in the Administration of Secondary School	144
Table 4.12	Summary of the One-Way Analysis of Variance (ANOVA) on the Assessment of School Based Management Committees on Provision of Security in the Administration of Secondary School	145
Table 4.13	Summary of the One-Way Analysis of Variance (ANOVA) on the Assessment of School Based Management Committees on Provision of Facilities in the Administration of Secondary School	146
Table 4.14	Summary of the One-Way Analysis of Variance (ANOVA) on Assessment of School Based Management Committees on Staffing in the Administration of Secondary Schools	147
Table 4.15	Summary of the One-Way Analysis of Variance (ANOVA) on the Assessment of School Based Management Committees on Staff Development in the Administration of Secondary Schools	148
Table 4.16	Summary of Hypotheses Tested for This Study	149

LIST OF APPENDICES

Appendix A	Letter of Introduction	187
Appendix B	Questionnaire	188
Appendix C	Research Advisors, (2006)	196

LIST OF ABBREVIATIONS

SMBC:	School Based Management Committee
UBEC:	Universal Basic Education Commission
PTA:	Parent -Teachers' Association
NCE:	National Council on Education
LGEA:	Local Government Education Authority
ANCPSS:	All Nigeria Confederation of Principals of Secondary Schools
NUT:	Nigeria Union of Teachers
ED:	Education Department
WHO:	World Health Organization
FRN:	Federal Republic of Nigeria
CBO:	Community Based Organization
ED:	Education Commission
PD:	Performance Demands
PC:	Performance Capabilities
MDG:	Millennium Development Goals
FME:	Federal Ministry of Education
ANOVA:	Analysis of Variance
PPMC:	Pearson Product Moment Correlation
SPSS:	Statistical Package for Social Sciences
MOE:	Ministry of Education

OPERATIONAL DEFINITION OF TERMS

Assessment:	The process of considering all the information about a situation or a person and making a judgement.
School Based Management Committees:	The voice of the community in school governance.
Administration:	Management of resources, communications and tasks involved in running a school.
Decision Making:	Act of making a choice.
Communication in School:	Exchanging information by speaking, writing or sign language.
Interpersonal Relations:	A strong, deep or close association between people.
Security:	The state of being free from danger or threat.
Facilities:	Equipment provided for a purpose.
Staffing:	Employee recruitment and selection performed in an organization.
Staff Development:	Sponsoring programs that offer training or continuing education to employees.

Abstract

This study examined the Assessment of School Based Management Committees in the Administration of Secondary Schools in Kebbi State, Nigeria. To guide the study, seven (7) objectives were formulated which includes; Assessment of school based management committees on decision making process in the administration of secondary schools in Kebbi State, Nigeria; and examine school based management committees on communication in school in the administration of secondary schools in Kebbi State, Nigeria; in line with stated objectives seven (7) research questions were raised which includes; How does school based management committees facilitate on decision making process in the administration of secondary schools in Kebbi State, Nigeria? And in what ways does school based management committees assist on communication in school in the administration of secondary schools in Kebbi State, Nigeria? seven (7) null hypotheses as well as seven (7) basic assumptions were raised for the study. Relevant and related literatures were reviewed. Descriptive research design was used for the study with the total population of six thousand nine hundred and four (6094) which comprised one hundred and ninety-two (192) principals, three thousand and fifty-six (3056) teachers one hundred and ninety (190) MOE officials and two thousand six hundred and sixty-two (2662) SBMC officials. Research Advisors (2006) was adopted for the study with the total number of three hundred and sixty-five (365). Self-developed questionnaire which comprised of seventy (70) structured item statements were modified on a five (5) point Likert scale which was used to collect data from the respondents. Data collected for this study was analyzed through frequency and simple percentages for demographic data, descriptive statistics was used to analyse the bio-data of the respondents, weighted mean otherwise called decision was used to answer the seven (7) research questions; while one-way Analysis of Variance (ANOVA) Statistical tool was used to test the seven (7) hypotheses postulated for this study at 0.05 level of significance. The findings of the study revealed that School Based Management Committees played vital role in the Administration of secondary schools in Kebbi State by way of separating toilets for male and female students as well as classroom seating arrangement of Secondary School students in Kebbi State, Nigeria. It is therefore concluded that, Schools where there are functional School Based Management Committees, the members tend to participate actively in decision making process, communication in schools, and interpersonal relations amongst others in the administration of secondary schools in Kebbi State, Nigeria. The study therefore recommended that, as much as possible, secondary school administrators should endeavour to actively involve SBMC where necessary in terms of classroom seating arrangement, employing security personnel and separating toilets for male and female students in the school among others as this will help in the smooth running of the school.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The Federal Republic of Nigeria in her National Policy on Education, Federal Ministry of Education, (2004), stated that education is the greatest force that can be used to seek redress and it is also the greatest investment that any nation can make for quick development of its economic, political, sociological and human resources. This is to say that, qualitative and quantitative education is a sine-qua-non for political, economic, and social changes of any society or nation. Education is usually considered to be the cornerstone and pillow of economic growth and development. The Nigerian government believes that to survive in the competitive world economy, the quality of education and its environment is the key variable. Arising from the foregoing, it is the opinion of this study that the quality of a school environment that entails its prevailing atmosphere, surroundings, etc., is a morale booster and strengthener to the feelings or belongingness, care and goodwill among its members.

Harris and Lowery, (2002), posited that school environment is a set of properties of the work environment perceived by individuals who work there that serve as a major force in influencing their job behaviour. They further mentioned that these set of properties in the work environment include but limited to leadership, motivation, discipline, communication, school-community relations, facilities, materials, character, tone of the school, or the internal quality of a school especially as experienced by its members and noticed by visitors to the organization. Shore, (1995), highlighted seven important factors that effective school environments must exhibit. These include; leadership, clear and focused mission, safe and orderly environment with high expectation and discipline,

frequent monitoring of students' progress, positive home-school relations and opportunity to learn, and student time on task.

The quality of leadership in a school affects to a large extent the success or failure of that school. The function of school leadership as an element of school environment is to influence the group towards the achievement of group goals. No two leaders are the same in the manner they manage their school; therefore, the issue of leadership becomes a vital element of the school environment for transformation.

Another element of the school environment is school-community relations. According to Akpakwu, (2008), school community relations can be described as the degree of understanding and goodwill achieved between the school and the community. Makurdi Metropolis of Benue State is experiencing problems in the management of secondary schools ranging from ineffective leadership styles, poor school-community relations, undisciplined, lack of motivation for teachers and students, and so on. This has culminated into poor academic performance by students and the inability of teachers to put in their best.

However, School Based Management Committee takes its root from the School Based Management. The idea of having School Based Management Committee is to oversee the management of schools which is an important aspect of educational reform globally. It is a channel for bringing resources from community into school, a way of getting a better flow of government resources to schools, as well as the linkage between government, school and community, (UBEC, 2011). It is also an initiative, meant to improve the bottom up decision in educational planning and management, so as to facilitate improvement in the quality of education and efficiency. It is aimed at moving secondary education forward through combined effort of government, community, teachers and

children, as well as broadening the existing gap between schools and communities where they exist and operate. Put simply, it is the voice of the communities in schools' governance.

School Based Management had been described by authors. Cheng, (1996), cited in Ogundele & Adelabu, (2009), sees it as tasks that are set according to the characteristics and needs of school itself, where school members have much greater autonomy and responsibility for the use of resources to solve problems and carry out effective education activities in the long-term development of the school. According to Caldwell & Spinks, (1988), also cited in Ogundele and Adelabu, (2009), it is a school system of education which there has been decentralization and significant amount of authority and responsibility to make decision related to the allocation of resources within centrally determined framework of goals, policies, standards, and accountabilities.

It is worthy to note that each school has PTA which charges specific levy, tagged 'PTA levy' and constitute a major source of revenue for projects such as buses, construction of additional buildings and perimeter fence, repair of damaged fence and buildings. The collection of such levy is however subject to the approval of the Commissioner for Education in each State or the designated authority and based on the provision of letter of request for such levy, copy of the agenda of the meeting where the decision was taken, attendance list of the meeting and endorsed minutes of the meeting. Over the years, PTA has even been enjoying certain privileges which are encouraging many parents to be eager to be part of its executives. There are reports that many executives of PTA feel reluctant to relinquish positions even after the graduation of their children from schools (Daily Independence, 2014), due to certain privileges they enjoy from Association's fund. Certain amount, tagged 'PTA levy' is charged in schools in

Nigeria, which has to be paid by parents/guardians of each child. This implies that PTA is financially credible unlike SBMC. Going by the policy trust of SBMC, it is not expected to charge a penny in school while members are not entitled to any form of allowance. There is thus the tendency that over time, members of SBMC in schools will be discouraged and become truants (i.e. irregular at meetings), which may not give room for much contributions and robust discussions towards the development of schools they are nominated to serve.

School systems work with the children who come into them. Many elements go into making a quality learner; these include health, early childhood experiences and home support. Adequate nutrition is also critical for normal brain development. Prevention of infectious diseases and injury prior to school enrolment are critical to the early development of a quality learner (UNICEF, 2000). Poor health is one of the factors that contribute to absenteeism and irregular attendance in schools. When children reach school age, research demonstrates that to achieve academically, a child's exposure to curriculum, his or her opportunity to learn; significantly influences achievement, and exposure to curriculum comes from being in school. The need to inspire quality consciousness in school operators and managers for the attainment of total quality assurance in schools, and a turnaround in educational effectiveness gave birth to the concept of community participation in school management. Policy makers believe that to improve education quality, it is vital to advance from classroom teaching level to school organization level and reform the structural system and management style of school.

In Nigeria, the School-Based Management Committee was set up to increase citizen participation in school management; this is part of the efforts of school reform in Nigeria. According to Dakar Framework of Action, (2000), the experience of the past decade has

underscored the need for better governance of education systems in terms of efficiency, accountability, transparency and flexibility, so that they can respond more effectively to the diverse and continuously changing needs of learners. Reform of educational management is urgently needed to move from highly centralized, standardized and command-driven forms of management to more decentralized and participatory decision-making, implementation and monitoring at lower levels of accountability. Although observation has shown albeit erroneously, that some school managers particularly head teachers see the role of SBMC as a relegation of schools' autonomy, whereas SBMC is to promote the autonomy of schools.

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

The National Policy on Education, Section 12 (104b) (Federal Republic of Nigeria, 2004), allows close participation and involvement of the communities, at the local level, in the administration and management of their schools. Since the community has legitimate mandate in education, it behooves on the traditional institutions to mobilize and coordinate their subjects to integrate their skills and wealth of experience into the school programme in order to maximize their contributions in their expertise and best practice through periodic monitoring, reviewing, evaluating and given constructive advice on key functions

in curriculum delivery, critical infrastructure, capacity building, instructional materials/equipment, staff and students welfare, management and support mechanisms, and school-community relationship. This is another dimension of transparency, accountability and commitment that will ensure quality service delivery and attainment of the overall goal of education in schools. The relationship between the school and the community is indeed a symbiotic one, since the function of one complements the other. The school thrives on effective interrelationships within it and with its relevant publics. The school requires a lot of human, materials, physical facilities and financial resources for building the capacity of the education system to be able to deliver high quality and relevant curriculum to learners of all ages. Consequently, the School-Based Management Committee, (SBMC) is recognized as a viable tool for promoting effective community participation, commitment, transparency, accountability, supportive services and best practices in school planning, management, monitoring and evaluation of performance of school administrators, teachers and learners to ensure quality service delivery and learning outcomes.

In a bid to ensure effective participation of local communities in the management of affairs of schools, the National Council on Education, (NCE) in 2006 approved the establishment of SBMCs in all primary and secondary schools in Nigeria, as part of government strategy to re-structure the school administrative process and ensure inclusive participation of stakeholders in the school management at the community level. The SBMC is made up of 12 to 19 people in each school. This is expected to be achieved through the involvement of meaningful, close, strong and goal-oriented partnership between the school authority and other relevant stakeholders (Parent-Teachers Association (PTA), Old Students Association, Communities, Traditional Institution, Civil Society Organizations, Faith-Based Organizations, Ministries, and other professional and social institutions). This

synergy is necessary because a virile and responsive school-community relationship is a building block for a sustainable quality education Universal Basic Education Commission, (2011).

1.2 Statement of the Problem

It appears that the absence of School based management committee in decision making in secondary school administration has a negative effect on the schools' outcomes in areas such as tests scores or graduation rates. Whenever SBMCs' are not involved in school management decisions which entails having a stake on issues such as students' performance, they seem not to be able to hold the school administrators accountable for the output that they produce. However, when these stakeholders are directly involved, they seem to be able to hold school management accountable for the outcome they produce. This assertion is aptly captured in the World Bank's 2003 World Development Report titled 'Making Services Work for Poor People where it was suggested that good quality and timely service provision can be ensured if service providers can be or are held accountable to their clients (World Bank, 2003a).

It seems like ineffective communication between the school leaders and the other participants, including teachers, students, impedes the school's performance. It appears that the absence of school based management committee which includes parents, community leaders and youths among others have a negative effect on communication in school. The effective school communication on high expectations of learners stimulates and secure learning environment whenever SBMC is involved. According to Patrick and Frankel, (2004), communication encompasses more than speaking. It looks like inadequate interpersonal relationship has an effect on students' academic performance. Whenever decisions are made as a group, such decision seems to be better made than individual

decision. Relationship among students, teachers, between teachers and students and the community helps in making proper decisions and to identifying and change such decisions taken when they are wrong. Social interaction gives that privilege to have multiple choices as nobody is perfect but two heads are better than one.

Facilities are the aggregate components that makes up the whole in a school environment such as school buildings like classroom, school library, hostels, toilets, parking space, recreational areas amongst the host of others. Inadequate school facilities like shortage of classrooms, hostels and teaching materials seems to contribute to poor academic performance. However, in the contributions of Ajayi and Ogunyemi, (1990), they reiterated that when facilities are provided to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher, but individual students will also learn at their own paces. The net effect of this is increased overall academic performance of the entire students.

It appears that the absence of security in schools and communities within which schools are located affects teachers in discharging their duties effectively and also students going to school having the mindset that anything could happen on their way particularly the girl child considering the fact that the issue of rape, Boko Haram, (BH) and the Fulani herdsmen menace are on the rise. More so, even the school premises now are not safe for students as it has happened not once or twice that the students that were abducted in schools specifically the chibok girls in Borno State of Nigeria which even the police, military personnel or school security personnel could not stop from happening. It looks like whenever students go to school to learn, the mentality of anything can happen as nowhere is safe affects the students psychologically as such they do not pay full attention to what the

teachers teach them in school. This greatly contribute to students' poor academic performance.

Management of personnel is an important function of any organization particularly in a school setting. Activities such as recruitment, selection, training, wage and salary administration, establishing staffing ratios, benefit planning and productivity are the responsibility of teacher personnel management. However, it seems whenever teachers are not adequately selected as part of recruitment, trained to be given the required skills to have the potentials of being a qualified teacher, teachers seem not to be able to discharge what is expected of them. This however, affects the nation education goals and objectives set to be achieved. Quality teachers are needed in the education sector of Nigeria but unfortunately most of the teachers who teach in Nigerian schools are not trained and qualified with NCE or B.Ed. certificates which in turn contribute to the poor academic performance of students. Graduates with different qualifications are the ones giving the teaching job. A stop should be put to this as it will go a long way to shaping the educational system.

The absence of staff development seems to be the issue here where training and retraining, workshops, seminars, conferences are supposed to be the measuring and determinant factors to guide the consistency of teachers in schools with regards to the adequate discharge of their duties. This could go a long way in helping the teachers to be at their best/peak and also the students to receive quality teaching that will affect their academic performance in schools. However, it is important to note that retrenching teachers that have been teaching for years just like the case that happened in Kaduna State in Nigeria some time back is not the best and seems not to help matters but it becomes like rather adding kerosene to fire. Training and retraining could be the solution to this

deterioration and substandard in the education sector and will also help economically as it does not raise the unemployed index in the country.

Whenever, Decision making, communication in schools, interpersonal relations, facilities, security, staffing and staff development are adequately provided by the concerted effort of both the school and SBMC, it will travel a long distance in contributing positively to the administration secondary schools in Nigeria especially in Kebbi State.

1.3 Objectives of the Study

In order to guide the conduct of this study, the following objectives were stated;

1. Assess the influence of school based management committees on decision making process in the administration of secondary schools in Kebbi State, Nigeria;
2. examine the influence of school based management committees on communication in school in the administration of secondary schools in Kebbi State, Nigeria;
3. evaluate the influence of school based management committees on interpersonal relations in the administration of secondary schools in Kebbi State, Nigeria;
4. assess the influence of school based management committees on provision of security in the administration of secondary schools in Kebbi State, Nigeria;
5. examine the influence of school based management committees on provision of facilities in the administration of secondary schools in Kebbi State, Nigeria;
6. find out the influence of school based management committees on staffing in the administration of secondary schools in Kebbi State, Nigeria; and
7. ascertain the influence of school based management committees on staff development in the administration of secondary schools in Kebbi State, Nigeria.

1.4 Research Questions

The following research questions were asked for the purpose of this study.

1. How do school based management committees assist decision making process in the administration of secondary schools in Kebbi State, Nigeria?
2. In what ways do school based management committees aid communication in school in the administration of secondary schools in Kebbi State, Nigeria?
3. How do school based management committees facilitate interpersonal relations in the administration of secondary schools in Kebbi State, Nigeria?
4. In what ways school based management committees facilitate provision of security in the administration of secondary schools in Kebbi State, Nigeria?
5. How do school based management committees assist provision of facilities in the administration of secondary schools in Kebbi State, Nigeria?
6. In what ways school based management committees aid staffing in the administration of secondary schools in Kebbi State, Nigeria?
7. How do school based management committees facilitate staff development in the administration of secondary schools in Kebbi State, Nigeria?

1.5 Research Hypotheses

The following hypotheses were postulated for this study

- H₀₁.** There is no significant difference in the opinions of principals, teachers, and ministry supervisors on the assessment of school based management committees on decision making process in the administration of secondary schools in Kebbi State, Nigeria.
- H₀₂.** There is no significant difference in the opinions of principals, teachers and ministry supervisors on the assessment of school based management committees on

communication in school in the administration of secondary schools in Kebbi State, Nigeria.

H03. There is no significant difference in the opinions of principals, teachers and ministry supervisors on the assessment of school based management committees on interpersonal relations in the administration of secondary schools in Kebbi State, Nigeria.

H04. There is no significant difference in the opinions of principals, teachers and ministry supervisors on the assessment of school based management committees on provision of security in the administration of secondary schools in Kebbi State, Nigeria.

H05. There is no significant difference in the opinions of principals, teachers and ministry supervisors on the assessment of school based management committees on provision of facilities in the administration of secondary schools in Kebbi State, Nigeria.

H06. There is no significant difference in the opinions of principals, teachers and ministry supervisors on the assessment of school based management committees on staffing in the administration of secondary schools in Kebbi State, Nigeria.

H07. There is no significant difference in the opinions of principals, teachers and ministry supervisors on the assessment of school based management committees on staff development in the administration of secondary schools in Kebbi State, Nigeria.

1.6 Basic Assumptions

The basic assumptions for this research are as follows:

1. Whenever there is appropriate application of decision-making process by school based management committees, secondary school administration will be effective thereby, upgrading students' academic performance in secondary schools in Kebbi State, Nigeria.
2. Whenever there is effective communication in school by school based management committees, secondary school administration will improve therefore upgrading teacher/student relationship in secondary school in Kebbi State, Nigeria.
3. Adequate interpersonal relations by school based management committees positively influence secondary school administration which will in turn positively affect the behavior of staff and students in secondary schools in Kebbi State, Nigeria.
4. Adequate provision of security by school based management committees influence secondary school administration positively and thereby assuring the safety of both staff and students in secondary schools in Kebbi State, Nigeria.
5. Whenever there is proper provision of facilities by school based management committees, secondary school administration will be improved therefore, making teaching and learning easier for both the teachers and the students in secondary schools in Kebbi State, Nigeria.
6. Whenever there is appropriate staffing by school based management committees, secondary school administration will be effective thereby upgrading the quality staff in secondary schools in Kebbi State, Nigeria.

7. Whenever appropriate application of staff development by school based management committees, secondary school administration will be affected positively therefore improving the knowledge of staff in secondary schools in Kebbi State, Nigeria.

1.7 Significance of the Study

The significance of this research cannot be over-emphasized hence it is generally accepted that people learn from the experience and knowledge of others. Therefore, this research work will be a guide to researchers whose studies are related to this research. This research work will also be of benefit to school managers, teachers, students, PTA officials, School Based Management Committee Members, (SBMC) among other stakeholders at all level of education in Kebbi State, Nigeria and the world at large.

However, this research work will be relevant to educational supervisors, administrators and planners in education, curriculum experts/developers or planners as well as all other stakeholders in Kebbi State Ministry of Education. In more practical terms, it will facilitate these stakeholders to recognize and appreciate their responsibilities to perform their roles more effectively and sufficiently towards the administration of secondary school. It will also provide basis for adequate management and application of decision-making process, communication in school, interpersonal relations, security, facilities, staff development and staffing amongst the host of others in Kebbi State.

1.8 Scope of the Study

This research work titled Assessment of School Based Management Committees in the administration of Secondary Schools in Kebbi State, Nigeria covered all the secondary schools which consisted all the Principals, Teachers and Ministry Supervisors in the six Education Zones namely Argungu, Birnin Kebbi, Bunza, Jega, Yauri and Zuru Zones respectively. However, this study was limited to public secondary schools in Kebbi State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focused on review of related literature. Relevant and related literatures are reviewed in this chapter under the following subheadings;

2.2 Conceptual Framework

2.3 Theoretical Framework

2.3.1 Assessment of School Based Management Committees on Decision Making Process in the Administration of School

2.5.1 Assessment of School Based Management Committees on Communication in school in the Administration of School

2.6 Assessment of School Based Management Committees on Interpersonal relation in the Administration of School

2.7 Assessment of School Based Management Committees on Provision of Security in the Administration of School

2.8 Assessment of School Based Management Committees on Provision of Facilities in the Administration of School

2.9 Assessment of School Based Management Committees on staffing in the Administration of Secondary Schools in Kebbi State, Nigeria

2.10 Assessment of School Based Management Committees on Staff Development in the Administration of School

2.11 Empirical Studies

2.12 Summary

2.2 Conceptual Framework

The conceptual Framework of this study consists of the concepts such as; Concept of School Based Management Committees, (SBMC), Concept of School Administration, Concept of Decision-Making Process, Concept of Communication in School, Concept of Interpersonal Relations, Concept of Security, Concept of Facilities, Concept of Staffing and Concept of Staff Development.

2.2.1 Role Performance

Performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals (Obilade, 1999). It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes (Akinyemi, 1993; Okeniyi, 1995). However, Peretemode, (1996), argued that job performance is determined by the worker's level of participation in the day to day running of the organization. It is noted that employees behave differently under different situations. Performance as defined by Campbell, (1990), is "what the organization hires one to do and do well". Performing employees help leaders to create excellent organizations. He describes job performance as an individual level variable. According to Ng and Feldman, (2009), having the right education can have a strong positive effect on employee job performance.

2.2.2 School Based Management Committee (SBMC)

Good education involves not only physical input such as classrooms, teachers and textbooks but also incentives that lead to better instruction and learning. Education systems place extreme demands on the managerial, technical and financial capacity of governments; thus, education as a system is too complex to be produced and distributed efficiently in a centralized fashion (King and Cordeiro-Guerra, 2005). In many education systems, there

has emerged recognition that school based decision-making and management has potential to bring improvement in the quality of education. It is against this background that there has been growing interest in the decentralization of education services including the human resources management function (Purcell and Ahlstrand, 1994). SBM is the decentralization of authority from the central government to the school level (Caldwell, 2005). Malen, et al., (1990), posit that SBM 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 might be stimulated and sustained.

Thus, in SBM responsibility for and decision-making authority over school operations are transferred to principals, teachers, parents and sometimes to students and other school community members. However, these school level actors have to conform to or operate within a set of policies determined by the central government. SBM programs exist in many different forms, both in terms of who has the power to make decisions and in terms of the degree of decision making devolved to the school level.

However, the idea of School Based Management Committee is a global issue. Different countries are experimenting this with varying objectives. In Nigeria's case, the committee is meant to achieve the following objectives:

1. Collaborate with the community to sensitize and mobilize parents on enrolment, attendance, and retention of their children/wards in schools.
2. Monitor staff with regard to attendance at school and effectiveness in curriculum delivery.
3. Support the head teachers in innovative leadership and effective management of school.

4. Monitor school's physical facilities, with a view to ensuring proper maintenance.
5. Assist in the procurement of teaching/learning materials and resources.
6. Report to the Local Government Education Authority (LGEA) on a regular basis and on developments in school.
7. Serve as medium of transmission of skills, knowledge, values, and traditions of the community.
8. Assist head teachers in treating discipline problem in school.
9. Ensure security of human/material resources and render annual statement of account, income expenditure and identify staff requirements, (Federal Ministry of Education, Nigeria Institute of Educational Planning and Administration and United Nations Children's Fund, 2013).

2.2.3 School Administration

Administration is generally defined as the process of working with and through others to efficiently accomplish organizational goals (Aguba, 2009). In the words of Veig, in Onyene, (2007), administration is a determined action taken in pursuit of conscious purpose. It is the systematic ordering of affairs and the calculated use of resources, aimed at making those things happen which we would want to happen simultaneously preventing developments that fail to square with our intentions. It is the marshalling of available labour and materials in order to gain that which is desired at the harvest cost of energy, time and money.

Furthermore, Nwankwo, (1982), in Akpotowoh, (2006), agree that school administration aims at using both human and material resources within the school system for the achievement of objectives. Nwankwo, in particular, defined educational administration as arrangement of the human and material resources and programmes

available for education and carefully using them systematically for the achievement of articulated objectives. This involves describing tasks to be performed to accomplish certain objectives, assigning these tasks to carefully selected and trained personnel, making the personnel perform efficiently by using the tools provided for them, coordinating some formal structures which permits a hierarchal allocation of responsibilities with communication flow, and contributing to the fact that administration involves co-ordination of human and material resources towards the attainment of pre-determined objectives. The central purpose of administration in general is the coordination of human and material resources towards the attainment of some predetermined objectives. For administration to be effective, there are processes that must be followed by the administrators. This is because administration is seen as a collection of processes, dealing with various ways in which human and material resources are utilized to achieve set goals in an organization.

2.2.4 Decision-Making

Okumbe, (1998), define decision-making as the process of specifying the nature of particular problem and selecting among available alternatives in order to solve the problem. He further indicates that decisions are a composite of values, facts, and assumptions. Each or all of these may be subject to change from time. Decision-making, therefore, is not a onetime activity but rather a continuing enterprise. The outcome of such decisions should be good quality teaching and good quality learning in a pleasant and conducive atmosphere. Decision means deciding or having some agreement in selecting from several courses. For Mbipom, (2001:24), "a decision is the act of setting or determining". While Igbo, (2002:93), affirmed that "decision-making is an attempt to solve organizational problems." The organization or schools have problems and such problems can only be solved by making decision you decide on which problem to solve, how, when, and who

will solve them. Such decisions are always carried out at the administrative level hence they are called administrative decision.

2.2.5 Communication in School

Communication is a two-way process of reaching mutual understanding in which participants not only exchange (encode-decode) information, news, ideas and feeling but also create and share meaning. In general, communication means connecting people or places. Kowalski, Petersen and Fusarelli, (2007), indicated that communication can be used to analyze and reflect as well as affect what is happening in the organization. Communication is here seen as a pervasive role rather than individual skill. The communication process follows a systematic procedure. It is a give and take method involving the sender and the receiver (Nakpodia, 2006). Usually, the sender must have an idea to put across which makes it a 3-way grid – the sender, message and the receiver. For better communication in school, the principal must first and foremost conceive an idea and relate such idea to his staff and expect response. In the school system, the principal is not working alone. He has to share information, transfer ideas and feelings through communication to enhance the collective cooperation of others within the school.

The school principal must not only communicate downward management in thoughts and in decisions but also upward reactions and development in the ranks. In fact, in order to persuade, instruct, direct, request, inform, stimulate, the principal must engage in upward and downward communication. Suranto, A.W. (2011) concluded that the communication is a delivery of a message by using certain symbols by someone to change attitudes or behavior of others to attempt to obtain a response. Communication is a process, an ongoing continuity.

2.2.6 Interpersonal Relations

Relationships are typically defined as enduring connections between two individuals, uniquely characterized by degrees of continuity, shared history, and interdependent interactions across settings and activities (Collins & Repinski, 1994; Hinde, 1997). In addition, definitions are frequently extended to include the qualities of a relationship, as evidenced by levels of trust, intimacy, and sharing; the presence of positive affect, closeness, and affective tone; and the content and quality of communication Collins & Repinski, (1994), Laible & Thompson, (2007). Relationships are also believed to be experienced through the lens of mental representations developed over time and with respect to specific experiences (Laible & Thompson, 2007).

2.2.7 Concept of Security

Safety is essential to student well-being and learning. Students who do not feel supported and safe at school, both physically and psychologically, cannot learn to their fullest potential. We enable students' ability to learn when we ensure that they: come to school feeling safe, welcomed, and respected, to have a trusting relationship with at least one adult in the building, to understand clear academic and behavioral expectations, and to have access to needed mental health supports. Effective school safety programming, such as bullying prevention and positive discipline, is equally as important to school success as high quality instruction, and should be fully integrated into school planning, attitudes, expectations, policies, and practices through the use of a multitier system of supports, (Biglan, Flay, Embry, & Sandler, 2012). However, there is no clear research evidence that the use of metal detectors, security cameras, or guards in schools is effective in preventing school violence (Addington, 2009; Borum, Cornell, Modzeleski, & Jimerson, 2010; Casella, 2006; Garcia, 2003). In fact, research has shown that their presence negatively

impacts students' perceptions of safety and even increases fear among some students (Bachman, Randolph, & Brown, 2011; Schreck & Miller, 2003). In addition, studies suggest that restrictive school security measures have the potential to harm school learning environments (Beger, 2003; Phaneuf, 2009).

2.2.8 Concept of Facility

Irele (2003), Dimmock, (2004) and Adegoke, (2005), agrees that school facilities are some of the component of school plants which include the school site, the building, equipment which also include the permanent structures like workshop, libraries, classrooms, laboratories, hostels assembly hall and semi-permanent structures. However, Ajayi, (2001) and Ijaduola, (2008a), maintained that school plants need to be adequately managed in order to ensure both effectiveness and efficiency of the educational sector. The extents to which these school plants are planning may largely depend on school type and location. The importance of school plant planning in the development of an effective educational programme at all levels of education particularly at secondary school should not be underestimated. The attainment of an effective teaching and learning is closely related to the planning of school plants (Adepoju and Akinwumi, 2001; Massachusettes, (2005) and Fehintola, 2009).

2.2.9 Concept of Staffing

Recruitment refers to those activities or operations which the school administrator undertakes with the intent of attracting and securing personnel of the desired quality and in the desired quantity to satisfy the needs of the school. Recruitment, according to Ogunsaju, (1990), is the process of scouting round for qualified applicants/candidates to fill up vacant positions in an organization. Recruitment is usually preceded by determination-of manpower requirement indicating the vacant position and job analysis showing the

qualifications, competences and other characteristics of applicants needed for effective performance by the would-be employees. However, after staff have been recruited and selected follows staff development is induction or orientation. This is a type of training given to new employees in order to give them a good start. A new staff needs to be introduced formally into the school system to minimize the, initial problems of adjustment that normally confront new members of staff. Induction programmes fall into two categories, namely informational and personal adjustment programmes. Informational programmes are concerned with materials such as pay and work schedule, special facilities, break period and any other information about the school and the community it serves. Personal adjustment programmes aim at ensuring meaningful interactions between the new staff and other people (co-workers, students, parents, etc.) for whom and with whom he will work. Induction programmes could last for between a day and a week and involve activities such as visitation, seminars and meetings, (Adesina,1998).

2.2.10 Staff Development

Staff development means sponsoring programmes that offer training or continuous education to employees or help employees plan their own professional growth. Organizations that support staff development expect to benefit from having employees with greater skills and deeper expertise. Staff development in education has come to be viewed as indispensable if the goals of the organization are to be realized and the need dispositions of the employees are to be met. According to studies from management consultants the largest single factor driving job satisfaction is the opportunity for growth and career development (Bathurst, 2007). Joannides and Morrison, (1993:4), regard staff development as an initiative which is aimed at supporting staffing the work that they do. Also, Daresh and Playko, (1995), defined staff development as "an ongoing process that

promotes professional growth rather than remediation;" and they refer to in-service education as "those activities directed toward remediating a perceived lack of skill or understanding" (p. 357). Nevertheless, when one refers to staff development and in-service education, one is talking about a learning process designed to assist teachers carry out their duties more effectively so that children are able to learn better.

2.3 Theoretical Framework

The following theories seems to be related to this study:

2.3.1 Contingency Theory

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

The central idea in this theory is that the human factor is essential in the achievement of organizational goals. This theory is applicable to educational administration and to this study for some reasons. Among these reasons are: it is accommodating in the sense that it considers internal and external work environments and provides for adequate human resource wellbeing especially with the SBMC's involvement in the decision making of secondary school administration. It provides a level playing ground where both individual and organizational goals are achieved efficiently.

However, the principles of contingency theory will take of the established pattern of community values, norms, beliefs, attitudes and assumptions that control people's way of life and behavior. Since secondary schools are situated in a community setting both in urban and rural areas, this setting will influence to a large extent the policies practices of human resource management in the community secondary schools in Kebbi State.

2.3.2 Systems Theory

This research is also guided by systems theory as propounded by Barnard and Ludwing, (1958), view an organization as a social system of symbolically inter-dependent parts. That is, it can be seen as a structure with interdependent parts, each having a supra system which constitutes its environment. The basic ideal in a system is that the parts of anything are so related and dependent that the interaction of part affects the whole. The educational system as an organization is a social system with the secondary school as sub-system of the educational system.

For the system and subsystem to survive, it must be open with its unit of interdependent parts, characteristics, activities that contribute to and receive from the whole. That is, they have the capacity to relate to and exchange matter with their environment, unlike a closed system which do not. For instance, when the principal is confronted by parental demands for new course, not only the principal is affected but the teachers and students are affected. The secondary school system as an organization can be seen as an arrangement of inter-dependent parts, each having a particular function to perform; when any of the parts fail to function effectively, the entire system experiences a setback. Thus, goals and machinery to be achieved are provided in the school for examples, funds, staff and other facilities have to be available to ensure the actualization of the goals.

The community in form of SBMC contributes by providing the land and even contributes in cash and kind, physical facilities, equipment and even in decision making amongst other functions for the effective administration of schools. This theory is related to this work because; there is a system and sub-system seen as a system, each system has to perform actively so that the organization can achieve its objectives effectively. Therefore, in this study, the community and the school have to work hand in hand to promote functional education. In a nutshell, all these must work as a system to achieve the aims and objectives of secondary education particularly in Kebbi State.

2.4.1 Assessment of School Based Management Committees on Decision Making Process in the Administration of School

In the school system, like any other organization, decisions are made towards solving immediate and remote problems all aimed at achieving set goals and objectives effectively and efficiently. These decisions could be on curricular/instructional programmes, transportation/communication systems, staffing, students'/staff welfare, students/staff discipline, school plant maintenance, accommodation/health facilities, admission policy, budgeting, purchasing, gaming, extra-curricular activities. Peretomode, (2001:207), held the view that "decision making is a central responsibility of the educational administrator. It is a fundamental process in organization. Decision-making can be defined as a choice made from among alternative courses of action that are available, either towards the solution of a problem or the achievement of an objective. All school administrators must engage in decision-making as it is a key responsibility of school leaders, and the way and manner in which they carry out this responsibility has a considerable influence on many facets of the school. Peretomode, (1995), relates that one major concern of educational administrators has been how to motivate, create and ensure a feeling of job satisfaction and high morale in their teachers and other subordinates since it

is empirically known that motivated, satisfied teachers with high morale tend to be more committed to their duties and also more productive in their work. He therefore posited that since decision-making is a key responsibility of all school administrators, then, the decision-making style of the school principal can be used to bring about these much desired production-related factors. Different administrators employ different decision-making styles for reasons that may be best known to them. Some may take decisions all alone, others may consult with one or more confidants amongst the subordinates before taking decisions, while some others may adequately involve subordinates and they all make and take decisions collectively. It is this last case that is usually referred to as collective or participatory decision-making and usually accepted as a democratic arrangement. Ogundele, (1995), added that the idea that every individual must have some systematic means through which he can participate in decision having direct bearing to his being is fundamental to our democratic way of life and must be upheld. Also, the success of any organisation, he continued, is dependent upon satisfying the needs of the members of the organization as well as sustaining organizational goals. Therefore, participation in the decision-making process may be perceived as one method of satisfying individual work needs.

However, decisions on approaches to improving academic performance of students at school level need to be made by principals and other concerned stakeholders, such as teachers, parents, among others. This becomes necessary as a result of persistent poor academic performance of Nigerian secondary school students in public examinations. For instance, the Federal Ministry of Education, Nigeria set up a panel to probe into the reasons for mass failure in public examinations conducted in the year 2009 at the 104 Federal Government Colleges of Nigeria. Bello-Osagie and Olugbamila, (2009), reported on this

panel that “the principals were said to be uncommitted and poor managers of teachers who paid lip service to their responsibilities” (p. B2). In October 2010, an education summit was organized by the same Ministry. The summit deliberated on issues pertaining to implementation and practices of education policies. Assessing the secondary school system, the Minister of Education asserted that the recurrent poor performance of students in public examinations is an indication of systemic failure in the country (Ndeokwelu, 2010). The President of Nigeria also corroborated that the current “system of education [has] failed to address the challenges besetting the sector [secondary school] and had not equipped Nigerians with the necessary skills.” (Federal Republic of Nigeria (FRN), 2010, p. 1). Recently, in September 2011, the Minister of Education in the country met with heads of units within the ministry and disclosed “that the major challenge of the sector secondary school was poor performance of students in external examinations.” (FRN, 2011, p. 5).

To further extend this deliberation, a stakeholders’ workshop on states’ education sector plans was organized in October 2011. According to the Permanent Secretary of the Ministry, “the meeting was called in order to tackle the dwindling standard of education and abysmal performance of senior secondary school students in examinations, which was an indication of deficiencies in the education system.” (FRNb, 2011, p. 4). These reports suggest that urgent and pragmatic decisions need to be taken in order to reduce the rate of poor academic performance. Decision making is one of the key processes of school principal's administrative behavior. The principal is the leader, manager, and administrator in any school, who is often responsible for almost every decision in school level in his or her quest for ensuring policy implementation. Such decision-making process is often a political phenomenon. The reason for decision-making being a micro-political phenomenon

could be attributed to explicit and implicit values, interests, preferences, and assumptions of not only the principal alone, but also, other members of the school as a whole. For instance, Blase and Blasé, (2002), pointed out that “decision-making processes were dominated by value preferences and strategic exchanges between and among school participants” (p. 10). Ball, (1987), had earlier pointed out that “decision-making is not an abstract rational process, which can be plotted on an organizational chart; it is a political process, it is the stuff of micro political activity” (p. 26).

The micro political perspective to decision making differs from a rational model or process, but rather a political approach with diverse interest’s groups competing together to achieve organizational and personal goals. As a result, research on micro politics or organizational politics appears significant in order to depict the formal and informal groups that influence such a decision-making process in the school system. Kreisberg, (1992), commented that “the history of consensual decision-making in organizations is littered with power struggles and dissensus” (p. 124). Blasé, (1991), noted that “the micro political perspective presents practicing administrators and scholars alike with fresh and provocative ways to think about human behavior in schools” (p. 2). Also, Ehrich and Cranston, (2004), commented that “the study of micro politics has potential for illuminating important aspects of school organizational life” (p. 21). Bjôrck and Blasé, (2009), concluded from their review of literature that “micro political processes are a normal part of organizational life” (p. 199). In other words, school organizational politics seems to pervade every school system. Hence, Nigerian schools cannot be exempted especially in the light of Bjôrck and Blase’s conclusive statement. More so, Ball, (1987), noted that “the process which links these two basic facets of organizational life- conflict and domination- is micro-politics” (p. 278).

In a school system, the principal occupies a critical and vital position. The school principal is the leader, administrator, and manager-on-the spot, in charge of decision making in the course of policy implementation. Boyd, (1991), for instance, posited that policy implementation at the school level becomes fundamental because “those actually implementing policy in schools turned out to be the final policy makers, as evidence mounted that they could reshape or resist the intentions of policies adopted at higher levels” (Boyd, 1991, p. viii). The school principal as a critical policy actor in school works collaboratively with other relevant school stakeholders in policy implementation process. In other words, it can be stated that the process of reshaping or resisting of education policies in the course of policy implementation at the school depicts elements or dynamics of micro politics operating within the school. The final decision which may emanate from policy implementation process reflects the position of the school as may be determined by the principal and other relevant school stakeholders. Blase and Anderson, (1995), argued that formal leaders have a strong influence on the micro political interactions that develop in any school. Therefore, there is need to manage micro political interaction in order to ensure positive change in school system Bennett, (1999). Such elements of school micro politics as regards decision making of principals may be linked to interests and/ or power of both formal and informal groups involved in order to attain their purported goals.

Formal 178 Olayiwola & Alabi – Micro politics of School Principals’ Decision-Making groups in this study context were people needed to participate in such decisions statutorily, while informal groups were not needed to participate statutorily. The formal groups have the power, while the informal groups have interests, which both groups used to influence school principals’ decision making. These formal and informal groups are streamlined based on the nature of such decisions which necessitates involvement or

participation of group members. Lindell, (1999), stated that micro politics involved networks of individuals within and surroundings of schools such as teachers, principals, central office staff, school board members, parents and students. She argued “that the study of micro politics is absolutely a question of survival for school leaders” (p. 171). Also, West, (1999), examined formal and informal groups within schools and the strategies that groups take to maintain such relationship. She suggested that difference between formal and informal groups is simplistic and such relationship is the essence of micro politics. The participation or interaction of both formal and informal groups in principals’ decision making at school is usually an ongoing and dynamic process. This participation also resonates with Blase’s (1991), definition of micro politics as “the use of formal and informal power by individuals and groups to achieve their goals in organization.” (p. 11). The formal and informal groups interrelate and influence decision making of principals. Participation in the study context meant consultation before taking such decisions. Hence, this study examined the influence of formal and informal groups on school principals’ decision making. Such influence is based on direct and indirect participation in decision-making process in order to attain their goals and protect their interests. Invariably, the formal and informal groups that interrelate in order to produce viable school decisions and the strategies school principals adopted so as to enhance the influence of formal groups on such decisions were the concerns for this research. This micro political influence becomes a political knowledge and skill that school principals should embrace in order to make effective decisions. Blasé, (1991), commented that “the micro political perspective on organization provides a valuable and potent approach to understanding the woof and warp of the fabric of day-to-day life in schools”

In other words, this micro political analysis presents an important feature of decision making in school administrative process. Observations and experience have shown that school principals in Nigeria see themselves as different from teachers and therefore belong to a separate organization called All Nigeria Confederation of Principals of Secondary Schools, (ANCOPSS). Before attaining principalship, they were teachers who belonged to Nigeria Union of Teachers, (NUT). After appointment into principal ship, they belong to ANCOPSS and not NUT, which reflects what Schein, (2010), called the interplay of generic subcultures in every organization.

Conclusively, public secondary schools in Nigeria seem to reflect the observation of Bacharach and Mundell, (1993) that “the structure of schools necessitates their domination by strong principals” (p. 426). Salo, (2008), posited that the use of micro political lenses in studying the inner life of schools have also brought the non-rational aspects of behavior to the fore, namely in connection with the decision-making processes (p. 497). This observation appears to be the concern of the current research. Previous research, such as that of Chen, (2009), investigated the micro politics of the staff meeting in a Taiwanese primary school. Staff meetings can serve as a forum for decision making in the school. Chen employed the ethnography case-study approach, through participant observation and in-depth interviews methods. Chen, (2009), found that the staff meeting is under the political control of administrators (particularly the principal) who often transmit information through pseudo-participation to legitimate and maintain the nature of hierarchy. Malen, (1995), also conducted a review of literature on micro politics and concluded that “the politics of schools has received more attention than the politics in schools” (p. 148). She therefore recommended that more robust designs that probe actor relations, the conditions that produce, perpetuate, or precipitate shifts in patterns of politics

and the consequence of these styles of play for the distribution valued outcomes would bolster our ability to interpret the politics in schools. (Malen, 1995, p. 160).

Also, a similar review of literature by Blasé, (1995), posited that the course of relationship between principals and teachers particularly, “include conflicts surrounding formal decision-making processes” (Blase, 1995, p. 215). Based on his review and subsequent studies on micro politics, Blasé, (2005) suggested that “another potential rich area of research would be micro political studies of restructuring processes such as decision-making (p. 272). Therefore, this research drew from Malen, (1995) and Blase’s earlier studies (1995; 2005), in order to examine the influence of formal and informal groups on school principals’ decision making. This was with a view to depicting the actors at play in the decision-making process. More recent studies (e.g., Chen, 2009; Salo, 2008) have focused on the relationship between principals and teachers as regards decision making especially during staff meetings. Thus, the unit of analysis for this study was the school principals. As regards the methodology employed by previous researchers, Blase and Björk, (2009), suggested that “methodologically, it will be important to employ both quantitative and qualitative research approaches” (p. 248) in subsequent research on micro politics. The current study utilized quantitative research approach as an identified gap to be filled based on interaction of formal and informal groups in the decision-making processes of school principals.

2.4.1 Transfer of Decision Making Power

The transfer of decision-making power on management issues to the school level. Such a definition however does not respond to two fundamental questions: which decisions are transferred? And who, at the school level, receives this authority? In response to the second question, Caldwell draws a distinction between school-based

management, when responsibilities are transferred to professionals within the school, generally the principal with senior teachers, and school based governance, which implies giving authority to an elected school board, which represents parents and the community. Leithwood and Menzies, (1998), identify four types of administrative control;

- a. The principal is dominant.
- b. Professional control.
- c. The teacher corps receives the authority.
- d. Community control.

The community or the parents, through a board, are in charge of balance control: the parents and the professionals (teachers and principal) are in balance control of “School-based governance”. This is one in which a school is put in the hands of a group of private managers because the school’s public management has failed to obtain good results. The American “charter schools” are one such a group: the school managers sign a charter, which identifies the results they promise to obtain and are given great freedom in the management of the school. A few such schools also exist in the UK and even in Colombia.

However, decisions transferred are equally diverse. For Geoff Spring, the architect of far-reaching reforms in several Australian States, the central point includes; the delegation of real powers to the principal in managing financial and human resources, this includes, for instance, staffing selection and configuration and the use of an almost fully decentralized budget; legislation transferring significant powers to the community e.g. on the selection of the principal and the adaptation of the curriculum (De Grauwe, 1999). It must be stressed however that such autonomy is counterbalanced as well as limited by the development of a strong accountability framework. In some cases, that framework consists of curriculum guidelines, regular national examinations and the publication of school

results; and it is so restrictive that schools are now arguably less autonomous than before these reforms. Debate about how far SBM has led to more or less school autonomy is popular and at times heated. It is clear that SBM is not the same as giving schools a blank cheque: more autonomy equals more accountability.

It is almost impossible to list all countries that have adopted, under one form or another, SBM policies. The diversity of policies that this term encompasses coupled with the fact that there is at times a wide disparity between policy and reality would make such an inventory vague. An incomplete overview, which highlights the variety of situations is however possible.

The Anglo-Saxon world (the UK, New Zealand, several states in Australia and in the USA) was without a doubt the first in which SBM occupied the policy agenda; this happened from the 1980s onwards. In Asia, in the early 1990s, Hong Kong started the School Management Initiative. Sri Lanka has now also integrated the concept into its policy, although it would be hazardous to claim that all schools are autonomously managed. Korea is an example of a country where official declarations pay tribute to SBM, while, for example, in Indonesia and, to a lesser extent, in Nepal, international agencies are promoting and piloting the policy. In the Arab world, SBM is much less present. Although education policies increasingly emphasize the need for decentralization, this has yet to result in a profound reform in the way schools are managed.

In Eastern Europe, the political revolution of the 1990s led to deep changes in education policies. Most countries have now redistributed responsibilities to the local education offices as well as to schools and some have gone nearly as far as the Anglo-Saxon cases mentioned above. Hungary is given regularly as an example but is far from

being alone. Romania, which remains rather centralized and has undergone little reform, is perhaps the odd man out.

The situation in Africa is interesting. South-Africa, after apartheid, for a series of reasons, some political, others managerial, has given the School Management Boards a great say, including in the level of fees and in the language of teaching. This has allowed the formerly “white” schools to remain fairly exclusive, but has helped to gain the commitment of the upper and upper middle classes to the new education system and the new rainbow state. It is a very specific situation, different from the rest of Africa. In French-speaking Africa, due to pressure from international agencies as well as the scarcity of resources made available by the State, the role played by head teachers is changing. As schools receive too few resources from the Ministry to survive, they feel forced to collect additional resources from the community (or sometimes they get these from the elected local authorities). As a result, the school principals manage some funds autonomously. When these funds are used to recruit extra staff, they also manage that staff. At the same time, international agencies (particularly the World Bank) are proposing to send block grants to schools, which can be spent how they wish. Through these different aspects, school principals are playing a bigger role. It is therefore correct to say that there is greater school autonomy, but this is not the result of national policy and neither is it reflected in it. This poses a problem, as, for instance, there is little control over school funds and little support to school boards and principals.

In Latin America, some popular initiatives also fit within the realms of the SBM movement. EDUCO in El Salvador offers communities strong control over teachers and in this way tries to engender a feeling of accountability among the teaching staff. In Chile, some performance related financing of schools has existed for quite some time, while in

various Brazilian States (Minas Gerais and Ceara among others) a school's principal is no longer nominated by the central level, but elected by the teaching corps and/or the community from among various candidates.

It is possible to draw up a continuum of SBM situations, from one where few decisions of little importance are transferred to school professionals to one whereby the parents and the community receive significant powers over most decisions concerning the school's management. It is useful also to make a distinction between those systems where SBM has been developed as a national policy and those where teachers and parents, faced with the lack of government support, have no other choice than to take the initiative by, for example, recruiting additional teachers, or charging fees to use those funds as best it seems. Australia, the UK, New Zealand are examples of the former scenario, while the latter is true for many developing countries. The diversity of scenarios and contexts makes the debate about SBM and quality an intricate one. There is also the ideological element to consider. SBM has been advocated on the basis of a strong belief in the professionalism of school staff, yet equally by those convinced that teachers need to be controlled more tightly and made accountable for their performance. Indeed, "its meaning has been rearticulated since the 1960s and 1970s through social-democratic, managerialist and quasi-market versions and consequently, the concept remains a contested one." (Lingard et al., 2002, p.24).

2.4.2 Stages of Decision Making Process

Decision-making like every other activity of man has a means and an end, way or process. "Decision making is a major responsibility of school administrators. An understanding of the decision-making process, therefore, is a sine qua non for all school administrators because the school, like all formal organization is basically a decision-

making structure", (Peretomode,2001 :2 10). Pfeiffer, (1953), in Chinwuzie, (1990:14), held the view that, "decision-making represents a process where ideas, individuals, events and political considerations are analyzed to meet a problem situation", for Pfeiffer ideas, individuals, events and political consideration must be analyzed by any organization (school) in decision-making.

Decision making is not done in a haphazard manner. It follows a logical laid down procedure. Therefore, given the same event, idea: political consideration and individual, two different people can arrive at the same decision. Decision-making process entails selecting one action from a number of alternative courses" Before decision is said to have been made it must have undergone a process of scrutiny and analysis of numerous alternatives but related issues. In view of that it is undergoing a process with a view to finding a better way of solving a particular problem. "The decision-making process is a cycle of events that includes the identification and diagnosis of a difficulty, the reflective development of a plan to alleviate the difficulty, the initiation of the plan and the appraisal of its success", (Ndu,1997:80). Further in their analysis, they presented five stages of decision-making process. They are;

- a. Recognize and define the problem or issue.
- b. Analyze the difficulties in the existing situation.
- c. Establish criteria for resolving difficulties.
- d. Develop a plan for or strategy for action, including the specification of possible alternatives, prediction of probable consequence for each alternative, deliberation, and the selection of an alternative.
- e. Initiate a plan of action.

Controversy is an inherent aspect of decision-making and problem solving if individuals get intellectually and emotionally involved in co-operative efforts, controversies will occur no matter what the individuals do. Whether positive or negative outcome result, depends on how effectively leaders structure the decision-making process. The decision outcome depends on the way the administrator structures the decision-making process. The administration skill of the administrator will determine the decision-making structure of the administrator. Abbot, (1974), in Peretomode, (2001 :210), identifies five decision-making skills that contribute to the effectiveness of the school administrator. These are:

1. Skill in differentiating among types of decisions.
2. Skill in determining the amount and type of information needed to reach a decision.
3. Skill in determining the appropriate involvement of other people in reaching decisions.
4. Skill in establishing priorities for action.
5. Skill in anticipating both intended and unintended consequences of decision.

2.4.3 Decision Making Between Principals, teachers and Students

Decisions taken by anybody at all can have short- and long-term effects on the lives of those concerned. When all concerned are not sufficiently involved in making decisions that affect them directly or indirectly, the implications could be far-reaching for the educational system and the society. Duze, (2005), noted that principals tend to be authoritative in making decisions, thus, denying the students and teachers the right to exercise meaningful control over the purposes and final social results of their studies. This denial, according to them, is the root cause of most students' and teachers' oppression, which in turn degenerates into breakdown of law and order in schools. In the same vein, Ukeje (1992), and Duze (2007, 2005), stated that students' and teachers' adequate

involvement in decision-making in schools is not only crucial to accepting, accommodating, and implementing change decisions, but also contributes a great deal to the maintenance of internal discipline in schools, positive attitude to school work, as well as improving the quality of future decisions. Specifically, Ogundele (1995), Oluchukwu, (1998), Duze, (2007), Ikediugwu (2007), Ofojebe, (2007), observed that truancy, vandalism, violent protests, and incessant strike actions are some of the evils that have plagued most Nigerian secondary schools as a result of inadequate participation of students and teachers in decisions that directly or indirectly affect them.

According to them, Nigerian secondary schools have grown in numbers and population with corresponding increases in complexities and changes in human behaviours about many school concerns. For instance, the explosion in student population in recent years evolved a corresponding change in the social roles of both students and teachers, one of the most glaring being their militancy in issues that affect their work. Thus, students and teachers in Nigeria are no longer quiescent, passive, or conservative about school administration but rather vocal, active, and dynamic in matters that affect them and the entire educational system. This could probably be a reason why the incessant cases of unrest in our schools and institutions, with grave consequences on school work, are usually linked to administrative decisions made without their inputs. It is also commonly alleged that school administrators have continued to monopolize and “privatize” to themselves the decision-making process in Nigerian schools thereby making teachers unconcerned and uncommitted to affecting the decisions taken, and students angry and unhappy about the changes they do not buy. Thus, the problem of this study is to investigate students’ and teachers’ participation in decision making and the impact on their attitude to school work and school internal discipline in Nigeria. The decision was based on the observation that

most of the States in Nigeria so far studied separately (e.g. Anambra, Delta, Oyo, Oshun, Lagos) by various researchers belong to the top ten educationally advanced States in Nigeria, but sadly notorious for their unsteady academic calendar due to incessant strike actions by teachers, students' unrest, high dropout rates, and not too impressive academic performance considering their vantage points in education (Duze, 2007; Ikediugwu, 2007; Ofojebe, 2007). These unwholesome developments could probably stem from the exclusion of students and teachers in making decisions that directly or indirectly pertain to them in the immediate school environment and/or the outer educational system.

However, participation or empowerment of teachers in the management of schools is recommended with an implicit assumption that empowerment of teachers is related to better quality of school outcomes (Cheng, 1996). Hong Kong's SMI restructuring policy provides each school with greater flexibility and responsibility for managing its own affairs in return for rendering greater accountability for its performance to the central bureaucracy and to newly empowered SMC with representatives from the school community (Cheng, 1996). Hoy and Miskel, (1996), mentioned that the rational decision making and administrative efficiency can be maximized, bureaucracy being an ideal structure for an organization is characterized by as follows:

- 1. Division of Labour and Specialization:** - Each person's job is broken into simple, routine, and well-defined tasks.
- 2. Impersonal Orientation:** - Sanctions are applied uniformly and impersonally to avoid involvement with individual personalities and personal preferences of members.
- 3. Hierarchy of Authority:** - Each lower office is under the supervision and control of a higher one.

- 4. Rules and Regulations:** - to ensure uniformity and to regulate the behaviour of jobholders.
- 5. Career Orientation:** - Members are expected to pursue a promotion or a permanent career for this career commitment in the organisation.

The schools should be effective if they establish an adequate school structure to facilitate the development of the educational processes, to lubricate and fuel the dynamics of interaction within the effective functioning of the whole school system (Purkey & Smith, 1983), and to create effective conditions and efforts for uniting all sub-units in the school (Levine & Lezotte, 1990; Scheerens, 1993).

2.4.4 Leadership Competence and Work Relationships

There is a critical need for effective school-based leaders in the schools (Sergiovanni, 2007; Darling-Hammond, & Orphanos, 2007). As for leadership competence and work relationship in SMI's, recommendations focus on clearer definitions of the roles and clear responsibility for School Management Committee, (SMC), sponsors, supervisors and principals for the delivery of quality education in effective school management (EMB&ED, 1991). The role and legal contractual position of the sponsor regarding school management as well as the roles and duties of the supervisor and the principal in relation to the SMC, principal and the school should also be clarified and set out in a principals' manual. Thus, leaders should provide the link between the school and the SMC. Moreover, every SMC should produce a constitution setting out the procedures and practices of its management. Principals are required to demonstrate more diversified management and leadership skills and capacities, and subjected to greater accountability (Lam, 2006). Furthermore, principals should change from an authoritarian to a collaborative decision-making leadership style. Some principals with dictatorial power are insufficiently

accountable for their action because of the lack of effective educational and managerial leadership in schools while leaders strongly for school-based management use collaborative decision-making leadership style within a framework of school objectives (EMB & ED, 1991). A survey on SMI found that more systematic planning, however, was evident to be illusory, since involvement appeared to be confined to the senior levels of staff, and even monopolized by the principal (Education Department [ED], 1994).

The roles and responsibilities of the principal in a restructuring school have changed to acquire and practice certain types of leadership and managerial behaviours in order to implement the restructuring process successfully (Caldwell & Spinks, 1992; Briggs & Wohlstetter, 2003). The leadership and work relationship related to school management effectiveness. Thus, leadership is a critical factor for organisational performance by shaping organisational process and structures, patterns of social interactions, and members' beliefs, attitudes and job behaviours. The principals should always be open to encourage parents and teachers to express their opinions when making decision. The stronger is the leadership, the higher will be the teachers' morale.

However, it is poor leaderships that hampers the achievement of school management effectiveness and the greatest barrier to effective schooling can be found in administrators themselves. Thus, principals should concentrate on developing their leadership roles in structural, human, political, symbolic and educational dimensions, and work in collaborative and collegial relationships with teachers for school management effectiveness (Cheng, 1994). Also, as suggested by Sergiovanni, (1991), effective leadership embraces the following five qualities – structural, human, political, symbolic and educational. The principals should have overall preparedness for the position, effectiveness of job performance, longevity, transference of skills gained to professional

staff development within the school site, and student achievement within their districts (Marcos, Witmer, Foland, Vouga, & Wise, 2011). Besides, the principals were considered to be high competent in the area of vision for the organization because of their knowledge of the tasks, the materials to be learned, and their strategies for learning to influence academic success (Cisse & Okato, 2009).

2.4.5 The Need for Inclusion of School Health in SBMC Programme

The knowledge of health and the practice of positive health behaviour reduces school absenteeism and thus improves teaching and learning. Furthermore, health problems can become a barrier to learning. Preparing a child to learn needs not only mental preparation but requires attention to his emotional, physical and psychological need. For children to learn effectively, they must be placed in an environment that is comfortable and where they feel well supported by parents, administrators, teachers and peers. Healthy learners are better learners (Almocera, 2002). There is great evidence that school health programmes reach more people through their families and communities than any other form of health education approaches. The above makes it vitally important for SBMC to extend its activities into health habits in their school environments. The first step in doing this is effective community advocacy. In developing countries, many schools are located in rural areas where clean water is always not available, but with the assistance of the SBMC of the schools, boreholes could be sunk or lessons on purification methods could be organized in the school community to create the necessary awareness of the dangers of drinking polluted water. An absolute requirement for school health is safe water and sanitation. The Guinea Worm eradication programme in Nigeria is a case in point. The SBMC could be well involved in this to take to the grassroots. Also, malaria epidemic exists in many school environments. Lessons on preventive programmes that could

eradicate mosquitoes by keeping surroundings clean and could be taken up by the members of SBMC under the supervision of the head teachers or school nurse where available. The SBMC in return is expected to sensitize the wider community. Good knowledge about HIV/AIDS is very necessary for growing children, they grow to learn the disadvantages of unprotected sex and clean environment. Since children may be too young for this in the primary school, their parents are to be sensitized with it and then be able to educate their children as they grow up. Whenever funds are to be raised to execute the programmes, the assistance of the SBMC cannot be overemphasized. By doing this the work of the SBMC will not be limited to school administration, since good health as a result of good healthy living is a foundation on which the progress of the children is laid, to achieve this the parents and community members are expected to play crucial roles.

However, there are several reasons why a school should push for a school health programme aside from the traditional teaching of grooming and eating the right foods. The most important is the fact that healthy minds are usually found in healthy bodies. Pupils cannot learn without good health- a sound mind is in a sound body. Also, one needs to remember that determinants of health status in adulthood are formed very early and can be influenced by those who care about the health of the children. So, while the SBMC advocates for community participation in the management of schools for the achievement of effective learning outcomes, this can be achieved when the pupils in the school live in clean environments, eat healthy foods, develop positive behaviours and be educated on basic rules of hygiene and healthy living. It has also been pointed out by (WHO, 1997, p.13) that better health improves academic performance.

2.5 Assessment of School Based Management Committees on Communication in School in the Administration of School

It's easy to recognize that great communication is at the heart of any great school. What's not so easy to grasp these days is identifying which communication channels to focus on, and when to use them to reach your audiences. Although there is more technology than ever for connecting with parents, staff, students and the rest of your school community, there are questions and costs that come with learning how to make the most of using it. According to Patrick and Frankel, (2004), however, sees communication as what encompasses more than speaking. It is also written communication as well as communicating with behavior. The personal communication skills of the school leaders, including verbal and non-verbal ones, open door policies, and regular meetings, can pave the road to effective communication with the other participants. Much has been studied about the diverse channels of communication that school leaders use with teachers to share objectives, visions, and goals of the school.

2.5.1 Communication as a Form of Interpersonal Interaction

Interpersonal relationship is a process mediated by communication. Communication is the main manifestation of the psychosocial interaction, because all the interpersonal effects (perceptive, sympathetic or functional) are transmitted through communication. The essential element of the message is attracting the receiver's attention to the reference object and its characteristics. Teachers communicate during their classes. They need a good preparation in order to send correct, up-to-date messages. This would be intentional communication. But the preparation should be doubled by an adequate way of expressing ideas, thoughts, and feelings. Non-verbal and sometimes unintentional communication is also important, although the message is received unconsciously. The presentation skills should be continually improved as we think of them as a key medium through which

learning occurs. Teachers must learn to be aware of not only what content they are delivering, but also how they are delivering it.

2.5.2 Verbal Communication

To enhance communication of materials, teachers must skillfully incorporate a variety of delivery skills, both verbal and nonverbal. Verbal communication refers to the use of sounds and language to relay a message. It serves as a vehicle for expressing wishes, ideas and concepts and it is vital to the processes of learning and teaching. Interpersonal communication refers to a two-way exchange that involves both talking and listening. It is essential to help forming bonds and building relationships between teachers and their students. Through verbal language, individuals draw attention to themselves, influence and get influenced. Taking into account this report, Golu, (1974), states the existence of three forms of communication: simple verbal communication, persuasion and suggestion. All of them should be used by teachers during their classes in order to establish a good interpersonal relationship and influence positively the students' academic achievements.

2.5.3 Para-verbal communication

In this case the message is not transmitted through words, but could not get to the listeners without speaking. According to Ryan and Grolnick, (1986), the 'para-verbal subsystem' consists of the following elements: the intonation, the volume of voice; the intensity of voice; the tone of voice; the speech rate. A really important element of the verbal communication and one of teachers' greatest tools is the voice. An effective speaking voice has the following characteristics: pleasant, natural, dynamic, expressive, and easily heard.

2.5.4 Non-Verbal Communication

Although verbal communication is a primary means of expression, non-verbal actions such as body language can greatly affect the way a message is perceived. Non-verbal communication uses as tools physical appearance, facial expression and gesture, which give nuances to the message and helps people to express themselves. Teachers cannot prevent sending nonverbal messages during their classes, but they certainly can learn to manage and control them. Nonverbal delivery skills can be further described as: posture, hand gestures, body movements, facial expressions, and eye contact. The posture reflects people's attitude. It lets the listeners know if those persons, the teachers in our case, are confident, alert, enthusiastic, and in command of themselves and their course. A satisfactory rapport means good communication and a positive relationship. Earlier studies investigating the associations between interpersonal relationships and students' results have shown that positive, enjoyable and pleasant teacher-student relationships are more effective for students' achievement and attitudes than indifference or bad relationships. Ryan and Grolnick, (1986), found that students who perceived their teachers as personally positive and supportive were more likely to feel a greater sense of competence and to be more intrinsically motivated.

2.5.5 Communication and the Role of School Principals

There are studies that support that effective principals are good communicators. A study conducted by Marzano, Waters and McNulty, (2005), found that effective principals establish strong lines of two-way communication throughout the school community. It is important for the principal to ask questions, be truthful, and encourage feedback from members of the school community, (Bolman & Deal, 2002). Additional studies identified the major roles of effective school principals in decision making and building productive

relationships with parents and the wider community, (Leithwood & Riehl, 2005). The principal interacts with students, staff, and parents on a regular basis. Research by McEwan, (2003), found that successful principals are communicating one hundred percent of the time by listening, speaking, writing, and reading. Often the principal will use written communication to parents, students, and staff. The importance of correct grammar and spelling is crucial, (Holman, 1997). It is known that the role of the school principal demands essential dispositions of skills and cognitive schemes. According to Leithwood and Steinbach, (1995), common dispositions among principals include a great passion, zeal, and enthusiasm for the education of children and for a child centered school.

The enthusiasm and passion are shared with the school community and are buttressed by the ideology of care, values of social justice, and the equitable education of all students without any sense of discrimination, favoritism, or bias. One of the leadership roles of successful leaders is to show awareness to the needs and aspirations of their colleagues, staff members, the parents, and the students served by their schools. They are depicted as skilled communicators with highly cognitive flexibility to listen carefully to other ideas, which they apply to their problem solving. Bolman and Deal, (2002), warn about conflicting values that may emerge in the leadership process as being difficult to manage. On the other hand, the work by Leithwood and Steinbach, (1995) and Wong, (2002), agree that the emotional sensitivity of leaders requires attention. A prominent strength of the effective principals is the sense of ethics and includes treating people with respect, exhibiting honesty as a policy, and demonstrating and modeling ethical behavior on a daily basis (Whitaker, 2003). The effective principal does the right thing, keeping in mind that the student's welfare is the bottom line (McEwan, 2003). As confirmed by Begley and Johansson, (2003), the values and the morals of school principals strengthen

their role as school leaders. Cheng and Townsend, (2000), see teaching in the 21st century as more intricate than it has ever been because of the numerous challenges shaped by modern modes of technology, economic globalization, and social-political life. In an era of such rapid changes, principals are expected to play many roles and put into practice numerous tasks and responsibilities related to teaching, curriculum changes, educational improvement, students' learning experiences, professional growth, and interactions with parents and with the community. Others expectations that are set on the school principals' shoulders are to guide and implement programs that nurture and develop the high performance of their teachers and students. Jantzi and Leithwood, (1996), recognized six aspects critical in the practice of leadership;

- a. Identifying and articulating a clear vision.
- b. Encouraging the recognition of group goals.
- c. Providing individualized Enhancement
- d. Providing academic and intellectual motivation.
- e. Providing a proper model.
- f. Setting high performance expectations all of which involve effective communication.

However, Walker et al., (2000), developed the basic framework and stated the six pivotal areas of leadership that are outlined below:

- (1. Planning for the future strategic direction and policy environment in addition to ensuring school community contributions to the practice by including related aspects of policy from the social, educational and political setting in the school.
- (2. Matching a certain unity among applicable curriculum, teaching processes, school community, and extra-curricular activities.

- (3. Enhancing and caring for the sharing of knowledge and lifelong professional growth for teachers.
- (4. Establishing a co-operative team administration philosophy through effective communication and paying attention to utilizing human, physical, and financial resources competently to achieve the objectives of school development, student accomplishment, staff development, and resources management.
- (5. Setting up quality assurance and responsibility systems in their school communities that provide feedback to students, teachers, and others through channels of effective communication with a view to securing school improvement.
- (6. Extending communication channels between the school and the surrounding and global communities to enable their school communities to contribute to the wider society and its development (pp. 13-17). Coping with this conception, Beane and Apple, (1999), Furman and Starrat, (2002) and Woods, (2005), presented the issues facing leaders who desire to be democratic principles and the challenges of communicating that desire to their school community. Research has identified the main concerns and priorities of democratic school leaders as:
 - a. Maintenance of an open stream of thoughts that enables people to be as fully knowledgeable as possible.
 - b. Utilization of critical reflection and feedback in addition to investigation to assess thoughts, concepts, crises, dilemmas, and policies.
 - c. Support of the wellbeing of others and the 'common good'.
 - d. Care for the dignity and privileges of the whole citizen and of minorities (Moos, 2008, pp.231).

2.5.6 Communication for the Development of School Culture

The principal is the key factor of any successful, innovative, child centered, and reputable school environment. Effective principals seek out and create opportunities that actively engage the community as reflected in the school culture (Beck & Murphy, 1996). School leaders impact the school culture. The leadership provided by a principal directly affects the climate and culture of a school, which in turn affects student achievement (Sergiovanni, 2001). Effective principals pay attention to the culture of the school and focus on creating a collaborative work environment (Fullan, 1997). Studies by Marzano et al., (2005), found that effective principals fostered shared beliefs and a collegial sense of community within the school that ultimately impacts student achievement. In order to impact the school culture, school principals must be able to envision a successful school, act with integrity, and communicate this vision through relationships with the school community, (McEwan, 2003). Principals, who are effective, work to create a positive environment and believe it is their responsibility to do so (Whitaker, 2003). They understand that local citizens want a school that reflects their values and works to shape a positive culture (Sergiovanni, 2001). Leithwood and Riehl, (2005), built collaborative school culture by creating structures to encourage participation. Schools became effective professional educational institution. They recognized the school leader's role in creating a school culture with a sense of collaboration by distributing leadership or developing broad based governance structures, and de-privatizing teaching practices.

2.5.7 Communication on the Promotion of Instructional Programs Conducive to Students' Learning

The instructional programs in terms of design, implementation, and assessment are the tools of school success. According to Marzano et al., (2005), effective principals continuously monitor the impact of school programs on student learning, and they use this

information to inform future practice. Student learning is central to the direction planning activities of all successful leaders in all countries since children are the central focus of the educational process. The most obvious tasks of a principal are to direct, plan, set goals, reinforce, supervise, and assess. Through communication, an effective principal can direct and plan improvement in curriculum and teaching, get across the goals of the district, evaluate the program outcomes, deal with staff concerns, plan for their professional development, and supervise and direct custodial services (Hoyle et al., 1998).

Effective principals understand what good teaching is and they recognize it as a critical factor in successful instructional programming. Leithwood, (2006), identifies school leadership as a process that comes in priority directly after classroom teaching as a pivotal impact on pupils' learning. School leaders enhance the processes of teaching and learning implicitly and directly through their influential impact on staff motivation, dedication, and working conditions through various interactions and communications. Enhancing instructional leadership is a prime concern. Pragmatic proof also reinforces that instructional leadership at primary and secondary levels is likely to be different Johnson & Holdaway, (1990). However, leadership functions connected to learning, teaching and curriculum define a school principal's instructional leadership. This is supported by literature spanning the last 25 years. For instance, Purkey and Smith, (1985), suggested that influential, or high achieving, schools are managed around the main goal of teaching. The significance of instructional leadership carries on in concert with the supremacy of transformational leadership. Research has concluded that transformational leadership when not escorted by instructional leadership may not be influential on school performance and accomplishment, as measured by the quality of its pedagogy and the achievement of its students.

The basic notions encompassed setting and communicating directions, developing people, redesigning the organization and managing the instructional program (Hallinger, 2003; Marks & Printy, 2003).

2.5.8 Communication and the Professional Development of Teachers

Effective principals are talented at building relationships. As McEwan, (2003), states, “Relationships drive school improvement” (p. 54). School leaders understand that to have a successful school, they need to focus on the people within the school, not the programs, (Whitaker, 2003). By maintaining the focus on people, the successful principal indirectly promotes the development, implementation, and growth of high-quality instructional programs. The ability to establish personal relationships with all members of a school community is central to the work of a school principal. These relations convey a sense of caring and appreciation. This constant attention to relationships allows school principals to build up emotional bank accounts. They know how to bring out the best in those around them to foster relationships that empower people and help them thrive, (McEwan, 2003). Caring is a way of showing respect for teachers and students involved in this process. Principals may express caring through challenging people to grow personally and professionally. Marzano et al., (2005), McEwan (2003) and Whitaker (2003), found that effective principals demonstrate and engage in a variety of relationship building behaviors with teachers, students, and parents on a daily basis in an effort to keep their relationships positive and growing. Additional factors in the relationship between principals and the school community involve respect for staff members’ relentless efforts, and high collegiality among staff aspiring for innovation, creativity and co-operation, enhancement of integrity, responsibility, and involvement with extracurricular community.

Principals work with or through people to reach goals which frequently are directly related to instruction. They must create relationships based on trust with their staff members. For example, relationships can be reinforced through scheduling time for individual meetings, providing personal and professional growth opportunities, encouraging dialogues, and modeling trust. Through communication, professional development of staff members may be designed and developed. For instance, involving staff in assessing current policies and practices of school and proposing changes to move the school forward could empower school members. Staff members feel their individuality and importance as factors of development since the principal confides in them, promotes their professional growth, and has them as a source of instructional and emotional support. The school staff members and the principal, then, can be depicted as a ship crew and the captain who share responsibility for their survival and success. A critical group which requires special professional consideration is the new teachers who are added to the school each year; they affect the dissemination of the instructional program. The school principals, school administrators, mentors as well as senior teachers provide a multifaceted prospective on the performance of beginning teachers (Brock & Grady, 2007).

2.6 Assessment of School Based Management Committees on Interpersonal Relations in the Administration of School

In Nigeria and indeed in many other African countries, the typical image of a community is that of a medium sized rural village with a close-knit group of inhabitants, largely, self-contained with everybody knowing and standing in accepted relationship with one another. However, some of the agencies within the communities through which effective and efficient school-community relationships are maintained include Parents Teachers Association (PTA), School Based Management Committee, (SBMC), Social Clubs, Old Student's Association, Board of Governors and Women Association. In the

same vein, Nwangwu, (2007), observed that a school does not exist in isolation. It exists in social setting, in other words, it is an integral part of the community in which it is situated. This therefore means that the community as well as the general public in one way or the other owns and supports the school. Ngoka, further stated that as a result of this support, these people deserve to be informed on regular basis on the progress and activities of the school. Both the school and the community have tremendous influence on the character and behaviour of the youths. The school as well as the community should understand and appreciate the need for mutual co-existence. There is, therefore, absolute need to create opportunities and forum where views on school policies, programmes, activities are discussed.

Relationship means interaction between individuals which can be expressed as friendship, affection, frequency of meeting, co-operation and open communication (Clement, 2004). As observed by Zaechuiz, (2002) and Fabuyi, (2005), relationship can also be seen in activities like self-disclosure that can generate trust and love among people. In other words, relationship between people (Davidson, 2002; Brookver and Venn, 2004; Tejuoso, 2004; and Aminu, 2006), usually follows a progression from non-intimate communication to deep unreserved self-disclosure. Schools must provide a climate in which respect and trust are possible, (Asunmo, 1999). Confidence in oneself and others can hardly be nurtured when the child lives under a continual barrage of negative admonition. Consequently, Emunemu, (2000), Glueck, (2002), suggested that students must be taught to be sensitive to one another's' needs and to appreciate without stinging the generally wide differences in social background and life experiences among themselves. In the same vein, Akinpelu, (2003), Hoyle, (2003), Ibrahim, (2006), opined that the voice of the student in school affairs is an established fact. At all levels of the

educational system, the learner must be brought in to participate in limited ways in the affairs of the school. Group decision, according to Beardwell and Holden, (2000), are often more trustworthy than individual decisions because the basis of judgment is broad ended. Also, as we share in making choices, we learn to accept responsibility in carrying out decision or in changing them if they prove wrong. However, the type of relationship that should exist between teachers and students should be warm and friendly so as to bring about effective transfer of learning among them and consequently students improved academic performance, (Rumnarayan and Rao, 2004). Similarly, considering the nature of students' academic task performance and the psychological nature of human system, (Farounbi, 2002; Carroll, 2005 and Ilesanmi, 2005), the student needs to nurture and sustain good rapports with their teachers for effective functioning and high productivity in the academic.

Functional literacy, mass literacy, job training, facilities and programme can be mounted for the people (Okwor, 2008). However, the researcher further stated that the school community relations thus enhances community involvement in school development not only by providing educational services to the citizens, but it does more than that, because it provides the function of informing, enlightening and educating the people in the school through newspapers, radio, television and Parents - Teachers Association as important means of disseminating information about the school to the community through various community agencies. The school does not exist in vacuum and its development is not only the responsibility of the school authority but also the community in which the school is situated. The community is a group of people living in the same locality and under the same government which includes parents/guardians, residents, corporate organizations among others who are responsible in educating the child, and using the best

techniques for applying a new development of the child's capabilities or potentials (Onyene, 2007). The task of child's upbringing is a joint responsibility involving the government, the school's authority and the parents who are community members. One specific reason for the involvement of the parents and the community by the schools is the fact that what happens before and after the school day is as important as what happens during the school day. One of the wrong notions currently observed is the notion that the responsibility of running the schools solemnly lies in the hands of the education authorities and that of the school management. While educational authorities and the school management take their responsibilities seriously, they must also recognize that they cannot do it alone as the success of their work need and depends on the support from parents and community members. As much as it is the responsibility of a pupil or student to excel in their academic pursuit, it is also important for parents and the community to guide this individual to excel academically since learning does not stop in the classroom but extends to the student's home and the immediate environment. Consequently, Ugwu, (2000), described a community as a people obliged to one another not because of place of birth, race, sex, religion but people bound to one another and governed by shared taste, value, specific words for common interest.

Throughout history, the relationship between the school and the community has been a matter of major concern. Thus, a community could be viewed in terms of all the people or group of people living within a specific geographical area such as village, town, city, neighborhood or even a whole state. Community when conceived in this way is used in two senses, first, as social unit and second as geographical or ecological unit. This implies that such groups of people are closely joined together and organized. This

togetherness among the people spells out a common feeling of community (Oghuvbu, 2004).

The sole responsibility of the community is to ensure that there is an effective administration and management in the school system in Nigeria. This is because administration amongst its many definitions is the means by which formal goals are achieved through cooperative human efforts and as the capacity to coordinate many and often conflicting social changes in a single organization so skillfully that they shall operate as a unit and a process of working with and through others to efficiently accomplish organizational goals (Okpala, 2005). In addition to the vital role that parents and family members play in a child's education, the broader community too has a responsibility to assure high-quality education for all students. Okoro, (2005), indicates that parent involvement in the past was characterized by volunteers, mostly mothers, assisting in the classroom. Today, the old model has been replaced with a much more inclusive approach: school-family community partnerships now include mothers and fathers, stepparents, grandparents, foster parents, other relatives and caretakers, business leaders and community groups all participating in goal-oriented activities, at all grade levels.

Traditionally, parent involvement in education has included home-based activities (such as helping with homework, encouraging children to read, and promoting school attendance) and school-based activities (such as attending PTA meetings, parent-teacher conferences, concerts, and other school events; helping to raise money for various school improvement projects; and volunteering at school during the day). Some parents readily volunteer their time for the schools. Other parents are reluctant or unable to participate. Although getting parents involved in their children's schools is a great challenge for

educators, research shows that educators can do a great deal to promote greater parent involvement.

The formal way of maintaining contact with the community is through the Parent Teacher Association (P.T.A) and the principal in such relationship, is a key person in bringing about enthusiasm and zeal in community support for the school to meet up with the emerging design of education, (Nakpodia, 2011). Communities throughout the world have been known to be actively involved in the development of schools within their neighborhood. The community may want to have a say in almost every aspect of the managing and developing the schools in terms of administration, finance, planning, staff recruitment, disciplinary matters and public relations. It is no gain saying that the home influences the education of the child, (Yusuf, 2000). The school is a part of the community and sometimes, whatever happens in the community affects the schools. It is therefore, crucial that the schools should establish and maintain good relationship with community in which the school is situated. It is likely that the schools may face many difficulties in its effort to establish good school community relationship. Such problems include: Local politics, hostile attitude on the part of the members of the school community and lack of co-operation on the part of teachers, (Ojedele, 2000). However, Ojedele, opines that there are some guidelines which may help to establish good relations between the school and the community such as: accessibility of the teachers and supporting staff to parents and member of the community involvement in the school in terms of suitable social activities and extracurricular programmes, making available to the community some of the school facilities, visiting important places in the community, and inviting parents to participate in some school activities.

The relationship of the school as an institution to the community that it serves is schematic in the sub-public differentiation in the community. Based on the social systems theory, it may be observed that the culture, ethics, and values of a community have systematic and continuing interaction with the expectation for the school as an institution. Instead of viewing the community as an entity, the one should recognize that the formal and informal sub-public cleavages within the community often have a powerful and direct influence on the nature and frequency of citizens' interaction with the school. Although the major emphasis of school community relationship lies on the character of the community, the desires and aspiration of citizens, information about the school and the role of other community agencies. In fact, the nature of the community largely determines what goes on the in school. Therefore, to attempt to divorce the school from the community is to engage in unrealistic thinking which might lead to policies that could cause damage within the school and the lives of children, (Suleiman, 2001).

However, there organizations and agencies include the home, church, city or country, government, radio and television stations among others. In the total development of secondary schools in the country, through school community involvement, each of these agencies has a part to play, (Nwadam, 2003). The researcher further stated that the major roles of the community in promoting effective school-community relations must include the following: Helping to build schools and providing other facilities and infrastructure, awarding of scholarships to deserving pupils in the school, cooperating with the school and providing it with useful information, being accommodating and receptive to strangers, especially school personnel, provision of arable land to the school for improving its agricultural practices and ventures, active participation in the school activities and programme, protection of the teachers and attending to their welfare needs, honoring

exemplary teachers and head teachers in their midst, maintaining and sustaining active School-based Management Committees and developing a feeling of ownership of the school. One of the primary purposes of the school in any society is the intellectual development of the individual child to his greatest potential.

Another major purpose is the acquisition of factual information and understanding the concepts and meanings in a number of subject areas including the languages, the arts, history, geography, science and technology, (FRN, 2004). In order to be useful, the school has to ensure that the skills developed in these subjects can be used in practical situations. It has to be faithful to some model of what the society is or ought to be. This is necessitated by the fact that the school should always serve the interest of the society as a whole. To do this effectively, the school has to be aware of the cherished societal values and norms. It has to be aware also of the generally held idea of what a good or ideal society is and should be able to offer the child an opportunity to develop his potentials as a social being. This local community is the catchment area of the school or the area from which most of its students come. It may be a village or a group of two or more villages, a town, or a combination of the town and its surrounding villages.

This local community, like the larger society in which it is located, has its own history, values, norms and traditions. It is the responsibility of the school to prepare the child for life in this community in particular and the society in general. For learning experiences to be meaningful to the child in especially the primary school and the secondary school, they have to be related to the child's immediate community and society (Oghuvbu, 2004). Projects and studies in the various subject areas have enhanced meanings if they are based on the needs and problems of the school's local community. These can only be possible if the barriers between the school and its community are broken to make

way for a constant flow of information and ideas between the two. Developing effective two-way communication between the school and the community will be to the mutual advantage of the two parties. This interaction can take various forms and there are benefits that can accrue to the child and school as well as the expected roles of the school staff and the community members in enhancing the quality of education. Parents and other citizens have a common interest in the school.

2.6.1 Relationship between Peer Relations and Students' School Performance

The second research direction in the investigation of the effect of social factors on academic variables is represented by studies of the relation between peer relations and academic achievement. The results of these studies (e.g. Hatzuchristou & Hopf, 1996; Ollendick, Weist, Burden, & Greene, 1992; Wentzel, 1991; Wentzel & Asher, 1995; Wentzel & Cadwell, 1997), indicate positive relation between peer relations and students' academic performance. The results (e.g. Chen, Chang, & He, 2003; Guay, Boivin, & Hodges, 1999; Wentzel, 1993; Wentzel & Caldwell, 1997), mostly indicate that students feeling more accepted by their peers also achieve more. It is likely that this relation is mediated by emotional and motivational factors (Kupersmidt, Buchele, Voegler, & Sedikides, 1996; Wentzel, 1996b, 1998). However, the nature of the relation between social and academic variables in students still remains unclear.

However, the perception of peer and teacher support is regarded as an especially important factor in the students' achievement of learning goals. The students believing their peers support and care for them are usually more engaged in positive classroom behaviors compared to the students which do not perceive such a support (Wentzel, 1994, 1997). The latter group of students represents a group having a higher risk to develop learning difficulties (Goodenow, 1993).

2.6.2 Students' Social Acceptance in Relation to their Academic Outcomes

Peer relations have already been studied in relation to various academic outcomes. the results of such studies consistently show that popular students are those usually achieving better outcomes and that rejected students are frequently those having learning difficulties (e.g. wentzel, 1991). these findings were most consistent when academic outcomes were measured by students' grades (Hatzuchtistou & Hopf, 1996; Wentzel, 1991; Wentzel & Cadwell, 1997), although peer acceptance was also found to be related to standardized test achievements (Austin & Draper, 1984), as well as to students' intelligence (Wentzel, 1991). Students of lower sociometrist in-class status, especially rejected students, represent a group of higher risk for learning difficulties and school drop-out (Hatzuchtistou & Hopf, 1996; Ollendick et al., 1992). This holds especially true for aggressive rejected students (Wentzel & Asher, 1995).

2.6.3 Students' Friendships in Relation to their Academic Outcomes

Wentzel and Caldwell, (1997), conducted a longitudinal study of the relation between students' friendships and their academic achievement. The results of this study showed that the relation between having a friend and academic outcomes held stable in the period of two years. In another longitudinal study, Wentzel, McNamara Barry and Caldwell, (2004), investigated the influence of friendships on motivation and school adjustment of early adolescents. Students without reciprocal friendships were less prosocial, had lower academic outcomes and reported more emotional distress compared to their peers with reciprocal friendships.

2.6.4 Relation Between both Kinds of Social Relations in Different School Periods

For the most part, the correlations between the measures of peer relations and relations to teachers decrease with students' increasing age. This is true only for the

measures that are assessed using peer and teacher report. The self-report measures relate very weakly to other measures. In late childhood, students that form more positive relations with peers are also in better relations with their teachers. But in adolescence (i.e. students of the 7th grade and the 2nd grade of secondary school) the relations which students form with peers and with teachers become less related to each other. In this period, the correlations between both constructs are still positive, but low. Thus, the findings of some studies which show that students who form more positive relations with peers are also more liked by the teachers (e.g. Birch & Ladd, 1997; Donohue, Perry, & Weinstein, 2003; Taylor, 1989), cannot be generalized to adolescents without some caution. Also, the differences in the importance of both kinds of relations for students' academic achievement were found. The results of the structural equation modeling indicate that the effect of peer relations on students' academic achievement depends on the students' age. For students in late childhood, peer relations are important factors of their academic achievement, whereas in older students the model's coefficients between peer relations and academic achievement are low.

In contrast to this, the importance of relations to teachers for students' academic achievement is not age-dependent. The correlations between the measures of students' teacher relations and academic achievement are low to moderate in all periods of schooling. Peer relations to teachers are important for students in all periods of schooling. Furrer & Skinner, (2003), explain this relation with the sense of relatedness that is crucial for students' active engagement in school activities, which leads to better academic outcomes. On the other hand, it is also possible that the direction of that relation is quite the opposite – in all periods of schooling teachers might prefer the students that are more engaged and achieve more. However, irrespective of the original direction of the relation it

is likely that the reciprocal link between both variables develops gradually – the teacher’s liking positively influences students’ academic achievement, which in turn strengthens the positive relation that these students form with their teachers.

2.6.5 School Based Management Committee and Community Advocacy

Advocacy means any activity intended to raise consciousness among decision makers and general community about an issue or a disadvantaged group, with a view to bringing about changes in policy and improvement in their situation. It is an interactive, proactive and consultative process. In another tone, it could be a process made up of series of activities undertaken over a period of time aimed at challenging or changing a situation or issues. According to Akinsolu & Onibon, (2008), the goals of advocacy include; challenging existing situation, establish a cause/issues, influence relevant authority, sustain pressure, promote desired group interest, bring about change.

According to Akinsolu & Onibon, (2008), Advocacy is part of an overall programme which the SBMC should develop a community action based programme whereby community members will be sensitized regarding issues on HIV/AIDS and Malaria, this has become necessary because parents and community members in particular have vital role to play in their children and such roles include:

1. Influencing educational policy makers on policies that will lead to eradication or minimizing HIV/AIDS and Malaria.
2. Sensitizing communities on the benefits of hygiene.
3. Mobilizing communities against hazards of unhygienic habits such as HIV/AIDS and Malaria.
4. Organizing co-coordinating and funding activities to raise awareness on learners’ health.

5. Dialoging with other stakeholders such as Non-Governmental Organisations (NGOs) local community leaders, Parent Teachers Association (PTAs) and Community Based Organisations (CBOs) on how to promote school health.

2.7 Assessment of School Based Management Committees on Provision of Security in the Administration of School

Security is perceived as a basic human need that contributes to effective learning. Psychologists proposed that security is crucial for human survival. According to the hierarchy of Needs postulated by Abraham Maslow, the lower needs of man like food, shelter and security must be met before other higher needs like education or intellectual/cognitive needs, Akintunde, (2015). Inability to satisfy the need for security may cause stress in individuals and hinder them from pursuing higher level needs. Shua'ibu, (2015), therefore submitted that a safe school is one that fosters peaceful, positive or cordial relationships among students, teachers and administrators.

School security is vital to effective teaching and learning. School activities thrive in environments that support protection of lives and properties. A well secured learning environment that is devoid of security threats is perceived to enhance learning. In line with this, Shua'ibu, (2015), posited that security is a highly valued goal. Presently, the safety of the school child is of primary concern to stakeholders in the Education sector in Nigeria. This is because school insecurity is becoming a nagging problem sweeping across the nation. Parents are worried about their children and wards' protection in the face of terrorists' attacks in Nigeria, especially in the northern part. A terrorist group known as Boko Haram is on the rampage, attacking and bombing public places including schools. They kidnap adults, women, girls, school children and teachers. Majority of the 276 Chibok secondary school girls kidnapped by the Boko haram insurgents in 2014 were yet to be found Uzochukwu, (2015). Even school assemblies were not spared. Bombs were

detonated in school assemblies or around the school. Education has been severely disrupted in the Northeastern part of Nigeria Shua'ibu, (2015), especially with the regular murder and abduction of innocent students. Such incidents helped in creating fear in the minds of students, teachers and parents; causing withdrawal of students from schools or outright closure of schools for long periods.

Also, in different parts of the middle-belt and the North, religious crisis had erupted leading to violent attacks that hindered smooth learning of students in schools. Many Christian students had been withdrawn from Mission schools located within Muslim dominated areas in Jos (and vice versa) as a result of series of religious attacks. The few Christian students remaining in such schools often carry out their academic activities with hidden fear of the unknown and cautious actions. Examples are mission secondary schools located in Nassarawa area of Jos. In the other parts of Nigeria, other forms of environmental insecurity abound. These include kidnappings, violent attacks and cultism. Kidnapping is growing at an alarming rate in Nigeria Uzochukwu, (2015). Adults, children, teachers and students are kidnapped for days and ransom demanded. Vanguard news reported the rescue of three kidnapped Kogi polytechnic students by police men in Lokoja. The kidnappers asked for 20 million Naira ransom. Also, Iheamnachor, (2015), reported that five (5) secondary school teachers were abducted at gun-point from a school in Rivers State and the abductors demanded 25 Million Naira ransom for the release of the teachers. The visit of the gun-men left the people in the area in total fear and tension.

However, ideally, schools are free of violence in order to maximize student learning in safe environments. Violence not only affects those students directly involved but may also disrupt the school climate, bystanders, and the surrounding community (Henry, 2000). possible sources of students feeling unsafe in school, including bullying, relational

aggression, drugs and gangs, (Astor, Meyer, & Pitner, 2001; Berthold & Hoover, 2000), (Colvin, Kameenui, & Sugai, 1993). These elements make students feel safe or unsafe in school. In general, the child and adolescent risk factors and social factors are correlated to criminal behavior and psychiatric illness and not adequately described students' perceptions. Therefore, an accurate understanding of the extent and nature of the issue of school safety is requisite for parents, school personnel, and policymakers to address school safety effectively.

2.7.1 Security Challenges on Nigerian Child's Learning Insecurity is an Obstacle to Education in Nigeria

Security challenges have effects on learning. Some of these are:

1. Stressful Studies

Security challenges trigger traumatic disorder and toxic stress that affect learning negatively. Stressful conditions make children to experience neurobiological changes Patterson, (2008). Insecurity engenders fears in students making them to study in an atmosphere of stress. The fear of being attacked at any time causes lack of concentration in learning activities and students' lack of confidence too. Students' thinking, creative processes, memory and attention are tampered with. Fear, anxiety and frustrations do not bring out the best in students. (Hurwitz, 1996).

2. Poor School Attendance

In the face of security threats in Nigeria, parents consider pulling their children out of schools. Many students have been displaced and kept out of school, (Gustafsson-Wright, E., & Smith, K. 2014). Students may miss school for days as a result of security challenges. The girl-child is also negatively affected. She is kept at home for a long time or given out for early marriage, (Nwachukwu, K.J., Abdullahi, U. & Kyari, Y.B., 2015).

3. Closure of Schools

Some schools are shut down as a result of security challenges. Government had to close down many secondary schools in crises-prone areas for several months. This is the case of Borno State where schools were shut-down in major towns as a result of insurgency, (Ameh, J. 2015).

4. Vandalization of School Facilities

School buildings and facilities are destroyed during insurgency or crises. Many secondary schools have been burnt down by insurgents. School facilities become inadequate.

5. Production of Half-baked Graduates

Some schools are not closed down by government but end up churning out half-baked graduates as a result of insecurity. Schools are not able to spend stipulated number of months per term. Schools in unsafe areas lack adequate qualified teachers. As such, students are not properly taught.

6. Non-establishment of new Schools

The Child's learning is affected in that he/she has limited number of schools to choose from. Government and private owners are unable to open new schools. A child that has flare for technical training may not get such a school to attend as proprietors are scared of establishing new schools in crises-prone areas.

2.7.2 Need for Safety in School

Feeling safe in school and learning are intrinsically linked. Students learn more and better when they feel safe in school (Sugai & Horner, 2001). Furthermore, if students see violence in school on a regular basis, they do not feel safe. Experiencing violent situations, either as a participant or bystander, decreases students' learning and achievement and results in decreased feelings of safety. Violence at school can be an obstacle to student

achievement. This phenomenon is not surprising as Maslow's hierarchy of needs stipulates that physical and safety needs must be met before intellectual and emotional learning can occur and proceed. Positive school climate and culture increase students' feelings of safety in school and their learning.

2.7.3 Contributors to School Safety

The Office of Educational Research and Improvement, (OERI), has identified three elements that contribute to a safe school environment:

1. Goals, a strong emphasis on academic mission in the school.
2. Rules and procedures, clear disciplinary standards that are firmly, fairly, and consistently enforced.
3. A caring climate that guides interpersonal relationships in the school (Aleem & Moles, 1993).

Empirical research has demonstrated the important connection between school factors such as positive school climate, discipline code, fairness, and security actions taken by the school, to student behavior and perception of safety. Students that self-report higher levels of feeling safe in school attend schools that incorporate these factors; and the converse has been demonstrated (McNeely, Nonnemaker, & Blum, 2002). The most influential element impacting students' feelings of safety in school was students' recognition of their school as safe. Other factors that increased positive student behavior, thus increasing feelings of safety as well, included improving students' opportunities for success, positive teacher-student relationships, and high expectations for achievement (Esposito, 1999).

Effective school leadership and vision among administration, teachers, and staff was also demonstrated to be vital to student determination of a school as safe (Cotton,

2000). A school can be documented as safe through low incidence of violence and implement all factors of school safety, but if students fail to recognize safety at school and feel safe in school, they will likely continue to feel unsafe in school.

2.7.4 Assessment of School Safety

How and to what degree students recognize their school as safe is highly nuanced, not completely understood or predictable, and tends to incorporate community values greatly. The first comprehensive national assessment of school safety was published by the National Institute of Education, (NIE), in 1978, entitled *The Safe School Study*, illustrated this point. This assessment demonstrated that neighborhood conditions around the school were highly associated with school violence. A majority of respondents who identified the school as safe generally also identified the surrounding community as safe. It was further suggested by this study that the greater the exposure to violent behavior by students in the neighborhoods where they lived, the greater incidence of school violence they experienced. Students do not cease being who they are when they enter the school doors. They bring with them their learned behaviors, cultural values, and experiences. This seemingly impacts and influences students' perceptions and experiences within school. In this way, schools are microcosms of the surrounding larger community (Lorion, 1998; Small & Dressler-Tetrick, 2001).

2.7.5 Reactionary School Safety Policy

A close examination of students' perceptions often does not seem to guide formulation of school safety policy, which tends to be reactive and not proactive in violence prevention (Cassidy, 2005). For example, within three months of a school shooting at Heath High School in West Paducah Kentucky, a school security committee had authorized a \$148,000 security plan. As a result, all visitors, teachers, and students

wear identifying name tags around their necks; students sign consent forms for staff to rummage through backpacks, a ritual that is repeated every morning; the school has a uniformed security guard; all officials wear two-way walkie talkies on their belts; emergency medical kits are in each classroom and disaster instructions in every handbook (Newman, 2004). These kinds of reactionary procedures are not the exception, but the norm in other schools coping with violence (Peterson, Larson, & Skiba, 2001). The goal of such strategies to decrease student maladaptive behavior and promote pro-social skills has not been produced by these reactive safety measures. Instead, these safety strategies contributed to more negative and hostile school environments (Sugai & Horner, 2001). Other school districts have followed Heath High School in implementing increased security measures. Indiana was the first to install metal detectors in their elementary schools after three students were apprehended carrying guns in school. Across the United States, increased security measures and policies are being implemented in the public schools.

Police officers are replacing teachers in their traditional roles of monitoring, intervening, and communicating with students, families, and school personnel (Easterbrook, 1999). The negative effects or outcomes of this and other reactionary school policy, such as zero tolerance, on students remains elusive in the literature and difficult to identify, such as poor academic performance, lower creativity, and increased fear and helplessness (Caine, 1994).

A specific form of reactive safety measures is zero tolerance policies that may counteract positive school climate and improvement and reverse the intended positive effect (Holloway, 2001). Schools that adopt this get-tough approach, include the use of punishment-based and exclusionary policies and strategies (Safran & Oswald, 2003). Such policies are reactive and punitive in nature and tend to be problem focused, in that they

target negative behaviors instead of teaching and reinforcing positive social skills. The fear of punishment intrinsic to zero tolerance policies has the potential to discourage students from acting in a preventive manner when faced with school violence. For instance, more than 20 students and 1 teacher heard a California student's threats to shoot up his school the day before the 2001 incident; nobody took his threats seriously, and some told reporters that they did not want to get their friend expelled from school for what were most likely idle threats (Chapin & Gleason, 2004). Zero tolerance discipline policies tend to have limited usefulness in enhancing teacher and student perceptions of safety because the policies often contribute to the level of systemic violence in the school. Such policies can be disruptive to the educational setting and can increase the potential for academic failure of at-risk students (Kitsantas, Ware, & Martinez and Arias, 2004), have resulted in more negative and hostile school environments, (Sugai & Horner, 2001) and do not typically create teaching opportunities that promote pro-social behavior (Skiba & Peterson, 2000). These disciplinary measures tend to occur in response to undesirable behavior rather than proactively preventing the occurrence of such behaviors (Smith & Sandhu, 2004). However, Positive Behavior Support measures and strategies support prevention, which also decrease displays of violence and increases students' feelings of safety.

2.7.6 Students' Perceptions of School Violence

Regarding students' perceptions, it is significant that according to research, today's youth do not perceive most acts of aggression and fighting as violence (Astor, Meyer, & Pitner, 2001); which seems to impact students' report and seeking help. It appears there is a typical scenario preceding a violent incident at school that is collectively understood and accepted by the student body and by default the school culture. The student is teased, used as a scapegoat, or is ostracized in some way because he or she does not fit in. These

negative social interactions lead to anger, frustration, and low self-esteem within the student. Feelings of isolation and vulnerability within the student increase and feelings of safety in school decrease. Then some incident occurs in which the student feels they have been disrespected. The culmination of the pattern leads to retaliation. Many students self-report that they do not see such retaliation as violence, but as self-defense. Thus, violence becomes a viable means of conflict resolution (Fatum & Hoyle, 1996).

Again, research demonstrated that the way in which students perceive their experiences and interactions directly impacts how they feel in school, whether safe or unsafe. Post Columbine and 9/11 court case decisions tend to recognize the rights of school personnel to protect schools and communities from potentially violent behavior over individual rights. The effect of this shift is that many students may feel their privacy is invaded by school safety measures (Arnett, 2000), implemented with the goal of increasing safety; which ironically might decrease students feeling safe in school. As a result, students may not report incidents to school personnel because they have lost respect for them and do not view them as offering security (Beyer, 1997); which in turn probably decreases the number of and degree to which students feeling safe in school.

2.8 Assessment of School Based Management Committees on Provision of Facilities in the Administration of School

According to Hallak, (1990), facilities form one of the potent factors that contribute to academic achievement of students in the school system. They include the school buildings, classroom, accommodation, libraries, laboratories, furniture, recreational equipment, apparatus and other instructional materials. He went further to say that their availability, relevance and adequacy contribute to academic achievement of students. He however, quickly added that unattractive school buildings and overcrowded classrooms among others contribute to poor academic achievement of the students in primary and other

levels of education. School facilities have been observed as a potent factor to quantitative education. The importance to teaching and learning of the provision of adequate instructional facilities for education cannot be over-emphasized. The dictum that “teaching is inseparable from learning but learning is separable from teaching” is that teachers do the teaching to make the students learn, but students can learn without the teachers.

Writing on the role of facilities in teaching, Balogun, (2002), submitted that no effective science education programme can exist without equipment for teaching. This is because facilities enable the learner to develop problem-solving skills and scientific attitudes. In their contribution, Ajayi and Ogunyemi, (1990), reiterated that when facilities are provided to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher, but individual students will also learn at their own paces. The net effect of this is increased overall academic performance of the entire students.

Furthermore, Physical facilities refer to the school plant, that is, the school buildings, classrooms, library, laboratories, toilet facilities, offices and other materials and infrastructures that would likely motivate students towards learning. Physical facilities are germane to effective learning and academic performance of students. A review of previous studies conducted by Omotoso, (1991), on the availability of physical facilities and equipment in African countries is disheartening. His studies reveal that most secondary schools’ building in Ondo State were old and in a dilapidating condition. Many of the classrooms, laboratories, examination halls, libraries and office furniture were in a terrible state of disrepair and this has contributed to poor academic performance. Most windows were out of use, thereby causing hazards to life while fluorescent tubes for providing electricity were out of place.

2.8.1 Management of Resources and Accommodation

The school physical environment and facilities were to be up-graded or enhanced and learning resources diversified Briggs & Wohlstetter, (2003). Facilities like classrooms, school halls, the library, staff rooms, computer-assisted learning room and computer rooms, air-condition are essential. A local area network with computer hardware and notebooks, suitable technical support, properly trained staff and a computer coordinator with basic audio-visual teaching aids like overhead projectors with screen, black out curtains and magnetic white boards for all classrooms could be provided to Hong Kong primary schools. Education should make use of resources from the community facilities such as public libraries and community centres to increase computers and Internet access to support learning beyond the confines of the classroom (Education Commission [EC], 2000). Personal attention to students was one of the strong predictors of effective school management, thus, effective school management should lower the ratio of students to teachers so as to increase the interaction between teachers and students.

The class size is largely determined by administrative factors such as the availability of teachers and classroom space (Stern, 1992). In addition, the schools should have certain resources to ensure the quality teaching (De Grauwe, 2005). To reduce their workloads, more teachers should be provided to meet the needs for individualized attention to pupils, interactions with parents, lesson preparation and assessment arising from better teaching skills and new initiatives with school-based curriculum, time needed to interact and work with colleagues and attend professional development activities. Besides parental human and financial support, teaching assistants and teacher librarians, a clerical officer to assist teaching-related clerical duties and an additional clerical assistant for classes, or the clerical and janitor support in the form of an administration grant should be provided.

Other findings on SMI progress found that first, respondents indicated an increase in workload, with especially heavy demands falling on middle managers. Second, there was evidence that the reform had not penetrated to any great extent the work of teachers at the classroom level. Third, some evidence suggested that school personnel felt a lack of support from system level. Finally, some complained about time constraints (Cheng, 1992). These latter findings confirm that reactions and responses to restructuring are experienced by participants in other school systems (Dimmock, 1995).

2.8.2 Physical Environment as School Identity

Schools and classrooms can be more than a place to inhabit: they can also acquire an emotional significance. One perspective is that educators play an important role in constructing classrooms and schools, and therefore students' identities. An extension of this idea is that children's environments have an effect on their cognitive and behavioural development and on childhood vulnerability (Ellis, J. 2005:57–61). Looking at learning space is about more than the structures – it is about the social relationships within the space. Space can be conceptualized as being an interaction between physical and social spaces. McGregor claims that the space is 'made' by the social aspects (McGregor, J. 2004:2). This attitude is increasing in popularity as we move again towards creating more open spaces to improve social interactions and student learning opportunities. Spaces and how we organize them can tell students much about adult expectations and power structures – for example, when grouping students according to 'ability'. (McGregor, J 2004:3). Similarly, a seminal work in the 1970, s argued that 'a broadly academic ethos seemed to promote academic achievement' (Rutter, M 1979:14). Bunting also makes the link between the physical school environment influencing general attitudes to learning. He

argues that if students do not leave school with a love of learning, they will be disadvantaged in today's 'knowledge society' (Bunting, A. 2004:12).

2.8.3 Facilities as Contributing Factor to Academic Performance

Hallak, (1990), identified facilities as the main factor contributing to academic achievement in the school system. They include the school buildings, classroom, libraries, laboratories and recreational equipment among others. Hallak claimed that the quality, appropriateness and adequacy of these items contribute to performance in the school system. Adeyemi, (2008), opined that performance is a measure of educational output. Academic performance can be viewed as the extent to which an individual learner acts or does a piece of work, how well or poor he/she does the job or the activities within a learning process. Poor performance, however can be regarded as having performed below the required academic performance. Recent studies have emphasized the importance of the availability of physical facilities. Ajayi and Ayodele, (2001), they emphasized that the availability of these resources is quite important to achieving effectiveness in instructional delivery and supervision in the school system. They further buttressed the fact that non-availability of basic facilities such as classrooms, office accommodation, workshops, sporting facilities, laboratories, library et cetera which is being experienced in secondary schools is a perfect reflection of what obtains in the university system.

Adedeji, (1998), noted that these facilities have to be adequate and should be in good condition for schools to function properly. Also, in support of this Chandan, (1999), claimed that, for effective teaching to take place in any educational setting there must be provision of adequate and quality physical facilities. Adewunmi, (2000), corroborated Chandan's, (1999), view revealed that, the availability of adequate number of physical facilities had significant influence on pupil's academic performance. He further

emphasized that adequate number of physical facilities should be supplied to state primary schools. Ajayi, (2000), emphasized on the need for the availability of physical materials in the school system in order to boost teachers' job performance. This would, invariably, enhance academic performance of students. Nwankwo, (1982), also maintained that the provision and maintenance of physical facilities such as building, laboratories, libraries, furniture, equipment, et cetera are very important for effective and efficient school administration and better academic performance (on the part of students).

Also, in recent studies carried out by Okunamiri, (2003), on the provision and utilization of school facilities in some selected secondary schools in Nigeria, his findings revealed that although facilities were adequately provided in some schools, they were not effectively utilized. He further emphasized on the need to ensure effective and efficient realization of the goals and objectives of the educational system. This implies that the availability of physical facilities alone does not enhance learning; rather it is the adequate utilization of these facilities that can only motivate students to learn and enhance their academic performance.

2.8.4 Effect of School Facilities on Performance

Commenting on why high academic attainment is not in vogue in Nigeria primary schools, Adesina, (1991), identified poor and inadequate physical facilities, obsolete teaching techniques, overcrowded classrooms among others, as factors. Throwing more light on school facilities and moral guiding provision, Fabunmi, (1997), asserted that school facilities when provided will aid teaching learning programme and consequently improve academic achievement of students while the models guiding their provision to schools could take any form as rational bureaucratic and or political model.

2.9 Assessment of School Based Management Committees on Staffing in the Administration of School

Organizations, whether profit-oriented or service oriented are designed to work towards achievement of set-goals. As workers (teachers) consciously contribute towards goals of the organization, they also have personal or group goals they expect to satisfy (Koko, 2005). Aide, (2007), deposited that of all tools in management (men, machine, material, money and market), without any iota of doubt, the most important is men. Men are the only animate instrument that is capable of achieving the other 4M's or making them moribund and hence affect positively or negatively the purpose of a system. Personnel management, otherwise referred to as human resource management is concerned with the people dimension in management. (Aja-Okorie, 2014), perceived personnel management as an important management function concerned with obtaining, developing and motivating the human resources required by an organization to achieve its objectives.

Generally, education in Nigeria has been perceived as an instrument "per excellence" for effecting national development (FRN, 2004:4). Government has stated that for the benefit of all citizens, the country's educational goals shall be clearly set out in terms of their relevance to the needs of the individual and those of the society, in consonance with the realities of our environment and the modern world. If our education is to achieve the national goals, then, well-trained, well-qualified and efficient educators are absolutely essential. Thus, no educational system may rise above the quality of its teachers, is an old academic. Therefore, acquiring teacher's services, developing their skills, motivating them to high levels of productivity and ensuring that they continue to maintain their commitment to the organization are essential to achieving school organizational goals. Teachers' personnel management is responsible for activities such as recruitment and selection, training, wage and salary administration, establishing staffing ratios, benefit

planning and productivity. It is their responsibility to develop and recommend policies and procedures which will contribute to the achievement of the goals in the educational system. In summary, the functions of personnel management are to select, train, develop, assimilate and remunerate teachers (AjaOkorie, 2014).

The concept of staffing includes different elements depending on the context in which it is used. According to the Oxford American Dictionary that defines staffing in the narrowest terms, staffing means providing a staff of employees or assistants. In general, however, it is used with a broader meaning. Internal staffing includes policies, practices and procedures relating to promotion, transfer, demotion, resignation, disability, retirement, severance and death (Castetter & Young, 2000). McPartland and Fessler, (1992), suggest three overlapping dimensions of staffing patterns at primary and secondary schools: the extent of hierarchy of differentiated staff roles and responsibilities; the way that individual staff responsibilities are associated with curricular specialisation; and the degree to which the roles of instructional staff are interdependent or interactive. Staffing is strongly associated with the areas that current teacher policy and further school reform policy give high priority. They are connected with the issues, such as how to attract and hold highly qualified teachers and how to provide teachers with an improved professional working environment (McPartland & Fessler, 1992).

However, in Nigeria public discussions frequently focus on educational standards. The public's unhappiness becomes more prominent following the annual release of the West African Senior School Certificate Examination results. Student outcomes do not match the government and parental investment. All stakeholders are concerned about why the system is turning out graduates with poor results. To them, it is questionable whether or not teachers in the public secondary schools are qualified as such not effective. The most

important factor in the effectiveness of schools and in the quality of a child's education is competent to teach effectively. The National Policy of Education states, "No Education system can rise above the quality of teachers in the system" (FGN, 2006). Ogunsaju, (2004), states that the academic standard in all Nigerian educational institutions has fallen considerably below societal expectations. Blumende, (2001), corroborated this view when he reported that the decline in the quality of education cannot be ignored by anyone who is aware of the significant role of education as an instrument of societal transformation and development. There is a need to focus on teachers' adequacy and competency in respect to their pedagogical practices and strategies and mastery of the curriculum and subject content (Chall & Popp, 1990; Stuart, 2004; Rodgers, 2001). In support of the aforementioned scholars, Ekwesili, (2006), institutionalized the Private Public Partnership, (PPP), and School Based Management Committee, (SBMC), to manage secondary education and to promote school effectiveness since students' success depends on the amount of learning that takes place in the classrooms on how effective and efficient the teacher performs in schools. Ijaiya, (1998), concurred and opined that improving the quality of the teaching force in schools is seen as the key to raising student achievement. Thus, raising educational standards should be the government's number one priority.

Similarly, Lassa, (2000) and Guga, (1998), claimed that education cannot be provided by just anybody, it requires a teacher who plans and delivers the lessons or instruction in such a way that objectives can be achieved. An uncertified teacher cannot prepare students for WASCE/GCE because it is unlikely that they could pass. Corroborating this, Owolabi, (2007), stated that government should find all possible means to retain veteran and experienced teachers who are still willing to serve so that they can contribute their wealth of experience to improving the system. The Baguada Seminar

Reports on Quantities and Qualities in Nigerian Education (NERC, 1980), as cited by ESA, (2005), also shared the consensus that teachers are the main determinants of quality in education: If they are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral, and anti-social, the whole nation is doomed. If they are ignorant in their disciplines and thus impart wrong information, they are not only useless but dangerous. Therefore, the kind of teachers trained and posted to schools may well determine what the next generation will be.

Based on the aforementioned statement, this study examined the relationship between the quantity and quality of teachers and students' academic performance. Teachers can make or mar the school curriculum; therefore, their adequacy and quality for better service delivery needs to be assessed on a regular basis. In their study on "Measuring and Targeting Internal Conditions for Schools Effectiveness in the Free State of South Africa", Abraham and Keith, (2006), used a questionnaire as the basis for constructing an index of school effectiveness. Their findings revealed that teachers were the key drivers of internal school conditions for effectiveness, development and school change. Oshodi, (1991), investigated resource utilization and students' academic performance in Kwara State secondary schools using a questionnaire. Spearman rank correlation coefficient was used to determine the most influential factor on students' academic performance. He found that the quality of teachers was the most important determinant of students' academic performance in secondary schools.

2.9.1 Functions of Personnel Management

Teachers' personnel management is synonymous with staff personnel management, which is responsible for activities such as recruitment and selection, training, wage and salary administration, establishing staffing ratios, benefit planning and productivity. It is their responsibility to develop and recommend policies and procedures which will

contribute to the achievement of the goals of the organization. In summary, Fagbamiye & Durosaro, (2000), stated that the functions of personnel are to select, train, develop, assimilate and remunerate employees.

They are further explained below:

a. Selection:

Recruitment involves all prospective applicants for job positions in the organization. A good recruitment programme is one that is properly planned and well operated. Poor recruitment efforts could lead to the selection of poor applicants. Factors that influence the type of recruitment to be made include: the quality and number of staff and positions to be filled, the financial position of the organization, availability of required staff (Aja-Okorie, 2014). In many organizations there are often individuals who are qualified to advertise positions or who could do so with minimum positions from within the organization and only fill the entry positions from external sources. It must be emphasized that the specific source to be utilized depends on factors such as the size of the enterprise, the financial resources, economic conditions and time factor. Other major sources of recruitment include advertisements, educational institutions, employee referrals and unemployed labour. After prospective applicants have been recruited, a systematic effort is made to identify the most suitable candidates to fill identified positions (Aja-Okorie, 2014).

a. Promotion

Promotion is the advancement of an employee to a higher position or level. This may be in terms of greater responsibilities, more prestige or status, greater skill and especially increased rate of pay. Upgrading is the movement of an employee to a more

responsible job within the same occupational unit and with a corresponding increase in their knowledge or skill to maintain a high level of productivity.

b. Training and Development

Training may be used to directly increase the job skills of an individual or a group of individuals by teaching them how to perform their tasks more effectively. For instance, production workers may learn how to handle certain book keeping details associated with their work. Teachers may go for refresher courses, seminars and workshops. It is clear that training contributes primarily to the productivity goal. It helps employees to be up-to-date and meet with modern methods of teaching. Training develops an individual while the paying organization also benefits from higher productivity (Aja-Okorie, 2014). For training to operate efficiently as an input-output mediator, it must be focused on the individual and situations as the need arises. When determining training needs, two questions need to be answered. Is there a problem in terms of the level or type of performance? Can training be of any value in correcting such a situation? In terms of training needs, a problem is usually most pronounced among individuals just starting out on a new job i.e. employees newly employed and employees shifted into new positions. Employees can be retrained because the role prescriptions for a position have been changed. Fortunately, the motivation for learning among this category of employees is usually high (Aja-Okorie, 2014).

c. Compensation and Staff Welfare

Compensation is the totality of the financial and nonfinancial rewards that the employee gets in return for working for the organization. Compensation is a major issue in staff personnel management and the effect on productivity is important. Since compensation is a reward for service to the organization and also a source of

recognition and livelihood for employees, therefore, it is related directly to the comfort and welfare of employees. Compensation is a determinant of the extent to which an organization can attract, motivate and retain the best talents in the environment. Brain drain from Nigerian tertiary institutions has a lot to do with the poor and inadequate remuneration available in this country. At least two of the needs identified in Maslow's hierarchy of needs theory of physiological and esteem needs are directly related to the level of compensation for workers. These, according to him, are among the factors motivating people to work in line with the scientific management (Aja-Okorie, 2014).

2.9.2 Problems of Secondary School Staffing

Ijaiya, (1998), investigated the problems of teacher staffing in Kwara State secondary schools and found that there is an acute shortage of teachers in Kwara State secondary schools thus contributing to massive failures as well as poor quality teaching. In a study of relationship among school size, resource utilization and school effectiveness in Ilorin Local Government Areas, Ibitoye, (2003), discovered that there is a significant relationship between enrollment, utilization of classrooms provided for teachers, the teaching of learning activities and students' academic performance. In the same way, Akpofure and N'dipu, (2000), reported the need for schools to maintain a manageable carrying capacity in utilization of classrooms, libraries and laboratories for effective teaching and learning. To them, this will pave the way for quality assurance in schools. A similar study by Aduwa, (2004), on determinants of students' academic success, reported that a student's home environment, their cognitive abilities, self-esteem, self- concept, study habits and motivation affect their academic success. Contrary to this, Iyamu, (2005), contended that the provision of all these factors may not have significant impact on

successful learning if the learners are not exposed to competent principals, teachers and other school teams.

Also, Ehrenberg and Brewer, (1995), and Ferguson (1991), asserted that students learn more from teachers with strong academic skills. According to these researchers, teachers' assignments depend on their qualification of the subject(s) being taught. Middle and high school students learn more from teachers who hold Bachelor's or Master 's degrees in the subjects they teach and from experienced teachers than they do from less experienced ones (Darling-Hammond, 2000). In a study on human resource and organizational achievement, Egungun, (1992), found that the placement of only the right employees in the right jobs, at the right time and places assist greatly in attainment of organizational set goals and objectives.

The Education Sector Analysis Study, (2005), on selected secondary school teachers in Nigeria by qualifications and genders revealed that the bulk of secondary school teachers (n = 69,787) were graduates with first or higher degrees where, 43,073 were male and 26,714 were female. Among these teachers, 15,353 had no teaching qualification while the rest held the Associate Certificate in Education and TC II. Findings from this study also revealed that the unqualified teachers' proportion affects the quality of learning delivery in the sampled schools. Amao, (1992), reported that there were wide gaps between the demand and supply of qualified teachers in Osun state. Shortage of qualified teachers as revealed by the findings of his study was expressed as 44% in the 1978/80 sessions, 56% in the 1980/81 sessions and 51% in the 1981/82 session. He recommended that the state government ensure the funding of the State Colleges of Education so that they could train well-qualified teachers and address the problem of teacher shortage. In her study on internal efficiency of Osun State public secondary schools from 1997/98 to 2002/2003,

Akinsolu, (2005), reported that Osun state public secondary schools experienced wastage. She stressed further that out of every one Nigerian Naira, (N1) spent by the government, 45 Kobo (N 0.45) was wasted in the period of study as a result of high repetition, high failure and dropout rate in the system.

However, it is pertinent to note in relation to staffing, School Based Management Committee it cardinal and as it has its members. Although membership of School Based Management Committee, (SBMC), varies across countries, States and schools, the following are prevalent:

1. Head Teacher/Principal of School.
2. Representative of Teachers.
3. Representative of Pupils/Students.
4. Representatives of Traditional Rulers.
5. Representatives of Old Pupils/Students.
6. Youths Representative.
7. PTA Representative.
8. Artisans.
9. Community Based Organization.
10. Representatives of the Community.
11. Faith Based Organization. (Nigeria Institute of Educational Planning and Administration and United Nations Children's Fund, 2014).

2.10 Assessment of School Based Management Committees on Staff Development in the Administration of School

Development could be seen as any learning activity which is directed towards future needs rather than present needs, and which is concerned more with career growth than immediate performance. The focus of development therefore, tends to be primarily on

Teachers' Development Programmes and Students' Performance and organization's future manpower requirements, Alabi, (2000). Secondly on the growth needs of individuals in the workplace (Cole, 2005). Thus, development relates to the preparation and progressive training given to employees so that the goals and objectives of such organisations are achieved (Ogunsaju, 2000). Teachers' development programmes are professional development activities engaged in by school personnel to enhance their knowledge, skills and attitudes in order to educate students more effectively (Alabi, 2000).

Ngirwa, (2006), defines training as a learning process in which people acquire knowledge, skills, experience, and attitudes that enable them to achieve their organisational and individual goals. The components, knowledge (K), skills (S), experience (E), and attitudes (A) are introduced here to refer to the ability that a trainee derives from training. According to the Ministry of Education and Culture, (1995), the relationship between training and development depends on the extent to which the kind of education provided and its method that can meet the expectations of individual and the needs of the society. It also pointed out that learning is a process in which people acquire knowledge, skills, experience, and attitudes that they need in order to perform their jobs well for the achievement of their organisation's goals. That employee training is a learning process in which employees acquire knowledge, skills, experience, and attitudes that enable them to achieve their organisational and individual goals.

Teacher training and development problems can be traced earlier before independence. Cameroon and Dodd, (1970,) as cited in Mussika, (2002), stated that during British administration, primary school teachers were trained through three levels. The first was Grade I or senior primary school teachers who spent two years in professional training after completing secondary education. The second level was grade II teachers who were

recruited for standard six and their training lasted for four years, two years for general education and final two years for professional training. The third level was licensed teachers who had followed training and shown satisfactory standard of teaching.

Harris and Tim, (2008), discussed that the estimated effects of experience may be biased if sample attribution is not taken into account. For example, less effective teachers might be more likely to leave the profession and this may give the appearance that experience raises teacher value-added when, in reality, less effective teachers are simply exiting the sample. Alternatively, selection could work in the opposite direction, more able teachers with higher opportunity costs may be more likely to leave the profession, leading to a spurious negative correlation between teacher experience and student achievement. One method of addressing the attribution issue is to include a teacher-specific effect, to control the unmeasured teacher ability, along with the experience measures. The teacher specific effect should purge the influence of teacher time-invariant ability on experience, yielding unbiased estimates of the marginal product of experience.

Teachers as workers need to be learning now and then so as to produce student with good education. Students are like raw materials in a factory, they must be well prepared and instructed by their teachers so as to get knowledge which will be used for the development of society in all forms of technology, social and economics. The role of human capital in uneven development tends to be facilitative and productive in that the tools of human capital development - education, training and research - nurture possibilities of growth. Graduate entrepreneurship has emerged as a new tool for development as the prospect of jobs for even the educated and skilled diminishes each day, OECD, (2009; 2010), as quoted in (Mitra, 2010).

For the purpose of updating the brain of human beings, teachers need to be trained to equip themselves with technical skills, attitude and abilities of performing their jobs in a more perfect way. Singers, (1990), as cited in Yona, argues that training of workforce is analogous to the maintaining of machinery or physical resources in an organization. A study done Harris and Tim, (2008), on teachers training, teachers' quality and students' Achievements in the U.S.A, came out with different answers on the issue. The study found no much relationship between more education to teachers and the performance of the students they teach as they are quoted here. The other relevant study was the one done by Mussika, (2002), entitled as Teachers' Training and the Class Room Performance of Grade IIIA Teachers in Tanzania. The study studied different grades of teachers in primary schools in Tanzania and discovered that the more capable teachers were those with in and on job training. Evers, (2010), made a study on organisational factors and teachers' professional development in Dutch secondary schools and proposed four activities for why training of workers is important as participation in training and courses with respect to the own job domain; a different or new job domain; further personal development; and in intra- and extra-organisational social networks.

They also add more on the above domains that there are indications to conclude that these four learning activities should be expanded with some other learning activities in the workplace context, because they might have a more considerable impact on occupational expertise. McDowall and Mark, (2010), also made a relevant study in UK on UK managers' conceptions of employee training and development and found that when employees are trained and developed, they become more capable on their daily job performance. They also point out that as highlighted in their earlier discussion of

definitions, that managers argued that combining training with development resulted in more positive outcomes.

Past study shows that the most popular staff development programmes are taking higher education and training, in-service courses and participating in workshops, seminars and conferences among others. During such programmes, teachers learn school management skills, evaluation techniques, academic achievement correlates and master wider content areas of their subjects (Ngala & Odebero, 2010). The principals should give formal training to teachers to enhance their effectiveness (Cisse & Okato, 2009).

Also, a study done by Yona, (2008), on the assessment of off- the job training and development, investigating the workers of the NMB Arusha and Moshi branch, also came out with different discoveries including the way training of employees affects their performance. Training costs lots of money, and it disrupts the organisation's performance schedule: it makes sense that training is carefully managed and gauged to the organisation's performance needs. Large and complex organisations have little choice other than planning and managing their training function formally, i.e. through a training programme based on studied training needs Ngirwa, (2006: 290). On the other hand, teachers are taking training as less important due to little or lack of motivation after and during training. This was due to poor or no promotion during and after training.

2.10.1 Performance Capability versus Performance Demands Model

Ngirwa, (2006:292), argues that desirable organizational performance and survival is a function of the relationship between job demands or performance demands (PD) on the one hand, and performance capabilities (PC) of their doers on the other hand. The relationship between PD and PC is perceived in the form of a PC: PD model. The model focuses on the major three scenarios as they are described below:

Scenario one takes place in the work organizations when the performance demands or job demands equal employees' performance capabilities. At this level no need for training. All work organization would like to reach this stage. Scenario two takes place in the work organizations when the performance demands or job demands outweigh employees' performance capabilities. This is a situation, where employees' performance capabilities are insufficient to cope with the performance demands of their jobs as expressed in the job descriptions. This may be mitigated by a number of causes of which most of them are related to training and development. These are shortage of fund for training, new product and competition, top management unwilling to train and change in technology. Scenario three occurs when a work organization has more performance capabilities than the job demand. This needs job redesign focusing on training of employees. This model is much related to the researched problem due to the fact that it's dealing with training of employee to increase their abilities to perform their job. Also deals with the results of a well-trained employee and its outcomes in the work organization, (Ngirwa, 2006).

2.10.2 Types of Staff Development

The immediate aim of teachers' development programme is to improve the performance of those with teaching and management responsibilities by improving their knowledge, skills and competence, while the ultimate aim is improvement of teaching and learning. According to Alabi, (2000), there are four types of such development programmes in Nigerian education system. These include programmes that aim at correcting deficiencies of staff at the time of appointment, programmes which enable teaching staff to face challenges arising from innovations in the school curricula, programmes which enable nonprofessional to professionalize and programmes that enable acquisition of higher qualifications. In-service education is the totality of various education

activities towards continuous professional growth and competence of school teachers and personnel (Ogunsaju, 2000). These educational activities include part-time studies, faculty meetings, conferences, debates and workshops, all aimed at improving the quality of teachers and other personnel towards effective performance of their job in the school.

Education over the years has been operating in a climate of rapid change brought about by a continual process of adjustment to meet the challenges of fast social, scientific and technological changes. Such changes usually affect the content of the curriculum and the examination structure as could be seen in the new 9-3-4 educational system. These changes demand for appropriate in-service education and training so as to enable all teachers to contribute maximally to the achievement of educational objectives, while at the same time keeping abreast of all developments both in teaching methods and in the subjects. Numerous programmes have emerged over the years in response to enhancing career development of teachers in secondary schools. These include full-time and part-time distance learning courses, training workshops, career conferences/fora, orientation programmes, mentoring peer group activities, radio or television programmes, correspondence courses, computers operation among others Okey, (2010).

2.10.3 Phases of Professional Staff Development

According to Ahmed, (2006), teachers' professional development has two main phases namely, initial preparation and continuing professional development. Initial training, most often, takes the form of full-time residential pre-service programmes in teachers' colleges or universities. Initial training may also be available to serving unqualified teachers through distance education or out-of-schools' programme during vacation or release from schools for extended periods of time. Continuing professional development of teachers' comes from various sources and agencies and in various forms.

Orienting teachers to curriculum or examination changes, upgrading qualification levels, donor funded projects, professional teachers' associations in developing subject teaching e.g. (STAN), sometimes teachers' unions, school based improvement initiatives or individual teachers working to improve their qualifications, career prospect or teaching skills.

Research on teacher education has consistently stressed the need to regularly provide opportunities for teachers to improve their knowledge of the pre-service courses they attended. This is based on the recognition of the fact that we live in a rapidly changing world such that whatever knowledge and skills teachers acquire in their pre-service training becomes stale very fast as new challenges and realities emerge in the socioeconomic and political environments. According to Grimmet, (1994), there is shifting global paradigm in the concept of teaching, where learning requires the active participation of the learners, taps into individual and social processes, assumes students to be constructors (as well as recipients) of knowledge, and ultimately views teachers as curriculum-makers. In other words, according to Jegede, (2004), opportunities for continuing professional development must be created to re-skill the potential teachers, re-motivate the interested teachers, retrain the dedicated teachers and retrain the practicing teachers.

2.10.4 Teachers' Development and Academic Performance

According to Ahmed, (2006), the MDGs are a set of eight time-bound goals agreed to in 2000 at the General Assembly of United Nations in New York where Nigeria was one of those countries that signed the declaration that set the target date of 2015. The goals range from poverty reduction, primary education, gender issues, child and material health, HIV/AIDS, malaria, environment, water and sanitation, debt, trade to aids. All the eight

MDGs are interrelated and education is a cross-cutting issue without which the goals would not be attained.

The objectives of the programme are to: disseminate innovative practical skills that will enhance the teachers' effectiveness and promote greater mastery of the subject matter; update the teachers knowledge of subject matter; contribute to the development of positive self-concept and attribute towards the teaching profession; and enable teachers to make pupils to perceive learning as an interesting and pleasant activity that promotes the development of self-understanding, inquiry and critical thinking skills. Students' academic performance is a measure of how well students have mastered the learning tasks presented to them. Students' performance in school depends to a great extent on the management of schools' available resources in terms of human, material and fiscal resources by the school principals towards the achievement of educational goals. A students' academic performance as desirable changes/outcomes in students' behaviour after a period of teaching and learning in school in order, to determine the effectiveness of teaching and learning activities as related to educational objectives which provide information to students, teachers, school administrators and parents on the level at which educational objectives have been achieved. Ayo, (2000), defined students' academic performance as outcome of students' assessment through comprehensive, systematic, cumulative, diagnostic, formative and summative evaluation of what they have gone through in a school setting.

The need for teachers' development through various programmes cannot be overemphasized. Staff development and utilization programmes are imperative in Nigerian schools, being effective channels through which teachers can achieve their desired growth and self-actualization. Writing along the same line, Alabi, (2000), opined that for

employees within any organization like the school to function effectively, there is a need for in-service education which would inculcate in the personnel, the knowledge, skills and the confidence in originating ideas as to how best to carry out the tasks of the job. Corroborating this view, Ogunsoye, (1998), asserted that the challenges confronting the education of today are numerous and because of these, education needs an up-to-date, well trained teaching force and committed staff who would work together to achieve agreed goals in a climate which encourages effective development in the teaching quality.

2.10.5 Relevance and Importance of Staff Development

To take care of the inadequacies of pre-service teacher preparation, the Federal Republic of Nigeria, (2004), in the National Policy on Education made provision for development of teachers by stating that teacher education shall continue to take cognizance of the changes in methodology and in the curriculum, and that in- service training for teachers and head teachers shall be regulated. This therefore emphasizes the importance and the need for every staff to be constantly renewed, upgraded and updated in his or her knowledge to be refreshed and to keep abreast with the rapid changing society through staff development programmes.

Numerous studies exist on the relevance of development programmes for practicing teachers. For instance, Mohammed, (2006), Madumere- Obike, (2007), Ntukidem and Etudor, (2003), have continued to stress on the importance of continuing professional development for the teachers who are the ones to translate the training acquired to better classroom practices. Continuing staff development programmes for teachers is about reinforcing all the dimensions of good teaching throughout a teachers' career. It is a means of increasing the competence level of teachers in a way that would enable them to

contribute to a knowledge base that would in turn also contribute to development of teaching as a profession.

Previous studies have shown that successful staff development practices can impact on teachers' job performance in and out of the classroom (Saks,1996., Borich, 2003, and Villegas-Reimers, 2003). A study by Cohen and Hill, (2001), found that teachers who's in-service training were focused on the curriculum can teach well when what has been learnt were applied in the classroom. The study also showed that students' achievements are usually good if their teachers participated in training that focused on the curriculum. Similarly, Garet, Porter, Desimone, Birman and Yoon, (2001), studied teachers' involvement in an in-service training that emphasized on mathematics and science subjects. They discovered that teachers were more prepared to implement changes in teaching practice, as well as improve their knowledge and teaching skills when the training was much related to daily experiences and parallel to assessment.

Mgbekem, (2002), suggested staff development as a very important tool for improving the skills and performance of employees in an organization. As pointed out by Odden, Archibald, Fermanich and Gallagher, (2002), effective professional development produces changes in teachers' instructional practices which can be linked to improvements in students' academic achievement. This therefore implies that staff development practices are effective motivational strategies for skill and knowledge acquisition for enhanced teachers' job performance.

2.10.6 Prospects in the Introduction of School Based Management Committee

With the emergence of School Based Management Committee, (SBMC) in Nigeria, a new chapter has indeed been opened in the administration of secondary education in Nigeria. It is hopeful that the advent of this committee will usher in many prospects in the

educational system if implemented effectively. Education stakeholders thus expect so much from it and it is hopeful that the SBMC will live up to expectations, particularly in helping to achieve:

1. Improved Community Participation in School Administration

Although PTA has been active in this area, with SBMC; more community members will be involved in the administration of secondary schools. There is thus bound to be improved commitment to issues concerning schools within the community which will pay off in improved and effective administration of schools.

2. Academic Performance of Students

It is not a gainsaying that teaching effectiveness is sine qua non to good academic performance of students in a school setting and that one of the challenges facing education in Nigeria is poor academic performance of outputs at various levels. With SBMC, there is bound to be effective and regular monitoring of schools and teachers which may pay off in improved teachers' commitment and effectiveness, as well as academic performance of the students. Report in Daily Independence of Tuesday, December 23, 2014 indicates that SBMC members in a particular State in Nigeria has been taking it upon themselves to go to schools on regular basis, to monitor how teaching and learning is done and check notes of pupils, to confirm if they are ready to learn what they are supposed to learn in class. This is a welcome development because it is envisaged that members in other States will take similar steps and thus ensure improved academic performance of students in the schools.

3. Improved Funding of Secondary Schools

In Nigeria, issue of inadequate funding has over the years been a major challenge in the education system, which has been manifesting in the inability of schools to procure the needed infrastructure and facilities and maintain those available. Even though private

sector is involved in the funding of education in Nigeria, much is still expected from the sector. It is envisaged that members of SBMC will donate money, facilities/equipment, and provide services for schools, which will improve the state of infrastructural facilities and the quality of education, reduce dropout rate, as well as improve the retention rates in schools.

4. Increased Access to Secondary Education

In spite of the efforts of successive governments to key into various national and international programmes, such as Education for All (now sustainable development), Millennium Development Goals, a lot of children of school going age are still not having access to education in Nigeria (Adiukwu, 2009). Quite unfortunate is the high population of out-of-school children in Nigeria which has become an embarrassing issue in the education system and the country as a whole. It is envisaged that the emergence of SBMC will ensure increased access to schools because of the likely intervention of members in the mobilization of children and sensitization of parents in their respective communities towards enrolling their children in schools.

5. Improved Disciplinary Tone of Schools

Indiscipline of pupils/students has been another major challenge in the education sector in Nigeria (Famade, 2001; Achimugu, 2001; Adeyemi & Ige, 2002). Due to the envisaged improvement in the rate of monitoring of schools, teachers, school administrators, there is bound to be improvement in the situation in schools. Case of lateness of students, teachers, truancy of students, and teachers and other misdemeanors within and outside schools may become things of the past or reduce tremendously. The educational system may thus enjoy improved status, particularly from the perception of the public and government.

6. Mutual School-Government Relation

There is also the issue of enhanced schools-community relation: According to Ogundele, Oparinde & Oyewole, (2012), community-school relation is an important aspect of administration, the essence of which is to establish good rapport between school and community, in order to achieve educational goals. Bello, (2011), opined that open relationship between school and community could bring about high opportunities that will allow community resources to be optimally utilized for school's improvement. The emergence of SBMC may thus likely improve/strengthen schools-communities' relation in Nigeria. It is unfortunate that such relation which has over the years been frosty and having negative impact on effective management of schools as well as the achievement of schools and the education objectives as a whole. With the emergence of SBMC, it is hopeful that there will be improved cordial relation between schools and government, particularly through regular feedback from schools to government and from government to schools. This may thus improve the administrative challenges/bottlenecks in schools.

2.10.7 Challenges of School Based Management Committee

Even though the advent of SBMC will usher in many prospects in the administration of secondary education and the development of education generally in Nigeria, the following challenges need to be addressed;

1. No Clear-Cut Source of Funding

Funding is crucial to the realization of the objectives of any programme. According to the policy guidelines, sources of funding of SBMC activities include:

- a. UBEC Intervention Fund (i.e. from Federal Government).
- b. Donations/Contributions from Communities.
- c. Old Pupils/Students Association's Contributions.

- d. Conditional Grants Scheme under the MDGs.
- e. Donations from Development Partners.
- f. Donations from Private Companies and Philanthropists.
- g. Levies from Members.
- h. fund Raising through Launching.

The money is needed to finance the cost of convening meetings. Although SBMC is designed to run on voluntary basis, there is no budgetary provision for the monitoring, running and effective performance of its activities, particularly, the publicity in electronic and print media. Being human, the committee members will believe that sitting allowance needs to be paid to them to cater for the cost of transportation to and from venue of meetings. Committee members also have to be entertained with foods and drinks at meetings. All these translate to huge cost of sustenance of the SBMC arrangement. Part of the report of the Rapid Assessment (SESP/SESOP/2009/2010) on SBMC issue in Nigeria, is the fact that disinterest set in when the financial expectations of members remained partially unfulfilled, (UBEC, 2011).

2. Lack of Coordination and Synergy in the Implementation of SBMC in Schools and Across States

Going down the memory lane, School Based Management Committee was approved by National Council of Education in year 2006. With this approval, all public secondary schools across the States in Nigeria are required to comply with the implementation guidelines. According to FME, (2011), while majority of States in Nigeria had complied with this policy, SBMCs have so far made little or no discernable impact on improving the quality of deliverables to learners at senior secondary level in many States. Findings from Rapid Assessment (SESP/SESOP/2009/2010) in Nigeria revealed that the composition of

membership of SBMC do not always adhere strictly to policy guidelines due to politicization of selection procedure. Unfortunately, since its inauguration, many schools in many States are yet to comply with this directive. Where it is being implemented, members are haphazardly constituted with many of its roles not followed appropriately. Due to non-functioning SBMC, PTA still dominates in school administration in many States.

3. Overlapping Roles of SBMC and PTA

It is not doubtful that PTA is a vital association in school with specific roles in school's administration. At present, PTA oversees the monitoring of students and teachers in schools, sees to issues that interfere with effective school's administration, such as repair and replacement of damaged infrastructure, PTA projects, discipline of students, as well as the teachers, just to mention few. Much of these roles are also performed by SBMC. It thus appears as if SBMC activities are duplication of those of PTA. One may not even rule out the possibility of conflict between PTA and SBMC in the near future should this arrangement/situation persist.

4. Non-Readiness of Policy Guideline

It needs not be overemphasized that an important foundation for successful SBMC in States is the development of a clear policy, within national guidelines. Each state government wishing to activate SBMC should know how it wants schools to be managed and what the role of SBMCs should be in supporting this. SBMC thus needs a well-defined policy document to guide its operations and members. Each state's SBMC guidelines should be based on the national guidelines. The state guidelines show how SBMC should work in each State (UBEC, 2011). Although many States had produced the manual on these guidelines, they are yet to be available in most schools while in those States where it is ready, this is yet to be signed into law, to make it operational. To worsen situation, the

national policy document is also not ready for reference. SBMC thus has no reliable and valid policy thrust to guide its implementation across the States in Nigeria. The implication of this is that activities of SBMC are directionless and not statutorily supported by law.

5. Lack of Experience of Members

The new policy thrust of SBMC gives each school the right to include some members in the list. According to UBEC, (2011), skills needed by SBMC members include: communication, listening, investigation, prioritizing, participatory decision making, settling of standards, financial knowledge, conflict resolution, and recording of information. Unfortunately, many of the members of SBMC are inexperienced, particularly in school's administration and roles they are to play in the committee. Where members are experienced, they lack the peculiar experience necessary to perform their roles effectively. Added to this is the lack of capacity to discharge roles by some members, particularly in the monitoring of school, contract management, supervision of works, teachers, ensuring operation, and maintenance and finance. Report (Daily Independence, 2014), indicates that many head teachers/principals have hijacked the functions of SBMC and isolated few comprisable ones because of the ill experience of members of the SBMC.

6. Non-Committal to Decentralization of Authority by Principals

It is expected that with the introduction of SBMC, authority which had hitherto vested on the principal of school, will be decentralized to the SBMC, to back up their responsibilities. Unfortunately, this has not been the case. In most cases, principals are not willing to cede most of their roles to SBMC thus making it to be like spy in schools. (UBEC, 2011).

2.11 Empirical Studies

Ijamu, (2015), conducted a research on Appraisal of Community Participation in the Administration of Public Secondary Schools in Education Zone "C" Of Benue State.

The objectives of the study are to determine the extent of community participation in funding public secondary schools in Education Zone “C” of Benue State, ascertain the extent of community participation in the provision of infrastructural facilities in Education Zone “C” of Benue State and determine the problems militating against community participation in the administration of public secondary schools.

A descriptive survey design was adopted for the study. The Population of the study comprised of all the public secondary schools urban and rural teachers in Education Zone “C” of Benue State which includes 99 secondary schools with the same number of principals and 1328 teachers, totaling 1427. The sample size for the study is 285. The sample size was selected using sample random sampling technique. Out of the total population of 1427 respondents, 285 teachers drawn from 20 secondary schools in Five Local Government Areas. The instrument for data collection was a structured questionnaire. The data collected was analyzed using mean and standard deviation (SD) to answer the research questions while the hypotheses were tested using t-test statistic at 0.05 level of significance.

The major findings of this research indicated that, the communities participate in funding, taking part in the decision of the subjects to be taught and at what time, also the provision of infrastructural facilities in Education Zone “C” public secondary schools of Benue State to an extent. This is supported with the mean score of 3.16 and SD - 0.68.

Ijamu’s research is however related to this research from the variables in the topic which are community participation in school administration and also in infrastructural facilities. This relation will go a long way in guiding this research to achieve the objective it aims to achieve. Ijamu’s work has some shortcoming as it did not capture community participation in school decision making, interpersonal relations and staff development

among others as captured in this research. This is what makes this research unique and one of its kind as such Ijamu's work cannot be generalized.

Babatunde, (2015), carried out a research on influence of class size, teacher variables and school location on academic performance among senior secondary school students in Kaduna State, Nigeria. The objectives of this work were to; to determine the difference in academic performance of students taught in small class size and large class size, to explore the difference in academic performance of students taught by teachers with higher teaching qualification teachers and those taught by teachers with lower teaching qualification and to determine the difference in academic performance of students taught by experienced teachers and those taught by less experienced teachers.

Research design for this work was ex post facto design method. The population of this study comprises of all the SS II male and female students who attempted the Kaduna State Qualifying Examinations in 2014 in English Language which was the total of 1060 and 48 English language teachers. The sample size for this study is the entire population of students who sat for the English language examination in 2014 state qualifying Examination which is 1060 SS II students from fourteen schools and the 48 English language teachers were randomly selected.

The major findings of the study indicated: class size has significant influence on students' academic performances at the State Qualifying Examination. ($t = 2.56$, $p = 0.01$) showing that students taught in Large classes performing better than their counterparts taught in smaller classes, professional Qualification of teachers significantly influences the performances of the students ($f = 3.39$, $p = 0.03$) with students taught by higher teaching qualifications performing better than their mates taught by teachers with lower qualifications, and teachers experience was found to have major influence on the academic

performances of the students ($t = 4.69$, $p = 0.00$) indicating that students taught by experienced teachers perform better than their counterparts taught by teachers with less experience.

Babatunde's research on influence of class size, teacher variables and school location on academic performance among senior secondary school students in Kaduna State, Nigeria is related to one of the variables in the objectives of this work which is school facilities and this encompasses the aggregate component of school building and will help this research work to achieve part of its objectives. However, this research is unique as it is one of its kind. It is the only study carried out in Kebbi State recently. It has also captured some variables in its objectives that such as school facilities and school environment among others that Babatunde's work did not capture as such his work cannot be generalized.

Robert, (2007) conducted a research on the impact of school facilities on student achievement attendance, behavior, completion rate and teacher turnover rate in selected Texas High Schools. The objectives of his work were to examine the possible impact of school facility quality on student achievement, attendance, behavior, dropout rate, and teacher turnover rate in selected Texas high schools, and to identify the aspects of school facility design that have the greatest potential to impact learning.

The researcher used descriptive research design. The population of the study were principal of 101 secondary schools in Texas. The sample of the study was 30 principals from 30 schools. The instrument used was structured questionnaire. The statistics gathered included means, frequencies, standard deviations and regressions. Relationships were queried using correlation and regression models of statistical analysis 0.5 level of significance.

The findings of the study shows that Educational Adequacy and Environment for Education failed to correlate with TAKS Social Studies, with significance levels of 0.368 and 0.359 respectively, and it also indicated that the individual sections of the Texas Assessment of Knowledge and Skills (TAKS) academic assessment, the overall TAKS scores (TAKS All) did not prove to be able to be predicted by the independent variables of the Total Learning Environment Assessment, (TLEA) sections Educational Adequacy and Environment for Education.

The research carried out by Robert was instrumental to this research work on the aspect of school facilities in relation to students' achievement which facilitated this research to achieve part of the objectives it intends to achieve. However, the shortcoming of Robert's research is that his research did not some areas such as security, staffing, staff development and decision making among the host of others that this research has captured. This is what makes this work to be unique apart from the fact that this work is carried in northern part Nigeria and it is most recent. I will like to say for these reasons, this research work is one of its kind.

Eze, (2010), carried out his research on influence of school environment on academic achievement of students of public secondary school in Enugu state. The objectives of his study were to investigate the extent the quality of the physical school environment with regard to school buildings affect the academic achievements of students of public secondary school in Enugu State determine the extent the library services affect academic achievement of students of public secondary schools in Enugu State and find out the extent school location affect student's academic achievement of public secondary schools.

The design for this study was descriptive survey. The population for the study comprised 287 principals and 6438 teachers across the six education zones the state. The sample size of the study was 600 respondents. The instrument for data collection was questionnaire. Mean and standard deviation were used to answer the four research questions posed for the study. T-tests statistic was used in testing the two null hypotheses formulated at 0.05 level of significant.

The findings of the study identified; office for teachers, reading room for students and classroom space for teaching as the major areas that to a great extent affect the academic achievement of students with regard to buildings in the public secondary schools. It also identified provision of seat and current materials as well as books for lending and the presence of the library assistant as the areas affecting the academic achievement of students with regard to library services in the public secondary schools, and it indicated that limited access to reading materials and nearness to the school affects the academic achievement of the students. The major instrument for data collection was a structured questionnaire. The data collected from samples respondents were subjected to coding and analysis using the IBM version 20 package. The first section presents the bio data variables in frequencies and percentages, the second section use descriptive mean statistics to answer the research questions. The third section tests the five research hypotheses using the Independent t test and the Analysis of Variance Statistics. Hypotheses 1, 2, 3, were tested using the T-test while hypothesis 4 of this study was tested using Analysis of Variance (ANOVA) at 0.05 level of significance with the calculated t-value of 0.76 at 598 degree of freedom.

Eze's topic on influence of school environment on academic achievement of students of public secondary school in Enugu state is very similar to this study with regards

to the variables in the one of the variables in the objectives which will go a long way in guiding this study on what it seeks to achieve. However, this research is unique and one of its kind because it was carried out in the Northern part of Nigeria, Kebbi State specifically. Eze's work was carried out in Kaduna State and has not captured Classroom physical condition among others. Therefore, Eze's research cannot be generalized.

Osuji, (2016), conducted her research on Impact of School Facilities on Students' Academic Performances in Public Secondary Schools in Giwa and Zaria Education Zones, Kaduna State, Nigeria. The objectives of this studies were to determine the impact of teaching facilities on student academic performances in public secondary schools in Giwa and Zaria Education zones; examine the impact of learning facilities on students 'academic performance in public secondary schools in Giwa and Zaria Education zones; and investigate the impact of health facilities on students 'academic performance in public Secondary schools in Giwa and Zaria education zones.

The design used for this study was descriptive survey method. The population this study comprised 34 principals and 590 teachers in Giwa education zone, while in Zaria education zone there are 47 principals and 1422 teachers, therefore, the total population is two thousand and ninety-two (2092) in the secondary schools in the two education zones. Simple random sampling and sampling techniques was adopted for the selection of sample for the study which consisted the total of 628 respondents separated as 26 principals, and 602 teachers from 24 schools. The instrument that was used for this study which was Questionnaire. The statistical tools used for this study were the descriptive statistical method for bio-data presentations, measures of relationship between the variables were carried out using T- test and the simple percentage and mean was used to answer research

questions also, all hypotheses were tested using the independent T-test at 0.05 alpha level of significance.

The findings of this study revealed that the adequacy of teaching facilities such as projectors, VCD, chalkboard, flip chart, specimen, and public address system have great impact on the students, hence increases their understanding and academic performance in secondary schools in Giwa and Zaria education zones in Kaduna State; the supply of learning facilities such as library, computers/internet, chairs, tables, bulletin board, classrooms, and microscope have impact on the students, as it improves their reading and learning habits hence increase their performance in secondary schools in Giwa and Zaria education zones in Kaduna State; and health facilities such as bed nets, first aid, sick bay, toilets, refuse disposal and insecticides have positive impact on the students' academic performance hence improve their health status.

Osuji's work on Impact of School Facilities on Students' Academic Performances in Public Secondary Schools in Giwa and Zaria Education Zones, Kaduna State, Nigeria is instrumental to this research because it captures the impact of facilities on school management. However, this study is so unique that it does not only capture the management of school facilities but also captures security, staffing, staff development amongst others. As such Osuji's study cannot be generalized over this work but it will guide it to achieve the objectives it intends to achieve.

Ike, (2015), carried out a study on Security Management Situations in Public Secondary Schools in North Central Zone of Nigeria. The objectives of this study were to ascertain the security devices available for effective security management in public secondary schools in North Central Zone, to determine available emergency response plans for combating security threats in public secondary schools in North Central Zone and to

find out ways of improving the effectiveness of staff security in public secondary schools in North Central Zone.

Descriptive survey design was adopted for this study. The target population for this study was 10,472 and was made up of 352 principals and 10,120 teachers from all the 352 public secondary schools in North Central Zone. The sample of this study consist of 1,188 respondents, made up of 176 principals and 1012 teachers, which were drawn from the 352 public secondary schools in North Central Zone through multi-stage proportionate random sampling technique from the twenty-eight Education zones in North Central Zone. Two instruments were used for data collection, namely, Checklist and Questionnaire. Frequencies and percentages were used to answer the research questions 1 and 2, while mean and standard deviation were used research questions 3, 4, 5, and t-test statistic was used to test the hypotheses at alpha level of 0.05 to determine the significance of the differences.

The findings of this study revealed that Some devices for the improvement of security in the public secondary schools such as central communication center, staff and students identity cards, visitors' guild lines, burglary bars, iron doors, secured car parks are available, while a good number of the devices such as closed circuit television, access control, security lightening, sprinkler system to control fire and damage, armed responses service are not available; there are only few of the emergency response plans available in the school they include; schools, students' counselling services, students' roll call, bell signals and emergency PTA meetings. Others like emergency response team, fire extinguisher, school ambulance, offsite evacuation, fire blankets, and sand buckets were not available, and he teachers and principals agree on the introduction of staff identity cards, staff code of conduct, organizing staff development programmes, fencing of staff

quarters and conducting security surveys in the school as ways of improving safety and security of staff in public secondary schools.

Ike's work on Security Management Situations in Public Secondary Schools in North Central Zone of Nigeria was contributory to this research work because it captures part of this work on the aspect of security in the management of secondary school. However, Ike's work cannot be generalized on this work; assessment of the role performances of school based management committee in the administration of secondary schools in Kebbi State Nigeria as the result of its uniqueness because it does not include decision making, staff development and communication in school amongst others in the management of schools but it will guide this work to achieve the objectives.

2.12 Summary

The literature for this study focused on four main headings; introduction, conceptual framework, theoretical framework and empirical studies. Under the conceptual framework, concepts such as school based management committee (SBMC), school administration, decision making, communication in school, interpersonal relationship, facilities, security, staffing and staff development. Related theories and empirical studies were also reviewed.

SBMC 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 might be stimulated and sustained. Thus, in SBMC, responsibility for and decision-making authority over school operations are transferred to principals, teachers, parents and sometimes to students and other school community members. School administration is the study and practice of managing the resources, tasks

and communications involved in running a school. Decision making is the action or process of making important decisions. It could also be seen as the thought process of selecting a logical choice from the available options. Communication in school is the imparting or exchanging of information by speaking, writing, or using some other media in a school. It can also be seen as the act or process of using, sounds, signs, or behaviors to express or exchange information. Interpersonal relations are a strong deep or close association or acquaintance between two or more people that may range in duration from brief to enduring. This association may be based on inference, love, solidarity, regular business interactions, or some other types of social commitment.

Facilities is a place, amenity, or piece of equipment provided for a particular purpose. They could also be seen as buildings, pieces of equipment or services that are provided for a particular purpose. Security is the state of being free from danger or threat. It is also referred to as all the measures that are taken to protect a place. Staffing is the process of filling vacant positions by appointing the right personnel at the right job at the right time. Staff development refers to the process where by employees of an organization or school enhance their knowledge and skills in direction that are advantageous to their role in the school or organization. It also means sponsoring programs that offer training or continuing education to employees, or help employees plan their own professional growth. Contingency and system theories were studied as theoretical framework for this study while the works of other researchers whose researches are related to this research work were however reviewed as empirical studies for this research work.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methods and procedure which the researcher employed in the study. It represents the Research Design, Population of the study, Sample and Sampling Techniques, Instrumentation, Validity administration of the Instrument, Reliability of the Instrument, Pilot Testing, and Method of Data Collection and Method of Data Analysis.

3.2 Research Design

Descriptive survey research design was used by the researcher for this study. This design was used because it permits the researcher to study small sample and later generalized the findings to the whole population. Osuala, (2005), was of the view that in survey research small sample is studied and the findings are generalized to the entire population of the study.

3.3 Population of the Study

The population of this study is 6094, it comprised all the public secondary school Principals (192), Teachers (3056), Ministry of Education Officials (190), and SBMC Officials (2661), in the six (6)) Education Zones of Kebbi State. The distribution of the population is presented in table 3.1

Table 3.1: Population of the Study

S/NO	Education Zones	Principals	Teachers	MOE Supervisors	SBMC Officials	Total
1	Argungu	33	585	30	457	1106
2	Birnin Kebbi	46	891	45	636	1618
3	Bunza	22	286	25	304	637
4	Jega	25	229	27	355	636
5	Yauri	23	289	24	283	619
6	Zuru	43	779	39	624	1485
Total		192	3056	190	2661	6094

Source: Ministry of Education, Kebbi State, (2017)

Table 1 shows the total number of education zones, principals, teachers, supervisors and SBMC officials of the secondary schools in Kebbi State. However, Argungu Zone has the total population of 33 principals, 585 teachers, 30 supervisors and 457 SBMC officials. Birnin Kebbi Zone has 46 principals, 891 teachers, 45 supervisors and 636 SBMC officials. Bunza Zone has 22 Principals, 286 teachers, 25 supervisors, and 304 SBMC officials, Jega Zone has 25 principals, 229 teachers, 27 supervisors and 355 SBMC officials, Yauri Zone has 23 principals, 289 teachers, 24 supervisors and 283 SBMC officials, while Zuru Zone has the total of 43 principals, 779 teachers, 39 supervisors and 624 SBMC officials. The six Education Zones have the total number of 192 principals, 3056 teachers, 190 supervisors and 2661 SBMC officials making the total population of 6094.

3.4 Sample and Sampling Techniques

Purposive sampling technique also known as judgmental sampling technique was used to choose sampled zones of the study. According to Awotunde and Ugudulunwa, (2004), purposive sampling technique is a non-probability sampling technique in which the researcher attempts to select a sample that appears to him as being representative of the population defined by the research problem. Based on that, 3 Education Zones were selected out of the total of 6 Education Zones in the State. However, the reason for choosing 3 Education Zones out of the total of 6 Zones in the State is because in the total three constituencies of the State, each has two Education Zones and as such the researcher decided to choose one from each constituency to represent the other.

However, since the population under study is relatively high, a portion of the population called sample was chosen. The sample size of 365 was adopted, which comprised of 12 principals, 180 teachers, 10 Ministry officials, 163 SBMC officials. This was by relaying on Research Advisor's, (2006), table of sample size, which indicate that where the exact population of your study is not there, pick the next higher population with its corresponding sample size. Based on this, the sample size of 365 was adopted. Stratified sampling techniques will be used by the researcher to select the sample for this study. Details of the distribution of the sample size and the corresponding population are presented in table 3.2.

Table 3.2: Sample of the Study

S/N	Education Zones	Principals		Teachers		Supervisors		SBMC	
		Pop.	Sample	Pop.	Sample	Pop.	Sample	Pop.	Sample
1	Argungu	33	4	585	66	30	3	457	52
2	Jega	25	3	229	26	27	3	355	40
3	Zuru	43	5	779	88	39	4	624	71
		101	12	1,593	180	96	10	1436	163

Table 2 shows the sample of the Education Zones in Kebbi State which includes Argungu, Jega and Zuru Zones respectively. However, Argungu Zone was used as sample to represent Bunza because the two Zones are located in Northern part of Kebbi State and shares the same boundary. Similarly, Jega Zone was used as sample to represent Birnin Kebbi Zone because the two Zones are located in Kebbi Central and they share the same geographical boundary while Zuru Zone represented Yauri Zone because the two Zones are located in the southern part of Kebbi State and they also share the same geographical boundary.

3.5 Instrumentation

The instrument that was used by the researcher to collect data for this study was self-structured questionnaire. The instrument comprised of seventy (70) structured item statements on the Assessment of the Contributions of School Based Management Committee in the Administration of Secondary Schools in Kebbi State. Section one of the questionnaire is demographic data of the respondents which includes Name of Educational Zones, Location of Schools, Designation of Respondents, position of the respondents

which could be either Principals, Teachers or Supervisors, MOE Officials, SBMC Officials, Nature of Appointment, Gender of Respondents and Work Experience of the respondents while sections B to H were made up of item statements to answer the research questions. More so, the item statements are structured on a five (5) point Likert scale, ranging from Strongly Agreed (SA), Agreed (A), Undecided (UD), Strongly Disagreed (SD) and Disagreed(D).

3.5.1 Validity of the Instrument

The instrument was given to the researcher's supervisor and other specialists in educational administration and planning for face and content validation. All advices and observations like avoid yes or no questions raised were made before the final copy was produced. This is supported by Oredien, (2004), and Abdulsalam, (2005), when they opined that the validation of the content of questionnaire items by experts is an important obligation of every researcher to accomplish in a descriptive research.

3.5.2 Pilot Study

In order to ascertain the reliability of the instrument, a pilot study was conducted with thirty (30) respondents of the population from three secondary schools in Kebbi State. However, Government Science Secondary School Yalwa Yauri, Government Secondary School Bunza and Nagari Government Science Secondary School Birnin Kebbi were given ten (10) questionnaires each from the total of thirty (30) questionnaires that were used for Pilot study. Test re-test method was use for the pilot study at interval of two weeks. Probability level of pilot study result < 0.05 .

3.5.3 Reliability of the Instrument

The reliability of the instrument was ascertained by subjecting the data collected from the pilot study to statistical analysis using Pearson Product Moment Correlation

Coefficient (PPMC) at 0.05 levels of significance. A reliability coefficient of 0.82 was obtained. According to Maruf and Aliyu, (2003), a reliability coefficient of 0.7 and above is generally considered to be good and reliable. Therefore, this instrument is declared reliable to measure what it is purported to measure.

3.6 Method of Data Collection

The researcher personally administered the instruments with the help of research assistants using on the sport method of administration of instrument was used. A self-designed questionnaire with seventy (70) item statements were administered to the sample population by the researcher and the research assistant. This was to enable the researcher to generate adequate and objectives responses that were used to obtain viable responses to the research questions posed for the study.

3.7 Method of Data Analysis

The data collected for this study was analyzed through frequency and simple percentage for demographic data, weighted mean otherwise called decision was used to answer the research questions; while one-way Analysis of Variance (ANOVA) at 0.05 level of significance was adopted to test the seven hypotheses postulated for this study. According to Gelman, (2005), postulates that Analysis of Variance (ANOVA) provides a statistical test of whether or not the means of several groups are equal.

CHAPTER FOUR DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The researcher presents the analysis and interpretation of results in this chapter. The analysis of data focuses mainly on the respondents' opinions on the Assessment of School Based Management Committees, (SBMC) in the Administration of Secondary Schools in Kebbi State, Nigeria. The Data analyzed was based on the personal data of the respondents, the research questions and the null hypotheses. A total number of three hundred and forty-two, (365) copies of questionnaire were distributed, but 355 were successfully completed and returned. Table of frequency and percentage was used to analyze personal data of the respondents. Weighted mean of 3.0 was used to answer the research questions. A bench mark of 3.0 and above was set for agree and a score of less than 3.0 was set for disagree. one-way analysis of variance was used for the analysis at 0.05 level of significance.

4.2 Analysis of Bio-Data of the Respondents

Table 2 presents the distribution of personal data of the respondents in frequency and percentages.

Table 4.1: Analysis of Bio-Data of the Respondents

S/N	Bio-Data	Category	Frequency	Percentage %	Cumulative Percentage
1	Status	Principal	12	3.4	3.4
		Teacher	176	49	52.4
		SBMC officials	157	44	96.4
		Supervisor	10	2.8	100
2	Gender	Male	238	67.0	67.0
		Female	117	33.0	100
3	Qualification	M.ED	49	13.8	13.8
		B. ED	109	30.7	44.4
		NCE	193	54.4	98.9
		Others	4	1.1	100

Table 4.1 shows that 12 principals, 176 teachers, 157 SBMC Officials and 10 supervisors representing 3.4%, 49%, 44%, and 2.8% respectively took part in the study. A

total of 238 respondents representing 67.0% were males while 117 representing 33% were females. On qualification, 49 had M.Ed, 105 had B.Ed, 188 had NCE and others had 1.1 with respective percentages as 13.8%, 30.7, 54.4 and 1.1%.

4.3 Answers to Research Questions

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

SA = 5 points

A= 4 points

UD= 3 points

D= 2 points

SD= 1 point

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

4.3.1: Research Question One: In what ways do School Based Management Committees Assess Decision Making Process in the Administration of Secondary Schools in Kebbi State, Nigeria?

This section contained Item Statement 1-10 on the Assessment of School Based Management Committees on Decision Making Process in the Administration of Secondary Schools in Kebbi State.

Table 4.2: Mean Score of Respondents on the Assessment of School Based Management Committees on Decision Making Process in the Administration of Secondary Schools in Kebbi State, Nigeria

S/N	Item statement	Respondent	SA	A	UD	D	SD	N	MEAN
1	The decision for mathematics subject to be taught in the morning hours is taken by SBMC.	Principals	8	2	-	-	2	12	4.2
		Teachers	5	107	-	64	-	176	3.3
		SBMC	15	124	-	10	8	157	3.8
		Supervisors	1	9	-	-	-	10	4.1
2	SBMC takes decision to separate toilets for male and female students.	Principals	4	5	-	2	1	12	3.8
		Teachers	105	7	-	54	10	176	3.8
		SBMC	98	40	-	10	9	157	4.3
		Supervisors	1	4	-	5	-	10	3.1
3	SBMC decides the time for management meetings.	Principals	3	3	-	4	2	12	3.0
		Teachers	32	76	-	68	-	176	3.4
		SBMC	104	30	3	9	11	157	4.3
		Supervisors	4	2	-	2	2	10	2.6
4	SBMC decides the appropriate time for examination.	Principals	-	4	-	8	-	12	2.7
		Teachers	87	8	8	51	21	176	3.5
		SBMC	13	94	5	35	9	157	3.4
		Supervisors	2	2	-	6	-	10	4.0
5	SBMC decides how students should be punished when they misbehave.	Principals	1	5	-	4	2	12	2.9
		Teachers	88	18	-	40	30	176	3.5
		SBMC	9	145	--	3	-	157	4.0
		Supervisors	10	-	-	-	-	10	5.0
6	Classroom seating arrangement is decided by SBMC.	Principals	6	1	-	5	-	12	3.7
		Teachers	53	10	-	83	30	176	2.8
		SBMC	10	50	1	60	36	157	2.6
		Supervisors	-	3	-	5	2	10	2.4
7	The decision to recruit Security personnel is influenced by SBMC.	Principals	2	4	-	5	1	12	3.0
		Teachers	24	85	-	43	24	176	3.2
		SBMC	80	22	-	45	10	157	3.7
		Supervisors	4	1	-	4	1	10	3.3
8	SBMC decides on the right prices for student's' performance.	Principals	2	6	-	4	-	12	3.0
		Teachers	71	34	-	55	16	176	3.5
		SBMC	25	80	10	22	19	157	3.4
		Supervisors	7	-	-	2	1	10	4.0
9	SBMC decides how to award teacher based on performance.	Principals	3	3	-	6	-	12	3.3
		Teachers	62	35	-	53	26	176	3.3
		SBMC	35	80	-	30	12	157	3.6
		Supervisors	2	3	-	3	2	10	3.0
10	SBMC decides the students to be given prefect posts.	Principals	1	8	-	1	2	12	3.4
		Teachers	71	33	-	50	22	176	3.5
		SBMC	40	74	10	13	20	157	3.6
		Supervisors	4	6	-	-	-	10	4.6

Table 4.2 is on the Assessment of School Based Management Committees on Decision Making Process in the Administration of Secondary Schools in Kebbi State, the table revealed that item 1 was accepted by all the respondents with principals having mean score of 4.2, teachers 3.3, SBMC officials 3.8 and supervisors 4.1. This shows acceptance of the item statement by all the respondents.

Item 2 showed that principals have mean score of 3.8, teaches 3.8, SBMC 4.3 and supervisors 3.1, which indicate acceptance of the item statement. Item 3 was accepted by three of the respondents but rejected by the supervisors with the mean score for principals 3.0, teacher 3.4, SBMC 4.3 and supervisors 2.6.

Item 4 was also accepted by three of the respondents and rejected by one with the mean score of 2.7, 3.5, 3.4 and 4.0 for principals, teachers, SBMC and supervisors representatively. Item 5 had mean score for principals 2.9, teachers 3.5, SBMC 4.0 and supervisors 5.0, which imply it was accepted by three and rejected by one. Item 6 showed that principals had mean score of 3.7, teachers 2.8, SBMC 2.6 and supervisors 2.4 which implies rejection of the item statement.

Item 7 was accepted by all the respondents, with the respective mean scores of 3.0, 3.2, 3.7 and 3.3. Item 8 has the mean score of 3.3, 3.5, 3.4 and 4.0 for principals, teachers, SBMC and supervisors, accordingly, indicating acceptance of the item statement. Similarly, item 9 have the means score of 4.1, 3.6, 3.5 and 4.0 for principals, teachers, SBMC and supervisors respectively, indicating acceptance by all. Item 10 was further accepted by all the respondents with the corresponding mean score of 3.4, 3.5, 3.6 and 4.6 for principals, teachers, SBMC and supervisors.

It was revealed therefore that, of School-Based Management Committees play vital role in Decision Making Process in the Administration of Secondary Schools in Kebbi State

4.3.2: Research Question Two: How do School Based Management Committees Assess Communication in School in the Administration of Secondary Schools in Kebbi State, Nigeria?

This section contained Item 11-20 on the Assessment of School Based Management Committees on communication in the Administration of Secondary Schools in Kebbi State, Nigeria.

Table 4.3: Mean Score of Respondents on the Assessment of School Based Management Committees on Communication in School in the Administration of Secondary Schools in Kebbi State, Nigeria.

S/N	Item statement	Respondent	SA	A	UD	D	SD	N	MEAN
11	SBMC inform school management about inadequate staff during meetings.	Principals	6	2	-	2	2	12	3.2
		Teachers	5	100	-	64	7	176	3.2
		SBMC	25	103	-	19	10	157	3.7
		Supervisors	-	6	-	3	1	10	3.1
12	SBMC send letters to parents about speech and price giving date.	Principals	2	4	-	4	2	12	2.3
		Teachers	91	7	-	30	48	176	3.1
		SBMC	90	44	-	21	2	157	4.5
		Supervisors	8	-	-	2	-	10	2.8
13	SBMC inform school to separate toilets for male and female students.	Principals	2	-	-	10	-	12	2.5
		Teachers	40	70	-	61	5	176	3.4
		SBMC	96	30	6	9	16	157	4.1
		Supervisors	6	-	-	2	2	10	3.6
14	SBMC communicate to students verbally at assembly to dress properly.	Principals	5	-	3	2	2	12	3.3
		Teachers	88	25	-	56	7	176	3.7
		SBMC	20	100	5	15	17	157	3.6
		Supervisors	4	3	-	1	2	10	3.6
15	SBMC inform ministry about shortage of teachers through letters.	Principals	2	2	-	4	4	12	2.5
		Teachers	82	38	-	52	4	176	3.8
		SBMC	15	100	5	33	4	157	3.7
		Supervisors	3	4	-	3	-	10	3.7
16	SBMC encourage teachers to be punctual to school during meetings.	Principals	2	3	1	2	4	12	2.8
		Teachers	62	42	-	42	30	176	3.4
		SBMC	10	60	-	62	25	157	2.8
		Supervisors	2	3	-	5	-	10	3.2.
17	SBMC pass vital information to school management using noticeboard.	Principals	1	5	2	4	-	12	2.8
		Teachers	38	54	10	53	20	176	3.1
		SBMC	107	20	-	20	10	157	4.2
		Supervisors	6	4	-	-	-	10	4.6
18	SBMC send letters school management informing them about hygiene.	Principals	2	2	-	4	4	12	2.5
		Teachers	93	15	5	45	22	176	3.7
		SBMC	25	80	12	22	18	157	3.4
		Supervisors	3	3	-	4	-	10	3.5
19	SBMC discuss about inadequate teaching materials during annual meeting.	Principals	-	2	-	6	4	12	2.4
		Teachers	82	25	-	53	16	176	3.6
		SBMC	24	80	-	40	13	157	3.4
		Supervisors	2	6	-	2	0	10	3.8
20	SBMC ensure principals inform teachers about their insubordination.	Principals	-	10	-	2	-	12	3.6
		Teachers	65	65	4	34	28	176	3.9
		SBMC	40	80	-	17	20	157	3.6
		Supervisors	-	6	-	4	-	10	3.2

Table 4.3 was on the Assessment of School Based Management Committees on communication in the Administration of Secondary Schools in Kebbi State. The table revealed that item 11 was accepted by all the respondents with principals having mean score of 3.2, teachers 3.3, SBMC officials 3.7 and supervisors 3.1. This shows acceptance of the item statement by all the respondents.

Item 12 showed that principals have mean score of 2.3, teaches 3.4, SBMC 4.5 and supervisors 2.8, which indicate acceptance of the item statement by two and rejected by the other two. Item 13 was accepted by three of the respondents but rejected by one, with the mean score for principals 2.5, teacher 3.4, SBMC 4.1 and supervisors 3.6. Item 14 was also accepted by all the respondents with the mean score of 3.3, 3.7, 3.6 and 3.6 for principals, teachers, SBMC and supervisors representatively.

Item 15 had mean score for principals 2.5 teachers 3.8, SBMC 3.7 and supervisors 3.7, which imply it was accepted by three and rejected by one. Item 16 showed that principals had mean score of 2.8, teachers 3.4, SBMC 2.8 and supervisors 3.2 which imply rejection of the item statement by two respondents and rejection by the two others. Item 17 was accepted by all the respondents, with the respective mean scores of 2.8, 3.1, 4.2 and 4.6. Item 18 has the mean score of 2.5, 3.7, 3.4 and 3.5 for principals, teachers, SBMC and supervisors, accordingly, indicating acceptance of the item statement.

Similarly, item 19 have the mean score of 2.4, 3.6, 3.4 and 3.8 for principals, teachers, SBMC and supervisors respectively, indicating acceptance by the respondents. Item 20 was further accepted by all the respondents with the corresponding mean score of 3.6, 3.9, 3.6 and 3.2 for principals, teachers, SBMC and supervisors.

It was revealed therefore that, School Based Management Committees facilitate effective communication between principal and school community and between principal and the teachers in the Administration of Secondary Schools in Kebbi State.

4.3.3: Research Question Three: In what ways do School Based Management Committees Assess Interpersonal Relations in the Administration of Secondary Schools in Kebbi State, Nigeria?

This section contained Item 21-30 on the Assessment of School Based Management Committees on Interpersonal Relations in the Administration of Secondary Schools in Kebbi State.

Table 4.4: Mean Score of Respondents on the Assessment of School Based Management Committees on Interpersonal Relations in School in the Administration of Secondary Schools in Kebbi State.

S/N	Item statement	Respondent	SA	A	UD	D	SD	N	MEAN
21	SBMC encourage good relationship among students.	Principals	5	3	-	2	2	12	3.6
		Teachers	25	80	-	64	7	176	3.3
		SBMC	17	90	-	40	10	157	3.4
		Supervisors	1	9	-	-	-	10	4.1
22	SBMC advise on mutual understanding among teachers.	Principals	-	10	-	-	2	12	3.5
		Teachers	25	63	8	40	40	176	2.9
		SBMC	90	44	-	21	2	157	4.3
		Supervisors	8	-	-	2	-	10	4.4
23	SBMC ensure good relationship between teachers and students.	Principals	8	-	-	1	3	12	3.8
		Teachers	35	61	10	65	5	176	3.3
		SBMC	93	33	6	9	16	157	4.1
		Supervisors	6	4	-	-	-	10	4.6
24	SBMC encourage on the maintenance school of community relationship.	Principals	10	-	-	1	1	12	4.4
		Teachers	70	20	8	60	16	176	3.3
		SBMC	10	105	-	30	2	157	3.3
		Supervisors	4	1	-	3	2	10	3.2
25	SBMC encourage mutual understanding among nonteaching staff.	Principals	1	3	-	4	4	12	2.4
		Teachers	78	24	5	45	24	176	3.5
		SBMC	15	112	6	16	17	157	3.8
		Supervisors	4	-	-	6	-	10	3.2
26	Good relationship between teaching and nonteaching staff is influence by SBMC.	Principals	-	5	1	2	4	12	2.6
		Teachers	14	71	-	43	48	176	2.8
		SBMC	10	24	5	85	33	157	2.3
		Supervisors	-	1	-	9	-	10	2.2
27	SBMC ensure good understanding between students and nonteaching staff.	Principals	10	-	-	1	1	12	4.4
		Teachers	60	63	5	40	8	176	3.7
		SBMC	114	23	-	10	10	157	4.4
		Supervisors	6	-	-	4	-	10	3.8
28	SBMC advice on cordial relationship among management staff.	Principals	8	2	-	2	-	12	4.3
		Teachers	70	40	-	50	14	176	3.5
		SBMC	30	74	8	28	18	157	3.5
		Supervisors	7	3	-	-	-	10	4.0
29	SBMC enhance good interpersonal relations between school management and parents.	Principals	-	2	-	6	4	12	2.0
		Teachers	60	25	10	55	16	176	4.0
		SBMC	20	62	5	50	20	157	3.0
		Supervisors	2	6	-	3	1	10	4.1
30	SBMC ensure good relationship between principals and teachers is maintained.	Principals		10	-	2	-	12	3.7
		Teachers	75	25	-	54	22	176	3.4
		SBMC	40	70	8	19	20	157	3.6
		Supervisors	-	6	-	-	4	10	2.8

Table 4.4 was on the Assessment of School Based Management Committees on Interpersonal Relations in the Administration of Secondary Schools in Kebbi State. The table revealed that all the respondents agreed with item 21 and was accepted by all with principals having the mean score of 3.6, teachers 3.3, SBMC officials 3.4 and supervisors 4.1. Item 22 showed that principals have mean score of 3.5, teachers 2.9, SBMC 4.3 and supervisors 4.4, which indicate acceptance of the item statement by three and rejected by the one respondent.

Item 23 was however accepted by all the respondents with the mean score for principals 3.8, teacher 3.3, SBMC 4.1 and supervisors 4.6. Item 24 was in the same way accepted by all the respondents with the mean score of 4.4, 3.3, 3.3 and 3.2 for principals, teachers, SBMC and supervisors respectively. This implies that the respondents unanimously agreed with the item statement. Item 25 had mean score for principals 2.4 teachers 3.5, SBMC 3.8 and supervisors 3.2, which imply it was accepted by teachers, SBMC and supervisors but rejected by principals.

Item 6 showed that principals had mean score of 2.8, teachers 2.8, SBMC 2.3 and supervisors 2.2 which implies rejection of the item statement by all the respondents. Thus, the respondents disagreed with the item statement. Unlike item 26, the responses of the respondents showed that item 27 was accepted by all the respondents, with the respective mean scores of 4.4, 3.7, 4.4 and 3.8. Item 28 has the mean score of 4.3, 3.5, 3.5 and 4.0 for principals, teachers, SBMC and supervisors, accordingly, indicating acceptance of the item statement.

Item 29 have the means score of 2.0, 4.0, 3.0 and 4.1 for principals, teachers, SBMC and supervisors respectively, indicating acceptance by teachers, SBMC, and supervisors but rejected by principals. Item 30 was accepted by three of the respondents but rejected by one with the corresponding mean score of 3.7, 3.4, 3.6 and 2.8 for principals, teachers, SBMC and supervisors.

It was revealed therefore that, School Based Management Committees ensures that interpersonal relationship is maintained between principal and teachers and between teaching and non-teaching staff in the Administration of Secondary Schools in Kebbi State.

4.3.4: Research Question Four: How do School Based Management Committees Assess Provision of Security in the Administration of Secondary Schools in Kebbi State, Nigeria?

This section contained Items 31-40 on the Assessment of School Based Management Committees on provision of Security in the Administration of Secondary Schools in Kebbi State.

Table 4.5: Mean Score of Respondents on the Assessment of School Based Management Committees on Provision of Security in School in the Administration of Secondary Schools in Kebbi State, Nigeria

S/N	Item statement	Respondent	SA	A	UD	D	SD	N	MEAN
31	SBMC pay 30% of security salaries in the school.	Principals	1	5	-	4	2	12	2.9
		Teachers	84	18	-	42	22	176	3.4
		SBMC	9	145	6	10	12	157	4.3
		Supervisors	8	2	-	-	-	10	5.0
32	SBMC provide classroom doors for security in the school.	Principals	6	2	-	4	-	12	3.8
		Teachers	88	13	-	73	2	176	3.6
		SBMC	10	54	1	62	22	157	2.6
		Supervisors	-	3	-	5	2	10	2.4
33	SBMC provide school gate men for security in the school.	Principals	2	4	-	5	1	12	3.4
		Teachers	24	85	-	43	24	176	3.2
		SBMC	80	25	-	42	10	157	3.8
		Supervisors	4	1	-	4	1	10	3.3
34	SBMC ensure separate toilets are provided for safety purpose.	Principals	2	6	-	4	-	12	3.5
		Teachers	71	34	-	55	16	176	3.5
		SBMC	20	80	9	28	20	157	3.3
		Supervisors	7	-	-	2	1	10	4.0
35	Safe teaching and learning environments are vital to SBMC.	Principals	3	3	-	6	-	12	3.3
		Teachers	60	37	-	53	16	176	3.2
		SBMC	30	80	-	36	11	157	3.5
		Supervisors	2	3	-	3	2	10	3.0
36	Children with physical disabilities are monitored carefully by SBMC in order to ensure safety.	Principals	6	2	-	2	2	12	3.6
		Teachers	5	100	-	68	3	176	3.2
		SBMC	35	60	-	62	10	157	3.4
		Supervisors	-	6	-	3	1	10	3.1
37	SBMC provide hand gloves for students' use in school laboratories.	Principals	2	4	-	4	2	12	2.2
		Teachers	90	8	-	30	48	176	3.4
		SBMC	90	44	-	21	2	157	4.3
		Supervisors	8	-	-	2	-	10	4.4
38	SBMC makes sure teachers offices are well locked after school hours.	Principals	2	-	-	10	-	12	2.5
		Teachers	40	70	-	61	5	176	3.4
		SBMC	100	26	6	9	16	157	4.2
		Supervisors	6	-	-	2	2	10	3.6
39	SBMC ensure schools are well fenced for security purposes.	Principals	5	-	3	2	2	12	3.3
		Teachers	88	21	-	56	11	176	3.7
		SBMC	70	12	5	60	10	157	3.5
		Supervisors	4	3	-	1	2	10	3.5
40	SBMC makes sure toilets are washed properly to avoid infection.	Principals	2	2	-	4	4	12	2.5
		Teachers	82	38	-	52	4	176	3.8
		SBMC	15	100	6	32	8	157	3.6
		Supervisors	3	4	-	3	-	10	3.7

Table 4.5 was on the Assessment of School Based Management Committees on provision of Security in the Administration of Secondary Schools in Kebbi State. The table revealed that item 31, principals had mean score of 2.9, teachers 3.4, SBMC 4.3 and supervisor 5.0. by implication, the item statement was accepted three of the respondents but rejected by one. Item 32 showed that principals have mean score of 3.8, teaches 3.6, SBMC 2.6 and supervisors 2.4, which indicate acceptance of the item statement by two and rejected by the other two respondents. This indicates a divided opinion on the item statement.

Item 33 was however accepted by all the respondents with the mean score for principals 3.4, teacher 3.2, SBMC 3.8 and supervisors 3.3, implying general acceptance of the item statement. Item 34 was in the same way accepted by all the respondents with the mean score of 3.5, 3.5, 3.3 and 4.0 for principals, teachers, SBMC and supervisors representatively. This implies that the respondents agreed with the item statement. Item 35 had mean score for principals 3.3 teachers 3.2, SBMC 3.5 and supervisors 3.0, which imply it was accepted by all the respondents.

Item 36 showed that principals had mean score of 3.6, teachers 3.2, SBMC 3.4 and supervisors 3.1, which implies acceptance of the item statement by all the respondents. Unlike item 36, the responses of the respondents showed that item 37 was accepted by teachers, SBMC and supervisors but rejected by principals, with the respective mean scores of 2.2, 3.4, 4.3 and 4.4. Item 38 has the mean score of 2.5, 3.4, 4.2 and 3.6 for principals, teachers, SBMC and supervisors, accordingly, indicating acceptance of the item statement.

Item 39 have the means score of 3.3, 3.7, 3.5 and 3.5 for principals, teachers, SBMC and supervisors respectively, indicating acceptance by principals, teachers, SBMC, and supervisors. Item 40 was accepted by three of the respondents but rejected by one with the corresponding mean score of 2.5, 3.8, 3.6 and 3.7 for principals, teachers, SBMC and supervisors.

It was revealed therefore, that School Based Management Committees ensures the security of students' lives and school facilities through the provision of security related facilities and hiring of school security in Secondary Schools in Kebbi State.

4.3.5: Research Question Five: In what ways do School Based Management Committees Assess Provision of Facilities in the Administration of Secondary Schools in Kebbi State, Nigeria?

This section contained Items 41-50 on the Assessment of School Based Management Committees on Provision of Facilities in the Administration of Secondary Schools in Kebbi State.

Table 4.6: Mean Score of Respondents on Assessment of School Based Management Committees on Provision of Facilities in School in the Administration of Secondary Schools in Kebbi State, Nigeria

S/N	Item statement	Respondent	SA	A	UD	D	SD	N	MEAN
41	SBMC provide chalkboard for effective teaching and learning.	Principals	2	3	1	2	4	12	2.8
		Teachers	62	41	-	43	30	176	3.4
		SBMC	16	56	-	60	25	157	2.9
		Supervisors	2	3	-	5	-	10	3.2
42	Through the influence of SBMC, computers video clips and printers are provided.	Principals	1	5	2	4	-	12	3.3
		Teachers	36	57	10	53	20	176	3.2
		SBMC	107	20	-	20	10	157	4.2
		Supervisors	6	4	-	-	-	10	5.0
43	SBMC provide cement for the renovation of dilapidated classrooms.	Principals	2	2	-	4	4	12	2.2
		Teachers	93	14	5	45	22	176	3.2
		SBMC	25	80	12	28	12	157	3.5
		Supervisors	3	3	-	4	-	10	3.5
44	Provision of doors and windows to replace the dilapidated ones is influenced by SBMC.	Principals	-	2	-	6	4	12	2.0
		Teachers	82	25	-	53	16	176	4.1
		SBMC	24	80	-	34	19	157	3.4
		Supervisors	2	6	-	2	0	10	4.2
45	School clinic facilities for treatment are provided by the influence of SBMC.	Principals	-	10	-	2	-	12	3.5
		Teachers	65	61	8	34	28	176	3.9
		SBMC	40	80	-	19	18	157	3.7
		Supervisors	-	6	-	4	-	10	3.2
46	SBMC provide library facilities such as books for learning.	Principals	8	2	-	-	2	12	4.2
		Teachers	5	103	-	68	-	176	3.6
		SBMC	15	124	-	10	8	157	3.8
		Supervisors	1	9	-	-	-	10	4.1
47	SBMC provide fire extinguishers in case of fire outbreak.	Principals	4	5	-	2	1	12	3.8
		Teachers	105	7	-	58	6	176	3.8
		SBMC	92	40	-	16	9	157	4.2
		Supervisors	1	4	-	5	-	10	3.5
48	SBMC provide toilet facilities to replace the ones in bad working condition.	Principals	3	3	-	4	2	12	2.8
		Teachers	32	76	-	68	-	176	3.4
		SBMC	104	30	3	9	11	157	3.7
		Supervisors	4	2	-	2	2	10	3.4
49	SBMC provide facilities for stable water supply.	Principals	-	4	-	8	-	12	2.5
		Teachers	87	8	4	56	21	176	3.5
		SBMC	7	100	5	35	10	157	3.4
		Supervisors	2	2	-	6	2	10	3.2
50	SMBC provide facilities for furniture making in technical schools.	Principals	1	5	-	4	2	12	2.9
		Teachers	88	14	-	42	22	176	3.4
		SBMC	8	140	6	16	12	157	4.1
		Supervisors	4	4	-	2	-	10	4.0

Table 4.6 was on Assessment of School Based Management Committees on provision of facilities in the Administration of Secondary Schools in Kebbi State. The table revealed that item 41, principals had mean score of 2.8, teachers 3.4, SBMC 2.9 and supervisor 3.2. by implication, the item statement was accepted two out of the four respondents and rejected by the other two. Item 42 showed that principals have mean score of 3.3, teaches 3.2, SBMC 4.2 and supervisors 5.0, which indicate acceptance of the item statement by all the respondents. This indicates that the respondents have unanimous opinion about the item statement.

Item 43 was however rejected by the principals but accepted by other respondents with the mean score for principals 2.2, teacher 3.2, SBMC 3.5 and supervisors 3.5. Item 44 was in the same way accepted by three of the respondents and rejected by the principals with corresponding mean score of 2.0, 4.1, 3.4 and 4.2 for principals, teachers, SBMC and supervisors representatively. This implies that the respondents agreed with the item statement. Item 45 had mean score for principals 3.5 teachers 3.9, SBMC 3.7 and supervisors 3.2, which imply it was accepted by all the respondents.

Item 46 showed that principals had mean score of 4.2, teachers 3.6, SBMC 3.8 and supervisors 4.1, which implies acceptance of the item statement by all the respondents. Like item 46, the responses of the respondents showed that item 47 was further accepted by principals, teachers, SBMC and supervisors, with the respective mean scores of 3.8, 3.8, 4.2 and 3.5. Item 48 has the mean score of 2.8, 3.4, 3.7 and 3.4 for principals, teachers, SBMC and supervisors, accordingly, indicating acceptance of the item statement.

Item 49 have the means score of 2.5, 3.5, 3.4 and 3.2 for principals, teachers, SBMC and supervisors respectively, indicating acceptance by principals, teachers, SBMC, and supervisors. Item 50 was accepted by three of the respondents but rejected by one with the corresponding mean score of 2.9, 3.4, 4.1 and 4.0 for principals, teachers, SBMC and supervisors.

It was revealed therefore, that School Based Management Committees assist school administrators in the provision of health, library and instructional facilities in Secondary Schools in Kebbi State.

4.3.6: Research Question Six: How does School Based Management Committees Assess Staffing in the Administration of Secondary Schools in Kebbi State, Nigeria?

This section contained Item 51-60 on the Assessment of School Based Management Committees on Staffing in the Administration of Secondary Schools in Kebbi State.

Table 4.7: Mean Score of Respondents on the Assessment of School Based Management Committees on Staffing in School in the Administration of Secondary Schools in Kebbi State, Nigeria.

S/N	Item statement	Respondent	SA	A	UD	D	SD	N	MEAN
51	SBMC provide quality mathematics teachers to the schools.	Principals	10	-	-	1	1	12	4.4
		Teachers	60	63	5	40	8	176	3.7
		SBMC	120	20	-	7	10	157	4.5
		Supervisors	6	-	-	4	-	10	3.8
52	Security personnel are employed by the influence of SBMC.	Principals	8	2	-	2	-	12	4.3
		Teachers	66	40	-	50	20	176	3.5
		SBMC	30	80	4	28	16	157	3.5
		Supervisors	7	3	-	-	-	10	4.7
53	SBMC recruit more teachers for the increased students' population.	Principals	-	2	-	6	4	12	2.0
		Teachers	60	29	6	55	16	176	3.2
		SBMC	20	65	2	50	20	157	3.0
		Supervisors	2	6	-	3	1	10	4.1
54	SBMC ensure messengers are employed to convey message to offices within the school.	Principals	-	10	-	2	-	12	4.5
		Teachers	75	25	-	53	23	176	3.4
		SBMC	40	70	8	19	20	157	3.5
		Supervisors	-	6	-	-	4	10	2.8
55	Cleaners are recruited through the influence of SBMC.	Principals	-	4	-	8	-	12	2.7
		Teachers	83	8	8	56	21	176	3.4
		SBMC	10	100	5	32	10	157	3.4
		Supervisors	2	2	-	6	2	10	3.2
56	Storekeepers are employed through the SBMC to keep the stores.	Principals	1	5	-	4	2	12	2.9
		Teachers	88	18	-	38	22	176	3.2
		SBMC	9	145	-	16	12	157	4.3
		Supervisors	10	-	-	-	-	10	5.0
57	SBMC ensure drivers are employed to drive students and staff to places for competition.	Principals	6	1	-	4	-	12	3.5
		Teachers	54	49	-	63	28	176	3.5
		SBMC	18	48	1	62	28	157	1.8
		Supervisors	-	3	-	5	2	10	2.4
58	SBMC ensure library attendants are employed to arrange the books for easy access.	Principals	2	2	-	4	4	12	2.5
		Teachers	82	38	-	52	4	176	3.8
		SBMC	15	105	6	33	2	157	3.7
		Supervisors	3	4	-	3	-	10	3.7
59	SBMC makes sure secretaries are employed to attend to visitors and keep records.	Principals	2	3	1	2	4	12	2.7
		Teachers	62	43	-	41	30	176	3.4
		SBMC	16	54	-	62	25	157	2.8
		Supervisors	2	3	-	5	-	10	3.2
60	SBMC ensure personnel to maintain electricity to avoid fire outbreak are employed.	Principals	1	5	2	4	-	12	2.7
		Teachers	38	55	10	53	20	176	3.2
		SBMC	113	20	-	14	10	157	4.4
		Supervisors	6	4	-	-	-	10	4.6

Table 4.7 was on Assessment of School Based Management Committees on staffing in the Administration of Secondary Schools in Kebbi State. Item 51 revealed that principals had mean score of 4.4, teachers 3.7, SBMC 4.5 and supervisor 3.8. by implication, the item statement was accepted all the respondents. Item 52 showed that principals have mean score of 4.3, teaches 3.5, SBMC 3.5 and supervisors 4.7, which indicate acceptance of the item statement by all the respondents. This indicates that the respondents have unanimous opinion about the item statement.

Item 53 was however rejected by the principals but accepted by other respondents with the mean score for principals 2.0, teacher 3.2, SBMC 3.0 and supervisors 4.1. Item 54 was in the same way accepted by three of the respondents and rejected by the supervisors with corresponding mean score of 4.5, 3.4, 3.5 and 2.8 for principals, teachers, SBMC and supervisors representatively. This implies that the respondents agreed with the item statement.

Item 55 had mean score for principals 2.7 teachers 3.4, SBMC 3.4 and supervisors 3.2, which imply it was accepted by the respondents. Item 56 showed that principals had mean score of 2.9, teachers 3.2, SBMC 4.3 and supervisors 5.0, which implies acceptance of the item statement by three of the respondents and rejected by one. The responses of the respondents showed that item 57 was accepted by principals and teachers but rejected by SBMC and supervisors, with the respective mean scores of 3.5, 3.5, 1.8 and 2.4. Item 58 has the mean score of 2.5, 3.8, 3.7 and 3.7 for principals, teachers, SBMC and supervisors, accordingly, indicating acceptance of the item statement.

Item 59 have the means score of 2.7, 3.4, 2.8 and 3.2 for principals, teachers, SBMC and supervisors respectively, indicating rejection by principals and acceptance by teachers, SBMC, and supervisors. Item 60 was accepted by three of the respondents but

rejected by one with the corresponding mean score of 2.7, 3.2, 4.4 and 4.6 for principals, teachers, SBMC and supervisors. It was revealed therefore, that School Based Management Committees assist school administrators in employing temporary staff in Secondary Schools in Kebbi State.

4.3.7: Research Question Seven: How does School Based Management Committees have Influence on Staffing Development in the Administration of Secondary Schools in Kebbi State, Nigeria?

This section contained Item 61-70 on Assessment of School Based Management Committees on Staff Development in the Administration of Secondary Schools in Kebbi State.

Table 4.8: Mean Score of Respondents on the Assessment of School Based Management Committees on Staff Development in School in the Administration of Secondary Schools in Kebbi State, Nigeria.

S/N	Item statement	Respondent	SA	A	UD	D	SD	N	MEAN
61	SBMC train teachers to improve their teaching skills.	Principals	1	3	-	4	4	12	2.4
		Teachers	78	28	1	45	24	176	3.5
		SBMC	10	118	6	16	16	157	3.7
		Supervisor	4	-	-	6	-	10	3.2
62	SBMC provide scholarship to teachers to further their education.	Principals	-	5	1	2	4	12	2.5
		Teachers	10	75	-	43	48	176	2.5
		SBMC	16	24	4	80	33	157	2.4
		Supervisors	-	1	-	9	-	10	2.2
63	SBMC organize workshops to improve teachers' skills.	Principals	10	-	-	1	1	12	4.1
		Teachers	60	63	5	40	8	176	3.7
		SBMC	120	17	-	10	10	157	4.5
		Supervisors	6	-	-	4	-	10	3.8
64	SBMC provide updated books for teachers' development.	Principals	8	2	-	2	-	12	4.3
		Teachers	66	40	-	50	20	176	3.5
		SBMC	30	80	8	22	18	157	3.5
		Supervisors	7	3	-	-	-	10	4.7
65	SBMC organize seminars to improve the knowledge of teaching staff.	Principals	-	2	-	6	4	12	1.8
		Teachers	60	29	6	55	16	176	3.2
		SBMC	20	62	5	50	20	157	3.0
		Supervisors	2	5	-	3	-	10	3.6
66	SBMC ensure training and retraining is constant to maintain staff's Skills.	Principals		10	-	2	-	12	3.7
		Teachers	71	25	-	54	26	176	3.3
		SBMC	40	70	8	19	20	157	3.6
		Supervisors	-	6	-	-	4	10	2.8
67	SBMC organize Conferences to develop teaching staff.	Principals	1	2	-	1	8	12	1.9
		Teachers	30	63	-	70	13	176	3.1
		SBMC	40	20	-	94	3	157	3.0
		Supervisors	2	4	-	4	-	10	3.4
68	SBMC ensure trained staff use their improved teaching skills to improve students' performance.	Principals	8	2	-	2	-	12	4.3
		Teachers	26	50	-	80	20	176	2.9
		SBMC	9	35	8	5	100	157	2.0
		Supervisors	7	3	-	-	-	10	4.7
69	SBMC provides computer for school to work effectively.	Principals	-	6	-	2	4	12	2.5
		Teachers	60	19	10	65	26	176	3.1
		SBMC	20	17	-	100	20	157	2.5
		Supervisors	2	6	-	2	-	10	3.8
70	SBMC organize training for principals to improve their leadership skills.	Principals		10	-	-	2	12	3.5
		Teachers	23	65	-	50	38	176	2.9
		SBMC	25	40	2	60	30	157	2.8
		Supervisors	-	6	-	4	-	10	2.8

From table 4.8 was on Assessment of School Based Management Committees on Staff Development in the Administration of Secondary Schools in Kebbi State. Item 61 was accepted by three of the respondents but rejected by one with principals having mean score of 2.4, teachers 3.5, SBMC officials 3.7 and supervisors 3.2. Item 62 showed that principals have mean score of 2.5, teaches 2.5, SBMC 2.4 and supervisors 2.2 which indicates rejection by the entire respondent.

Item 63 was also accepted by all the respondents with the mean score for principals 4.1, teacher 3.7, SBMC 4.5 and supervisors 3.8. Item 64 was accepted by all the respondents with the mean score of 4.3, 3.5, 3.5 and 4.7 for principals, teachers, SBMC and supervisors representatively. Item 65 had mean score for principals 1.8, teachers 3.2, SBMC 3.0 and supervisors 3.6, which imply it was rejection by principal and accepted by other three. Item 66 showed that principals had mean score of 3.7, teachers 3.3, SBMC 3.6 and supervisors 2.8, which was accepted by three and rejected by one of the respondents.

Item 67 was rejected by principals and accepted by teachers, SBMC and supervisors, with the respective mean scores of 1.9, 3.1, 3.0 and 3.4. Item 68 have the mean score of 4.3, 2.9, 2.0 and 4.7 for principals, teachers, SBMC and supervisors, accordingly. Item 69 has the mean score of 2.5, 3.1, 2.5 and 3.8 for principals, teachers, SBMC and supervisors respectively. Item 70 has the corresponding mean score of 3.5, 2.9, 2.8, and 2.8 and for principals, teachers, SBMC and supervisor.

From the discussion above, it was revealed that school based management committees support staff development by organizing conferences, seminars, workshops in areas of teaching difficulties in secondary schools in Kebbi State.

4.4 Test of Null Hypotheses

In this section, all results and outcome of the null hypotheses raised and tested in line with the objectives of this study were summarized and presented. Data obtained as responses from the respondents (principals, teachers, supervisors and School Based Management Committee) from the questionnaire administered were tested. The test of hypotheses was carried out using one-way Analysis of variance (ANOVA). This was determined at 0.05 level of significant and statistical package for social sciences (SPSS) was used to analyse the data. In all, seven hypotheses were tested. To determine the acceptability or rejection of the Null Hypothesis the p-value was compared against the significant set by the study (F-value at 0.05). Hypothesis is therefore rejected if the p-value is less than the level of significance set by the study.

4.4.1: H₀₁: There is no Significant Difference in the Opinions of Principals, Teachers, and Ministry Supervisors on assessment of School Based Management Committees on Decision Making Process in the Administration of Secondary Schools in Kebbi State, Nigeria.

The responses of the respondents to the postulated null hypothesis one was collected and analyzed, the summary of data analyzed in respect of the null hypothesis one is presented in table 4.9

Table 4.9: Summary of One-Way Analysis of Variance (ANOVA) on Assessment of School Based Management Committees on Decision Making Process in the Administration of Secondary Schools in Kebbi State, Nigeria.

Decision	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5.989	3	1.996	1.626	0.183
Within Groups	430.896	351	1.228		
Total	436.884	354			

From table 4.9. the F-value is 1.626 and the P-value is 0.183 at 0.05 level of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significant difference in the opinions of

Principals, Teachers and Ministry Supervisors on the Assessment of School Based Management Committees on Decision Making Process in the Administration of Secondary Schools in Kebbi State, Nigeria.

4.4.2: H₀₂: There is no Significant Difference in the Opinions of Principals, Teachers and Ministry Supervisors on the Assessment of School Based Management Committees on Communication in School in the Administration of Secondary Schools in Kebbi State, Nigeria.

The responses of the respondents to the postulated null hypothesis two was collected and analyzed, the summary of data analyzed in respect of the null hypothesis two is presented in table 4.10

Table 4.10: Summary of One-Way Analysis of Variance (ANOVA) on the Assessment of School Based Management Committees on Communication in School in the Administration of Secondary Schools in Kebbi State, Nigeria.

Communication	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5.998	3	1.999	1.244	0.294
Within Groups	564.137	351	1.607		
Total	570.135	354			

From table 4.10, the F-value is 1.224 and the P-value is 0.294 at 0.05 level of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significant difference in the opinions of Principals, Teachers and Ministry Supervisors on the Assessment of School Based Management Committees on Communication in School in the Administration of Secondary Schools in Kebbi State, Nigeria.

4.4.3: H₀₃: There is no significant difference in the opinions of Principals, Teachers and Ministry Supervisors on the Assessment of School Based Management Committees on Interpersonal Relations in the Administration of Secondary Schools in Kebbi State, Nigeria.

The responses of the respondents to the postulated null hypothesis three was collected and analyzed, the summary of data analyzed in respect of the null hypothesis three is presented in table 4.11

Table 4.11: Summary of One-Way Analysis of Variance (ANOVA) on the Assessment of School Based Management Committees on Interpersonal Relations in the Administration of Secondary Schools in Kebbi State, Nigeria.

Facilities	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	13.900	3	4.633	4.061	0.007
Within Groups	400.429	351	1.141		
Total	414.329	354			

From table 4.11, the F-value is 4.061 and the P-value is 0.007 at 0.05 level of significance. Since the P-value is less than the level of significance set for the study, the hypothesis is therefore rejected, thus, there is significant difference in the opinions of Principals, Teachers and Ministry Supervisors on the Assessment of School Based Management Committees on Interpersonal Relations in the Administration of Secondary Schools in Kebbi State, Nigeria.

4.4.4: H₀₄: There is no significant difference in the Opinions of Principals, Teachers and Ministry Supervisors on the Assessment of School Based Management Committees on Provision of Security in the Administration of Secondary Schools in Kebbi State, Nigeria.

The responses of the respondents to the postulated null hypothesis four was collected and analyzed, the summary of data analyzed in respect of the null hypothesis four is presented in table 4.12

Table 4.12: Summary of One-Way Analysis of Variance (ANOVA) on the Assessment of School Based Management Committees on Provision of Security in the Administration of Secondary Schools in Kebbi State, Nigeria.

Staffing	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5.541	3	1.847	1.258	0.289
Within Groups	515.166	351	1.468		
Total	520.707	354			

From table 4.12. The F-value is 1.258 and the P-value is 0.289 at 0.05 level of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significant difference in the opinions of Principals, Teachers and Ministry Supervisors on the Assessment of School Based Management Committees on provision of Security in the Administration of Secondary Schools in Kebbi State, Nigeria.

4.4.5: H₀₅: There is no Significant Difference in the Opinions of Principals, Teachers and Ministry Supervisors on the Assessment of School Based Management Committees on Provision of Facilities in the Administration of Secondary Schools in Kebbi State, Nigeria.

The responses of the respondents to the postulated null hypothesis five was collected and analyzed, the summary of data analyzed in respect of the null hypothesis five is presented in table 4.13

Table 4.13: Summary of One -Way Analysis of Variance (ANOVA) on the Assessment of School Based Management Committees on Provision of Facilities in the Administration of Secondary Schools in Kebbi State, Nigeria.

Interpersonal	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	21.170	3	7.057	6.357	0.000
Within Groups	389.669	351	1.110		
Total	410.839	354			

From table 4.13. the F-value is 6.357 and the P-value is 0.000 at 0.05 level of significance. Since the P-value is less than the level of significance set for the study, the hypothesis is therefore rejected, thus, there is significance in the opinions of Principals, Teachers and Ministry Supervisors on the Assessment of School Based Management Committees on Provision of Facilities in the Administration of Secondary Schools in Kebbi State, Nigeria.

4.4.6: H₀₆: There is no Significant Difference in the Opinions of Principals, Teachers and Ministry Supervisors on the Assessment of School Based Management Committees on Staffing in the Administration of Secondary Schools in Kebbi State, Nigeria.

The responses of the respondents to the postulated null hypothesis six was collected and analyzed, the summary of data analyzed in respect of the null hypothesis six is presented in table

4.14

Table 4.14: Summary of One-Way Analysis of Variance (ANOVA) on the Assessment of School Based Management Committees on Staffing in the Administration of Secondary Schools in Kebbi State, Nigeria.

Security	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5.041	3	1.680	1.577	0.195
Within Groups	373.999	351	1.066		
Total	379.040	354			

From table 4.14 the F-value is 1.577 and the P-value is 0.195 at 0.05 level of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significant difference in the opinions of Principals, Teachers and Ministry Supervisors on the Assessment of School Based Management Committees on Staffing in the Administration of Secondary Schools in Kebbi State, Nigeria.

4.4.7: H₀₇: There is no Significant Difference in the Opinions of Principals, Teachers and Ministry Supervisors on the Assessment of School Based Management Committees on Staff Development in the Administration of Secondary Schools in Kebbi State, Nigeria.

The responses of the respondents to the postulated null hypothesis seven was collected and analyzed, the summary of data analyzed in respect of the null hypothesis seven is presented in table 4.15

Table 4.15: Summary of One-Way Analysis of Variance (ANOVA) on the Assessment of School Based Management Committees on Staff Development in the Administration of Secondary Schools in Kebbi State, Nigeria.

Development	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	8.995	3	2.998	1.830	0.141
Within Groups	575.263	351	1.639		
Total	584.258	354			

From table 4.15 the F-value is 1.830 and the P-value is 0.141 at 0.05 level of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significant difference in the opinions of Principals, Teachers, SBMC and Ministry Supervisors on the Assessment of School Based Management Committees on Staff Development in the Administration of Secondary Schools in Kebbi State, Nigeria.

4.5: Summary of Hypotheses Testing

The summary of the Seven Null Hypotheses tested for this Study is hereby presented

Table 4.16: Summary of Tested Null Hypotheses

S/N	H0 statement	Statistical Tool used	Result	Level of sig.	Decision
1	There is no significant difference in the opinions of Principals, Teachers, and Ministry Supervisors on the Assessment of School Based Management Committees on Decision Making Process in the Administration of Secondary Schools in Kebbi State, Nigeria.	Analysis of variance (ANOVA)	F-ratio is 1.626, While the p-value is 0.183	0.05	H ₀₁ was retained. Thus, there is no significant difference in the opinions of respondents.
2	There is no significant difference in the opinions of Principals, Teachers and Ministry Supervisors on the Assessment of School Based Management Committees on Communication in School in the Administration of Secondary Schools in Kebbi State, Nigeria.	Analysis of variance (ANOVA)	F-ratio is 1.224, While the p-value is 0.294	0.05	H ₀₂ was retained. Thus, there is no significant difference in the opinions of respondents
3	There is significant difference in the opinions of Principals, Teachers and Ministry Supervisors on the Assessment of School Based Management Committees on Interpersonal Relations in the Administration of Secondary Schools in Kebbi State, Nigeria.	Analysis of variance (ANOVA)	F-ratio is 4.061, While the p-value is 0.007	0.05	H ₀₃ was rejected. Thus, there is significant difference in the opinions of respondents
4	There is no significant difference in the opinions of Principals, Teachers and Ministry Supervisors on the Assessment of School Based Management Committees on provision of Security in the Administration of Secondary Schools in Kebbi State, Nigeria.	Analysis of variance (ANOVA)	F-ratio is 1.258 While the p-value is 0.289	0.05	H ₀₄ was retained. Thus, there is no significant differences in the opinions of respondents
5	There is significant difference in the opinions of Principals, Teachers and Ministry Supervisors on the Assessment of School Based Management Committees on provision of Facilities in the Administration of Secondary Schools in Kebbi State, Nigeria.	Analysis of variance (ANOVA)	F-ratio is 6.357, While the p-value is 0.000	0.05	H ₀₅ was rejected. Thus, mean that there is significant difference in the opinions of respondents
6	There is no significant difference in the opinions of Principals, Teachers and Ministry Supervisors on the Assessment of School Based Management Committees on Staffing in the Administration of Secondary Schools in Kebbi State, Nigeria.	Analysis of variance (ANOVA)	F-ratio is 1.577, While the p-value is 0.195	0.05	H ₀₆ was retained. Thus, there is no significant difference in the opinions of respondents
7	There is no significant difference in the opinions of Principals, Teachers and Ministry Supervisors on the Assessment of School Based Management Committees on Staff Development in the Administration of Secondary Schools in Kebbi State, Nigeria.	Analysis of variance (ANOVA)	F-ratio is 1.830, While the p-value is 0.141	0.05	H ₀₇ was retained. Thus, there is no significant difference in the opinions of respondents

4.6 Summary of Major Findings

The findings of the study revealed are;

- 1 School Based Management Committees facilitate Decision Making Process in the Administration of Secondary Schools in Kebbi State by ensuring decisions are taken on some issues such as; security personnel recruitment and separation of toilets for the male and female students. This is supported with the result of hypothesis 1 which showed F-ratio as 1.626 and p-value as 0.183 at 0.05 level of significance.
- 2 School Based Management Committees aid communication between principal and school community and between principal and the teachers in the Administration of Secondary Schools in Kebbi State by discussing about inadequate teaching materials during the annual meeting and help the management send letters to parents on important issues like speech and prize giving day. This is supported with the result of hypothesis 2 which showed F-ratio as 1.224 and p-value as 0.284 at 0.05 level of significance.
- 3 School Based Management Committees facilitate interpersonal relationship between principal and teachers and between teaching and non-teaching staff in the Administration of Secondary Schools in Kebbi State by advising staff on the importance of having a cordial working relationship. This is supported with the result of hypothesis 3 which showed F-ratio as 4.061 and p-value as 0.007 at 0.05 level of significance.
- 4 School Based Management Committees ensure the security of students' lives and school facilities through the provision of security related facilities and hiring of school security personnel in Secondary Schools in Kebbi State. This is supported

- with the result of hypothesis 4 which showed F-ratio as 1.258 and the p-value as 0.289 at 0.05 level of significance.
- 5 School Based Management Committees assist school administrators in the provision of health, library and instructional facilities in Secondary Schools in Kebbi State. This is supported with the result of hypothesis 5 which showed F-ratio as 6.357 and p-value as 0.000 at 0.05 level of significance.
 - 6 School Based Management Committees facilitate school administrators in employing temporary staff in Secondary Schools in Kebbi State. This is supported with the result of hypothesis 6 which showed F-ratio as 1.577 and p-value as 0.195 at 0.05 level of significance.
 - 7 School based management committees support staff development by organizing conferences, seminars, and workshops in areas of teaching difficulties in secondary schools in Kebbi State. This is supported with the result of hypothesis 7 which showed F-ratio as 1.830 and p-value as 0.141 at 0.05 level of significance.

4.7 Discussion of the Findings

This study aimed at investigating the Assessment of School Based Management Committees in the Administration of Secondary Schools in Kebbi State, Nigeria. Its objectives were to assess school based management committees on decision making process in the administration of secondary schools in Kebbi State, Nigeria; examine the school based management committees on communication in school in the administration of secondary schools in Kebbi State, Nigeria; assess school based management committees on interpersonal relations in the administration of secondary schools in Kebbi State, Nigeria; examine school based management committees on provision of security in the administration of secondary schools in Kebbi State, Nigeria; assess school based

management committees on provision of facilities in the administration of secondary schools in Kebbi State, Nigeria; evaluate school based management committees on staffing in the administration of secondary schools in Kebbi State, Nigeria; and examine school based management committees on staff development in the administration of secondary schools in Kebbi State, Nigeria.

However, findings from hypothesis one with F-ratio as 1.626 and p-value as 0.183 at 0.05 level of significance revealed that School Based Management Committees play key role in the decision making in Secondary Schools, in Kebbi State. School Based Management Committees participate actively in Classroom seating arrangement in the School. In addition, School Based Management Committee takes decisions on how to recruit Security personnel to schools and classes etc. It was also established that SBMC take decision on how to award teachers based on performance. In relation to this, Blase and Blasé, (2002), pointed out that decision-making processes is dominated by value preferences and strategic exchanges between and among school participants. Furthermore, decision making according to Ijamu, (2015), revealed that communities decide to some extent subjects that should be taught in the morning hours and afternoon hours for easy assimilation supporting this with the mean score of 3.16 and SD score of 0.68. However, hypothesis 1 was retained because there was no significant difference in the opinions of respondents on the Assessment of school based management committee decision making process in the administration of secondary schools in Kebbi State, Nigeria.

The findings further revealed that School Based Management Committees inform school management about inadequate staff during meetings in Secondary Schools, Kebbi State. School based management committee encourages school management to SBMC inform school to separate toilets for male and female students. Also, School Based

Management Committee rub minds together with students on dress code on the assembly. Hypothesis 2 was retained because there was no significant difference in the opinions of respondents on the Assessment of School Based Management committee on Communication in the administration of Secondary Schools in Kebbi State Nigeria. It was further discovered that SBMC send letters school management informing them about the need for hygiene. In addition, SBMC discuss about inadequate teaching materials during annual meeting.

Also, the findings show that School Based Management Committees influence mutual relationship among students in Secondary Schools, in Kebbi State. Teachers too were made to see each other as members of the same family through the efforts of SBMC. School Based Management Committee contributes in fostering good relationship between teaching and non-teaching staff in the school. It was further established that SBMC enhance good interpersonal relations between school management and parents, there by promoting effective management in the school. Hypothesis 3 was rejected because there was significant difference in the opinions of respondents on the Assessment of School Based Management Committees on interpersonal relationship in Secondary Schools in Kebbi State, Nigeria.

The findings also show that School Based Management Committees ensures the security of students' lives and school facilities through the provision of security related facilities and hiring of school security in secondary schools in Kebbi State. It is important to note that, violence not only affects those students directly involved but may also disrupt the school climate, bystanders, and the surrounding community (Henry, 2000). It was also discovered that School Based Management Committees are responsible for the provision of sanitary facilities in secondary schools in Kebbi State. They also assist in the payment of salaries to gate men assigned to the school. School based management committee also

ensures separate toilets are male and female students. Hypothesis 4 was retained because there was no significant difference in the opinions of respondents on the Assessment of School Based Management Committees on provision of security in Secondary Schools in Kebbi State, Nigeria. this is supported with F-ratio as 1.258 While the p-value is 0.289.

In addition, the study finds out that School Based Management Committees assist school administrators in the provision of health, library and instructional facilities in Secondary Schools in Kebbi State. It was also revealed that School Based Management Committees provide fire extinguishers in case of fire outbreak in secondary schools in Kebbi State. School Based Management Committee Provides doors and windows to replace the dilapidated ones in most secondary schools. Hypothesis 5 was rejected because there was significant difference in the opinions of respondents on the Assessment of School Based Management Committees on provision of facilities in Secondary Schools in Kebbi State, Nigeria. This is supported by Eze, (2015) who indicated the calculated t-value 0.76 at 598 degree of freedom and 0.05 level of significant on the provision of facilities such as desks, chairs as well as health facilities.

The study also finds out that School Based Management Committees assist school administrators in employing temporary staff in Secondary Schools in Kebbi State. School based management committee ensures that Security personnel are employed in secondary schools. Professional qualification of teachers significantly influences the performances of the students as it can be seen according to Babatunde with $f = 3.39$ and $p = 0.03$ values indicating students taught by higher teaching qualifications performing better than their mates taught by teachers with lower qualifications.

Also, the study discovered that school based management committee ensures that library attendants are employed to arrange the books for easy access in secondary schools in Kebbi

State. Facilities for extra curricula activities are well provided. Hypothesis 6 was retained because there was no significant difference in the opinions of respondents on the Assessment of School Based Management Committees on staffing in secondary Schools in Kebbi State, Nigeria.

The study also finds out that School Based Management Committees support staff development by organizing conferences, seminars, and workshops in areas of teaching difficulties in secondary schools in Kebbi State. Babatunde, (2015), indicated that teachers experience was found to have major influence on the academic performances of the students with $t = 4.69$, and $p = 0.00$ values revealing students taught by experienced teachers perform better than their counterparts taught by teachers with less experience. Teachers' development programmes are professional development activities engaged in by school personnel to enhance their knowledge, skills and attitudes in order to educate students more effectively, (Alabi, 2000). It was also revealed that School Based Management Committee provides updated books for teachers' development in secondary schools. The study discovered that school based management committee organizes training for principals to improve their leadership skills in secondary schools in Kebbi State. Hypothesis 7 was retained because there was no significant difference in the opinions of respondents on the Assessment of School Based Management Committees on staff development in secondary Schools in Kebbi State, Nigeria.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is concerned with the summary, conclusion, recommendations as well as suggestion for further studies.

5.2 Summary

This study was conducted to examine School Based Management Committees (SBMC) in the Administration of Secondary Schools in Kebbi State, Nigeria. In order to achieve the objectives of the study, seven specific objectives were raised, in line with these objectives, seven research questions, seven null hypotheses and seven basic assumptions were formulated. Related literatures were reviewed along with five (6) empirical studies. Descriptive statistic research design was adopted for the study, a total of 365 respondents were sampled from the total population of 6094. A structured questionnaire was used to collect data from the respondents. The data collected were presented in table and were analysed using weighted mean to answer the research questions. The seven hypotheses were tested using one-way analysis of variance (ANOVA) for the null hypotheses at 0.05 alpha level of significance. Descriptive statistic was used to analyse the bio- data of the respondents. The major findings of the study were; School Based Management Committees play vital role in Decision Making Process in the Administration of Secondary Schools in Kebbi State, Nigeria; School Based Management Committees facilitate effective communication between principal and school community and between principal and the teachers in the Administration of Secondary Schools in Kebbi State, Nigeria; School Based Management Committees ensures that interpersonal relationship is maintained between principal and teachers and between teaching and non-teaching staff in the Administration of Secondary Schools in Kebbi State; School Based Management Committees ensures the

security of students' lives and school facilities through the provision of security related facilities and hiring of school security in Secondary Schools in Kebbi State, Nigeria; School Based Management Committees assist school administrators in the provision of health, library and instructional facilities in Secondary Schools in Kebbi State, Nigeria; School Based Management Committees assist school administrators in employing temporary staff in Secondary Schools in Kebbi State, Nigeria; School based management committees support staff development by organizing conferences, seminars, and workshops in areas of teaching difficulties in secondary schools in Kebbi State, Nigeria.

5.3 Conclusions

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

Schools where there are functional School Based Management Committees, tend to participate actively in Decision Making Process in the school administration. The use of effective channels of communication has helped in creating mutual relationship between School Based Management Committees, principals and school community in the Administration of Secondary Schools in Kebbi State, Nigeria

Frequent interaction between School Based Management Committees and the school management has fostered robust interpersonal relationship between principal and teachers on one hand and between teaching and non-teaching staff on the other hand in the school administration. School Based Management Committees has also contributed immensely in maintaining internal security of most secondary schools through the provision of security related facilities and hiring of school security in Secondary Schools in Kebbi State, Nigeria.

Through the efforts of School Based Management Committees health, library and instructional facilities are provided. More so, School Based Management Committees compliments the state government by assisting school administrators in employing temporary staff. School based management committees have done much in supporting staff development by organizing conferences, seminars, and workshops in areas of teaching difficulties in secondary schools in Kebbi State, Nigeria.

5.4 Recommendations

In view of findings, the following recommendations were made:

1. As much as possible, secondary school administrators should endeavour to actively involve SBMC where necessary in decision making process of the school as their contributions will go a long way in helping the school to make decisions in areas such as; security personnel recruitment and separation of toilets for the male and female students.
2. The school administrators should identify the most effective channel of communication and use it to create opportunity for continuous engagement with members of SBMC in secondary schools in Kebbi State as it will help in creating adequate channel of communication between the principals and the communities and between the principals and the teachers by discussing about inadequate teaching materials during the annual meeting and help the management send letters to parents on important issues like speech and prize giving day
3. The school administrators and SBMC should work closely to enthrone interpersonal relationship between management and teachers, teaching and non-teaching members of staff and even the school community at large this can be achieved by advising staff on the importance of having a cordial working relationship.

4. Enabling environment should be created by the school authority to enable SBMC to contribute in the internal security arrangement of the school. This will help to safeguard the lives of staff and students, as well as the school properties in secondary schools in Kebbi State, Nigeria.
5. SBMC should be properly engaged in order to enable them support the school in the provision of health, library and instructional facilities in secondary schools in Kebbi State, Nigeria.
6. School administrators should endeavor to constitute functional SBMC in their schools that can assist them to secure temporary staff as the case may be in secondary schools in Kebbi State, Nigeria.
7. Regular staff development programmes like seminar, workshop, conference etc. should be organized in the school through the support of SBMC. This will strengthen the capacity and capability of members of staff in secondary schools in Kebbi State, Nigeria.

5.5 Suggestions for Further Studies

The researcher suggested the following areas for further studies;

1. A similar study should be conducted in other states within the northern axis in order to correlate the findings. This will help to involve SBMC as much as possible where necessary in the administration of secondary schools across the country
2. Assessment of the role performances of school based management committees on the management of private secondary schools in Kebbi State should be conducted to see if the findings will correspond with the findings of this research work.

References

- Abenga, F. M. (1995). Principles and Practice of School Administration in Nigeria. Makurdi, Onaivi Printing and Publishing Press, Makurdi.
- Abraham, K. & Morrison, K. (2006). Measuring and Targeting Internal Conditions for School Effectiveness in the Free State of South Africa. *Educational Management Administration and Leadership*, Vol.34 (1), 30-47.
- Abu Duhou, I. (1999). School-Based Management, Fundamentals of Educational Planning, 62 Achievement of Universities in the South West. Unpublished PhD Thesis, University of Ilorin, Nigeria
- Achimugu, L. (2000). The Agonies of Nigeria Teachers. Port Harcourt, Nigeria: Baron Press
- Addington, L. A. (2009). Cops and Cameras: Public School Security as a Policy Response to Columbine. *American Behavioral Scientist*, 52, 1424–1446.
- Adedeji, T. (1998). In Abiodun-Oyebanji, O. A. (2008). Resource Situation and Academic Staff Job Performance in South-West, Nigeria Universities. Unpublished Ph.D. Thesis University of Ado-Ekiti.
- Adegoke, N. O. (2005). An Appraisal of Vocational and Technical Education Programme at the Secondary School Level in Nigeria. *Journal of Research in Science Teaching* 12(3), 6375.
- Adepoju, T. L. & Akinwunmi, F. S. (2001). Location of Secondary Schools as a Factor in Determining Academic Performance of Students. *Ibadan Journal of Educational Studies*, 1(2), 401-412.
- Adesina, S. (1988). Some Aspects of School Management, Ibadan, Board Publications. Ibadan Road Publications.
- Adesina, S. (1991). What is Educational Planning? In Adesina, S. (Ed) Introduction to Educational Planning, University of Ife Press Ltd 1-10.
- Adewunmi, T. B. (2000). The Influence of Physical Resources on Pupils Academic Performance in Lagos State Primary School. Unpublished M.Ed. Dissertation, University of Benin.
- Adeyemi J. A. & Ige, A. M. (2002). Examination Malpractices in Nigeria Educational system.
- Adeyemi, T. O. (2008). The Influence of Class-Size on the Quality of Output in Secondary Schools in Ekiti State, Nigeria. *Pakistan Journal of Social Sciences*. 5(2): 202 – 208.
- Adiukwu, M. U. (2009, 24th-28th May). Nigeria country's Report in Post-Basic S & T Education.

- Aduwa, S. E. (2004). Dynamising the Instructional System: An Inquiry for Effective Childhood Education in Nigeria. *Nigerian Journal Curriculum Studies*, 11(2), 239–245.
- Afolabi, S. S. (2009). Teaching Method and Textual Material Variables as Correlate of Students' Learning Outcomes in Senior Secondary School Mathematics. Ph.D. Post-field Seminar Department of Teacher Education, University of Ibadan.
- Aguba, C. R. (2009). Education Administration and Management: Issues and Perspectives. Enugu: Tons and Tons PDS.
- Ahmed, M. M. (2006). Creating Opportunities for Continuing Professional Development of Teachers: The National Teachers' Institute Experience. Being lead paper presented at the 1st National Conference of the Faculty of Education, University of Abuja held from 17th-21st October, 2006 on the theme, Challenges of Teachers Education in the 21st Century in Nigeria.
- Aide, O. S. (2007). Motivation and Organizational Performance. *Journal of Business studies and Technology Development* 3(2), 104-109.
- Ajayi, A. E. (2001). Human Resources Management in the Civil Service. Paper Presented at the Senior Staff Seminar, Ministry of Education, Ado-Ekiti, Thursday, 1st March.
- Ajayi, I. A. & Ayodele, J. B. (2001). Introduction to Educational Planning, Administration and Supervision. Ado-Ekiti. Yemi Printing Services.
- Ajayi, M. A. & Ogunyemi, Y. (1990). Effect of Learning Environment on Students' Academic Achievement in Lagos State Secondary Schools. Unpublished MED Thesis University of Nigeria.
- Akinpelu, J. A. (2003). "Ethics and the Teaching Profession" in Education this millennium: Innovations in Theory and Practice. Ayodele, S. O; Bamisaye, O.; Nwazuo, I. A. and Okediran, A. (Eds). Ibadan: Macmillan.
- Akinsolu, A. O. (2005). Resource Utilization and Internal Efficiency of Public Secondary Schools in Osun State, Nigeria. Unpublished PhD Dissertation. Department of Educational Management, University of Ilorin.
- Akinsolu, T. & Onibon, (2008). Training Manual for Community Facilitators and Members of SBMC. Abuja: Federal Ministry of Education.
- Akintunde, O. O. (2015). Essentials of educational Psychology and Creativity. Ibadan: Aflame Publishing House.
- Akinyemi, A. (1993). Job Satisfaction Among Teachers in Ondo State Secondary School". *J. Educ. Leadership*, 29: 10-22.
- Akpofure, R. O, & N'dipu, B. L. (2000). National Standards and Quality Control in Nigerian Education. The State of Education in Nigeria. UNESCO, Abuja.

- Akpotowoh, F. (2006). *Leading School in Term of Change*. Buckingham: Open University Press.
- Aleem, D. & Moles, O. (1993). *Review of Research on Ways to Attain Goal six: Creating Sage, Disciplined, and Drug-Free Schools*. Washington, DC: Office of Educational Research and Improvement.
- Almocera, E.V. (2002). *School Health Program: Essential for Building a Healthy Community*. Info, Vol. 5 (1), 5-18.
- Ameh, J. (2015, July 30). *Borno Reps Seek Reopening of Schools*. Punch Newspaper. Retrieved from www.punch.com
- Aminu, R. (2006). "Selective Education: Issues of Gender, Class and Ideology in Northern Nigeria". *Sokoto Educational Review*.
- Amoo, A. O. (1982). *The Demand and Supply of Teachers of Secondary Schools. A case Study of Osogbo LGA 1970/80- 1981/82*. Unpublished M.Ed. thesis, University of Ibadan.
- Astor, R. A., Meyer, H. A. & Pitner, R. O. (2001). Elementary and Middle School Students' Perceptions of Violence-Prone School Sub Contexts. *The Elementary School Journal*, 101(5), 511-528.
- Asunmo, O. S. (1999). "Management of Students' Crisis in Nigerian Higher Institutions. A case of St. Andrew's College of Education, Oyo". M.Ed. Dissertation, University of Ibadan.
- Ayo, T. N. (2000). *Principle of school management*. London: ASTY.
- Bacharach, S. B. & Mundell, B. L. (1993). Organizational Politics in Schools: Micro; Macro and Logics of Action. *Educational Administration Quarterly*, 29(4), 423 – 452. doi: 10.1177/0013161X93029004003.
- Bachman, R., Randolph, A. & Brown, B. L. (2011). Predicting perceptions of fear at school and going to and from school for African American and White students: The effects of school security measures. *Youth & Society*, 43, 705–726.
- Ball, S. (1987). *The Micro-Politics of the School: Towards a Theory of School Organization*. London: Methuen & Co.
- Balogun, T. A. (2002). Improvisation of Science Teaching Equipment. *Journal of the Science Teachers Association*, 20 (2), 72-76.
- Bassey, U. U. & Archibong, I. A. (2003). *An Assessment of Community Participation in the Management of Secondary Schools in Cross River State*. Paper Presented at the Annual National Conference of Nigerian Association of Educational Administration and Planning, University of Ibadan, 29th – 31st October.
- Beane, J. A. & Apple, M. W. (1999). *The Case for Democratic Schools*. In M.W. Apple, and J.A. Beane (Eds.), *DEMOCRATIC Schools: Lessons from the Chalk Face*. Buckingham, UK: Open University Press.

- Beardwell, R. A. & Holden, C. B. (2000). *Human Resource Management: A Contemporary Perspective*. London: John Hopkins.
- Beck, L. & Murphy, J. (1996). *The Four Imperatives of a Successful School*. Thousand Oaks, CA: Corwin Press.
- Beger, R. R. (2003). The “Worst of Both Worlds”: School Security and the Disappearing Fourth Amendment Rights of Students. *Criminal Justice Review*, 28, 336–354.
- Begley, P. & Johnasson, O. (2003). Introduction: New Expectations for Democratic School Leadership in a Global Community. In P. Begley & O. Johnasson, (Eds.). *The Ethical Dimensions of School Leadership* (pp.xv-xviii). The Netherlands: Kluwer Academic.
- Bello, T. O. (2011). Public-Private’s Partnership Infrastructural Development and Academic goals.
- Bello-Osagie, K. & Olugbamila, A. (2009, December 31). Events that Shaped Education in 2009. *The Nation Newspaper*, p. B2.
- Bennett, J. (1999). Micropolitics in the Tasmanian Context of School Reform. *School Leadership & Management*, 19(2), 197 – 200. doi: 10.1080/13632439969203.
- Berthold, K. & Hoover, J. (2000). Correlates of Bullying and Victimization Among Intermediate Students in the Midwestern USA. *School Psychology International*, 21(1), 65-78.
- Beyer, D. (1997). School Safety and the Legal Rights of Students. *ERIC Clearinghouse of Urban Education, ERIC/CUE Digest*, Number 121. ED414345.
- Biglan, A., Flay, B. R., Embry, D. D., & Sandler, I. N. (2012). The Critical Role of Nurturing Environments for Promoting Human Well-Being. *American Psychologist*, 67, 257–271.
- Birch, S. H., & Ladd, G. W. (1997). The Teacher-Child Relationship and Children’s Early School Adjustment. *Journal of School Psychology*, 35, 61-79.
- Blase, J. (1991). *The Politics of Life in Schools: Power, Conflict and Cooperation*. Newbury Park, CA: Sage.
- Blase, J. (1995). The Micropolitics of Education. In R. Donmoyer, M. Imber, & J. J. Scheurich (Eds.), *Knowledge Base in Educational Administration: Multiple Perspectives* (pp. 207 – 222). Albany, NY: State University of New York Press.
- Blase, J. (2005). The Micropolitics of Educational Change. In A. Hargreaves (Ed.), *Extending Educational Change* (pp. 264 – 277). Netherlands: Springer. doi: 10.1007/1-4020-4453-4_13.
- Blase, J. & Anderson, G. (1995). *The Micropolitics of Educational Leadership: From Control to Empowerment*. London: Cassell.

- Blase, J. & Björk, L. (2009). The Micropolitics of Educational Change and Reform: Cracking Open the Black box. In A. Hargreaves, A. Lieberman, M. Fullan, & D. Hopkins (Eds.), *Second International Handbook of Educational Change*, Volume. 23 (pp. 237 – 258). Netherlands: Springer.
- Blumende, R. S. (2001). Making Schools Effective in Nigeria. *Journal of Education Research*, 5(1), 65–78.
- Bolman, L.G. & Deal, T. E. (2002). *Reframing the Path to School Leadership: A Guide for Teachers and Principals*. thousand Oaks, CA: Sage.
- Borich, G. D. (2003). *Effective Teaching Methods* (4th Ed). New South Wales: Longman.
- Brennen. A. M. (2001). Comprehensive Paper on Staff Development. [http://www.soeencouragement.org/comprehensive-paper-onstaff development.htm](http://www.soeencouragement.org/comprehensive-paper-onstaff%20development.htm). 21st April, 2011.
- Borum, R., Cornell, D. G., Modzeleski, W. & Jimerson, S. R. (2010). What Can be Done About School Shootings? A Review of the Evidence. *Educational Researcher*, 39, 27–37.
- Boyd, W. L. (1991). Foreword. In J. Blase (Ed.), *The Politics of Life in Schools: Power, Conflicts and Cooperation* (pp. vii – ix). Newbury Park, CA: Sage.
- Bredeson, P. V. (1992). Responses to Restructuring and Empowering Initiatives: A Study of Teachers' and Principals' Perceptions of Organizational Leadership, Decision-Making and Climate. Paper Presented at the Annual Meeting of the American Educational Research Association, CA, San Francisco. Retrieved from <http://eric.ed.gov/?id=ED346569>.
- Briggs, K. L. & Wohlstetter, P. (2003). Key Elements of a Successful School-Based Management Strategy. *School Effectiveness and School Improvement*, 14(3), 351–372.
- Brock, B. & Grady, M. (2007). *From First Year to First Rate: Principals Guiding Beginning*. Thousand Oaks, CA: Corwin Press.
- Brookver, K. C. and Venn, G. (2004). *Conflict Mediation Across Culture: Pathway and Patterns*. NY: John Knox Press.
- Bunting, A. (2004). 'Secondary Schools Designed for a Purpose: But Which One?', *Teacher*, no.154 pp.10–13.
- Caine, G. (1994). *Making Connections: teaching and the Human Brain*. Addison-Wesley.
- Caldwell, B. J. & Spinks, J. M. (1992). *Leading the Self-Managing School*. London: Falmer. Causes, Effects and the Way Out. *Journal of Clinical and Counseling Psychology*, 8(1), 59.
- Caldwell, B. J. (2005). *School Based Management*. Education Policy Series. The International Institute for Educational Planning and the International Academy of Education. Paris and Brussels.
- Carroll, J. B. (2005). “A Model of School Learning”. *Teaching Record*, 66.

- Casella, R. (2006). *Selling us the Fortress: The Promotion of Techno-Security Equipment in Schools*. New York, NY: Routledge.
- Castetter, W. B. & Young, I. P. (2000). *The Human Resource Function in Educational Administration* (7th edn). Upper Saddle River, New Jersey: Merrill.
- Chall, J. S. & Popp, H. M. (1990). *Chall – Popp Phonics: Level B (Teacher's Edition)*, Continental Press.
- Chandan, J. S. (1999). *Management Theory and Practice*. New Delhi Vikas Publishing House. PUT. Ltd.
- Chen, H. J. (2009). Micro Politics of the Staff Meeting in a Taiwanese Primary School. *Egitim Arastirmalari-Eurasian Journal of Educational Research*, 35, 21 – 38.
- Cheng, C. K. (2008). The Effect of Shared Decision-Making on the Improvement in Teachers' Job Development. *New Horizons in Education*, 56(3), 31-46.
- Cheng, Y. C. (1992). A Preliminary Study of School Management Initiative: Responses to Induction and Implementation of Management Reforms. *Educational Research Journal*, 7, 21-32.
- Cheng, Y. C. (1994). Principal's Leadership as a Critical Factor for School Performance: Evidence from Multi-levels of Primary Schools. *School Effectiveness and School Improvement*, 5(3), 299-317.
- Cheng, Y. C. (1996). *The Improvement of School Management: Theory, Reform and Practice*. Hong Kong: The Hong Kong Institute of Educational Research of the Chinese University of Hong Kong.
- Cheng, Y. C. & Townsend, T. (2000). Educational Change and Development in the Asia Pacific Region: Trends and Issues. In T. Townsend & Y. C. Cheng (Eds.), *Educational Change and Development in the Asia-Pacific Region: Challenges for the future*, (pp, 317-344). Lisse, The Netherlands: Swets and Zeitlinger.
- Chiwuzie, Ifeyinwa Edith (1990). *Administrative Decision-making in Secondary Schools: Actual and Desired Involvement by Teachers* MED Thesis University of Nigeria Nsukka.
- Cisse, M. & Okato, T. (2009). *The Organizational Strategies of School Management in Japan*.
- Clement, J. D. (2004). 'Nigeria Student-teacher Attitudes to Teaching as a Career'. *Journal of Educational Research*. Vol. 4. No. 2 pp. 17-29.
- Cohen, D. K. & Hill, H. C. (2001). *Learning Policy When State Education Works*. New Haven: Yale University press.
- Cole, G. A. (2005). *Personnel and Human Resources Management*. London: T.J. International.

- Collins, W. A. & Repinski, D. J. (1994). Relationships During Adolescence: Continuity and Change in Interpersonal Perspective. In R. Montemayor, G. Adams, & T. Gullotta (Eds.), *Personal Relationships During Adolescence* (pp. 7-36). Thousand Oaks, CA: Sage.
- Colvin, G., Kameenui, E. J. & Sugai, G. (1993). Reconceptualizing behavior management and school Wide Discipline in General Education. *Education and Treatment of Children*, 16, 361-381.
- Daily Independence (2014, Tuesday, December 23).
- Daresh, C. John, Playko Marsha, A. (1995). Supervision as Effective Staff Development and In-Service Education. *Supervision as a Proactive Process Concepts and Cases* (2nd ed.), 354-377. Prospect Heights, Illinois: Waveland press.
- Darling – Hammond, L. (2000). Teacher Quality and Student Achievement: A Review of State Policy Evidence. *Educational Policy Analysis Archives*, 8 (1).
- Darling-Hammond, L. & Orphanos, S. (2007). Leadership Development in California. Retrieved from <http://cepa.stanford.edu/content/leadership-development-california>.
- Davidson, D. M. (2002). Children's Perceptions of their Teachers' Feeling Towards Them. *Journal of Experimental Education*. Vol. 3 No. 1. pp 18-29.
- De Grauwe, A. (1999). The challenges for the School of the Future, IIEP Newsletter, Vol. XVII, No. 4
- De Grauwe, A. (2005). Improving the Quality of Education Through School-Based Management: Learning from International Experiences. *International Review of Education*, 51(4), 269-287.
- Dimmock, C. (1995). Restructuring for School Effectiveness: Leading, Organizing and Teaching for Effective Learning. *Educational Management and Administration*, 23(1), 5-18.
- Dimmock, M. S. (2004). *The Psychology of Motivation*. Boston: Houghton Millin & Co.
- Donohue, K. M., Perry, K. E. & Weinstein, R. S. (2003). Teachers 'Classroom Practices and Children Rejection by their Peers. *Journal of Applied Developmental Psychology*, 24, 91-118.
- Duze, C. O. (2005). "Involvement in Decision-Making as a Variable in Teacher Motivation, Morale, and Job Satisfaction." *Nigerian Journal of Research and Production*. 7 (2): 60-69.
- Duze, Chinelo O. (2007). "Teachers and Students' Participation in Decision-Making: Impact on Attitude to School Work in Warri South LGA of Delta State." *African Journal of Education and Developmental Studies*. 4 (1): 35-44.
- Eccles, J. S. & Midgley, C. (1989). Stage-Environment Fit: Developmentally Appropriate Classrooms for Young Adolescents. In C. Ames & R. Ames (Eds.). *Research on Motivation in Education*. Vol. 3. (pp. 139-186). New York: Academic Press.

- Edem, D. A. (2004). Introduction to Educational Administration in Nigeria. Ibadan, Spectrum Book Ltd.
- Education and Manpower Branch and Education Department (EMB & ED, (1991). The School Management Initiative: Setting the Framework for Quality in Hong Kong Schools. Hong Kong, Education Department.
- Education Commission, (2000). Review of Education System, Reform Proposals – Consultant Document. Hong Kong, Education Department.
- Education Department, (1994). Report of the Second Survey Conducted to Evaluate the First Phase of the School Management Initiative Scheme, Executive Summary, School Management Initiative Scheme. Hong Kong, Education Department.
- Egungun, N. V. (1992). Human Resource Development and Utilization in Nigerian Private Enterprises. In Yahaya, A.D. & Akinyele, A. (Eds.). Human Resource Development and Utilization, Policies and Issues. Badagry: Administration Staff College of Nigeria.
- Ehrenberg, R. G. & Brewer, D.J. (1995). Did Teachers' Verbal Ability and Race Matter in the 1960s? Coleman Revisited. *Economics of Education Review*, 14(1), 1–21.
- Ehrich, L. C. & Cranston, N. (2004). Developing Senior Management Teams in Schools: Can Micropolitics help? *International Studies in Educational Administration* 32(1), 21 – 31.
- Ekwesili, O. (2006). Our Educational System. Paper presented at the Presidential Forum on Education. Abuja: October.
- Ellis, J. (2005). 'Place and Identity for Children in Classrooms and Schools'. *Journal of the Canadian Association for Curriculum Studies*, vol. 3, no. 2
- Emunemu, B. O. (2000). "Socio-Economic and Cultural Correlates of the Girl-child's Access to Education and withdrawal from Secondary Schools in Delta state, Nigeria". Unpublished University of Ibadan Doctoral Thesis.
- Esposito, C. (1999). Learning in Urban Blight: School Climate and its Effect on the School Performance of Urban, Minority, Low-Income Children. *School Psychology Review*, 28(3), 365–377,
- Evers, A. T. et al., (2010). Organisational Factors and Teachers' Professional Development in Dutch Secondary Schools, Netherlands: The Open University of Netherlands.
- Fabunmi, M. (1997). Differential Allocation of Educational Resources and Secondary School Academic Performance in Edo State, Nigeria. An unpublished Ph.D. Thesis, University of Ibadan.
- Fabuyi, A. A. (2005). "The Reciprocal Nature of Influence between Leader and Subordinates". *Journal of Applied Psychology Vol. 3, No. 1 pp. 42-51*.
- Famade A. O. (2001). Sociological Foundations of Education. Lagos, Nigeria: Pumack Nigeria.

- Farounbi, M. S. (2002). Formative and Summative Evaluation of Students' Learning. Monograph.
- Fatum, W. R., & Hoyle, J. C. (1996). Is it Violence? School Violence from the Student Perspective: Trends and Interventions. *The School Counselor*, 44, 28-44.
- Federal Ministry of Education, (2004). National policy on education. (4thed.) Ikeji. Nigerian Security Press.
- Federal Ministry of Education, (2011). The State of Education in Nigeria Beyond Access. Abuja.
- Federal Ministry of Education., (2011). Nigeria Institute of Educational Planning and Administration, Focus on Primary School Principals. *Journal of College Teaching & Learning*, 6(5), 39 – 50.
- Federal Republic of Nigeria, (2004). National Policy on Education, (4th Edition). Lagos: NERDC Press.
- Federal Republic of Nigeria, (2004). National policy on education. Lagos: NERDC.
- Federal Republic of Nigeria, (2006). National Policy on Education. NERDC, Abuja. Federal Capital Territory.
- Federal Republic of Nigeria, (FRN). (2010, October 11). Monday Bulletin. National Universities Commission, 5(41), 1-18.
- Federal Republic of Nigeria, (FRNb). (2011, October 24). Monday Bulletin. National Universities Commission, 6(43), 1 – 24.
- Fehintola, J. O. (2009). Comparative Analysis of West African School Certificate examination and National Examinations Council Results in Mathematics, English and Biology from 2001-2006 in Oyo state, Nigeria. *Journal of Applied Education and Vocational Research*, 7(1), 65-71.
- Ferguson, R. F. (1991). Paying for Public Education: New Evidence on How and Why Money Matters. *Harvard Journal on Legislation*, 28(2), 465–499.
- Fullan, M. (1997). What's worth fighting for the principalship? New York, NY: Teachers College Press.
- Furman, G. C., & Starrat, R. J. (2002). Leadership for democratic community in schools. In J. Murphy (Ed), *The Educational Leadership Challenge*, Chicago, IL: Chicago University Press.
- Garcia, C. A. (2003). School Safety Technology in America: Current use and Perceived Effectiveness. *Criminal Justice Policy Review*, 14, 30–54.
- Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F. & Yoon, K. S. (2001). What Makes Professional Development Effective? Results from National Sample of Teachers. *American Education Research Journal*. 38(4). 915-945.
- Glueck, F. W. (2002). Personnel: A diagnostic Approach. Dallas: Vial Publications.

- Golu, P. (1974). Psihologie socială. București: Didactic and Pedagogic Publishing House.
- Goodenow, C. (1993). Classroom Belonging Among Early Adolescents' Students: Relationships to Motivation and Achievement. *Journal of Early Adolescence*, 13, 21-43.
- Grimmet, P. P. (1994). The Struggle for Authenticity in a Changing Educational Context. In P.P. GRIMMET & J. Neufeld (Eds.). Teacher Development and the Struggle for Authenticity: Professional Growth and Restricting in the Context of Change, (pp. 2032). New York: Teachers College Press.
- Guga, A. (1998). The Teacher, Teacher Education and National Development. PAPER Presented at the Conference Facing the Challenges of Development in Teachers and Students' Academic Performance
- Gustafsson-Wright, E. & Smith, K. (2014). Abducting School Girls in Nigeria: Improving Education and Preventing Future Boko Haram Attacks, Education & Development. Retrieved from <http://www.brookingsedu/blogs/education-plus-development/post/2014/17/-nigeria-education-learning-boko-haram-gustafsson-wright>
- Hallak, J. (1990). Investing in the Future Setting Educational Priorities in the Developing World. Paris. IIEP and Pergamon Press.
- Hallinger, P. (2003). Leading educational change: Reflections on the Practice of Instructional and Transformational Leadership. *Cambridge Journal of Education*, 33(3), 329-351.
- Halpin, A. W. & Croft, D. B. (2003). The Organizational Environment of School. Chicago, Midwest Administration center of the University of Chicago.
- Harris, D. N. & Tim R. S. (2008) Teachers Training, Teachers Quality and Students' Achievements, U.S: University of Wisconsin – Madison.
- Harris, S. L. & Lowery, S. (2002). A view from the Classroom. Yale, Education Leadership, 59 (8), 64065
- Hatzichristou, C., & Hopf, D. (1996). A Multi Perspective Comparison of Peer Socio Metric Status Groups in Childhood and Adolescence. *Child Development*, 67, 1085-1102.
- Henry, S. (2000). What is School Violence? An Integrated Definition. *Annals of the American Academy of Political and Social Science*, 567, 16-29.
- Hinde, R. A. (1997). Towards Understanding Relationships. London: Academic Press.
- Holman, L. (1997). How to Select a Good Assistant Principal? *Principal*, 26, 26-27.
- Hoy, W. K. & Miskel, C. G. (1996). Educational Administration - Theory, Research, Practice (5th ed.). New York: McGraw Hill.
- Hoyle, E. (2003). The Role of the Teacher. Oxford: Rutledge and Kegan Paul.

- Hoyle, J. R., English, F.W. & Steffy, B. E. (1998). Skills for Successful 21st Century School Leaders: Standards for Peak Performance. Alexandria, VA: American Association for School Administrators.
- Hurwitz, E. (1996). Critical Issue: Developing and Maintaining Safe Schools. Retrieved July 29, 2015 from www.ncrel.org/sdrs/areas/issues/environment/drugfree/sa200.
- Ibitoye, S.A (2003). Relationship Among School Size, Resource Utilization and School effectiveness in Ilorin Local Government Areas, Kwara State. Unpublished M.Ed thesis. University of Ilorin.
- Ibrahim, M. (2006). "Is Teaching a Profession?" University of Ilorin Pedagogue.
- Idoko, A. A. (2005) Understanding School Management. Makurdi: Ugo Printing Press. Mgbodile.
- Iheamnachor, D. (2015, April 16). Abductors of Five Teachers in Rivers Demand 25m Naira Ransom, Vanguard News. Retrieved from www.vanguardngr.com
- Ijaduola, K. O. (2008a). A Case Study of Management Related Factors Affecting NIGERIAN Secondary School Teachers' Professional Commitment. *FCT Education Secretariat Journal of Curriculum Studies and Instruction*, 1(1), 130-137
- Ijaiya. N. S. (1998). An Investigation into the Problems of Teachers' Management in Kwara State Secondary Schools. *Studies in Educational Planning and Administration*, 1(2), 49–58.
- Ikediegwu, N. (2007). "Dual Principalship Reform in Secondary School Leadership in Anambra State: Problems and Achievements." *Unizik Orient Journal of Education*. 3 (1): 92-98.
- Ilesanmi, J. O. (2005). Introduction to Educational Administration. Ibadan: Odusote Bookstores Ltd.
- Irele, O. O. (2003). Correlates of Effective Workers' Productivity Unpublished M.Ed. Dissertation, Lagos State University.
- Iyamu, E. S. (2005). Parents' and Teachers' Perception of Selection as a Factor of Quality in the Curriculum Process in Nigeria. *International Education Journal*, 6(1) 96–103.
- Jantzi, D. & Leithwood, K. (1996). Toward an Explanation of Variation in Teachers' Perceptions of Transformational School Leadership. *Educational Administration Quarterly* 32 (4), 512-538.
- Jegede, O. J. (2004). Teacher Education at Crossroad-Being a Keynote Address at the 2nd National Teachers' Summit on Teacher Recruitment, Retention and Professional Development Organized by the NTI Kaduna 20th-22nd April, 2004.
- Joannides, A. & Morrison, K. (1993): Staff Development. Kleinmond: Ekkoprint.

- Johnson, N. & Holdaway, E. (1990). School Effectiveness and Principals' Effectiveness and Job Satisfaction: A Comparison of Three School Levels. *The Alberta Journal of Educational Research* 36 (3): 265-295.
- Kember D, & Leung D. Y. (2008) Establishing the Validity and Reliability of Course Evaluation Questionnaires. *Assess Eval High Educ* 2008;33:341-53.
- King, E. M. & Cordeiro-Guerra, (2005). Education Reforms in East Asia: Policy, Process and Impact. "In East Asia Decentralizes: Making Local Government Work, 179-208 Washington, DC: World Bank.
- Kitsantas, A., Ware, H. W. & Martinez-Arias, R. (2004). Students' Perceptions of School Safety: Effects by Community, School Environment, and Substance use Variables. *The Journal of Early Adolescence*, 24(4), 412-430.
- Koko, M. N. (2005). Human management: A Practical Approach. Port Harcourt Harey Publications Coy.
- Kreisberg, S. (1992). Transforming Power: Domination, Empowerment and Education. Albany: State University of New York Press.
- Kupersmidt, J. B., Buchele, K. S., Voegler, M. E. & Sedikides, C. (1996). Social Self-Discrepancy: A Theory Relating Peer Relations Problems and School Maladjustment. In J. Juvonen & K. R. Wentzel (Eds.). *Social Motivation. Understanding Children's School Adjustment* (pp. 66-93). New York: Cambridge University Press.
- Laible, D. & Thompson, R. A. (2007). Early Socialization: A Relationship Perspective. In J. Grusec & P. Hastings (Eds.), *Handbook of Social Development* (pp. 181-207). New York, NY: Guilford.
- Lam, Y. K. (2006). Local Responses to School-Based Management in Hong Kong. *Educational Studies*, 32(2), 171-185.
- Larchmont, N. Y. Eye on Education. McEwan, E. K. (2003). *Ten Traits of Highly Effective Principals: From Good to Great Performance*. Thousand Oaks, CA: Sage
- Lassa, P. (2000). Teacher Production: A focus on Nigeria. *The State of Education in Nigeria*. (pp. 70-83). UNESCO, Abuja.
- Leithwood K. & Menzies T. (1998). A Review of Research Concerning the Implementation of Site-Based Management. *School Effectiveness and School Improvement*, Vol. 9, No. 33, pp. 233-285.
- Leithwood, K. (2006). *Teacher Working Conditions that Matter: Evidence for Change*. Toronto, Canada: Elementary Teachers Federation of Ontario.
- Leithwood, K. & Riehl, C. (2005). What we Know About Successful School Leadership. In W. Firestone & C. Riehl (Eds.). *A New Agenda: Directions for Research on Educational Leadership*, (pp. 22-47). New York, NY: Teachers College.

- Leithwood, K. & Steinbach, R. (1995). *Expert Problem Solving: Evidence from school and District Leaders*, Albany, NY: SUNY Pres
- Leung, M. K. (1993). *Principal's Leadership Style, Teachers' Morale and School Effectiveness: Perceptions of Teachers' in Aided Secondary Schools*. The HKU Scholars Hub, The University of Hong Kong. Retrieved from <http://hub.hku.hk/bitstream/10722/29071/1/FullText.pdf?accept=1>.
- Levine, D. U., & Lezotte, L. W. (1990). *Unusually effective schools: A review and analysis of research and practice*. Madison, WI: National Center for Effective Schools Research and Development.
- Igbo Rosemary, O. (2002). *Fundamentals of School Management* Cheston Ltd Enugu, Nigeria. Chiwuzie, Ifeyinwa Edith (1 990) *Administrative Decision-Making in Secondary Schools: Actual and Desired Involvement by Teachers* MED Thesis University of Nigeria Nsukka. Limited.
- Lindell, J. (1999). What Can the Study of Micropolitics Contribute to the Practice of Leadership in Reforming Schools? *School Leadership and Management*, 19(2), 171 – 178. doi: 10.1080/13632439969177
- Madumere-Obike, C. U. (2007). Refocusing Teacher Education for Sustainable Development: A Case for Continuous Teacher Development Programmes. *Knowledge Review*. 15 (7), 1-6).
- Malen, B. (1995). The Micropolitics of Education: Mapping the Multiple Dimensions of Power Relations in School Politics. In J. D. Scribner & D. H. Layton (Eds.), *The Study of Educational Politics* (pp. 147 – 167). Washington, DC: Falmer Press.
- Malen, B., R, Ogawa, T., & Kranz, J. (1990). *What do we Know About Site-Based Management*: London: Falmer Press.
- Marks, M. & S. Printy. (2003). Principal Leadership and School Performance: An Interaction of Transformational and Instructional Leadership. *Educational Administration Quarterly* 39 (3), 370-397.
- Marzano, R. J., Waters, T. & McNulty, B. A. (2005). *School Leadership that Works: From Research to Results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Massachusetts, C. (2005). A Faculty Instrument for Predicting College Success. Retrieved on February 23, 2005, from <http://www.fairtest.org/facts/satvalidityhtml>
- Mbipom, G. (2001). *Educational Administration and Planning*, University of Calabar press, Nigeria.
- McDowall, A. & Mark N. S. (2010). *UK Managers' Conceptions of Employee Training and Development*, UK: University of Surrey.
- McGregor, J. (2004), 'Spatiality and the Place of the Material in Schools', *Pedagogy, Culture and Society*, vol. 12, no. 3 pp.347–372.

- McNeely, C. A., Nonnemaker, J. M. & Blum, R. W. (2002). Promoting School Connectedness: Evidence from the National Longitudinal Study of Adolescent Health. *Journal of School Health*, 72(4), 138-146.
- McPartland, J. M., & Fessler, R. (1992). Staffing Patterns. In M. C. Alkin et al. (Eds.) *Encyclopedia of Educational Research* (6th edition) Vol 4 (pp. 1252–1259), New York: Macmillan.
- Mgbekem, S. A. (2002). Essentials of Employee's Task-Motivation in the Work Environment. Some Important Strategies of Improving Employees Task Performance, Emphasis on Education Organizations. Calabar: NIVS in Conjunction with IBEPS.
- Mgbodile, T. O. (2004). Fundamentals in Educational Administration and planning. Magnet Business Enterprises. Enugu, Nigeria.
- Ministry of Education, (2005). Education Sector Analysis Report. Abuja.
- Ministry of Education and Culture, (1995). "Education and Training Policy" Dar es Salaam: Ministry of Education and Culture Publications.
- Mitra, J. (2010). Knowledge Creation and Human Capital for Development: The Role of Graduate Entrepreneurship, University of Essex, UK: Emerald Group Publisher Ltd.
- Mohammed, A. M. (2006). "Creating Opportunities for Continuing Professional Development of Teachers. The National Teachers' Institute Experience". Lead Paper Presented at the 1st National Conference of the Faculty of Education, University of Abuja, Abuja, 17-21 October.
- Moos, L. (2008). School Leadership for Democratic Building: Fundamental Beliefs or Critical Reflection? *School Leadership and Management: Formerly School Organization*, 28(3), 229-246.
- Mussika, E. (2002). Teacher Training and the Classroom Performance of Grade A Teachers in Tanzania: The Case of Moshi Rural District. Unpublished Thesis (MA). University of Dar es Salaam.
- Nakpodia E. D. (2006). Educational Administration: A New Approach. Warri: Jonokase Nigeria Company.
- Nakpodia, E. D. (2011). Community Involvement in the Management of Secondary Schools in Delta Central Senatorial District Nigeria. United Kingdom: Social Science Research Network Sheffield University.
- Ndeokwelu, C. (2010, October 12). Education: FG to Set up Task Force. Online This Day. Retrieved from <http://www.thisdayonline.info/nview.php?id=185063>
- Ng T. H. Feldman D. C. (2009). How Broadly does Education Contribute to Job Performance? *Personnel Psychol.*; 62 (1), 89. Crossref.

- Ngala, F. A. & Odebero, S. O. (2010). Teachers' Perceptions of Staff Development Programmes as it Relates to Teachers' Effectiveness: A Study of Rural Primary Schools in Kenya. *Educational Research and Reviews*, 5(1), 1 – 9.
- Ngirwa, C. A. (2006). *Human Resource Management in African Work Organizations*, Vol. 1. Dar es Salaam: National Printing Co. Ltd. Nigeria: Federal Government of Nigeria.
- Noica, C. Interpretare la Lysis. In Platon, Opere, vol. II, București: Scientific and Encyclopedic Publishing House (1976), p. 165-212.
- Ntukidem, P. J. & Etudor, E. E. (2003). Principals' Provision for Professional Growth and Teachers' Job Effectiveness in Cross River State. *Education for Today*. 3(1), 83-89.
- Nwachukwu, K. J., Abdullahi, U, & Kyari, Y. B. (2015). Use of Defense Mechanism in Coping with Psychological Stress Among Insurgency Displaced Adolescents in Maiduguri. *The Nigerian Educational Psychologist*, 13 (1), 197-203.
- Nwadum, N. N. (2003). Community Participation in the Management of Secondary Schools in Ebonyi State. A Paper Presented at the Annual Conference of Nigerian Education Administration and Planning, University of Ibadan, 29th – 31st October.
- Nwangwu, I. O. (2007). School community Relations and the Status of Physical Facilities in Secondary Schools in Anambra State. Unpublished M.ed Thesis UNIZIK Awka.
- Nwankwo, J. I. (1982). *Educational Administration: Theory and Practice*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Obilade S. O. (1999). Leadership Qualities and Styles as They Relate to Instructional Productivity. The Manager Ibadan: Department of Educational Management, University of Ibadan, pp. 25-32.
- Odden, A., Archibald, S., Fermanich, M. & Gallagher, H. A. (2002). A Cost Framework for Professional Development. *Journal of Educational Finance*, 28(1), 51-74.
- Ofojebe, W. (2007). "Towards Principals' Efficiency in the Implementation of Secondary Education Reforms in Anambra State." *Unizik Orient Journal of Education*. 3 (1): 70-76.
- Oghuvbu, E. P. and P. Iyeke. (2004). "An Analysis of Community School Relations; as a Peaceable Tool for the Management of Secondary Education." *Multidisciplinary Journal of Empirical Research, Ekpoma-Edo State University, Nigeria*. 1(1): 711-77.
- Ogundeke, A. (1995). "Secondary School Principal and Perceived Teacher Participation in the Decision-Making Process in School." *Research in Education*. 1 (1): 217-227.
- Ogundeke, M. O., Oparinde, F. O. & Oyewole, M. K. (2012). Community-School Relations.
- Ogunsaju, S. (1990). *A guide to school Effectiveness in Nigeria*. Ibadan: Laville.

- Ogunsaju, S. (2000). Human Resources Development and Productivity. In E. O. Fagbemiye, & D. O. Durosaro (Eds.), Education and Productivity (pp. 118-128). Ilorin: Haytee Press and Publishing Company Limited.
- Ogunsaju, S. (2004). A Guide to School Effectiveness in Nigeria. Ibadan. Laville Publications.
- Ogunsote, A. O. (1998). Perception of the Impact of In-Service Training on Secondary School Teachers in Oluyole Local Government M.Ed, Thesis. Ilorin: University of Ilorin.
- Ojedeke, P. K. (2000). Community – School Relations Challenges for School Administrators in the 21st Century. In Fadipe, J. O. & Oluchukwu E. E. (Eds) Educational Planning and Administration in the 21st century Ondo NIEP.
- Okey, S. M. (2010). Career Development in Educational Management in Nigeria Universities. In J. B. Babalola and A. O. Ayeni (Eds.), Educational management: Theories and tasks, (pp. 396-405). Macmillan Nigeria Publishers Limited.
- Okoro, J. & P. U. Okoro. (2005). “Adopting Joint Funding as an Effective Strategy for Improving Standard in Business Education.” *Nigerian Journal of Research and Production*. 6: 132-140.
- Okumbe, J. A. (1998). Educational Management: Theory and Practice. Nairobi, Kenya; Nairobi.
- Okwor, R. E. (2008). Parent-Teacher Association’s Financial and Material Support Roles in Enugu State Secondary School Administration, Unpublished Ph.D Thesis, University of Nigeria Nsukka.
- Okwor, R. E. (2008). Parent-Teacher Association’s Financial and Material Support Roles in Enugu State Secondary School Administration, Unpublished Ph.D Thesis, University of Nigeria Nsukka.
- Ollendick, T. H., Weist, M. D., Burden, M.C. & Greene, R.W. (1992). Sociometrist Status and Academic, Behavioral, and Psychological Adjustment: A five-year Longitudinal study. *Journal of Consulting and Clinical Psychology*, 60, 80-87
- Oluchukwu, E. E. (1998). “The Impact of Teachers’ and Students’ Participation in Decision - Making on their Attitude Towards School Work in Jos North Local Vol. 5 (2), Serial No. 19, April, 2011. Pp. 200-214
- Omotoso, I. E. (1981). The Relationship Between School Factors and Students’ Performance in School Certificate Examinations.
- Onyene, V. (2007). Impersonal Skill to Effective Personnel Administration. The Fads and the Facts: Lagos: Vitaman Educational Books.
- Oshodi A.O. (1991). Resource Utilization and Students’ Academic Performance in Kwara State Secondary Schools. Unpublished M.Ed. Thesis, University of Ilorin.

- Owolabi, S. O. (2007). Teacher Education in Sub-Saharan Africa: Policies and Practices. Paper Presented at the Development of Teacher Education in Africa Conference. Makerere University, Kampala, Uganda. August 4-6.
- Patrick, F. B. & Frankel M. (2004) Communication in Schools. Washington, DC: National Association of Independent Schools.
- Patterson, C.J. (2008). Child development. U.S.A: McGraw-Hill companies Inc.
- Peretomode, V. F. (2001). Educational Administration Applied Concepts and Theoretical Perspective for Students and Practitioners. Joja Educational Research and Publishers Ltd Lagos, Nigeria.
- Peretomode V. F. (2001). Educational Administration Applied Concepts and Theoretical Perspective for Students and Practitioners. Joja Perspective. Awka: Mekslink Publishers Nigeria.
- Peretomode, V. F. (1995). "Decisional Deprivation, Equilibrium, and Saturation as Variables in Teacher Motivation, Job Satisfaction and Morale." Research in Education. 1(1): 153-164.
- Peterson, R., Larson, J. & Skiba, R. (2001). School Violence Prevention: Current Status and Policy Recommendations. Law & Policy, 23(3), 345-371.
- Phaneuf, S. W. (2009). Security in Schools: Its Effect on Students. El Paso, TX: LFB Scholarly Publishing LLC.
- Philadelphia Citizens for Children and Youth and the Alliance Organizing Project. (2001) the city Neighborhood Schools' Initiative. Improving school climate is everybody's business. Philadelphia.
- Purcell, J. and B. Ahlstrand, (1994). Human Resource Management in the Multidivisional Company. Oxford: Oxford University Press.
- Rodgers, T. S. (2001). Language Teaching Methodology. *Eric Digest*. September, Issue Paper.
- Rodriguez, T. A. & Slate, J. R. (2001). Principals and Teachers' Views of Site-Based Management in Texas. Paper Presented at the Annual Meeting of the University Council for Educational Administration, OH, Cincinnati. Retrieved from <http://eric.ed.gov/?id=ED463582>.
- Rumnanayan, S. & Rao, M. (2004). The Reality of School Management. San Francisco: Joss-Bass Publishers.
- Rutter, M. (1979), Fifteen Thousand Hours: Secondary Schools and their Effects on Children, Open Books.
- Ryan, R. M., Grolnick, W. S. Origin & pawns in the Classroom: Self-Report and Projective Assessments of Individual Differences in Children's Perceptions. *Journal of Personality and Social Psychology*. 50 (1986), p. 550-558.

- Safran, S. P. & Oswald, K. (2003). Positive Behavior Supports: Can Schools Reshape Disciplinary Practices? *Exceptional Children*, 69, 361-373.
- Saks, A. M. (1996). The Relationship Between the Amount and Helpfulness of Entry Training and Work Outcomes. *Human Resource Journal*. 49, 429-451
- Salo, P. (2008). Decision-Making as a Struggle and a Play: On Alternative Rationalities in Schools as Organizations. *Educational Management Administration & Leadership*, 36(4), 495- 510. doi: 10.1177/1741143208095790
- Scheerens, J. (1993). Basic School Effectiveness Research: Items for a Research Agenda. *School Effectiveness and School Improvement*, 4(1), 17-36.
- Schreck, C. J. & Miller, J. M. (2003). Sources of Fear of Crime at School: What is the Relative Contribution of Disorder, Individual Characteristics and School Security? *Journal of School Violence*, 2, 57–79.
- Sergiovanni, T. (2001). *Leadership: What's in it for schools?* London, UK: Routledge Farmer.
- Sergiovanni, T. J. (1991). *The principalship: A Reflective Practice Perspective* (2nd ed.). Boston: Allyn and Bason.
- Sergiovanni, T. J. (2007). *Rethinking Leadership: A Collection of Articles* (2nd ed.). Corwin Press.
- Shore F.M (1995). *Improving School Climate and Culture*. Arlington-A, America, (AASA) Critical Issues report. 27)
- Shuaibu, F. B. (2015). Psychological Perspectives of Insecurity in the Nigerian School Environment. Keynote Address Presented at NISEP 15th Annual National conference, Abuja.
- Skiba, R. J. & Peterson, R. L. (2000). School Discipline at a Crossroads: From zero Tolerance to Early Response. *Exceptional Children*, 66, 335-347.
- Smith, D. C. & Sandhu, D. S. (2004). Towards a Positive Perspective on Violence Prevention in Schools: Building Connections. *Journal of Counseling & Development*, 82 (3), 287-293.
- Stern, H. H. (1992). *Issue and Options in Language Teaching*. Oxford University Press.
- Stuart, M. (2004). Getting Ready for Reading: A follow – up Study of Inner City Second Language Learners at the End of Key Stage. *British Journal of Educational Psychology*, 74(1), 15–36.
- Sugai, G. & Horner, R. (2001). School Climate and Discipline: Going to Scale. *NASP Communique*, 30(2), 13-23.
- Suleiman, N. D. (2001). Role of Parent – Teachers' Association on School Plant Provision and Maintenance in Ijumu Local Government Area, Kogi State. Unpublished M.ed Project.

- Suranto, A. W. (2011). *Komunikasi Interpersonal*, Graha Ilmu: Yogyakarta.
- Taylor, A. (1989). Predictors of Peer Rejection in Early Elementary Grades: Roles of Problem Behavior, Academic Achievement, and Teacher Preference. *Journal of Clinical Child Psychology*, 18, 360-365.
- Udom, O. J. (1992). Community Service: The Role of P.T. A's in Secondary Schools. *The Nigerian Chronicle*.
- Ugwu, R. N. (2000). Community Involvement Practices for Facilitating Secondary School Administration in Enugu State. Unpublished Ph.D thesis, UNN.
- Ukeje, B. O. (1992). *Educational Administration*. Enugu: Fourth Dimension Publishing Company Ltd.
- Universal Basic Education Commission (2011). *Developing School Based Management* University Press.
- Uzochukwu, M. (2015). Challenges in Nigeria and Solutions on How to Resolve Them. Retrived July 29 2015 from [uzochukwumike. huppages.com/hub/challenges...//](http://uzochukwumike.huppages.com/hub/challenges...//)
- Villegas-Reimers, E. (2003). Teacher Professional Development. An International Review of Literature UNESCO, International Institute for Educational Planning.
- Walker, A., C. Dimmock, C., Chan, A., Chan, W. K., Cheung, M. B. & Wong, Y. H. (2000). Key Qualities of the Principalship in Hong Kong. Hong Kong: Hong Kong Centre for the Development of Educational Leadership.
- Wentzel, K. R. (1991). Relations Between Social Competence and Academic Achievement in Early Adolescence. *Child Development*, 62, 1066-1078.
- Wentzel, K. R. (1993). Does Being Good Make the Grade? Social Behavior and Academic Competence in Middle School. *Journal of Educational Psychology*, 85, 357-364
- Wentzel, K. R. (1996b). Social and Academic Motivation in Middle School: Concurrent and Long-Term Relations to Academic Effort. *Journal of Early Adolescence*, 16, 390-406.
- Wentzel, K. R. (1998). Social Relationships and Motivation in Middle School: The Role of Parents, Teachers, and Peers. *Journal of Educational Psychology*, 90, 202-209.
- Wentzel, K. R., & Asher, S. R. (1995). Academic Lives of Popular, Average, and Controversial Children. *Child Development*, 66, 76-97.
- Wentzel, K. R. & Caldwell, K. (1997). Friendships, Peer Acceptance, and Group Membership: Relations to Academic Achievement in Middle School. *Child Development*, 68, 1198-1209
- Wentzel, K. R., McNamara Barry, C. & Caldwell, K. A. (2004). Friendships in Middle School: Influences on Motivation and School Adjustment. *Journal of Educational Psychology*, 96, 195-203.

- West, M. (1999). Micropolitics, Leadership and the Need to Increase the Micropolitical Awareness and Skills of School Leaders. *School Leadership & Management*, 19(2), 189 – 195. doi: 10.1080/13632439969195
- Whitaker, T. (2003). What Great Principals Do Differently: Fifteen Things that Matter Most.
- WHO, (1997). Promoting Health Through Schools. Geneva: WHO.
- Wong, C. K. (2002). The Effects of Leader and Follower Emotional Intelligence and Attitude: An Exploratory Study. *The Leadership Quarterly*, 13(3), 243-74.
- Woods, P. A., Bennett, N., Harvey, J. A, & Wise, C. (2004). Variabilities and Dualities in Distributed Leadership. *Educational Management Administration and Leadership* 32(4), 439-457.
- Yona S. G. (2008). An Assessment of Off- the Job Training and Development: The Case of National Microfinance Bank (NMB) Arusha and Moshi Branch: Unpublished Thesis (MBA). University of Dares Salaam.
- Yusuf, S. A. (2000). Management of School Finance Under a Great Economic Depression, Ilorin Researcher.
- Zaechuiz, K. L. (2002). Interpersonal Relations, NJ: Fomizil Press.

APPENDIX A LETTER OF INTRODUCTION



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

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

Our Ref: DEFC/S.25

Date: _____

Dear Sir,

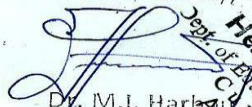
LETTER OF INTRODUCTION

The bearer, KOBA EZRA JAMES, with Registration Number P15EAFCS025, is a student in this department. He /She is carrying out research, being part of requirement for graduation, in M.ED ADMIN & PLANNING. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is

ASSESSMENT OF THE ROLE PERFORMANCES OF SCHOOL BASED MANAGEMENT COMMITTEES IN THE ADMINISTRATION OF SECONDARY SCHOOLS IN KERBI STATE, NIGERIA

Thanks in anticipation of your kind response.

Yours sincerely,


Dr. M.I. Harbau
Head of Department

29/6/2011
Head of Department
Dept. of Educational Foundations
Faculty of Education
Ahmadu Bello University, Zaria

APPENDIX B

QUESTIONNAIRE

Educational Foundations and
Curriculum Department,
Faculty of Education,
Ahmadu Bello University,
Zaria.

Dear sir/madam,

REQUEST TO FILL QUESTIONNAIRE

The bearer KOBA Ezra James with the admission number P15EDFC8025 is a Postgraduate Student from the Department of Educational Foundations and Curriculum, Ahmadu Bello University Zaria, currently carrying out a study on Assessment of School Based Management Committees (SBMC) in the Administration of Secondary Schools in Kebbi State, Nigeria.

This research is strictly for academic purposes only and will not in any way have any implication against the respondents.

Your kind cooperation in providing the researcher with relevant data as required on the questionnaire will help to address some of the challenges facing secondary schools across the state.

Information provided will be treated with utmost confidentiality. Thank you.

Yours faithfully

KOBA Ezra James
Signed

SECTION “A”
PERSONAL DATA

Instruction:

Tick (✓) in the appropriate columns that relates to your opinion from each section

- 1. Name of Education Zone:** a. Argungu (), b. Jega (), c. Zuru ()
- 2. Location of School:** a. Urban (), b. Rural ()
- 3. Designation of Respondent:** a. Principal (), b. Teacher (), c. Supervisor (), d. PTA official ()
- 4. Nature of Appointment:** a. Permanent (), b. Contract ()
- 5. Gender:** a. Male (), b. Female ()
- 6. Working/Teaching Experience:** a. 1-10 (), b. 11-20 (), c. 21 & Above ()
- 7. Highest Qualification:** a. NCE (), b. B.Ed./B.A./B.Sc. (), c. M.Ed./M.A./M.Sc ()
- 8. Age of the Respondent:** a. 20 – 30 (), b. 31 – 40 (), c. 41 & Above ()
- 9. Marital Status:** a. Single (), b. Married ()

Please indicate the level of your perception in the following by choosing the corresponding options in all the sections bellow using five-point scale ranging from Strongly Agree (SA), Agree (A), Undecided (U), Strongly Disagree (SD) and Disagree (D).

SECTION B: Opinions of Respondents on the Assessment of School Based Management Committees (SBMC) on Decision Making process in the Administration of Secondary Schools in Kebbi State, Nigeria.

S/N	Item Statement	SA	A	U	SD	D
1	The decision for mathematics subject to be taught in the morning hours is taken by SBMC.					
2	SBMC takes decision to separate toilets for male and female students.					
3	SBMC decides the time for management meetings.					
4	SBMC decides the appropriate time for examination.					
5	SBMC decides how students should be punished when they misbehave.					
6	Classroom seating arrangement is decided by SBMC.					
7	The decision to recruit Security personnel is influenced by SBMC.					
8	SBMC decides on the right prices for student's' performance.					
9	SBMC decides how to award teacher based on performance.					
10	SBMC decides the students to be given prefect posts.					

SECTION C: Opinion of Respondents on the Assessment of School Based Management Committees (SBMC) on Communication in School in the Administration of Secondary Schools in Kebbi State, Nigeria.

S/N	Item Statement	SA	A	U	SD	D
1	SBMC inform school management about inadequate staff during meetings.					
2	SBMC send letters to parents about speech and price giving date.					
3	SBMC inform school to separate toilets for male and female students.					
4	SBMC communicate to students verbally at assembly to dress properly.					
5	SBMC inform ministry about shortage of teachers through letters.					
6	SBMC encourage teachers to be punctual to school during meetings.					
7	SBMC pass vital information to school management using noticeboard.					
8	SBMC send letters school management informing them about hygiene.					
9	SBMC discuss about inadequate teaching materials during annual meeting.					
10	SBMC ensure principals inform teachers about their insubordination.					

SECTION D: Opinion of Respondents on Role the Assessment of School Based Management Committees (SBMC) on Interpersonal Relations in the Administration of Secondary Schools in Kebbi State, Nigeria.

S/N	Item Statement	SA	A	U	SD	D
1	SBMC encourage good relationship among students.					
2	SBMC advise on mutual understanding among teachers.					
3	SBMC ensure good relationship between teachers and students.					
4	SBMC encourage on the maintenance school of community relationship.					
5	SBMC encourage mutual understanding among nonteaching staff.					
6	Good relationship between teaching and nonteaching staff is influence by SBMC.					
7	SBMC ensure good understanding between students and nonteaching staff.					
8	SBMC advice on cordial relationship among management staff.					
9	SBMC enhance good interpersonal relations between school management and parents.					
10	SBMC ensure good relationship between principals and teachers is maintained.					

SECTION E: Opinion of Respondents on the Assessment of School Based Management Committees (SBMC) on the Provision of Security in the Administration of Secondary Schools in Kebbi State, Nigeria.

S/N	Item Statement	SA	A	U	SD	D
1	SBMC pay 30% of security salaries in the school.					
2	SBMC provide classroom doors for security in the school.					
3	SBMC provide school gate men for security in the school.					
4	SBMC ensure separate toilets are provided for safety purpose.					
5	Safe teaching and learning environment are vital to SBMC.					
6	Children with physical disabilities are monitored carefully by SBMC in order to ensure safety.					
7	SBMC provide hand gloves for students' use in school laboratories.					
8	SBMC makes sure teachers offices are well locked after school hours.					
9	SBMC ensure schools are well fenced for security purposes.					
10	SBMC makes sure toilets are washed properly to avoid infection.					

SECTION F: Opinion of Respondents on the Assessment of School Based Management Committees (SBMC) on the Provision of Facilities in the Administration of Secondary Schools in Kebbi State, Nigeria.

S/N	Item Statement	SA	A	U	SD	D
1	SBMC provide chalkboard for effective teaching and learning.					
2	Through the influence of SBMC, computers video clips and printers are provided.					
3	SBMC provide cement for the renovation of dilapidated classrooms.					
4	Provision of doors and windows to replace the dilapidated ones is influenced by SBMC.					
5	School clinic facilities for treatment are provided by the influence of SBMC.					
6	SBMC provide library facilities such as books for learning.					
7	SBMC provide fire extinguishers in case of fire outbreak.					
8	SBMC provide toilet facilities to replace the ones in bad working condition.					
9	SBMC provide facilities for stable water supply.					
10	SMBC provide facilities for furniture making in technical schools.					

SECTION G: Opinion of Respondents on the Assessment of School Based Management Committees (SBMC) on Staffing in the Administration of Secondary Schools in Kebbi State, Nigeria.

S/N	Item Statement	SA	A	U	SD	D
1	SBMC provide quality mathematics teachers to the school.					
2	Security personnel are employed by the influence of SBMC.					
3	SBMC recruit more teachers for the increased students' population.					
4	SBMC ensure messengers are employed to convey message to offices within the school.					
5	Cleaners are recruited through the influence of SBMC.					
6	Storekeepers are employed through the SBMC to keep the stores.					
7	SBMC ensure drivers are employed to drive students and staff to places for competition.					
8	SBMC ensure library attendants are employed to arrange the books for easy access.					
9	SBMC makes sure secretaries are employed to attend to visitors and keep records.					
10	SBMC ensure personnel to maintain electricity to avoid fire outbreak are employed.					

SECTION H: Opinion of Respondents on the Assessment of School Based Management Committees (SBMC) on Staff Development in the Administration of Secondary Schools in Kebbi State, Nigeria.

S/N	Item Statement	SA	A	U	SD	D
1	SBMC train teachers to improve their teaching skills.					
2	SBMC provide scholarship to teachers to further their education.					
3	SBMC organize workshops to improve teachers' skills.					
4	SBMC provide updated books for teachers' development.					
5	SBMC organize seminars to improve the knowledge of teaching staff.					
6	SBMC ensure training and retraining is constant to maintain staff's Skills.					
7	SBMC organize Conferences to develop teaching staff.					
8	SBMC ensure trained staff use their improved teaching skills to improve students' performance.					
9	SBMC provides computer for school to work effectively.					
10	SBMC organize training for principals to improve their leadership skills.					

APPENDIX C

RESEARCH ADVISORS, (2006)

Required Sample Size [†]								
Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

[†] Copyright, The Research Advisors (2006). All rights reserved.