



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

**MUHAMMAD HASSANA LAWAL**

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

### **ABSTRACT**

*This study examined the Influence of School-Based Management Committees on the Administration of Secondary Schools in North-west Zone, Nigeria. To achieve this, two (2) objectives were set; ascertain the influence of School-Based Management Committees on school-community relationship, evaluate the influence of School-Based Management Committees on students' enrolment and retention in secondary schools in North-west zone, Nigeria among others. The study has two (2) research questions and null hypotheses. Relevant related literatures were reviewed for the study. The study adopted descriptive survey research design and the population of the study was 55,306 comprised of 1440 Ministry of Education officials, 3078 principals and 50,788 teachers in North-west Zone, Nigeria. The sample size of 389 was purposively drawn from the population comprised of 79 principals, 60 MOE officials and 250 teachers. Adopted questionnaire which contained 20 item statements with 5 likert rating scales was used as instrument for data collection. The reliability coefficient of the instrument was 0.87at 0.05 level of significance. Three hundred and sixty nine (369) questionnaires were returned. The data collected from the field were analyzed using descriptive statistics of frequencies, percentages and mean scores to describe the demographic characteristics of the respondents and answer all research questions. Inferential statistics of One Way Analysis of Variance (ANOVA) was used to test all the two (2) null hypotheses at 0.05 levels of significance. There is influence of School-Based Management Committees on school community relationship in the administration of secondary schools and the test of null hypothesis affirmed that the influence is statistically significant ( $P=.537$ ). The study concluded among School community relationship shall be*

*maintained as this will bring active community participation. It was recommended among others that Educated and people of high integrity with the interest of educational development should be elected as SBMC members as this will enhance cordial and harmonial school-community relationship.*

**Keywords:** *School-Based Management Committees, Administration of Secondary Schools, School-Community and Students Enrolment*

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## **Introduction**

School effectiveness and improvement are major concerns to all education authorities, policy makers, administrators and teachers seeking to reform the present education systems. A major plank in the global reform process in education is the concept of decentralization where education authorities devolve some responsibilities to authorities closer to schools. School-Based Management Committee (SBMC) system reflects this decentralization process whereby community members are given responsibilities in school governance. The National Council on Education (NCE) in 2006 approved the establishment of School-Based Management Committees in primary and junior secondary schools in the country, as part of government's effort to ensure inclusive participation in the school system. The SBMCs are expected to provide platforms for committees and schools to work together to enrich school governance and promote improved management by education authorities, towards the achievement of better learning outcomes for children (SBMC Guide Book, 2011).

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

management. Decentralization will make it possible for the community to participate in the decision making of the school (Nwachukwu, 2006)

Prolonged regime of poor quality public education that has been consistently linked to the strings of failure by Nigeria to attain its full development potentials directly linked to this is the evident of failure of schools to provide basic opportunities for learning due to the poor state of infrastructure in schools, especially the public ones. Buildings and facilities are inadequate, teaching standards are low, teachers receive inadequate training and have little motivation to improve on their jobs, increase in enrolment of students and low retention rates in our schools (Rosser, 2011).

In addition, bad decisions in our schools, minimal participation of community members, increase in enrolment and low retention rates. There are wide gaps in School Community Relation that need to be bridged in Nigerian educational system as a whole. The community sees schools properties as public properties, therefore, have little or no interest on them. Sharma (1992) asserted that school community relation is appropriate only when there is a two-way school community relationship in which the latter participates to a large degree in schools. On the issue of increase in enrolment of students and low retention rates in our secondary schools

### **Influence of School-Based Management Committees on school-community relationship in secondary schools in North-west zone, Nigeria**

The school is a planned social institution, which acts as an instrument of society for teaching the young. In this institution, the interest of both the adults and children within the school converge with those of parents and citizens outside it. Since education is an activity, which involves the cooperation of teachers, parents, children and the community as whole, parents in particular are naturally interested in the education of their children. The parents and the general public expect the students to develop certain attitudes and mental attributes necessary for the improvement of the quality of their lives and that of the society. It is, therefore, important that the administrator should establish, develop and maintain satisfactory relations with the community in which the institution is situated Naido (2005). The character of the community varies from one area to another. In either case, the administrator will be dealing with members of the public in many matters which may affect the institution, hence the need to

establish a good basis for happy school- community relations. Community participation is done through the following: contributions of money, materials and labour; attendance (e.g. at parents' meetings in school), implying passive acceptance of decisions made by others; consultation on particular issues; and implementation of delegated powers; and real decision - making at every stage planning, implementation and evaluation among others.

### **Ways to promote School- Community Relationship**

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

1. As a public relations officer, he should try to be courteous to people, treating them with tact, consideration and sympathetic understanding. When the administrator is approached for help on any matter he/she should try to do his best to cooperate, but be frank and straight forward in his dealings.
2. The school administrator can promote school-community relations by making some school facilities and resources available to the community for educational and social purposes.
3. Educational visits could be arranged for students to places of interest in the community. By doing so the administrator will be able to demonstrate in practical terms the school interest in promoting and sharing the cultural life of the community.
4. Members of the community could be invited to visit the school, attend and participate in some of its activities, such as speech and open days; sporting activities, school social programmes, staff parties and so on (Wenger, 2007)

### **Influence of School-Based Management Committees on students' enrolment and retention in secondary schools in North-west zone, Nigeria**

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

The Millennium Development Goals recommended increasing enrolment of students in secondary schools by 2015 by providing funding for attendance and training teachers of good quality skills to help teach students from disadvantaged communities. The millennium development goal which was set up following the millennium summit of united nations in 2000 agreed to eliminate gender disparity in secondary education by 2015 through the promotion of gender equity and empowerment of women. This was done by encouraging equal enrolment ratios of boys and girls in secondary education; especially in marginalized areas with low enrolment. The concerted efforts accorded promoting gender parity tend to favour the girl child through increased monetary resources and schooling opportunities. The over concentration on the girl child tends to have the boy child vulnerable to dropout. In as much as official data on the completion rates for both gender appear to be high, the dropout rate especially for boys is said to be higher, which is caused by emerging trends in lifestyles. The role of the principal as an instructional supervisor helps in designing a favorable routine, which informs a good school climate where retention is optimum (Musungu, 2001).

According to Kwasau (2006), in poor countries of Africa, less than half of all children will ever get to school and far the world as a whole, just half of children get the secondary grade. Rofit (2002) was of opinion that in Nigeria household income is an important factor in determining access to education, this is so because educating child attracts some potential costs such as school fees, uniform, and opportunity costs. Also, in a study in Tanzania by, Renzulli and Park (2002) noted that the main barrier to all households sending children to school was financial and their inability to pay fees especially those from lower income families.

### **Objectives of the Study**

1. ascertain the influence of School-Based Management Committees on school-community relationship in secondary schools in North-west zone, Nigeria;
2. evaluate the influence of School-Based Management Committees on students' enrolment and retention in secondary schools in North-west zone, Nigeria;

### **Research Questions**

1. How does School-Based Management Committees influence school community relationship in secondary schools in North-west Zone, Nigeria?
2. What is the influence of School-Based Management Committees on students' enrolment and retention in secondary schools in North-west Zone, Nigeria?

### **Research Hypotheses**

**Ho<sub>1</sub>:** There is no significant difference in the opinions of respondents on the influence of School-Based Management Committees on school-community relationship in secondary schools in North-west Zone, Nigeria.

**Ho<sub>2</sub>:** There is no significant difference in the opinions of respondents on the influence of School-Based Management Committees on students' enrolment and retention in secondary schools in North-west Zone, Nigeria.

### **Research Design**

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

### **Population of the Study**

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

**Table1: Population of the Study**

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

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

### **Sample and Sampling Techniques**

A total number of three hundred and eighty nine (389) respondents out of the entire population of fifty five thousand three hundred and six (55,306) in the study area was selected. This sample size was drawn based on the recommendation of research advisors (2006), at 95% confidence level and margin error of 5%. Proportionate sampling technique was used in selecting 79 principals and 250 teachers while convenient sampling was used to select sixty (60) Ministry of education officials (MOE) from each State that constitute North-West Zone. The idea behind the use of this sampling technique is because of its relevance to this investigation. Table 2 shows the selected states, the number of schools, the number of teachers, principals and MOE that constitute the sample of the study

**Table 2: Sample of the Study**

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



### **Instrumentation**

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

### **Method for Data Analysis**

The researcher analyzed the data with both descriptive and inferential statistics. Descriptive statistics of frequencies and percentages were used to analyze the demographic variables of the respondents. Also one way analysis of variance (ANOVA) statistical tool was used to test the two (2) null hypotheses at 0.05 levels of significance. .

## **DATA PRESENTATION AND ANALYSIS**

**Research Question One: How does School-Based Management Committees influence school community relationship in secondary schools in North-west Zone, Nigeria?**

**Table 3: Opinions of the Respondents on the Influence of School-Based Management Committees on School-Community Relationship in Secondary Schools**

S/N	ITEMS STATEMENT	Respondents	SA		A		U		D		SD		Mean
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
1	Through the efforts of SBMC, there is a harmonious relationship between the school and community	Principal	20	27.4	25	34.3	13	17.8	8	10.9	7	9.6	3.332
		Teachers	83	34.6	92	38.3	15	6.25	21	8.6	28	11.7	3.445
		MDE Officials	20	36.4	15	27.3	6	10.9	10	18.2	4	7.2	3.645
2	the efforts of school invites of the community ral activities.	Principal	25	34.3	30	41.0	8	10.9	5	6.8	5	6.8	3.867
		Teachers	81	33.6	95	39.5	14	5.8	22	9.2	28	11.7	3.687
		MDE Officials	27	49.1	12	21.8	6	10.9	7	12.7	2	3.6	3.065



<b>3</b>	Through the efforts of SBMC, the community invites the school to its cultural rites and activities	Principal	29	39.7	21	28.8	9	12.3	7	9.6	7	9.6	3.145
		Teachers	90	37.5	89	37.0	10	4.2	22	9.2	28	11.7	3.834
		MOE Officials	29	52.7	10	18.2	7	12.7	6	10.9	3	5.4	3.723
<b>4</b>	Through the efforts of SBMC, the school gets experts to deliver lecture on health matters.	Principal	26	35.7	24	32.8	12	16.4	7	9.6	4	5.4	3.587
		Teachers	87	36.4	92	38.3	14	5.8	20	8.3	27	11.3	3.256
		MOE Officials	28	50.9	11	20.0	5	9.0	8	14.5	3	5.5	3.098
<b>5</b>	Through efforts of SBMC, the school gets experts to deliver lecture on security matters.	Principal	25	34.3	30	41.0	8	10.9	5	6.8	5	6.8	3.267
		Teachers	81	33.6	95	39.5	14	5.8	22	9.2	28	11.7	3.254
		MOE Officials	27	49.1	12	21.8	6	10.9	7	12.7	2	3.6	3.332
<b>6</b>	Through the efforts of SBMC, the school invites community to its sporting activities.	Principal	29	39.7	24	32.9	10	13.6	6	8.2	4	5.4	3.123
		Teachers	88	36.6	91	37.9	13	5.4	21	8.6	27	11.3	3.443
		MOE Officials	28	50.9	11	20.0	5	9.0	8	14.5	3	5.5	3.323
<b>7</b>	Through the efforts of SBMC, school allows community to share its sport/games facilities.	Principal	20	27.3	33	45.2	9	12.3	7	9.6	4	5.4	3.456
		Teachers	84	35.0	90	37.5	14	5.8	24	10.0	28	11.7	3.686
		MOE Officials	25	45.5	10	18.2	7	12.7	9	16.4	4	7.2	3.879
<b>8</b>	Through the efforts of SBMC, community allows school use its water facilities.	Principal	27	36.9	24	32.8	14	19.2	3	4.1	5	6.8	3.676
		Teachers	81	33.6	93	38.8	15	6.3	22	9.2	29	12.0	3.056
		MOE Officials	29	52.7	9	16.4	6	10.9	9	16.4	3	5.5	3.123
<b>9</b>	The efforts of SBMC enable community to assist school with security	Principal	21	28.8	26	35.6	13	17.8	8	10.9	5	6.8	3.834
		Teachers	82	34.2	91	37.9	14	5.8	26	10.8	27	11.3	3.723
		MOE Officials	27	49.1	12	21.8	4	7.3	9	16.4	3	5.5	3.517

	through its vigilante operatives.													
10	The efforts of SBMC enable community to give houses for rent to members of school at cheap rate.	Principal	27	36.9	24	32.8	14	19.2	3	4.1	5	6.8	3.286	
		Teachers	81	33.6	93	38.8	15	6.3	22	9.2	29	12.0	3.045	
		MOE Officials	29	52.7	9	16.4	6	10.9	9	16.4	3	5.5	3.276	
<b>Grand Mean</b>												<b>3.4</b>		

The analysis of data in Table 3 was on influence of School-Based Management Committees on school-community relationship in the administration of secondary schools in North-west Zone, Nigeria. In responding to item 1 of Research Question one, 20 principals representing 27.4% strongly agreed, 25 representing 34.3% agreed while 8 and 7 principals representing 10.7% and 9.6% disagreed and strongly disagreed respectively. Teachers scored mean of 3.4 and MOE officials had 3.6 mean score meaning that through the efforts of SBMC, there is a harmonious relationship between the school and community. The analysis of item 2 showed that stakeholders agreed that through the efforts of SBMC, the school invites members of the community to its cultural activities. This is so because the calculated mean scores of 3.8, 3.6 and 3.0 for principals, teachers and MOE officials were obtained respectively and they were more than the benchmark of 3.0. Item 3 revealed calculated mean score of 3.1, 3.8 and 3.7 for principals, teachers and MOE officials. The statement that says through the efforts of SBMC, the community invites the school to its cultural rites and activities was agreed. The analysis of item 4 also revealed calculated mean scores of 3.5, 3.2 and 3.0 which were equal to or greater than the benchmark of 3.0. Item 5 showed that principals, teachers and MOE officials had agreed with the statement that says through the efforts of SBMC, the school gets experts to deliver lecture on security matters. This was based on calculated mean scores for the principals were 3.2, teachers 3.2 and MOE officials 3.3. Item 6 which states that through the efforts of SBMC, the school invites community to its sporting activities scored mean of 3.1, 3.4 and 3.3 for principals, teachers and MOE officials respectively. This means that the stakeholders agreed with the statement. Item 7 showed that through the efforts of SBMC, school allows community to share its sport/games facilities. This is so because of the

calculated means scores of 3.4, 3.6 and 3.8 for principals, teachers and MOE officials respectively which implied that the statement was unanimously agreed by all the stakeholders. Regarding item 8 which says that through the efforts of SBMC, community allows school use its water facilities was also agreed by the principals, teachers and MOE officials. This was indicated by the calculated mean scores of principal, teachers and MOE officials to be 3.6, 3.0 and 3.1 respectively. Item 9 revealed calculated mean scores of 3.8, 3.7 and 3.5 which were greater than the benchmark of 3.0. This indicated that the principals, teachers and MOE officials all agreed with the statement that says. Item 10 showed that principals, teachers and MOE officials had agreed with the statement that says the efforts of SBMC enabled community to give houses for rent to members of school at cheap rate. This is simply because of the calculated mean scores obtained for principals 3.2, teachers 3.0 and MOE officials 3.2. Therefore, the analysis of items 1-10 indicated that School-Based Management Committees have influence on school-community relationship in the administration of secondary schools in North-west Zone, Nigeria.

**Research Question Two: What is the influence of School-Based Management Committees on students’ enrolment and retention in secondary schools in North-west Zone, Nigeria?**

**Table 4: Opinions of respondents on the influence of School-Based Management Committees on Students’ Enrolment and Retention in Secondary Schools in North-West Zone, Nigeria**

S/N	MS STATEMENT	Respondents	SA		A		U		D		SD		Mean
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
23	Through the efforts of SBMC, parents enroll their children more in this school.	Principal	26	35.7	24	32.9	11	15.1	7	9.6	5	6.8	3.3
		Teachers	88	36.6	91	37.9	13	5.4	21	8.6	27	11.3	3.6
		MOE Officials	28	50.9	11	20.0	5	9.0	8	14.5	3	5.5	3.4
24	Through the efforts of SBMC, enrolment in science school is very high.	Principal	25	34.3	30	41.0	8	10.9	5	6.8	5	6.8	3.4
		Teachers	81	33.6	95	39.5	14	5.8	22	9.2	28	11.7	3.3
		MOE Officials	27	49.1	12	21.8	6	10.9	7	12.7	2	3.6	3.2
		Principal	20	27.4	25	34.3	13	17.8	8	10.9	7	9.6	3.1

<b>25</b>	With enhancement of qualified and competent teachers by SBMC, enrolment in rural school is high.	Teachers	83	34.6	92	38.3	15	6.25	21	8.6	28	11.7	3.4
		MDE Officials	20	36.4	15	27.3	6	10.9	10	18.2	4	7.2	3.7
<b>26</b>	Through efforts of SBMC, enrolment in public secondary schools is high.	Principal	31	42.5	19	26.0	15	20.5	3	4.1	5	6.8	3.6
		Teachers	87	36.3	90	37.5	12	5.0	23	9.5	28	11.7	3.2
		MDE Officials	29	52.7	11	20.0	4	7.3	6	10.9	5	9.1	3.3
<b>27</b>	The efforts of SBMC in providing the needed instructional materials attract more enrolment in this school.	Principal	27	36.9	24	32.8	14	19.2	3	4.1	5	6.8	3.3
		Teachers	81	33.6	93	38.8	15	6.3	22	9.2	29	12.0	3.3
		MDE Officials	29	52.7	9	16.4	6	10.9	9	16.4	3	5.5	3.4
<b>28</b>	Through mobilization and sensitization workshops by SBMC, retention in this school is high.	Principal	21	28.8	26	35.6	13	17.8	8	10.9	5	6.8	3.2
		Teachers	82	34.2	91	37.9	14	5.8	26	10.8	27	11.3	3.7
		MDE Officials	27	49.1	12	21.8	4	7.3	9	16.4	3	5.5	3.5
<b>29</b>	Provision of needed instructional facilities by SBMC enhanced students' performance and this makes retention in this school high over the years.	Principal	29	39.7	24	32.9	10	13.6	6	8.2	4	5.4	3.6
		Teachers	88	36.6	91	37.9	13	5.4	21	8.6	27	11.3	3.8
		MDE Officials	28	50.9	11	20.0	5	9.0	8	14.5	3	5.5	3.2
		Principal	20	27.3	33	45.2	9	12.3	7	9.6	4	5.4	3.0

<b>30</b>	With school-based supervision by SBMC, on regular basis, there is increase in the retention rate of students.	Teachers	84	35.0	90	37.5	14	5.8	24	10.0	28	11.7	3.1
		MOE Officials	25	45.5	10	18.2	7	12.7	9	16.4	4	7.2	3.8
<b>31</b>	Through regular meetings between parents and SBMC, retention of students in this school is high.	Principal	29	39.7	21	28.8	9	12.3	7	9.6	7	9.6	3.8
		Teachers	90	37.5	89	37.0	10	4.2	22	9.2	28	11.7	3.1
		MOE Officials	29	52.7	10	18.2	7	12.7	6	10.9	3	5.4	3.2
<b>32</b>	Provision of needed welfare/health facilities by SBMC enhanced students' performance and this makes retention in this school high over the years.	Principal	26	35.7	24	32.9	11	15.1	7	9.6	5	6.8	3.3
		Teachers	88	36.6	91	37.9	13	5.4	21	8.6	27	11.3	3.3
		MOE Officials	28	50.9	11	20.0	5	9.0	8	14.5	3	5.5	3.4
<b>Grand Mean</b>												<b>3.4</b>	

Table 4 was on influence of School-Based Management Committees on students' enrolment and retention in the administration of secondary schools in North-west Geographical Zone, Nigeria. Item 11 revealed mean scores of 3.3, 3.6 and 3.4 for principals, teachers and MOE officials respectively which implied that the statement which says that through the efforts of SBMC, parents enroll their children more in the schools was unanimously agreed by all the stakeholders. Regarding item 12 which says that through the efforts of SBMC, enrolment in science school is very high was also agreed by the principals, teachers and MOE officials. This was indicated by the calculated mean scores of principal, teachers and MOE officials to be 3.4, 3.3 and 3.2 respectively. Item

13 revealed calculated mean scores of 3.1, 3.4 and 3.7 which were equal to or greater than the benchmark of 3.0. This indicated that the principals, teachers and MOE officials have all agreed with the statement.

Item 14 also showed that principals, teachers and MOE officials had agreed with the statement that says through efforts of SBMC, enrolment in public secondary schools is high. This is simply because the calculated mean scores for the principals was 3.6, teachers 3.2 and MOE officials 3.3 were obtained. Item 15 which states that the efforts of SBMC in providing the needed instructional materials attract more enrolment in schools with scored mean of 3.3, 3.3 and 3.4 for principals, teachers and MOE officials respectively. Item 16 shows that through mobilization and sensitization workshops by SBMC, retention in the school is high. This is so because all calculated means scores of 3.2, 3.7 and 3.5 for principal, teachers and MOE officials respectively were greater than 3.0. Regarding item 17 which says that provision of needed instructional facilities by SBMC enhanced students' performance and this makes retention in the school high over the years was also agreed by the principals, teachers and MOE officials with. Item 18 revealed calculated mean scores of 3.3, 3.1 and 3.8 which were greater than the benchmark of 3.0. Item 19 showed that principals, teachers and MOE officials had agreed with the statement that says through regular meetings between parents and SBMC, retention of students in the school is high. Calculated mean scores for the principals was 3.8, teachers 3.1 and MOE officials 3.2. Item 20 which stated that provision of needed welfare/health facilities by SBMC enhanced students' performance and this makes retention in these schools high over the years with scored mean of 3.3, 3.3 and 3.4 for principals, teachers and MOE officials respectively. Therefore, the analysis of items 11-20 conclusively indicated that School-Based Management Committees have influence on students' enrolment and retention in the administration of secondary schools in North-West Zone, Nigeria.

### **Test of Hypotheses**

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

groups. In all, two hypotheses were tested and acceptability or rejection of the Null Hypothesis was determined by comparing the p-value against the significant set by the study (0.05). Hypothesis is therefore rejected if the p-value is less than the level of significance set by the study

**Null Hypothesis 1** There is no significant difference in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committee on school community relationship in secondary schools in North-west Zone, Nigeria.

**Table 5: One-way Analysis of Variance (ANOVA) on Influence of School-Based Management Committee on School Community Relationship in Secondary Schools**

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

The analysis of result in Table 5 showed mean square of .053 and .084 at 2 and 365 degree of freedom for between and within groups respectively. The calculated F.value of 0.627 at significant p-value is 0.534. Since the calculated p-value of 0.534 is greater than the fixed probability level of 0.05 ( $P > 0.05$ ), the null hypothesis that says there is no significant difference in the opinions of respondents on the influence of School-Based Management Committee on school-community relationship in the administration of secondary schools was therefore retained. This implied that all stakeholders agreed that School-Based Management Committee has influence on school community relationship in of secondary schools in North-west Zone, Nigeria.

**Null Hypothesis 2** There is no significant difference in the opinions of Ministry of Education officials, principals and teachers on the influence of School-Based Management Committee



on students' enrolment and retention in of secondary schools in North-west Zone, Nigeria.

**Table 6: One-way Analysis of Variance (ANOVA) on Influence of School-Based Management Committee on Students' Enrolment and Retention in Secondary Schools**

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

The analysis of result in Table 4.15 showed mean square of .092 and .103 at 2 and 365 degree of freedom for between and within groups respectively. The calculated F. value of .887 at significant p-value is 0.413. Since the calculated p-value of 0.413 is greater than the fixed probability level of 0.05 ( $P > 0.05$ ), the null hypothesis that says there is no significant difference in the opinions of respondents on the influence of School-Based Management Committee on students' enrolment and retention in the administration of secondary schools was therefore retained. This implied that all stakeholders agreed that School-Based Management Committee has influence on students' enrolment and retention in the administration of secondary schools in North-west Geographical Zone, Nigeria.

**Findings:**

1. There is influence of School-Based Management Committee on school-community relationship via harmonious relationship as well as cultural rites and activities in secondary schools and the test of null hypothesis affirmed that the opinions of respondents were not significantly different (Mean= 3.4,  $P = .534$ ).
2. Result of research question 3 revealed that School-Based Management Committee has influence on students' enrolment and retention because SBMC members encourage parents to enroll their children and retain them in secondary schools and the test of null hypothesis affirmed that

the opinions of respondents were not significantly different (Mean= 3.4, P=.413).

### **Discussions of the Findings:**

The analysis of research question and null hypothesis 2 revealed that there is influence of School-Based Management Committee on school-community relationship in the administration of secondary schools and the test of null hypothesis affirmed that the influence is statistically significant (P=.534). the finding agrees with the assertion of Sharma (1992) who asserted that there are wide gaps in school-community relation that need to be bridged in Nigerian educational system as a whole, the community sees schools properties as public properties, therefore, have little or no interest on them. School-community relation is appropriate only when there is a two-way school community relationship in which the latter participates to a large degree in schools. Similarly, the school can also contribute to the life of the community by human experiences for all age groups and at all levels. The school head and his staff and students can relate with the community, by organizing school concerts, sport competitions, exhibitions and so on for people in the community to partake. Students and staff can also help in community development programmes such as teaching adults how to read and write, educating the community on the importance of good sanitation, and participating in a number of community self - help projects. School should offer premises for adult education programmes and other cultural festivals such as weddings and naming ceremonies. When school facilities such as libraries, halls, and sports fields are made available to the community, these could help improve school-community relations. The school administrator facilitates satisfactory school- community relations only when he is tactful, patient and has an understanding attitude to the community.

The analysis of research question and null hypothesis 3 revealed that School-Based Management Committee has influence on enrolment and retention of students in the administration of secondary schools and the test of null hypothesis affirmed that the influence is statistically significant (P=.413).the finding of this study conforms with the report of Animalu (2000) who said that increase in enrolment of students and low retention rates in our secondary schools. In 1996, 21 Million children were of school age, out of which 14.1

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

### **Conclusion:**

1. There is influence of School-Based Management Committee on school community relationship via harmonious relationship as well as cultural rites and activities in secondary schools.
2. Result of research question 3 revealed that School-Based Management Committee has influence on students' enrolment and retention because SBMC members encourage parents to enroll their children and retain them in secondary schools.

### **Recommendation:**

1. Educated and people of high integrity with the interest of educational development should be elected as SBMC members as this will enhance cordial and harmonial school-community relationship.
2. Public enlightenment campaigns and house-house mobilization of parents on the importance of education as this will bring increase in enrolment and retention of students in schools.

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