

**ASSESSMENT OF COMMUNITY PARTICIPATION IN THE
ADMINISTRATION OF SECONDARY SCHOOLS IN ISHIELU
EDUCATION ZONE, EBONYI STATE, NIGERIA.**

BY

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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS
(EDUCATIONAL ADMINISTRATION AND PLANNING)
UNIVERSITY OF NIGERIA, NSUKKA**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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DEDICATION

This work is sincerely dedicated to God Almighty.

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The researcher cannot appreciate the Almighty God enough for his mercies and faithfulness. This work has reached this grand finale by his grace. The researcher thank God for sparing his life and for granting him the strength to undergo this study.

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Abstract

The purpose of this study was to find out the assessment of community participation in the administration of secondary schools in Ishielu Education zone, Ebonyi state. The respondents in this study were 17 principals and 310 members of school based management committee in the public secondary schools in the zone. To guide this study, 5 research questions and 3 null hypotheses were formulated. The study adopted a descriptive survey design. In order to collect data for the study, an instrument titled, 'Assessment of Community Participation in the Administration of Secondary Schools Questionnaire (ACPASSQ)' was developed by the researcher and was used for the study after its validity and reliability was established. The data were collected and analyzed using mean scores and standard deviation while the t-test statistics was used to test the null hypotheses at 0.05 level of significance. The findings revealed that community participates to a high extent in staff personnel administration, student personnel administration, funding of secondary school and supervision of instruction while to a low extent in provision of school buildings. The implication of this finding is that community should provide students and teachers with school buildings in order to create conducive atmosphere for learning. One of the recommendations is that Ministry of Education should enlighten the community members through seminars, workshops and conferences on the importance of community participation in the administration of secondary schools and this will help in achievement of educational goals and objectives.

CHAPTER ONE

INTRODUCTION

Background of the study

Education is the vehicle of development. So, responsibility of providing education is a concern of every member of the community. Community participation in school administration demonstrates importance of education and helps to influence the child's attitude towards education (Johnson, 2014). The traditional practice of looking up to the government as the only provider of education is affecting the education system in achieving its goals and objectives.

Therefore, social, economic and political realities has made it necessary, indeed, imperative, that serious attention should be given to school administration especially in the face of rapid population growth, rising costs of education, ever increasing demand for skilled manpower and insufficient resources. As the Nigerian society becomes more and more institutionalized and complex, effective school administration becomes more important and indispensable. Community participation in administration of schools has been fully recognized and extended systematically to a wider practice.

According to Manilla, (2013), administration is the co-ordination of human and material resources towards the attainment of some predetermined objectives. It is seen as the ongoing process of deciding policies and actions needed to achieve organization goals. Sequel to this, the central purpose of administration in any organization is that of co-ordinating the effort of members of the organization towards the attainment of some predetermined objectives. Anuna (2010) defined educational administration as the process through which available manpower, funds and instructional materials are harnessed for the attainment of educational goals.

The key purpose of educational administration is the enhancement of teaching, learning and co-curricular activities for all round development of students. The administrator fulfils such demand by implementing policies linked to organizing, allocating, harnessing the human and material resources within the school system in order to achieve educational objectives.

School is a small community consisting of staff and pupils or students with their own pattern of rules and regulations and at the same time, it is an integral part of a much wider community that influences thoughts and actions. In other words, the school does not exist alone. It is a social institution, an agency by which desirable social needs may be met. Also, secondary school level occupies a very unique position in the education system in Nigeria because it is the level that determines the academic and professional career of students.

Secondary education is the form of education which children receive automatically after they have received primary school education and it serves as a link between primary and tertiary education. Secondary education in Nigeria is a six year programme, comprising of the lower basic secondary and upper secondary school. Each level is of three years duration. The curriculum of the senior secondary school is comprehensive and diversified in nature while in junior level students are taught both academic and pre-vocational subjects.

Federal Republic of Nigeria in her National Policy on Education (2013:18) stated the broad aim of secondary education within the overall objectives as preparing students for useful living within the society and preparing them for higher education. The aim according to the same policy include:

To provide opportunity of qualitative education for primary school leavers, cater for the differences in talents of the pupils, develop Nigeria cultural heritage, produce a generation of people who respect the dignity, foster Nigeria unity and inspire its student with

the desire for achievement and self improvement both at school and later in life.(FRN2013:18)

In order to achieve the wide educational aims and objectives as stated in Nigeria policy on education, the community participation in administration of secondary schools becomes very important. Educational planning must therefore reflect the societal and individual problems and needs. The educational planner in trying to solve and meet these needs has to ensure effective and efficient use of the available educational resources. Though, all planning are future oriented, it must draw information from past events and set a target period of accomplishment.

Experts in education, (Peretomode, Okunamiri, Ibiam and Okunamiri 2009) are seeking ways to utilize limited resources efficiently and effectively in order to identify and solve problems in the education sector and provide quality education for children. Their efforts have contributed to evolving ways of enhancing community participation as one of the strategies to improve education sector and quality. Oboegbulem (2013) defined community as a people living in the same locality and having a common cultural and historical heritage and the willingness to work together. It is referred to as a small localized, political, economic and social unit whose members shares values in common.

It is also clear that education takes place not only in schools but also within families, community and society. Despite the various responsibilities taken by each group, none can be the sole agent to take hundred percent responsibility for educating children.

Community participation in education means involvement of community in the upbringing, socializing and educating of their children, Shaeffer, cited in Ogbonnaya (2013). It is clear that government alone cannot single handedly provide adequate education for the entire citizen. Community either in form of the town or village association, old boys association or parent teachers association participate fully in the running of schools. Akubue cited in

Oboegbulem (2013) stated that school derives its existence and life blood from the community which often support it with materials and human resources.

School Based Management Committee is the strongest agencies of community that influence school administration. It is an organization which promotes mutual understanding and co-operation between school and home. School Based Management Committee consist of parents of students of particular schools and the schools teachers forming a group with the objectives of improving the running of such schools (Abdullahi, 2012). The school based management committee assist the board of governors or the school committee to ensure cordial relationship between the school and the entire community. Therefore, it is important to establish and continuously attempt to develop partnership between schools and community. The goal of the SBMC project is to give pre-eminence to strengthening community involvement in the administration of the secondary schools so as to provide unfettered access for all children to free quantitative and functional education in tandem with the National Policy on Education and other relevant policies such as: Education For All (EFA), Millennium Development Goals (MDGs) and Vision 20:20:20.

The SBMC, therefore, becomes a grass-root level body, empowered to play a pivotal role in enlisting community participation for education and bringing community and schools closer to establish an interactive and effective school management system. This body is expected to assume leadership to inspire and influence community thinking and guide their decisions in favour of their children. It is also envisaged to motivate the spirit of community ownership of schools and the education system to the extent of mobilizing community resources for school improvement.

Good school-community relationship motivates the members of the community to participate in school administration. The school as an organization is a social invention designed to serve the need of the community, society and individuals that make it up. Also, the school derives most of its strength and support from the community in which it is situated and this dependence on the community makes it difficult for the school and its professional staff to function effectively without the support of the community.

Mgbodile cited in Ogbonnaya (2013) stated that the principal should endeavour to effect meaningful school-community relationship by getting to know and socialize with important people in the community. Most importantly, effective communication between the school and community will enhance and strengthen their relationship thereby helps in implementation of school programmes and activities.

Therefore, the effective communication, interaction and cordial relationship that exist between the school and the community actually encourage the community to participate in staff personnel administration. According to Oboegbulem (2013) staff personnel administration is a manpower activity of any organization which embraces recruitment of staff, staff maintenance, training and development, compensations, personnel as manpower or human resource management in an organization. Staff in the secondary school includes teaching and non-teaching staff but teachers are the most potent weapons in the hands of the administrator in achieving educational objectives. Ajayi (2009) stated that the school and community are interdependent and interrelated and for the relationship between them to be meaningful, worthwhile and productive, they must be willing to assist each other to achieve their respective goals in atmosphere of love, mutual trust and co-operation.

Moreover, in a place where teacher absenteeism and poor performance are critical issues, community and parents can be part of the system of monitoring and supervising teachers, ensuring that teachers arrive at the classroom on time and perform effectively on the classrooms. Community actively contributes and functions effectively in improvement of student personnel administration. Student personnel administration involves forecasting, planning and organizing the pupils and other resources such as manpower, capital, equipment and financial resources necessary for effective teaching and learning. It involves decision making and implementation of policies of the school with regard to student education.

It is clear that the chief role of the school administrator in student personnel area of administration is that of integrating the personnel functions with instruction and co-coordinating the personnel services. The school administrator and his staff direct, organize and co-coordinating the personnel services. The school administrator and his staff direct organize and teach the students in such a manner as to ensure the achievement of the desired objectives of education. Ade (2015) also submitted that active parent involvement and positive home school community relations have been shown to positively influence effective schooling and students achievement. It has actually brought about effectiveness of any parent teacher association participation in the school administration.

According to Ezeocha cited in Ogbonnaya (2013) the organization of the school based management committee provides the school principal easy avenue for achieving supervisory objectives. The principal of a school is a planner, director, controller and coordinator, organizer, adviser and a problem solver (Maduabum 2012). The principal identifies and set goals and objectives of the school which of course must be in line with the national objectives, analyses tasks and share responsibilities to the staff according to specialization and expertise (Uyanga,

2007). In view of Okendu (2009), the principal is referred to as the educational administrator of the school who occupies a central place in ensuring effective administration. He develops and implements the educational programs of the school, procures staff, provides facilities and equipment, keeps school records including records of school funds as well as create a conducive teaching and learning atmosphere in schools.

The principal being the head of the administration makes it necessary to know the community, takes an active part in the progress of the community, facilitate community participation in the life of the school and interpret school goals and programmes to the community. The principal should maintain a good channel of communication with the school-Based management committee for the purpose of getting new ideas and acquainting them with the problems of the school. He initiate parents workshops school visitation by parents, organizations for parents and teachersöinteraction

Ogbonnaya (2013) stated that financial management implies ability to be called upon to account or answer for funds entrusted to one's care. It is concerned with decisions on how to procure, expand and give accounts of funds provided for the implementation of educational programmes and activities. It is closely related to accountability. The success of any school programme depends very much on the way the financial inputs are managed and this in turn, affects the overall performance of each school. Mgbodile cited in Ogbonnaya (2013) posited that without good financial management, the programmes of educational institutions will not be properly implemented.

The principal is the chief accounting officer of the school and also accountable to the school authorities of school finances. Hence, the community helps in management of finances of educational institutions during fund-raising activities and a checking of embezzlement and

mismanagement of the school funds and as such it is important that the school and the community should have mutual relationship in order to foster cordial existence. As the PTA, SBMC, Community associations and other agencies of the community helps to raise funds for repairing of the schools, it is proper that, know what happens to the funds raised by them. This can link the school administrator with the stake holders, of the community. This of course exposes the school to supervision of instruction.

Furthermore, supervision of instruction is another phase of school administration which the community participates on. According to Afianmagbon (2009) supervision of instruction is a process of guiding helping, co-coordinating and directing the teachers and administrators so that school programmes and activities will be improved. The fundamental task of supervisor of instruction is to aid teachers to identify difficult problems and select appropriate instructional strategies to solve them. The function of supervisor of programme is effective co-ordination of school activities for optimum results through aspiration, guidance and direction of the teacher for purpose of improving his quality of work. There are two types of supervisor, the internal supervisors and external supervisors.

The internal supervisors are those supervisors that work within the school environment such as principals, vice-principals and head of department. On the other hand external supervisors are designated officials from ministry of education, the school board and even the community. The school board helps to develop curriculum and learning materials that reflect children's everyday lives in the society and exercise supervisory control by highlighting areas of weakness that require programme adjustment. It is obvious that every educational programme takes place in a natural and physical environment for the effective implementation of school curriculum which is geared towards effective achievement of the set educational objectives. Due

to the importance attached to education, it becomes necessary that the environment in which education activities take place should be a conducive one. For many decades when the community has been involved in the running of the secondary schools through several community agencies such as SBMC, PTA, Age grades among others, the extent of the success of such participation has not been determined or defined.

Therefore, the need for assessment of community participation in management of school facilities becomes also very important. School facilities management is provision and maintenance of those material resources that facilitate effective teaching and learning. School facilities include school building and equipment as well as school records and books.

Now, for the purpose of this study the school buildings will be considered because they are tangible structure which serves as shelter for educational activities. They include among others classrooms, reading rooms, libraries, dining hall, assembly hall and so on. However, where there is good relationship between the school and community the management of school facilities become effective and educational programmes and activities are achieved.

The society expected the school administrators to quickly adjust or adapt to the changes and innovations as an attempt to achieve equilibrium. Consequently, pressure is mounting everyday on the school administrators to improve on the quality of their school's graduates to meet the global trend. Parents and other education stakeholders accuse principals of not being conscientious in their work. The teachers are not even left out; hence some parents are employing the services of part-time teachers to enhance their wards' performances at school. But this practice has not helped the matter either. Performance of students, especially in external examinations like Senior School Certificate Examinations (SSCE) today continues to go down. A good example is the very poor performance of students at the recently released 2009 SSCE

result; and up to 2014, hence the wonder of many parents and other concerned Nigerians on whether school principals are effective in their day-to-day administration of schools. It must be appreciated that schools' effectiveness depends on the nature of the school environment and largely on the quality of school administration provided by the individual school principal. The extent to which the community can help the school principals achieve the objectives of the school has not been realized. This is thrust of the matter.

Statement of the Problem

Currently, the demand for education by Nigerians has become progressively more widespread and complex. The aim and objectives for setting up educational institutions have widened and new subjects have been introduced with a view to meeting the critical need of the Nigerian society. There has been rapid explosion in the number of children eager and desirous to receive one form of education or the other. This rapid and unprecedented growth in all facets of the educational system calls for effective administration and supervision for quality output.

Unfortunately, secondary school education which is the pivot of the entire education system in Nigeria is fast losing relevance, as it is not fulfilling the national objectives as set down in the Nigeria policy on education. The result is that numerous problems are easily discernible in the sector such as poor infrastructural facilities in schools, and even lack of funds for effective administration of secondary schools. This is why the government approved community participation in the running of the educational system. But there is doubt about actual participation by the community. Are they really involved? To what extent are they? In what areas do they participate? These are the basic questions the researcher wants to establish. It is in view of these concerns that this study is being carried out.

Purpose of the Study

The main purpose of this study is to investigate assessment community participation in the administration of secondary schools in Ishielu education zone, of Ebonyi state, Nigeria.

Specifically, the study intends to:

1. ascertain the extent of community participation in staff personnel administration of the secondary schools.
2. determine the extent of community participation in student personnel administration of the secondary schools.
3. find out the extent of community participation in funding of the secondary schools.
4. ascertain the extent of community participation in provision of school buildings of the secondary schools.
5. investigate the extent of community participation in supervision of instruction of secondary schools.

Significance of the Study

The theoretical significant of this study is hinged on human relation theory. This theory emphasizes that human factor is important on the achievement of organizational goals. It was assumed that workers will achieve better if their personal welfare was taken into consideration. This shows that school staff and student will perform effectively when adequate attention is given to their welfare and needs and this will help to achieve educational goals when government, school administrators and community take responsibilities in running secondary school. Staff welfare will be taken care of which will in turn boost their effectiveness in teaching exercise. The ability to perform depends on how the worker is satisfied with his work.

The implication of this theory is that community should pay adequate attention to teachers and students welfare as well as the achievement of set educational objectives, as basis for effective educational administration. Also educational goals and objectives will be achieved when community and schools administrators work together. The findings of this study will be useful to the following groups, ministry of education, government, policy makers, school staff, community and other researchers.

The findings of this study call for the need for organizing workshops, seminars and conferences by the ministry of education. The ministry of education will enlighten the community members through seminars and workshops on the important of community administration and various ways which the community should be involved in the school administration thereby this will help to improve the standard of education.

The result of this study will help the government and its agencies to appreciate the contribution of community in achieving effective school administration thereby assisting them in addressing the educational challenges of the twenty first century. Also the study will help to unite both government and community in solving problems that are facing each other.

The finding of this study will be of immense benefit to policy makers for making policies that aim at encouraging community participation in running schools in order to improve effective school administration. Also, it will help policy makers to make policies that aim at encouraging both the government and community to work together towards achievement of educational goal and objectives.

The findings of this study will help to boost the moral of school staff to maintain cordial relationship with the community thereby seeking community support in achievement of school programmes and activities. It will help to bridge the gap in relationship between the teacher and

the community thereby promoting effective communication between them. It will also help the school staff to see the need to perform effectively in community programmes and activities like new yam festival, inauguration of council of elders, chieftaincy title.

The finding of this study will help to enlighten the community on its role as an external supervisor to provide infrastructures in order to improve classroom performance of teachers. It will help the community to know different areas where it should be involved for effective administration. Also, it will help the community to see the welfare of both the teachers and students as their responsibilities thereby giving them appropriate attention. The students, school and society will be helped marvelously through this research work by making them to rise up to responsibilities for the achievement of worthwhile educational objectives.

In summary, the finding of this study will help other researchers to understand the importance of community participation in school administration and help in their researches. It will help other researchers to find out other areas which the community should be involved in school administration. It will assist them in their review of empirical studies.

Scope of the Study

This study covered Ishielu education zone of Ebonyi state. It involved all the principals and members of school based management committee of the thirty-one government secondary schools currently operating in the zone.

On the content dimension, the study focuses on the assessment of community participation in the administration of staff personnel, student personnel, funding of secondary school, supervision of instruction and provision of school buildings.

Research Questions

The following research questions are posed to collect data for the study.

1. What is the extent of community participation in staff personnel administration of the secondary schools?
2. What is the extent of community participation in student personnel administration of the secondary schools?
3. To what extent does the community participate in funding of the secondary schools?
4. What is the extent of community participation in provision of school buildings in secondary schools?
5. To what extent does the community participate in the supervision of instruction of the secondary schools?

Hypotheses

The following null hypotheses were formulated to be tested at 0.05 level of significance.

- Ho₁: There is no significance difference between the mean responses of principals and members of school based management committee on the extent of community participation in staff personnel administration of schools..
- Ho₂: There is no significant difference between the mean responses of principals and members of school based management committee as regard the extent of community participation in student personnel administration of schools.
- Ho₃: There is no significant difference between the mean responses of principals and the members of school based management committee on the extent of community participation in funding of secondary schools.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter reviewed literatures related to the present study. The review is organized under the following subheadings: conceptual frameworks, theoretical framework, review of empirical studies and summary of reviewed literature.

Conceptual Framework

Assessment.

Community.

Community Participation.

Administration.

Secondary Education.

Staff personnel administration.

Students Personnel Administration.

Funding.

Supervision of Instructions.

School Based Management Committee (SBMC)

School Based Management Committee (SBMC) Participation in School Administration.

Roles of School Based Management Committee (SBMC) in the Effective Administration of Secondary Schools.

Roles of Community in the Secondary School Administration.

Theoretical Framework.

Human Relation Theory by Elton Mayo (1880-1949).

Review of Related Empirical Studies.

Summary of Literature Review

Assessment

Many scholars have made a lot contributions in the definition of Assessment. Uwazurike (2008) define assessment as the process of making a judgment or forming an opinion after considering someone or something. One major purpose of assessment is to inform. This is because the result from an assessment process should provide information that can be used to determine whether or not an intended objective that an individual, organizations or communities have set are being achieved. The information can then be used to determine how program can be improved. In community participation in the administration of secondary school, one can deduce that assessment is the systematic collection, review and the use of information about community participation in the administration of secondary school to achieve school objectives. when an information is obtained from assessment it can then be used as a form of benchmark used later on to see how much progress had been made on the level of community participation on the administration of secondary school in Ishielu educational zone Ebonyi state Nigeria. Assessment is also defined as the act of making a judgment about something with proofs.

Community

The term community means different things to different people. There are communities such as Academic community, individual community, geographical community, religion community and others. In whichever way community is conceived, it has been said to be the people living in one place, district or country, or a group of people of the religion race, occupation or with shared interest.

Moore (2011) describe community as constituting those residing in a given locality, who shares certain interests, common background or goals. Community as noted by Igwe (2010) refers to people living in one place, distinct or distinct or religion, country taken as a whole.

Therefore a community for the purpose of this work, means a group of people that share common geographical location, common cultural traits, possessing a set of basic service institutions, participating in a common mode of life, conscious at its unity and able to act in a cooperative way for the purpose of making a living, developing themselves and effectively participating in the administration of secondary schools.

Community Participation

Contributions of scholars have really sharpened the definition of Community Participation. Iyaji (2009) defines community participation as a process which seeks to empower individuals and groups of people by providing these groups with the skills they need to effect change in their own communities. Maduabum (2012) avers that community participation is a set of values and practices which plays a special roles in overcoming poverty and disadvantage, knitting society together at the grassroots and Deeping democracy.

To participate therefore means to share in decisions about goals and objectives, about what should be done, how and by whom. Participatory community is essential for sustainable school programmers. It is an empowering process which seeks to change behaviour through education help community to tap their own resources and skills and provides community with the tools they may require to advance in the way their determine fit. Ibara (2010) opines that community participation is process during which individuals, groups and organizations in a community are given the opportunity to become actively involved in programmers development such as school, health, agriculture etc.

Administration

Scholars in administration have attempted to give a clear definition of administration. From their different views, administration appears to be a board concept, more embracing than

one more thinking. Pareto mode cited in Ogbonnaya (2013) conceptualized administration as the performance of executive duties, the controlling of the day to day running of an organization. Unachukwu (2011) sees it as the mobilization of the efforts of a number of people who work with material towards the achievement of common objectives. According to the scholars, it has to do with the guidance, leadership and control of the group towards the achievement of common goals. Administration can also be viewed in other ways. Ezeocha cited in Ogbonnaya (2013) presents administration as a day-to-day leadership role of the school head and administrators.

Oboegbulem (2009) considered administration as that part of management which is considered with the installation and carrying out of the procedures by which programmes, plans and targets are laid down and communicated, and the progress of activities regulated and checked against them. This perception was further analyzed by Fayola as cited in Enyi (2008) who opined that administration is the careful analysis of the job to be performed and the training of workers to fit the job. This implies that administration is usually geared towards the realization of the organizational objectives. For example, the purpose of School Based Management Committee is to ensure cooperative coexistence with the school. Thus administration as a concept can be seen as the organization and utilization of scarce human and material resource geared towards the realization of organizational goals (Mukoro 2010). Oboegbulem (2013) is of the view that educational institution in education aims at using both human and material resources available to educational system for the realization of the educational objectives. In consistent, Obi (2010) asserts that administration in education involves planning activities, which aim at the fulfillment of the goals of educational organization. The scholar describes such activities to cover the description of the tasks to be performed, motivating the personnel to perform, coordinating the personnel efforts and evaluating their performance.

Hence, Usaak (2008) observed that for any administration to take place, people must be organized to achieve common objective. Educational administration according to Uyanga (2007) is concerned with the procurement and arrangement of human, financial and material resources and programmes for the achievement of educational objectives. It has been characterized as a services activity or tool through which the fundamental objectives of the educational process may be more fully or effectively realized. In essence, educational organization as geared towards the achievement of the goals of teaching on the part of teachers and learning on the part of learners. Administration in educational institution (secondary schools) is the improvement of teaching and learning process. Also, Usaak (2008) describes educational administration as a service activity or tool through which the fundamental objectives of the educational progress may be more fully and efficiently realized. To Oboegbulem (2013) educational administration is the process whereby the school head as the executive of his school or college coordinates the efforts and activities of his staff (teaching and ancillary staff) towards the achievement of the goals of the school administrator taught to be the achievement of teaching- learning experience in his or her school. As far as Paretomode cited in Oboegbulem (2013) is concerned, It is the systematic arrangement of human and material resources and programmers that are available for education and careful using them systematically within defined guidelines or polices to achieve educational goals. Therefore, the principal is thus seen as implementers of educational policies or programmer immediately they are passed on from their formulations. It is clear that educational administration is a means by which the overall objectives of education can be effectively and easily achieved. This is what the school head does through the sharing of responsibilities to the various sections of the system. The principal must interact with various groups of people within various group of people within the internal system such as the teaching staff and students alike.

The school executive is charged with the responsibility of interacting with the external institutions and agencies, such as the host community, churches, School Based Management Committee (SBMC), hospital, minister of education. Educational board and so on. In this sense, Ezaocha cited in Ogbonnaya (2013) asserts the school administration must be able to discern and influence the development of goals and policies, to stimulate and direct the development of programmer designed to achieve the goals and purposes to establish and coordinate an organization concerned with planning and implementing the programmers procedure and ,manage resources, money and materials necessary to support the (school) organization and its programmers, and to evaluate the effectiveness and efficiency by which all these functions are being achieved. So, the bringing of the efforts of human and material resources for the effective and functional teaching and learning in the school or in any learning environment is what educational administration is all about. The emphasis on most definitions of administration as on channeling of the resources of the organization (school) towards the attainment of the school goals. The success with which the administrator does these depend on his leadership abilities. The influence of the administrative climate in the achievement of educational goal cannot be over emphasized when it is remembered that good teachers produce good result but can be helped to achieved their best through effective and favorable working condition (Ozurumba 2008). This is a reality in organizational set up especially in institution. Administration is also the co-ordination and organisation of the effort of a group of people who work with material resources towards the achievement of common objectives.

According to Manilla (2010), administration is the co-ordination of human and material resources toward the attainment of some predetermined objectives. It is concerned with working with people and materials to accomplish the purpose of an enterprise. Administration is also

concerned with the guidance, leadership and control of the effort of the group of people towards the achievement of common goal. Protus (2015) defined administration as performance of executive duties, the carrying out of the policies and decisions to fulfill a purpose and controlling of the day to day running of an organization. The definition implies that administration involves not just implementation of policies and programmes of an organisation but also its day to day functioning. Okon (2004) stated that administration involves directing the affairs of an organisation in such a way that its pre-determined objectives and goals are achieved through the use of appropriate resources.

It can be deduced that administration is the use of men, materials and funds to achieve set objectives. It is concerned with making the personnel to perform effectively, by using the available tools provided for them. Educational institutions need effective administration in order to attain educational goals. Educational administration is the activities of planning, organizing and co-ordinating the human, material and financial resources for the attainment of the objectives of a school.

Mgbodile cited in Ogbonnaya (2013) defined educational administration as a way of co-ordinating and the scarce resources of an educational institutions namely, manpower, finance, capital equipment so as to achieve desired educational objectives. Ogbonna (2009) defined educational administration as the planning, organisation, co-ordination and control of human and material resources towards the attainment of predetermined objectives. According to Anuna (2010), educational administration is the process through which available manpower; funds and instructional materials are harnessed for the attainment of educational goals. It is the process of mobilizing the staff to perform effectively and efficiently by using the materials provided for them to achieve educational goals.

From these definitions, it can be deduced that all administrative efforts in the context of formal school education are geared towards the enhancement of teaching and learning. Igwe (2010) stated a number of generally accepted functions which educational administration performs as follows:

Discerning and influencing the development of educational goals and policies. Stimulating and directing the development of programmes designed to achieve the predetermined educational goals policies. Establishing, organizing and co-coordinating the activities aimed at planning and implementing the educational programme and procure and managing the human resources necessary for the support and maintenance of the organisation and its programmes.

Secondary School Education

According to the Federal Republic of Nigeria in her National Policy on Education (2014) secondary education is the education received after primary education and before tertiary stage.

The broad goals of secondary education shall be to prepare the individuals for:

- a. Useful living within the society.
- b. Higher education.

In specific terms, secondary education shall have the following objectives.

- a. Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status. Religion or ethnic background.
- b. Offer diversified curriculum to cater for the difference in talents, opportunists and future roles.
- c. Provide trained manpower in the applied science technology and commence a sub-professional grades.

- d. Develop and promote Nigeria languages, art and culture in the context of the world cultural heritage.
- e. Inspire student for a desire of self improvement and achievement of excellence.
- f. Foster national unity with an emphasis on the common ties that unit us in our diversity.
- g. Raise a generation of people who can think for themselves, respect the view and feelings of other, respect the dignity of labour, appreciate those values specified under national goals and lives as good citizen.
- h. Provide technology knowledge and vocational skills necessary for agriculture, industrial, commercial and economic development

However to achieve the stated objective /goals above, secondary education shall be six years duration, given in two stages in a junior secondary school stage and a senior secondary school stage, each shall be of three years durations.

Staff Personnel Administration

Staff personnel administration is a very important aspect in school administration. It involves personnel planning and forecasting, appraising human performance, selection and staffing, training and development and maintenance and improvement of performance and productivity. Ocho (2009), stated that staff personnel administration include formulation of personnel policies, recruitment and assisting staff, promoting the general welfare of the staff, stimulating and providing opportunities for professional growth of staff. Staff personnel administration can also be seen as the provision and maintenance of manpower resources in a school. According to Ndu (2002:11), staff personnel administration is a specialized dimension of management activities concerned with the numerous problems involved in the employment of people. The author went further to state staff personnel administration as:

General administration which is involved with the basic functions of decision-making, planning, organizing, communicating, supervising, evaluating and controlling, but then, has a direct focus on attracting, developing and maintaining a cohesive group of workers who would contribute effectively to the achievement of organization goal. To buttress the definition on the other hand, Obi (2013) defined staff personnel administration as a process of ensuring that competent employees are selected, developed and rewarded for accomplishing enterprise objectives. It entails effective selection, appraisal and development of personnel to fill the roles and functions designed in an organisation. It is responsible for the implementation of the organization's policy which is a written statement that provides guideline for the management of actions and decisions concerning matters affecting the management of human resources, such as employment training and development, wages and salaries, discipline and welfare.

Staff personnel administration is concerned with selection, recruitment and placement of teaching and non-teaching staff in the school in order to achieve schools programs and objective. Oboegbulem (2013) defined staff personnel administration as the laying down of procedures for the employment of personnel and the provision of adequate remuneration for them. It is referred to as manpower activities of any organisation which embraces recruitment of staff, staff maintenance, training and development, compensation, personnel policies and evaluation of staff for educational activities. According to the author, staff in the secondary schools include teaching and non-teaching staff such as clerks, watchmen, labourers, laboratory attendants, cooks but teachers are the most effective weapon in the hand of the administrator in achieving educational objectives. Still on staff personnel administration, Ozurumba (2008) defined it as the selection, placement and retention of people in the service of an organisation it is the process by which adequate staff are provided to implement school programmes such as curriculum

development and pupil personnel. It is seen as one of the major operational area in educational administration.

Following the definitions above, it can be deduced that staff personnel administration is concerned with the procurement, development, compensation, integration and maintenance of the personnel of the school for the purpose of contributing towards the accomplishment of educational goals and objectives. Indeed staff personnel administration is an important aspect of administration because it is through it that staff are recruited and directed for the performance of their various functions. Mbipon (2010) stated that it is the responsibility of the school administrators to interpret the educational programme to the teachers and the community. Mbipom went further to say that a school that has succeeded in establishing and maintaining a cordial relationship with the community in which the school is located can hope to have considerable community input for the effective administration of the school.

Sequel to this, when there is mutual understanding, the needs are mutual, the problems are mutual, the solution to the problems are mutual and the achievement of certain pre-determined goals are mutual.

Student Personnel Administration

Student personnel administration is the process of planning and organizing the students, financial and material resources for the achievement of effective teaching and learning. It also involves guidance, counseling and welfare services rendered in the school in order to facilitate learning. Student personnel administration include maintaining of student accounting and attendance, providing counseling and health services arranging for the continual assessment and interpretation of pupil growth and establishing means of dealing with pupil irregularities (Ocho, 2009).

Student personnel administration is the activities and services that are given to the students for the achievement of educational goals. According to Obi (2013), student personnel administrations are those services which affect positively the welfare of the students. The author went further to say that schools are built for the interest of the students and if the students' services are not provided adequately and supervised; their effort may have disastrous consequences on the educational programmes. In fact, student personnel administration is planned and organized towards students' academic performance and all round development. The activities in the school aimed at developing the students' personality to the fullest. Student personnel administration is an attempt to center for the welfare of students with a view of helping them to build a solid future while maximizing their educational pursuit and at the same time promoting personal and institutional prestige within and without the educational sphere (Akilaiya, 2001). Also Oboegbulem (2004:164) defined student personnel administration as:

All the activities and services apart from the normal classroom instruction rendered to the students by the principal, headmaster, staff (tutorial and non-tutorial), the students themselves and even the community that geared towards making an individual in the school all round educated, law-abiding citizen of his community.

It is also concerned with the activities of directing, organizing and teaching the students in such a way as to ensure the attainment of the desired objectives of secondary school. The author further stated that student personnel administration involves decision making and implementation of policies of the school with regard to their education.

Therefore, effective student personnel administration is geared towards achievement of the basic educational objectives. Emetarom (2007) also referred to student personnel administration as the planning and controlling of those activities and services rendered for the general and specific needs, interest and welfare of the entire student population. Emetarom went further to mention

students' services as: classroom learning, school attendance, and its related problem, orientation of new students, classification of students, assignment of students to educational programmes, evaluation of and reports on pupil progress, student discipline. However, the author included the following as students' services; guidance and counseling services, health and safety services, the personal, social and emotion adjustment of students, registration of students, the boarding system and the day-studentship, student extra class activities and organization, school census, physical facilities and analysis of the individual students' record. Afiamgbon (2009) mentioned students' services as follows: the provision of admission for students, classification of students, boarding and feeding of students, provision of health services and provision of extra-curricular activities.

In lieu of the above definitions, it can be deduced that pupil personnel administration is those activities and services rendered to the students by the teacher, community and parent that help the students to develop latent qualities such as leadership skills, co-operation, sportsmanship, oratory and good conduct.

However, how the school organizes the students, teachers and available resources to provide the individual with the fullest and most effective measure of guidance is the function of student personnel administration. The administration of student personnel services help the students to play their part as useful members of their home, families and society. It enables the students to understand basic facts about health and sanitation, development of good moral principle, appreciation of their cultural heritage and physical development.

Student personnel administration demands proper administration. Uwazurike (2008) and Emetarom (2007) are in agreement that student personnel administration is multifaceted, the administrators in Nigeria are yet to come to grip with the full ramification of this responsibility and

must taken into consideration and deeper understanding of the students, physically, psychologically, socially, culturally and economically in the performance of any of the student services.

Funding of Secondary School.

It is clear that adequate fund is essential prerequisite for successful execution, implementation and administration of secondary school education. However, Ogbonnaya (2013) opined that educational institution lacks funds for the maintenance of the school building and equipments, to organize workshop for teachers among others. Obi (2013) therefore calls on the SBMC to raise funds for the effective administration of the secondary schools. As noted by Igwe (2010) because of lack of funds on the part of the government, School Based Management Committee have been advice to build workshops for secondary school while the government will supply the equipment. Bulk of the work of SBMC is generally in the collection of levies for the sustenance of the school and for the provision of basic needs of the school (Obi 2013) such as:

1. Controlling erosions in the school.
2. Renovating dilapidated buildings.
3. Fencing the school compound.
4. Provision and refurbishing of school van.
5. Building of hall dormitories, classroom blocks, laboratories, libraries etc.

According to Igwe (2010), parents are the strongest simple force available in the community for facilitating the improvement of the institutional process who he states, because the fruits of a well planned curriculum are enjoyed by the society, the planning must be the responsibility of the principals, teachers and the school based management committee. Team of planners must include parents who are also members of the School Based Management Committee and other philanthropist in the society for unalloyed support. Funding is the raising of

funds and ensuring that the funds is utilized in the most effective and efficient manner. It means planning, organizing, directing and controlling the financial activities such as procurement and utilization of funds of the enterprise. It also means the application of general management principles at financial resources of the enterprise.

Funding means efficient use of economic resources raised for a purpose namely capital funds, project execution and so on. Akinsulire (2012) defined funding as those factors which affect the acquiring of adequate finance and its subsequent profitable use within an organisation or a country. The author pointed out that the essence and genesis of management is because of scarcity of the resources. The people, materials and financial resources needed to achieve the objectives of every institution are limited; hence there is need for managing their application in order to achieve whatever goals that is set. Funding has an impact on all segment of an organisation.

It is obvious that funding involves acquisition of money and proper utilization of them. According to Ogbonnaya (2013) funding management means accountability. It implies ability to be called upon to account or answer for funds entrusted to one's care. The author went further to say that the central purpose of funding management whether in government, business or individual level is the raising of funds and ensuring that the funds so raised or mobilized are utilized in the most efficient and effective manner. This is predicated on the fact that resources are scarce and that all efforts should be made by educational administrators and planners to ensure optimal utilization of funds.

Effective funding needs appropriate mechanism for recording and disseminating information about revenue and expenditure. In support of this, Eze (2015) viewed funding as the function of executive leadership. It is a mental activity combined with the work of planning,

organizing and controlling the activities of an organisation for the accomplishment of certain designated objectives. It means the service of managerial task (decision-making, facilitation and review), which are directed to the provision, use and disbursement of the economics of an entity in ways consistent with the function of the entity.

In addition to this, funding has been conceptualized by Pandey (2011) as the management activity which is concerned with planning and controlling of organization's financial resources. One can see from Pandey's definition that funding is concerned with the decision on how to procure, expand and give account of funds provided for the implementation of the programmes of an organisation. Funding is also concerned with the acquisition, financing and management of asset with some overall objectives in mind.

From all these definitions, it can be deduced that funding involves the process of planning, recording, controlling, reporting and reviewing efforts in order to achieve anticipated common objectives of an organisation with view of maximizing the revenue raised that is available. Thus, in addition to raising of funds, funding is directly concerned with decision making on the proper use of available funds. The school administrator must have a clear understanding and a strong grasp of the nature and scope of financial functions in order to succeed in his administration.

Effective funding emphasizes accountability in school organization. Accountability here refers to answerability for one's action or behaviour. It is the basic function of effective funding because the various decisions taken within a group must be related to the financial aims of the school. The school administrator must be accountable to teachers, community and school based management committee. Mgbodile cited in Ogbonnaya (2013) pointed out that the school needs money to carry out its programmes and activities and these monies come into school in form of

school fees, library fees, sports fees, agricultural fees, tuition fees, handwork proceeds among others. The chief administrator of secondary school being the principal cannot get this money needed to run the school if the community does not help in the administration.

Furthermore, Ogbonnaya (2013) pointed out other sources of funds for educational institutions as follows: school fees, government grants, proceeds from school activities, community effort, donations from individual and charitable organizations, endowment funds and external funds. In other words, school fees constitute one of the major sources of funds for the Nigeria educational system. It includes tuition fees, dormitory or hotel fees, equipment fees, library fees, studio and laboratory fees. These fees are paid into the account units or bursary department of various educational institutions. In other words the bursar of each school collects the money and pays it into government account. In government secondary school, the ministry of education or state service commission or boards as the case may be decides on the type of fees to be paid and the amount.

Government grants constitute other principal sources of funding education. Some State Ministries of Education in Nigeria give grants to secondary schools in their area of jurisdiction. According to Ogbonnaya, (2013) these grants are used for the payment of teachers' salaries and allowances, provision of school uniforms, textbooks and instructional materials. Thus, government grants are changing but the principles guiding the approval and the method of disbursement are generally the same. Grants are given where there are evidence of need for them and where there is the assurance that the funds provided will be judiciously utilized.

Proceeds from school activities represent another major source of financing the educational institutions. They include activities as sales of school uniforms, sales of students' handicraft, sales of textbooks and stationary, the staging of school plays and raffles, sales of farm

products from school farms. Some educational institutions organize the sale of handwork and the staging of plays on a regular basis. During the staging of plays, the parents and guardians of pupils are invited and they pay some specific amount to the school for watching such plays.

Community provides funds for education. They do this indirectly in the sense that they set up school buildings which are handed over to the government to administer. They also provide desks, chairs and other equipment necessary for effective running of the school. Ogbonnaya (2013) pointed out that community provides fund to school through fund raising activities. In most cases, these funds are raised through lunching, ceremonies or during community festivals. Most fund raising activities are usually very successful because of their political nature and the kinds of people (politicians, business men, government officials, industrialist) that are invited. Philanthropic individuals and charitable organizations do donate money for the importation of science equipment, provision of relevant instructional materials and the construction of classroom blocks in schools. Some products of some institution make donations based on first hand information concerning the situation of thing in the institution. Also, Alumni Association constitutes one of the charitable organisation that make donations to schools.

Educational institutions receive funds from external aids. According to Ogbonnaya (2013), external aids refer to the assistance given to educational institutions by foreign nations or foundations. They supply teachers to teach in various institutions and also school equipment. The school administrators are to have sufficient knowledge of financial management and be skilled in school administration in order to manage school finances. There are other sources of fund for educational institution. According to Ezeocha in Ogbonnaya (2013), other sources of funds for education are as follows: income tax, school fees, school activities, staging of school plays, raffle

and sales of student handicraft, fund raising, local property and non-local property, community effort, education rate, flat rate school tax, external aid and government grants.

Supervision of Instruction

Supervision of instruction is the stimulation of professional growth and development of staff working in the school. Nwana cited in Igwe (2010) defined supervision of instruction as the objective and identifiable professional service offered to teachers in form of instructional aids, specific suggestion for the improvement of instruction and painstaking assistance in students diagnosis and evaluation. It is the activities directed towards teachers for stimulating professional skills and competencies in the teacher as a means of promoting instructional effectiveness. The supervisor's primary responsibility is to help teachers attain in appreciable level of professional competence and methodological effectiveness.

Supervision of instruction is one of the cardinal aspects of school administration. Mbiom (2010) defined supervision of instruction as all that a professional or routine supervisor does with teachers, learners and learning materials to maintain or change the school operation in the teaching and learning process in the school. Thus, it is focused on the instructional or educational programmes. Supervision of instruction is concerned with the pupils, teachers, the facilities and the educational programmes and any input that can make the programme effective.

Supervision of instruction is all efforts of designated school officials directed towards providing leadership to teachers and other educational workers in improvement of instruction. Protus (2015) defined supervision of instruction as the act of overseeing the teaching and learning process in an academic institution and therefore, making sure the institution is administered, managed and lead in effective manner. Also, Afianmagbon (2009), defined supervision of instruction as a process of guiding, directing and helping the teacher in the

improvement of the instructional process. According to the author, supervision of instruction aims at enhancing teaching and learning through proper guidance and planning and devising ways of improving teachers. Professionally, thereby helping them to release the creative abilities so that through them the instructional process is improved.

Supervision of education aims at improvement of teaching and learning situation in schools. Anuna (2010) defined supervision of instruction as the process of aiding teachers to grow professionally through improvement of instruction. Anuna stated that the fundamental aim of supervision is to help student learning through equipping the teacher with the current instructional techniques. It is concerned with the process of stimulating growth and a means of helping teachers to help themselves. Supervision is one of the aspect of school administration that focuses primarily upon the achievement of appropriate instructional expectation of educational system. The effectiveness of supervision is directly related to the level of human interaction that can be established and maintained.

According to Mbonu (2014) supervision of instruction is defined as a constant and continuous process of personal guidance based on frequent visits to a school to give concrete and constructive advice and encouragement to teachers so as to improve the learning and teaching situation in the school. supervision help to provide the government and finding agencies information about the progress and performance of the programme both within the institution and the world of work as well as provide suggestion on areas where the improvement are necessary.

From the above definitions, it can be deduced that supervision of instruction is a process of helping the teachers to identify difficult problems and selecting appropriate instructional strategies to solve them. It is the process of providing leadership to the

teachers and other educational workers in the improvement of in-service education and co-operative group development. The implication of these definitions is that supervision helps teachers to articulate educational policies. It plays an important role of deciding the content of the curriculum, selection of learning experiences and instructional materials and evaluating the teaching and learning process. The cardinal objectives of the supervision of instruction is to enhance all round positive change in behaviour of the learner.

School Based Management Committee.

School Based Management Committee (SBMC) as noted by Obi (2013) is a government recognized and encourage association of parents of student and teachers of a school which is intended to work towards the welfare of children, the parents and the teachers. According to Ocho (2009), School Managements Committee is a formal establishment in the school system. It comprises of parents whose children are currently registered as students in the school, together with the teachers in the school. Eze (2015) opines that SBMC is made up of principal, vice principal Administration, vice principal Academics, Dean of study, parents of students in the school, stake holders in the community, philanthropists and other interested individuals. The members elected their own chairman and the principal is the secretary. They maintain further that the (SBMC is the appropriate form of disseminating official policies for explaining needs, problems and expectations of either parties and for taking decision about how to solve the problems and satisfied identified needs. It is sure that as parents participate in the decision making process, they identify more closely with school and its programmers.

Maduabum (2012) asserts that the SBMC is made up of parents of students in the school and teachers in the school. Sometimes, members of the community, who have no

children in the school, may be members. Every public primary and post primary institution has a school Based Management Committee (SBMC), which consists of the parents of all the pupils, and the teachers in the institution.

Iyaji (2009) opines that SBMC provides a linked and a forum for communication between the teachers and the parents or the guardians of the pupils attending the institution with regards to matters affecting the institution Mbonu (2014) avers that teachers are always linked to the parents by their children for whom they are both responsible. The triangle should be completed and a more direct relationship established between teachers and parents. They should be partner in more than name and their responsibility becomes joint, instead of several. SBMC is one of the most potential agencies for promoting good school community relations and for enhancing effective administration in schools.

The roles of the SBMC in the administration of school can be seen as great and large. The SBMC can sometimes be mobilized for instance to struggles to improve the educational facilities in the school. It can also raise money from the students towards the development of the school. The principal uses the SBMC to find out the problems in the parent mind such as misconceptions on how money contributed by parents towards the developments of the school has been spent. School Based Management Committee (SBMC) sometimes fights against the impositions of any religion on the student. This is to say that the SBMC is important in the area of curriculum development. It has power to discipline any student in the school. The SBMC also plays other roles as the provision or construction of class room blocks and development and solving moral problems. The SBMC is very useful in tackling issues affecting the behaviour of the student at the school and to see that the welfare of the

students are in line with the school rules and regulations in particular and to the social values in general Maduabuchi (2010).

Moore (2011) assert that the several deliberative agencies which brings teachers and parents together to work on educational problem the SBMC is one of them and has one of the most impressive records of service.

In this sense Igwe (2010) informs that the school Based Management Committee (SBMC) as it is today has origin from formal American organization. The national congress of mothers, which held its first meeting in 1877. He reports that in 1924 the national congress for parents and teachers held its meeting and its function were summarized as acting in advisory capacity to schools. Later it includes a wide variety of function such as participation in curriculum development setting up standards for schools and taking part in vital policies deception of immense reference to schools in America.

More importantly the functions of schools School Based Management Committee (SBMC) as outlined in Ebonyi state include the following Igwe (2010):

1. To promote an effective links between the home and the school.
2. To show such intimate interest in and concern for the affairs of the school as to ensure the achievement of high moral standard and academic excellence in cooperation with the board of Government or the school Committees as the cases may be.
3. To assist the Board of Government or the school Committee to ensure CORDIAL relationship the school and the community.
4. To give moral and financial support to the school.

5. To make representations to the authorities in the interest of the welfare and progress of the school, its pupils, or student or staff but shall not otherwise directly interfere with the day to day administration of the school.

School Based Management Committee (SBMC) Participation in School Administrations.

Admittedly, Bamanja (2009) avers that when subordinates in an organization are liked and respected by those in positions of authority, they are more likely to identify with the concerns of such an organization. Therefore, in a school where principal shows feelings of likeness respected and welcome the school. Based on management committee, there will be a greater tendency for the SBMC to feel more concerned in a bid to perform their role in the administration of secondary school.

It therefore, implies that recognition is a very common way of encouraging any human being and organization. As such when the SBMC in a school feel that its roles are recognized and valued it will, ultimately becomes more interested to play its roles towards positives achievement in secondary school system. School based management committee is an association which is very vital to school administrators for the achievement of their objectives in schools.

Mbipom (2010) avers that today citizens are becoming active and are participating in many educational functions that therefore have been considered to the province of professional educators ñ industrial programming, use of facilities and selections of staff to name but few. At the secondary level of educational system the participation of the SBMC in school administration has been officially recognized and entrenched. Hence the SBMC plays considerable role in school administration. As regards its official recognition every SBMC has an executive committee simply referred to as the school committee with its functions among other things to include.

1. Coordinating local voluntary efforts such as provision of financial or other assistance to the school.
2. Provision of suitable liaison between teachers and parents on the one hand and between the SBMC and state education board or the local education board.
3. Making representation on behalf of the SBMC to the state Education Board or the local education board as the case may be in respect of matters affecting the institution.

Equal to this, reflecting on the role of school Based management committee in the proper running of the school Igwe (2010) outlined the aims and objectives of SBMC to include.

1. To support and cooperate morally and financially with the federal, state and local governments, ministers, boards, commissions and all other appropriate organizations, institutions and establishments of education to achieve high standard of academic performance, discipline, morality, service and integrity in our school.
2. To provide the platform for parents, guardians sponsors and teachers of our children to meet, exchange views deeply analyze issues, make recommendations, take and effectively purpose implementation of decisions on matters effecting education in Nigeria.
3. To foster mutual understanding harmonious relationship and corporation among parents, guardians, sponsors and teachers in the fulfillment of their common aim in the welfare of the school and the student therein.
4. To make a healthy and sympathetic understanding of the education policies and programmers of government and thus create a suitable climate for the reception of same.
5. To infuse into children a sense of security through regular discussion of the issues that may affect their academic performance and general welfare.

6. To enhance a stable, uniform and high standard of discipline both at home and at school.
7. To enable teaching staff have greater insight into the home background of their students so that the student difficulties, problems and emotional disturbance could be understood with a high degree of consideration, sympathy and love.
8. To assist materially and otherwise in promoting the schools with such additional requirements that will enable it carry out its educational functions adequately.
9. To encourage regular visit to schools by parents and guardians to see their children at work and play with view to familiarize themselves with the aim s and objectives of the school.
10. To assist in the proper and all round development of the children academically, so that they may grow up to become useful and law abiding members of the society.
11. To make representations to authorities in the interests of the welfare and progress of the school , its pupils or students or staff but shall not otherwise directly interfere with the day to day administrations of the school. Obviously, in general the role of school based general committee in achieving these aims and objectives have encouraged or motivated the parents to be actively involved thoroughly participation in the administration of secondary schools. This the administration of schools should not stop with only the participation of the government and school management. Apart from these organs, administration. Of the educational system calls for the coordinated involvement of the parents. According to Okwori (2011) since education is an activity, which involves the cooperation of teachers, parents, children and community as a whole, parents are in particularly naturally interested in the education of their children. They something wants to know who is doing the teaching, what is being taught, how it is taught.

As long as their sure all is going on well, parents usually have little to say. But when uncertainty arises about the progress of their children or the school in general their anxiety and indeed that of their parent will be freely expressed and heir can be no doubt their concern. Consciously parents are involved in the administration because there have an obligation that children in their environment are in school, display worthwhile behavior and foster school rules and regulations. As such the parents can mar or enhance the effective add ministration of the schools. Obi (2004) listed eight benefits of school based management committee {SBMC} in the school administration. These are:

1. It is a channel of communication of educational views and ideas to and from the school and various public organizations in the community.
2. It promotes betters acquaintance and working relations between teachers and parents.
3. It promotes public understanding of school needs and enlists public opinion on support of a sound educational programmer.
4. It provides leadership for local associations of parents and teachers through its well developed organizational structure and policies.
5. It helps to coordinate the joint effort of the local school system in securing better educational support from state and national sources.
6. It aids in awaking parents to their responsibilities in the educating children.
7. It advises the school staff and the educational board on the educational needs of the community as viewed by parent.
8. It studies educational issues and trends and informs laymen on these matters.

Following the discussions, Obi (2013) who reports the findings of Macbeth (1993) Atkin et al (1988) noted that there is much to be gained from teaching parents as partners in the

education of their children and the school needs continually to be thinking of ways to this. If large majority of parents are keen to help their children to do well in school, this is a resource which teacher would do well to use.

Federal Government of Nigeria in the National Policy on Education (2013) has opened that the local people, particularly the parents, will be encouraged to participate in the schools management thus stating that government takes over secondary schools was without prejudice to the community involvement and participation in the management of the schools.

The Roles of School Based Management Committee {SBMC} in the Effective Administration of Secondary Schools:

It is evident that the role of school based management committee {SBMC} in the effective administration of the secondary schools cannot be over emphasized. This is because the management of schools, today has increasingly become complex. Obi {2013} due to increasing cost of education, explosive students enrolment, technological influence, school community conflict and staff and students indiscipline and so on. All these would have negative influence or effects in the school when not properly handled. As such the school cannot do it alone and all existing links such as the SBMC are extremely valuable. Akin {2012} was quick to point out that it is essential that parent and teacher agree on good education. School Based Management Committee most times {Obi 2013} is committed to ensuring that conducive learning environment prevails in the school. It makes such that the community does not interfere with the day to day administration of the school and sees that laws which will be hostile on the school fail. It also ensure that community does not encroach or trespass on the schools premises. By so doing it is demonstrating an act of leadership.

Ogunu (2011) pointed out that the use of the school Based Management Committee helps schools administrators in the provision of facilities by the way of donations. This point was

however confirmed by Obi (2013) who said that some philanthropists among the School Based Management Committee provides books and other learning equipment for the libraries and the laboratories of the school. Igwe (2010) listed some development project support in the Eastern Nigeria that relate to education to include the following.

1. Provisions of equipments such as chair, desk, table.
2. Construction and reconstruction of secondary school.
3. Provision of sports equipment as well as organization of sports meeting.
4. Importation and installation of science equipment as well as library.
5. Construction of bore holes, roads and maintenance of existing facilities.
6. Establishment of agricultural programmers like farms, poultries etc.
7. Awarding, finding and promoting of scholarships.
8. Provision of resources, personal material and land.
9. Sponsoring of workshops, seminars and high degree programmers for teachers in community secondary schools. Therefore, school Based Management Committee serves as resources center. Igwe (2010) said that SBMC cannot be better utilized than as a rich resources centers for secondary school education. It can assist in providing resource persons to the school.

Obi (2013) opines that training of the child for socialization begins in the family, parents and other members of the family continues to major reinforcing agents of child's behaviour .parents are ensured to reinforce desirable behaviour of children. He avers that parents makes other sacrifices in the provision of other human needs even in the vacation choice of their children. In the like manner, the SBMC has a role in fighting indiscipline among students and staff. The SBMC also trickle issues affecting the behaviour of the student at school and see that

the welfare of the students are in line the school rules and regulations in particular to the school value in general terms.

The Role of Community in the Secondary School Administration

School administration involves planning, organisation, directing, supervising and evaluating the school system. The community and the school administrator must ensure that all these administrative task are directed towards efficient and effective teaching and learning in the school so as to produce quality of outputs. The following are therefore the duties of community members towards effective school administration.

Funding of School

The community provides a lot of funds for the development of the school, especially through the parent teacher association, town union, church groups etc. Ogbonnaya (2013) stated that funds raising activities is a common way through which community funds their schools. Also, community and the school administrator should maintain prudent financial management by making sure that money belonging to the school are judiciously expended and they are used for the purpose for which they are meant.

Provision and Maintenance of Physical Facilities

The community provides land on which the school is built. Town unions can also repair and maintain school buildings. The community members relationally undertake the responsibility of providing furniture such as desks are chairs for the school (Johnson 2014). School facilities are plants, such as building, equipment, materials and other elements that are required for teaching and learning. They are those things which enable skillful teacher to achieve a level of instructional effectiveness. Some of the school facilities include school sites, buildings,

classrooms, corridors, play ground, sanitary facilities, furniture and other equipment which satisfy the educational needs of the students.

School buildings are the physical structures which serve as shelter for educational activities. Ogunu (2011) and Emetarom (2007) see school facilities as material and spatial enablers of teaching and learning which will increase the production of results. Supporting this view, Ehiametalor (2011) opined that school facilities are the operational inputs of instructional programmes. The author further says that they are the educational inputs which enables a teacher to achieve some level of instructional efficiency and effectiveness in teaching and learning. They include machines and equipment such as workshop tools, sports playground, buildings for classroom and administrative blocks, laboratories, hotels, libraries, toilets etc.

School facilities and educational goal are interdependent. The more a child is made comfortable the more relaxed he is and the more he wants to learn. In other words, adequate physical environment have positive results on the students' performance and on the achievement of stated objectives.

Abayomi (2009) remarked that the physical appearance and general condition of school facilities are the striking bases upon which many parents and friends of educational institution make their initial judgment about the qualities of what goes on in the school.

School facilities are concerned with the physical condition and general appearance of the whole school building equipment and surrounding. According to Mbipom (2010), school facilities are the environment, facilities, equipment and building in which teaching and learning take place. It is the physical expression of the school curriculum in the construction, internal and external arrangement of the building facilities, equipment and grounds around the building. Dimmock (2014) and Adegoke (2009) agreed that the school physical facilities include the site,

the building and equipment and this include the permanent structures like workshop, libraries, classrooms, laboratories and semi permanent structures like the educational system itself.

Ani (2007) defined school facilities as the location of the school, the school building and equipment in the school and other material resources provided in the school for the purpose of enhancing teaching and learning processes. Ani further described school facilities as putting together of facilities to protect the physical well being of individuals associated with the school.

From the above definitions, it can be deduced that school facilities are the material resources that facilitate effective teaching and learning. It is a conducive environment in the school which promote and enhance achievement for educational programmes and activities. As a matter of fact, school building must be friendly, attractive and stimulating in order to impact a feeling of security and a sense of pride to all who use it.

The site of the school can influence the type of the school to be built, the quantity and quality of the buildings and other related structural equipments. The site of the school is the specific geographical location of the school which contains the buildings and associated with equipments and associated with equipment for the purpose of interpreting the curriculum.

Ani (2007) described certain factors that influence the choice of school site for building as follows: accessibility to the school, natural environment, safety of the individuals and hope of expansion.

It is obvious that for any school to attract the patronage of students and the entire community, the location must be strategic and the site readily accessible to the staff and students in terms of nearness and transportation. However, in order to meet this demand, attempt must be made not to locate the school near the most noisy or filthy area of the community. The school

should be located in an area of the town where the existing development is commensurate with that of institution.

Learning takes place faster under natural environment. This means that school located near such scenery as High Mountain, river and landscape add natural beauty to the school existing structures and also attracts the interest of the public. Planting of trees, shrubs as wind breakers or flowers in and around the school environment can help to form the natural beauty. School building must be well designed and built to specifications.

However, there is need to ensure adequate security while choosing the site of a school. It is not good to locate a school very close to an industry for fear of noise and air pollution. School should not be located along air path, near the market or too far from the town. It is not good to locate the school along an express ways, too near to a thick forest or very close to a deep sea. The school compound should be walled with a single gate which can be looked at will.

Therefore, the classrooms must be large enough to permit a variety of activities for different instructional programmes that call for their use. School planners must make room for future changes and expansion in the school while making their plans. There should be enough ground for agricultural development and practice. There should be separate buildings or rooms for special instructional activities. In fact the school itself should be so planned as to accommodate variety of community and school facilities.

Provision of Staff Welfare

Community can provide security for teacher by provision of adequate housing, contributing in labour, material and funds. The members of the community provide accommodation for the teachers especially where there is no teachers quarters. The community

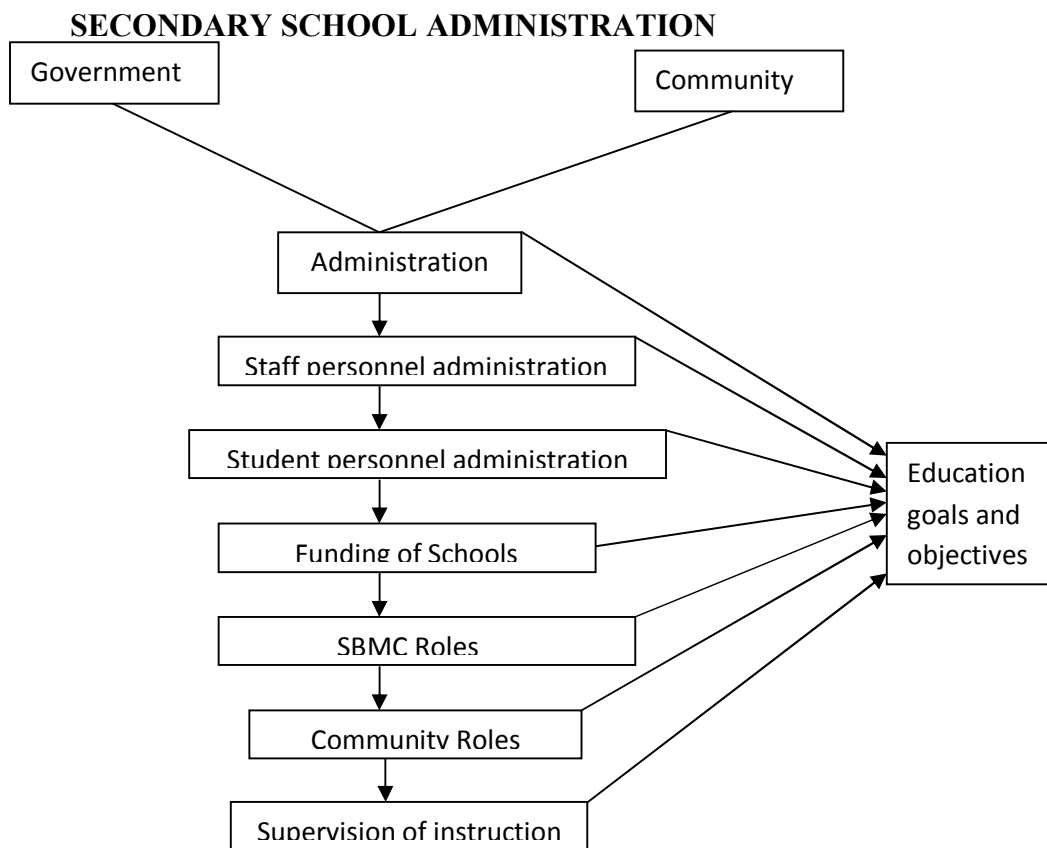
owes it as a duty to modify the attitude of the staff and motivate them to put in their best at achieving educational goals through effective teaching and learning process.

Motivation enhances job performance (Ajayi and Afianmagbon, 2009).

Community members can help to motivate students to study hard. The members donate trophies, sportswear and equipment for games. They can also donate prizes for students who have excelled discipline and brilliant academic performance in some subject.

The community plays its supervisory role by obtaining and making available for teachers some educational information within their reach. They should visits school often in order to observe what the teacher is teaching, inspecting teaching aids and offering professional advice for academic improvement.

The Relationship between Conceptual Frameworks



One of the major concepts in this study is administration. According to Mannilla (2010), administration is the co-ordination of human and material resources towards attainment of some predetermined objectives. It is clear that government alone cannot single handedly provide adequate education for the entire citizen. The need for community participation in education is for effective administration. This drawing above explains the relationship between administration of schools organization and community participation. Community plays a vital role in the success of education.

The study really shows that for the goals and objective of education to be achieved, both government and community must be involved in effective school administration. Education should not be left only for the school administrators but also members of the community must be involve in staff personnel administration, student personnel administration, funding of school, school Based Management Committee roles must be effective, community must play its role and there must be supervision of instruction. When government and community consistently involve in school administration, this brings a difference in children's academic achievement.

Moore (2011) emphasized that there is a direct correlation between community involvement in school and school success. Hence, both government and community must be involved in administration of schools and this will result to achievement of educational goals and objectives.

Theoretical Framework

Human Relation Theory

The response to the perceived defects of the classicist theory gave rise to the emergency of the human relations theory. The human relationship theory was pioneered by Elton Mayo (1880-1949) and May Packer Follet 1933-1968) and Yauch (1949). These group of researchers from Harvard university in the United States of America carried out an experiment at Hawthorne

plant between 1925 and 1950) to find out the factors that increase workers productivity. The engineers studies two groups of workers to determine the effect of illumination on worker's performance. It was found out that when illumination was increased, the level of performance increased and productivity was enhanced. The increase in output was due to attention given to workers. It was concluded that how people are treated in an organization makes a difference in performance and productivity. The experiment also showed that when illumination decreased, productivity continued to increase which implies that sociological and psychological factors also have effect on productivity. It became clear that morale and motivation were important factors and not necessarily the effect of controlled situation. Mary Packer Follet (1868-1933), Elton Mayo (1945), Felix Roethlisberger and Dickson (1939) are the proponents of human relation theories. The theory is applicable to any organisation, establishment and institution. David Krammer (2010) pointed out that companies must strive to increase the level of commitment, motivation and job satisfaction among their employees.

Elton Mayo introduced the Human Relation School of thought, which focused on managers taking more of an interest in these works, treating them as people who have worthwhile opinion and realizing that works enjoy interacting together. Mayo concluded that workers are workers (Hawthorne worker were consulted over the experiment and also had the opportunity to give feedback).

- Greater manager involvement in employees working lives (Hawthorne works responded to the increased level of attention they were receiving)
- Working in-groups or teams. (Hawthorne works did not previously regularly work in terms)

So the human relations movement emphasized the indispensable roles of human workers in the actualization of organizational objectives. To them, workers will be motivated to work as well as achieve greater results if their personal welfare was put in consideration. The human relations theory brought into administration such concepts as democratic leadership. Policy making by consultation, delegation of authority, decentralization of administration and others. In the human relations theory, the human factors are important in the achievement of organizational goals.

Educational Administrators and Planners including Nwankwo, and Peretomode cited in Akpakwu (2012) have stated the implications of the Human Relations theories to Education management. One of them is that it emphasizes the need for educational managers to have human face in the management of their institutions. Secondly, since educational institutions are complex social groups that require careful and effective handling of activities, educational administrators or managers are expected to produce the effective leadership to harness the interactions of the staff toward the proper management of their institutions. Since the human relations movement emphasizes participative management, educational managers should be democratic in their approach to issues and problems. They should carry their studentsö along in all decision making process.

The fourth implication is that staff of educational institutions should be properly motivated. There should be good understanding of the needs and interest of staff. The fifth is that managers should establish good human relations between the management and staff on the one hand amongst the staff themselves, students, community and administration.

Human relation theory focuses on the people and their relationship in organisation. The human factor in organisation is the highest importance. The needs, feelings, beliefs and attitudes

of organizational members should be taken into account. If these needs are satisfied organisational members may reward the organisation by higher production lower absenteeism and turnover, and greater co-operation with management.

The relationship between human relation theory and the present study is seen when central argument among the human relations theories state that it is only when individuals are treated humanely that they can have the motivation to participate actively in the achievement of organisational goals.

This propels the researcher to link this human relation theory to this scholarly work Assessment of community participation in the administration of secondary schools. This of course showcases the idea in these theories that human factor is important in the achievement of organizational goals. Thus, it was assumed that workers will achieve better if their personal welfare was taken into consideration. Secondary school is an institutional organization which workers must be taken care of so as to achieve the stated educational objectives.

The theory creates an environment where the school administrators and community will work harmoniously towards achievement of educational goals and objectives. Based on the basic element of this theory, the community should pay attention in provision of teachers and students welfare. The teachers as the tools for achieving educational goals and objectives should be motivated, developed and maintained. The community as one of the school administrators must have a good relationship with school staff and this will help them to know the challenges which the schools are facing. The school staff will work effectively and efficiently when their needs are met.

Review of Empirical Studies

Many scholars have carried out a lot of studies on the topic related to present study in different part of the Nigeria. Okoye (2010) studied community involvement in the administration of secondary school in Anambra state. The purpose of this study was to determine how the community is involved in secondary school in Anambra state. The design of the study is descriptive survey. In the research, 20 principals and 100 teachers were used to elicit information. Four research questions and one hypothesis were formulated to guide the study. Data were collected through questionnaire. Face validation was obtained through the judgment of two experts in the area of education administration and planning and one expert in measurement and evaluation all from university of Nigeria Nsukka. 42 copies of the instrument were trial tested using 27 teachers and 15 parents drawn from three secondary schools in Agbani education zone which is outside the area of study.

The instruments were administered once and the data collected were analysed using the Cronbach Alpha reliability technique. The following reliability coefficients 0.86, 0.76, 0.95 and 0.92 are obtained for clusters A, B, C and D respectively. The grand reliability (overall reliability) is 0.81. The high reliability instrument was reliable. Mean and standard deviation were used for data analysis and answering the research questions while the t-test statistics was used to test the null hypotheses at 0.05 level of significance. The major findings of the study showed that: The community plays a significant role in the maintenance of discipline in the secondary schools and mediates between the school and the community when there is conflict.

The topic community involvement in the administration of secondary school in Anambra state is related to the present study because their both major roles is to mediate between the secondary school administrators and parents of the students in schools. The researcher in the

present study finds out in the reviewed related work that commonly is living up to expectation to its roles in some areas but is wanting in others.

Ezeugwu (2009) investigated the constraints to role effectiveness of Parent Teacher Association (PTA) in the administration of Primary schools in Obollo-Afor Education zone. The main purpose of the study was to:

Find out the constraints to role effectiveness of Parent Teacher Association (PTA) in administration of public primary schools. The design of the study was descriptive survey. In the study 246 teachers and 300 parents were used. Questionnaires were used for data collection. Three research questions were used to guide the study. Face validation was used and judgments of three experts in the area of educational administration and planning and measurement and evaluation all from university of Nigeria Nsukka. The reliability of the instrument was gotten when 60 copies of questionnaire were printed and trial-tested using 21 headmasters and 39 parents drawn from five primary schools in Nsukka education zone which is outside the area of study. The result of the findings shows that: teachers /headmasters cause the following problems that impair the effectiveness of Parents Teacher Association.

- 1) Failure of the headmasters to summon Parents Teacher Association meetings and failure of the headmasters to give accurate accounts of the PTA levies collected from pupils.
- 2) The result also indicated that the parents on their own part cause the following problems that hinder the role effectiveness of the association. Non- appreciation of the type of education given to their children, failure to attend meetings, quarrelling with teachers over disciplinary measures against their children and failure of the treasurer to give accurate account of the PTA money.

- 3) The major findings further indicated that government on its own part failed to make membership of the association mandatory from the onset, forbids collection of funds unauthorized by it, fails to provide enough funds and materials for the schools and fails to pay teachers their entitlements early enough. The instrument were administered once and the data collected were analysed using the Cronbach Alpha reliability technique. The following reliability coefficients 0.61, 0.58, 0.63, and 0.84 are obtained for clusters A,B,C and D respectively. The grand reliability (overall reliability) is 0.90. The high reliability index indicated that the instrument was reliable data were analysed using weighted frequency mean. The reviewed work which is constraints to role effectiveness of Parents Teacher Association (PTA) in the administration of primary schools in Obollo-Afor Education zone is related to the present study because both involve academic environment, teachers, administrators and parents.

Enendu (2016) carried out a study on the strategies for involving the PTA in secondary school administration in Anaocha local government area of Anambra state. The main purpose of the study was to ascertain the perceived strategies for involving the PTA in secondary school administration. Survey design was used for the study of sixteen (16) secondary school principals were used for the study. Four research questions and two null hypotheses were formulated to guide the study. The instrument for data collection was questionnaire. Mean and standard deviation were used for data analysis. The result of the findings showed that: principals have a positive perception towards PTA involvement in the administration of secondary schools; PTA is actively involved in the administration of schools. The strategies for involving PTA in active administration of secondary school, ranges from involving PTA in school disciplinary committee

and decision making process and sharing of information and decentralization of the supervision to embrace the PTA members.

Amujiri (2008) carried out a survey on the management of secondary school by Parents Teacher Association (PTA) in Nsukka education zone of Enugu state. The main purpose of the study was to find out the managerial ability of the Parents Teacher Association (PTA) in the management of secondary schools. The design of the study is survey.

A sample of 300 teachers and parents in 52 secondary schools were used for the study. Three research questions guided the study. Questionnaires were used for data collection. Mean scores were used for data analysis. The major result of the findings revealed that:

- 1) Principals assist Parents Teacher Association by summoning PTA meetings regularly.

Principals take proper care of materials provided by the PTA and ensuring that meetings are fixed at the appropriate time.

- 2) The result also showed that the parents on their own part help the PTA in the management of secondary schools through appreciation of the type of education given to their children, they make time to attend meetings and they do not quarrel with teachers over disciplinary measures against their students. The reviewed work is related to the present research work because it could be observed that the roles or involvement of PTA in school administration differs from place to place. This could be as a result of differences in social and economic status of the people. Moreover, the PTA has been effective or participating fully as expected in all areas of investigation though there are some constraints to role effectiveness of PTA and its worthy to carry out a study on the assessment of community participation in the administration of secondary schools. The

investigation will lead to useful recommendations which when applied would lead to SBMC to perform creditably in all areas, its assistance are needed in high option.

Dike (2004), researched on "Extent of community involvement in the administration of technical colleges in Enugu state of Nigeria". The entire population of 26 principal and their assistants, 474 teachers and 600 members of the parent teachers association now called school-based management committee were studied.

A 33-item questionnaire was used for data collection. A survey design was employed. Means score and t-test statistics were used for data analysis. The findings revealed that the community is involved to a great extent in the payment of school-based management board levies and fund raising activities. Also, the finding revealed that the school-based management board joined hand with the school administrators in the discipline of staff and students.

Ene (2008), researched on "Extent of Parent Teacher Association (PTA) now called School-Based Management Committee (S.B.M.C) involvement in administration of secondary school in Enugu education zone". The entire population of 32 teachers and 640 parents were studied. A 33-item questionnaire was used for data collection. A survey design was employed. Mean, standard deviation and t-test statistics were used for data analysis. The result from the analysis revealed that members of school-based management committee are involved in carrying out some school projects and organizing launchings to raise funds for school administration. Also, the members of the school-based management committee involvement in curriculum development through offering suggestion for improvement of teaching methods in schools.

Iyaji (2009), undertook a study on "involving the community in secondary school administration in Kogi state" Nigeria. The population of 229 principals, 50 community leaders

and 50 philanthropists were studied. A 30-item questionnaire was used for data collection. A survey design was employed.

Percentage and Z-test statistics were used for data analysis.

The findings revealed that strategies for involving the community in secondary school administration include: appointing parents as members of disciplinary committee, inviting community agents during important occasion. Also, the findings revealed that both community leaders and philanthropist have the opinion that to promote and strengthen cordial relationship between the community and the school, teachers should continue to teach their lessons properly and regularly.

Onuh (2003), researched on óproblems of involving communities in secondary school Administration in Ogbadibo Local Government Area of Benue State Nigeriaö The population of 300 secondary school teachers and 400 educated parents was studied. A 20-item questionnaire was used for data collection. The stratified random sampling technique was employed. Data analysis for the study was done using mean score while t-test hypotheses. The finding revealed that inability of school administrators to give post of responsibilities to the community leaders and inability of the school administrator to give account for the financial resources in the school affect community involvement in the administration of secondary schools.

Okonkwo (2015), undertook a study on óstrategies for involving the communities in the Administration of Secondary schools in Anambra State. The entire population of 220 principals and their vice and 220 members of School-Based Management Board were used for the study. A 30-item questionnaire was used for data collection. A random sampling technique was employed. The mean score and t-test were used for data analysis. The result of the finding showed that the

strategies for involving the community in school administration entailed powerful community relations, playing advisory role in disciplinary and academic matter.

Okpala (2009), researched on "community involvement in the funding and management of secondary education in urban and rural school in delta state Nigeria. The population of 60 principal and 60 School Based Management committee chairmen were used for the study. A 48-item questionnaire was used for data collection. The simple random sampling technique was employed. Mean, standard deviation and t- test were used for data analysis.

The result of the finding showed that principal, School-Based Management Board chairmen and community executive were mostly responsible for the provision of basin infrastructures like classroom blocks, dormitories, libraries, pipe born water electricity and so on. Also, the finding shows that embezzlement of fund by executives, poor accountability and poor record keeping affects effective participation funding of secondary education at Delta State.

Summary of Literature Review

The literature revealed the concept of Assessment as an opinion or a judgment about somebody or something that has been thought about very carefully. Concept of administration is defined as the co-ordination and organization of the effort of a group of people who work with material resources towards the achievement of common goals. It is also concerned with the guidance, leadership and control of the effort of the people towards the achievement of common goals. The literature also explored various works and researches on administration in which there is a general consensus on the concept and importance of administration in any organization including the school setting. The essence of administration in school is the enhancement of teaching and learning process. The reviewing also examined the concept of PTA and school Based Management Committee (SBMC). Both PTA and SBMC were examined as formal

organizations in the school system which comprises the parent whose children are currently registered as students in the school, together with the teachers in that school. The review also discussed staff personal administration, student personnel administration, funding of schools, roles of school based management committee, supervision of instruction and roles of community in school administration, human relation theory and previous studies relating to this study were also reviewed.

There existed empirical studies that related to this study. They were of opinion that the members of School-Based Management Committee were involved in carrying out some school projects and organizing launching to raise fund for school administration. Also, the members of School-Based Management Committee helped in building dilapidated buildings.

The findings also revealed that inability of school administrator to give post of responsibilities to the community leaders and inabilities of the administrators to give account of the financial resources in the school affect community in the administration of secondary schools. The stationary roles of the SBMC in secondary school administration is this view. They include fostering of social harmony and integration, as well as carry out educational task aimed at developing the child's character, intellectual skills and social behaviour. Others include, provision of funds for school maintenance of discipline and a resource centre.

The literature has abundantly understood the importance of the human relation theory because it emphasize on the need for group dynamics and interpersonal relation in an organization. Existing empirical studies on SBMC were reviewed. Most of the studies reviewed were conducted mainly on the managerial strategies and constraints to role effectiveness of the SBMC in primary and secondary school administration. The review also discussed staff personal administration, student personnel administration, funding of schools, roles of school based

management committee, supervision of instruction and roles of community in school administration, human relation theory and previous studies relating to this study were also reviewed.

Finally, the existed empirical studies that related to this study were of opinion that the members of School-Based Management Committee were involved in carrying out some school projects and organizing launching to raise fund for school administration. Also, the members of School-Based Management Committee helped in building dilapidated buildings.

The findings also revealed that inability of school administrator to give post of responsibilities to the community leaders and inabilities of the administrators to give account of the financial resources in the school affect community in the administration of secondary schools.

However, the few that reported the roles of SBMC in secondary school administration did not show the assessment of community participation in the administration of secondary school in Ishielu educational zone, Ebonyi state, Nigeria, this necessitating a more pointed and in-depth research in this area in order to corroborate other literature with the existing trends in the secondary school as it relates to community participation in the administration of secondary school. This, therefore, informs the need for current study.

Therefore, this deficiency (gap) points to the need for an investigation into this hence researcher's interest to undertake this research work.

CHAPTER THREE

RESEARCH METHOD

This chapter describes the method and procedures for carrying out this study. These include: design of the study, area of the study, population of the study, sample and sampling techniques, instrument for data collection, reliability of instrument, method of data collection and method of data analysis.

Design of the Study

The study adopted descriptive survey design. According to Abdullahi (2008), descriptive survey seeks or uses the sample of data of an investigation to document, describe and explain what is existent or non-existent, on the present status of a phenomenon being investigated. This design approach was suitable for this study since. It will help the researcher gather information on the subject of investigation thereby data, collected and analyzed will be used for problem solving.

Area of the Study

This study was carried out in Ishielu Education zone. Ishielu Education zone is made up of Ishielu North, Ishielu south, Ishielu East and Ishielu west. There are 17 secondary schools in Ishielu North, 5 Secondary schools in Ishielu South, 4 Secondary schools in Ishielu East and 5 Secondary school in Ishielu west. Ishielu Education zone is in East geo-political zone of Nigeria. Ishielu Education zone was chosen for this study because of the observed poor state of school buildings and damages erosion has caused in the zone and this initiated the researcher's choice of carrying out this study. This is actually why the study was carried out there.

Population of the Study

The total population of this study was 341. The population of this study comprised all the 31 secondary school principals and 310 members of school Based management Committee in Ishielu Education zone of Ebonyi state.

Source: Statistical Division, Secondary Education Management Board Ishielu (2017).

Sample and Sampling Technique

The sample of this study were 200 members of school based management committee and 17 principals, making 217 samples. The three autonomous communities in the zone are considered as natural strata for people selection. For each of the strata, multistage sampling was used to select the number of schools, principal and members of SBMC. For the first stage sampling, a random sampling was used to select 9 secondary schools out of 17 secondary schools in the Ishielu North, 3 secondary schools were selected out of 5 secondary schools in the Ishielu south, 3 secondary schools, were selected out of 4 secondary schools, in Ishielu East, while, 2 secondary schools were selected out of 5 secondary schools making a total of 17 secondary, schools. For the secondary stage sampling, a random sampling of 5% of the members of SBMC from each of the selected school was used for the study. Hence a total of 217 of both principals and members of SBMC were sampled from Ishielu North, Ishielu south, Ishielu East and Ishielu west respectively. Each of the members of SBMC from the 17 selected schools was used for the sample.

The rationale for selecting 5% of the population is in line with Nwana cited in Nworgu (2015) which stated that if the population of a 40% or more samples will do, if in many hundreds, a 20% sample will do; and several thousand, a 5% or less will do.

Instrument for Data collection

Questionnaire was instrument for data collection. The researcher developed the instrument titled "Assessment of community participation in the Administration of secondary schools questionnaire (ACPASSQ)". It was made of two sections A and B. Section A Consists of personal data of the respondents while section B comprised 33 items structured in five cluster A, B, C, D and E. Each cluster consist of 6 items except cluster E which contains 8 items Cluster A seeks to find the extent of community participation on staff personnel administration, B seeks to find the extent of community participation in student personnel administration, cluster C seeks to find the extent of community participation in funding of secondary school, cluster D seeks to find the extent of community participation in provision of school buildings and lastly, cluster E seeks to investigate the extent of community participation in supervision of instruction. The questionnaire items are placed on a four point rating scale of Very High Extent (VHE) 4, High Extent (HE) 3, Low Extent (LE) 2, very Low extent (VLE) 1.

Validation of the instrument

The researcher employed face validation .To ensure validity of the instrument, the initial draft of the questionnaire, research topic, purpose of the study, research questions and hypotheses were given to two experts in Educational Administration and planning and one in measurement and Evaluation all from department of Educational foundations University of Nigeria Nsukka. They were requested to study the instrument and assess the suitability of language, adequacy and relevance of the items in addressing the research questions bearing in mind the purpose of the study. The experts indicated corrections in the use of language, items in the questionnaire and five formulated hypothesis were asked to reduce to three hypotheses. The

corrections and the suggestion given by these experts were incorporated and reflected in the final instrument.

Reliability of the instrument

To ensure the reliability of the instrument, trial testing of the questionnaire about 20 copies were printed and giving it out to two principals and eighteen members of school- Based management committee in Nsukka Education zone. The reason of the researcher conducting trial testing using Nsukka Education zone is because the secondary schools in Nsukka Education zone have the same characteristics with secondary schools in Ishielu Education zone. For instance, they use the same National curriculum, both have principals as chief administrators, there are existence of SBMC in both zones. The data generated from the trial testing were used to compute the internal consistency reliability coefficient of the instrument using Cronbach Alpha statistic. The analysis gave Alpha coefficient values as follows: cluster A; 0.70, cluster B, 0.61, cluster C; 0.50, cluster D; 0.61, Cluster E; 0.52. These gave overall reliability scores of the instrument as 2.94. The rationale for the use of Cronbach Alpha is because the items have no right or wrong answers as they are not dichotomously scored.

Method of Data collection

The questionnaire was administered to the principals and members of school based management committee by the researcher and three trained research assistants. Direct delivery and retrieval method were used. This helped the researcher to recover all the instruments from the respondents.

Method of Data Analysis

The researcher employed Mean ($\bar{x}$) and standard Deviation (SD) for data analysis. Mean scores was employed in answering the research questions. The t-test statistics was used for

analyzing the null hypothesis which were tested at 0.05 level of significance. Limit of real numbers were used to determine the decision level according to the mean range. The decision rule in the analysis of the research questions involved the use of real limit of number based on values of 1-4 of the four point rating scale, with 2.50 and above was used as bench mark for acceptance.

CHAPTER FOUR

RESULTS

This chapter presents the results of the data analysis. The data are presented according to the order of five research questions and three null hypotheses that guided the study.

Research Question One:

What is the extent of community participation in staff personnel administration in secondary schools?

The data collected with items 1-6 of the instrument which focused on the extent of community participation in staff personnel administration in secondary schools were used to answer the above stated research question. Data were also analyzed using mean and standard deviation. Summary of the results was presented in table 1 below.

Table 1: Mean Rating of principals and members of school management committee on the extent of community participation in staff personnel administration in secondary schools.

S/N	Item Description	N	Mean	SD	DEC.
1	Recruits additional school based management committee(S.B.M.C) staff	217	2.90	.950	HE
2	Improves salaries of the S.B.M.C. staff	217	2.88	.948	HE
3	Provides staff with good office accommodation	217	2.46	1.062	LE
4	Maintain good relationship with the staff	217	3.22	.853	HE
5	Commends staff when they carry out their work effectively	217	3.12	.854	HE
6	Assist staff when their attention is needed	217	2.94	.860	HE
	Cluster Mean		2.92	0.973	

From the data obtained and presented above, both principals and members of school based management committee are of the opinion that the community participate significantly on

a high extent in staff personnel administration in secondary school through Recruits additional school based management committee (S.B.M.C) staff, improves salaries of the S.B.M.C. staff, maintain good relationship with the staff, commends staff when they carry out their work effectively, assist staff when their attention is needed. With the mean value of 2.46 in item 3 which is below 2.50 criterion for acceptance, both the principals and members of school based management committee agreed that community participate on Low Extent in provision of staff with good office accommodation. The cluster mean scores of 2.92 which is above 2.50 criterion for acceptance showed that community participate significantly in high extent in staff personnel administration in secondary schools.

Research Question Two:

What is the extent of community participation in students' personnel administration in secondary schools?

The data collected with items 7-12 of the instrument which dwelt on the extent of community participation in students' personnel administration in secondary schools were used to answer the above stated research question. Data were also analyzed using mean and standard deviation. Summary of the results was presented in table 2 below.

Table 2: Mean Rating of principals and school based management committee on the extent of community participation in students' personnel administration in secondary schools.

S/N	Item Statement	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Dec.</i>
7	Advises the students to obey the school rules and regulation	217	3.81	.646	VHE
8	Provides security for the schools	217	2.89	.971	HE
9	Helps to resolve students disciplinary problem	217	2.96	.878	HE
10	Provides the students with free medical care	217	2.34	.987	LE
11	Award prizes and scholarship to intelligent students	217	2.82	1.06	HE
12	Guides the students to write their assignment	217	2.79	.912	HE
	Cluster Mean		2.94	0.244	

From the data obtained and presented above, both principals and members of school based management committee are of the opinion that the community participate significantly on a high extent in staff personnel administration in secondary school through advising the students to obey the school rules and regulation, provides security for the schools, helps to resolve students disciplinary problem, award prizes and scholarship to intelligent students and guides the students to write their assignment. With the mean value of 2.34 in item 10 which is below 2.50 criterions for acceptance, both the principals and parents agreed that community participate on Low Extent in provision of students with free medical care. The cluster mean scores of 2.94 which is above 2.50 criterion for acceptance showed that the community participate significantly in high extent in student personnel administration in secondary schools.

Research Question Three:

To what extent does the community participate in funding of secondary school?

The data collected with items 13-18 of the instrument which dwelt on the extent of community participation in students' personnel administration in secondary schools were used to answer the above stated research question. Data were also analyzed using mean and standard deviation. Summary of the results was presented in table 3 below.

Table 3: Mean Rating of principals and school based management committee on the extent of community participation in students' personnel administration in secondary schools.

S/N	Item Statement	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Dec.</i>
13	Pays the school- based management committee levies	217	2.67	1.09	HE
14	Patronize the students handwork product	217	2.56	.881	HE
15	Gives grant to the school	217	2.35	.956	LE
16	Ensures that school-based management committee accounts are periodically audited	217	3.23	.965	HE
17	Responds to school launching and fund raising activities	217	2.75	1.03	HE
18	Ensures that money collected is used judiciously.	217	3.24	.883	HE
	Cluster Mean		2.80	0.93	

From the data obtained and presented above, both principals and members of school based management committee are of the opinion that the community participate significantly on a high extent in staff personnel administration in secondary school through paying the school-based management committee levies, Patronize the students handwork product, ensures that school-based management committee accounts are periodically audited, responds to school launching and fund raising activities and ensures that money collected are used judiciously. With the mean value of 2.35 in item 15 which is below 2.50 criterions for acceptance, both the principals and members of school based management committee agreed that community participate on Low Extent in giving grant to the school. The cluster mean scores of 2.80 which is above 2.50 criterion for acceptance showed that the community participate significantly in high extent in funding of secondary schools.

Research Question Four:

What is the extent of community participation in provision of school building?

The data collected with items 19-25 of the instrument which dwelt on the extent of community participation in provision of school buildings were used to answer the above stated research question. Data were also analyzed using mean and standard deviation. Summary of the results was presented in table 4 below.

Table 4: Mean Rating of principals and school based management committee on the extent of community participation in provision of school building.

S/N	Item Statement	N	Mean	SD	Dec.
19	Erects classroom	217	2.84	1.08	HE
20	Fences the school compound	217	2.47	1.10	LE
21	Helps in the construction of school library	217	2.67	.989	HE
22	Ensures that school library is built	217	2.82	.942	HE
23	Contributes money to build hostels	217	2.32	1.00	LE
24	Builds teachersö common room	217	2.17	1.03	LE
25	Refurbishes the school toilets	217	2.88	.978	HE
	Cluster Mean		2.59	0.86	

From the data obtained and presented above, both principals and members of school based management committee are of the opinion that the community participate significantly on a high extent in provision of school buildings through erecting classroom, helps in the construction of school library, ensures that school library is built and refurbishes the school toilets. With the mean value of 2.47, 2.32 and 2.17 in item 20, 23 and 24 which are below 2.50 criteria for acceptance, both the principals and members of school based management committee agreed that community participate on Low Extent in fencing the school compound, Contribution money to build hostels and Building teachersö common room. The cluster mean scores of 2.59 which is above 2.50 criterion for acceptance showed that the community participate significantly in high extent in provision of school building.

Research Question Five:

To what extent does the community participate in supervision of instruction?

The data collected with items 26-33 of the instrument which dwelt on the extent of community participation in provision of school buildings were used to answer the above stated

research question. Data were also analyzed using mean and standard deviation. Summary of the results was presented in table 4 below.

Table 5: Mean Rating of principals and school based management committee on the extent of community participation in supervision of instruction.

S/N	Item Statement	N	Mean	SD	Dec.
26	Suggests on inclusion of extra lesson	217	3.18	.944	HE
27	Suggest on ways of providing lesson materials		2.70	1.94	HE
28	Provides resources persons to the school		2.57	1.04	HE
29	Examines students' written work in order to determine the quality and quantity of exercise given to them		2.90	1.054	HE
			2.98	1.043	HE
30	Ensures on the spot check of teachers in the school		2.41	1.02	LE
31	Maintains periodic visit to the school		3.26	.863	HE
32	Encourages the students to always read their books		2.79	.838	HE
33	Ensures that school library is well equipped with necessary books			1.286	
	Cluster Mean		2.84	0.712	

From the data obtained and presented above, both principals and members of school based management committee are of the opinion that the community participate significantly on a high extent in supervision of instruction through, Suggesting inclusion of extra lesson, suggest on ways of providing lesson materials, provides resources persons to the school, examines students' written work in order to determine the quality and quantity of exercise given to them, maintains periodic visit to the school, encourages the students to always read their books, ensures that school library is well equipped with necessary books. With the mean value 2.41 in item 30 which is below 2.50 criteria for acceptance, both the principals and members of school based management committee agreed that community participate on Low Extent in supervision of instruction through ensuring on the spot check of teachers in the school. The

cluster mean scores of 2.84 which is above 2.50 criterion for acceptance showed that the community participate significantly in high extent in supervision of instruction.

Hypothesis One:

There is no significance difference between the mean response of male and female members of school based management committee on the extent of community participation in staff personnel administration of schools.

Table 6: T-test analysis of significance difference between the mean rating of male and female members of school based management committee on the extent of community participation in staff personnel administration of schools.

S/N	Gender	N	X	SD	DF	t-cal	t-crit	DECISION
1	Male SBMC	133	2.97	0.99	215	5.809	2.951	Accept Ho1
2	Female SBMC	84	2.84	0.94				

Table six revealed that the male SBMC had a mean response of 2.97 with standard deviation of 0.99 while the female SBMC had a mean response of 2.84 with standard deviation of 0.94. The probability associated with calculated value of 5.809 and table value of 2.951 and 0.05 level of significance. Since the probability value is more than 0.05 level of significance, the null hypothesis is not rejected. Hence, there is no significance difference between the mean Responses of male and female SBMC on the extent of community participation in staff personnel administration of schools.

Hypothesis Two:

There is no significance difference between the mean response of principals and members of school based management committee as regard the extent of community participation in student personnel administration of schools.

Table 7: T-test analysis of significance difference between the mean rating of principals and members of school based management committee as regard the extent of community participation in staff personnel administration of schools.

S/N	Status	N	X	SD	DF	t-cal	t-crit	DECISION
1	SBMC	186	2.89	0.96	215	2.525	1.797	Accept Ho1
2	principals	31	2.85	0.95				

Table seven revealed that the members of school based management committee had a mean response of 2.89 with standard deviation of 0.96 while the principals had a mean response of 2.85 with standard deviation of 0.95. The probability associated with calculated value of 2.525 and table value of 1.797 and 0.05 level of significance. Since the probability value is more than 0.05 level of significance, the null hypothesis is not members of school based management committee rejected. Hence, there is no significance difference between the mean Responses of members of school based management committee and principals with regard the extent of community participation in studentsöpersonnel administration of schools.

Hypothesis Three:

There is no significance difference between the mean responses of principals and parents with regard members of school based management committee on the extent of community participation in the funding of secondary schools.

Table 8: T-test analysis of significance difference between the mean rating of principals and members of school based management committee as regard the extent of community participation in funding of secondary school.

S/N	Status	N	X	SD	DF	t-cal	t-crit	DECISION
1	SBMC	186	2.83	0.94	215	4.684	0.863	Accept Ho1
2	principals	31	2.86	0.95				

Table eight revealed that the parents had a mean response of 2.83 with standard deviation of 0.94 while the principals had a mean response of 2.86 with standard deviation of 0.95. The probability associated with calculated value of 4.684 and table value of 0.863 tested at 0.05 level of significance. Since the probability value is more than 0.05 level of significance, the null hypothesis is not rejected. Hence, there is no significance difference between the mean Responses of members of school based management committee and principals as regard the extent of community participation in funding of secondary school.

CHAPTER FIVE

DISCUSSION, CONCLUSION, IMPLICATIONS, LIMITATION, SUGGESTION, RECOMMENDATIONS AND SUMMARY

This chapter deals with discussion of findings, conclusion of the findings, implication of the findings, limitation of the study, recommendation, suggestion for further study and summary. Specifically, the discussion was organised using the following sub-headings:

- Community participation in staff personnel administration
- Community participation in student personnel administration
- Community participation in funding of secondary school
- Community participation in provision of school buildings
- Community participation in supervision of instruction

Discussion of Results

Community participation in staff personnel administration

The researcher found out from the analysis that community in Ishielu education zone participates to a high extent in staff personnel administration of secondary schools.

The community participates in staff personnel administration through recruitment and payment of additional SBMC staff, improvement of salaries of SBMC staff, provision of good office accommodation, maintenance of good relationship with the staff, commendation of staff when they carry out their work effectively and kindly assisting the staff when they need his attention. The findings agreed with the view of Oboegbulem (2013) who referred staff personnel administration as manpower activities of any organization which embraces recruitment of staff, staff maintenance, training and development, compensation, personnel policies and evaluation of staff for educational activities.

Sequel to this, Obi (2013) stated that it is only when individuals are treated humanely that they participate actively in attainment of organizational goals. Mbipom (2010) pointed out that a school that has succeeded in establishing and maintaining a cordial relationship with the community in which the school is located can hope to have considerable community input for the effective administration of the school.

However, the analysis of this findings revealed that there is no significant difference between the mean rating score of principals and members of school based management committee as regard the extent of community participation in staff personnel administration.

Community participation in student personnel administration

The study revealed that the community participates in student personnel administration to a high extent. Student personnel administration centres on the services given to the student in order to help the students to play their parts as useful members of their homes, families and society. The community participates in student personnel administration through giving advice to the student to obey the school rules and regulations, provision of security for the schools, resolving student disciplinary problem, providing the student with free medical care, awarding prizes and scholarship to intelligent students and guiding the student to write their assignment. The findings agreed with the opinion of Obi (2013) that student personnel administrations are those services which affect positively the welfare of the students.

It is evident that the community members ensure that attention is given to students welfare as well as the achievement of set educational objectives. Also, Dike (2004) findings revealed that community joined hands with the school administrators in the discipline of staff and student. Therefore, community participation in students personnel administration will lead to effective school administration.

The analysis of this findings revealed that there is no significant difference between the mean rating score of principals and members of school based management committee as regard the extent of community participation in student personnel administration.

Community Participation in Funding of Secondary School

The finding revealed that community in form of school based management committee participates in funding secondary school to a high extent. Effective financial commitment communicate in the pivot of effective school administration. It is in agreement with Mgbodile cited in Ogbonnaya (2013) that without good financial commitment, the programmes of educational institution will not be properly implemented.

Therefore, the community participates in funding secondary school through payment of the SBMC levies, patronizing the student handwork products, giving grants to the schools, ensuring that SBMC accounts are periodically audited, responding to schools launching and fund raising activities and ensuring that money collected are used for the purpose for which they are meant.

The findings also agreed with Ogbonnaya (2013) that the central purpose of financial effectiveness whether in government, business or individual level is the raising of funds and ensuring that the funds so raised or mobilized are utilized in the most efficient and effective manner. It is the duty of community as one of the school administrators to provide the school with finances needed for the implementation of the school programmes and activities.

So, from the current study both the principals and members of school based management committee agreed that community helps in funding of educational institutions which is in line with Ene (2008) that community involved in carrying out some school projects and organizing launchings to raise funds for school administration. The analysis of this findings revealed that

there is no significant difference between the mean rating score of principals and members of school based management committee as regard the extent of community participation in funding of secondary school.

Community Participation in Provision of School Buildings

The result of this study revealed that community participates in provision of school building to a low extent. Community participates in provision of school buildings through erecting classroom blocks, fencing of the school compound, construction of school library, contribution of money to build hostels, building of teachers' common room and refurbishing of the school toilets. The findings agreed with Dimmick (2014) that the school physical facilities include the site, the building and equipment and this include the permanent structures like workshop libraries, classrooms, laboratories and semi-permanent structures like the educational system itself.

Frankly speaking, school building is the physical expression of the school curriculum in construction, internal and external arrangement of the building facilities, equipment and grounds around the buildings. Students learn better and faster under a conducive environment. In other words, adequate school buildings have positive results on the pupils performance and achievement of educational goals.

Current study revealed that community members are not given proper attention in provision of the school buildings. The inability of the school based management committee to function efficiently and effectively in provision of school building affect students academic performance. However, there is need for active community participation in provision of school buildings in order to facilitate effective teaching and learning.

Community Participation in Supervision of Instruction.

The current finding revealed that community participates in supervision of instruction to a high extent. The fundamental task of supervisor of instruction is to help teachers to identify difficult problems and select appropriate instructional strategies to solve them. The community participates in supervision of instruction by suggesting on inclusion of extra lesson, suggesting on ways of providing lesson material, providing resource persons to the schools, examining pupil written work in order to determine the quality of exercise given to them, encouraging the students to always read their books and ensures that school library is equipped with books. The findings agreed with Anuna (2010) that the fundamental aim of supervision is to help student learning through equipping the teacher with the current instructional techniques. The community as external supervisor helps the school staff attain in appreciable level of professional competence. The need for community participation in supervision of instruction is very important.

Sequel to this, the finding of Ene (2008) revealed that community participated in effective teaching and learning through offering suggestion for improvement of teaching methods in schools. The community involvement in supervision of instruction will help to improve the standard of education. Therefore, there must be good relationship between the school staff and community so as to help them work together towards achievement of educational goals and objectives.

Conclusions of the Study

Based on the findings, it is concluded that:

1. Community participates to a high extent in staff personnel administration through recruitment and payment of additional SBMC staff, improvement of salaries of the SBMC

staff, provision of good office accommodation, maintenance of good relationship with the staff, commendation of staff when they carry out their work effectively and kindly assisting the staff when they need his attention.

2. The community participates to a high extent in student personnel administration through giving advice to the students to obey the school rules and regulations, provision of security for the schools, resolving student disciplinary problem, providing the students with free medical care, awarding prizes and scholarship to intelligent students and guiding the students to write assignment.
3. The community participates to a high extent in funding secondary school through payment of the SBMC levies, patronizing the students handwork products, giving grants to the schools, ensuring that SBMC accounts are periodically audited, responding to schools launching and fund raising activities and ensuring that money collected are used for the purpose for which they are meant.
4. The community participates to a low extent in provision of school buildings through erecting of classroom blocks, fencing of school compound, ensuring that school library is built, contributing money to build hostels, building teachersö common room and refurbishing the school toilets.
5. The community participates to a high extent in supervision of instruction through suggesting on inclusion of extra lesson, suggesting on ways of providing lesson material, providing resource persons to the schools, examining studentsö written work in order to determine the quality of exercise given to them, encouraging the students to always read their books and ensuring that school library is equipped with books.

6. There is no significant difference between the mean rating score of principals and members of school based management committee as regard the extent of community participation in staff personnel administration.
7. There is no significant difference between the mean rating score of principals and members of school based management committee as regard the extent of community participation in student personnel administration.
8. There is no significant difference between the mean rating score of principals and members of school based management committee as regard the extent of community participation in funding secondary schools.

Implication of the Study

This section of the chapter deals with the implication of the study for educational administration. Having discussed the findings of the study, the following implications were deduced from the study:

1. It is evident that government alone cannot single handedly provide adequate education for the entire citizen. The need for community participation in education for effective administration. Community must play a vital role in staff personnel administration, student personnel administration, funding of secondary school, provision of school building and supervision of instruction.
2. Community participation in the administration of secondary school will help to monitor and supervise the activities of both the teachers and students. This will help to enhance teaching and learning processes

3. The principal's ability to effect meaningful school-community relationship by getting to know and socialize with important people in the community will help in effective school administration.
4. The community should provide students and teachers with school buildings in order to create conducive atmosphere for teaching and learning.
5. The community should give grants and patronizes the students hard work products.
6. School based management committee should be encouraged to be fully involved in secondary school administration as the school executive devise strategies for it.
7. Policy makers, government and community development agencies should ensure that workshops, seminars and conferences are periodically organised for sensitization purposes.

Limitation of the Study

In the course of carrying out this study, the researcher experienced many limitations, namely.

1. Respondents were reluctant in providing the needed information as they claimed to be too busy with their work.
2. Some respondents from the selected schools were difficult, thereby not ready to receive the researcher. Some of them were not honest in their opinions.
3. It took time to convince the respondents that the instrument was merely for research rather than censorship. They suspected the researcher and the assistants to be spies. This delayed the completion of this study earlier than now.
4. Some of the selected schools were in a difficult terrain; erosion has dealt with their roads. This makes the movement difficult and cost of transportation more expensive.

Suggestion for Further Study

With regards to the finding of the present study, the followings are suggested for further research.

1. Studies could also be carried out on the impact of community participation in the administration of secondary schools.
2. Role expected of school based management committee in administration of secondary schools.
3. This study can be replicated using primary schools
4. The study could be replicated in another state.

Recommendations

1. The Ministry of Education should enlighten the community members through seminars, workshops and conferences on the important of community administration and this will help in achievement of educational goals and objectives.
2. Policy makers should make policies that aim at encouraging both the government and community to work together towards the improvement of educational standard.
3. The principal should maintain good relationship with the community thereby seeking community support in achievement of school programmes and activities.
4. Community members should see the school staff and students as their responsibilities thereby attending to them whenever the need arises.
5. Community should always give scholarship to intelligent and hardworking students in order to encourage their academic performance.

Summary of the Study

This study focused on the assessment of community participation in the administration of secondary schools in Ishielu education zone, Ebonyi state, Nigeria. Community participation in education is the involvement of community in the upbringing, socializing and educating of the students. The rationales for community participation in education is to help the school administrators utilize limited resource efficiently and effectively in order to identify and solve problems in the education sector and provide quality education for the student.

The study aims at investigating the assessment of community participation in staff personnel administration, student personnel administration, funding of secondary school, provision of school buildings and supervision of instruction.

Five research questions were posed and three hypotheses were formulated to guide the study. The study was carried out to benefit the ministry of education government policy makers, school staff, community members, individuals and other researchers interested in community participation in education.

Literature was reviewed under conceptual framework theoretical framework and empirical studies.

The study adopted a descriptive survey design. An instrument titled Assessment of Community Participation in the Administration of Secondary Schools Questionnaire (ACPASSQ) was developed by the researcher. The instrument contained 33 items that addressed the research questions.

The data generated were computed to be 2.94 using cronbach Alpha method. The instrument was validated by three experts from Faculty of Education University of Nigeria Nsukka. The population of the study comprised of all government secondary school principals and school based management committee in Ishielu Education Zone, Ebonyi state, Nigeria.

The respondents who supplied the data for the study were the principals and the school based management committee. It comprises of parents whose children are currently registered as students in the school, together with the teachers in the school. Eze(2015) avers that SBMC is made up of principal, vice principal Administration, vice principal Academics, Dean of study, parents of students in the school, stake holders in the community, philanthropists and other interested individuals). Multistage sampling was used to draw the sample population for the study from the Ishielu South, East North and West. The five research questions were analysed using mean scores and standard deviation while t-test statistic was used to test the null hypothesis at 0.05 level of significance.

The findings demonstrated that the community members participated in staff personnel administration, student personnel administration, funding of secondary school, supervision of instruction to a high extent but to a low extent in provision of school buildings. Educational implication as well as limitation of the study were also discussed. Recommendations were made and suggestions for further studies were provided. Finally, conclusion was made concerning the research work effectively.

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APPENDIX A

Department of Educational Foundations,
(Educational Administration and Planning),
Faculty of Education,
University of Nigeria,
Nsukka.
6th September, 2017.

Dear Respondent,

The researcher is a post-graduate student of the above named Department and institution, currently carrying out a study on **“Assessment of Community Participation in the Administration of Secondary Schools”**.

You are therefore requested to give your honest responses to the questions/statements below. The information you give will be used only for the purpose of an academic exercise and no part of it will be held against you. Your maximum co-operation will be highly appreciated.

Yours faithfully,

Aba, Samuel Ifeanyi

APPENDIX B

QUESTIONNAIRE

Assessment of Community participation in the Administration of secondary schools questionnaire (ACPASSQ)

Section A: Personal information of Respondents.

Instruction: Please tick (✓) where appropriate

1). Female ☐ Male ☐

2). Principal ☐ Parent ☐

Section B: Kindly supply the following information by ticking the option that best reflects your judgment on the statement

VHE ñ Very High Extent

HE ñ High Extent

LE ñ Low Extent

VLE ñ Very Low Extent

Cluster A: What is the extent of community participation in staff personnel administration in secondary schools?

	Item statement	VHE	HE	LE	VLE
	The community :				
1	Recruits additional school Based management committee (S.B.M.C) staff.				
2	Improves salaries of the S.B.M.C staff				
3	Provides staff with good office accommodation				
4	Maintains good relationship with the staff				
5	Commends staff when they carry out their work effectively.				
6	Assist staff when their attention is needed				

Cluster B: What is the extent of community participation in students' personnel administration in secondary schools?

	Item Statement	VHE	HE	LE	VLE
	The Community:				
7	Advises the students to obey the schools rules and regulations				
8	Provides security for the schools				
9	Helps to resolve students disciplinary problem				
10	Provides the students with free medical care				
11	Awards prizes and scholarship to intelligent students				
12	Guides the students to write their assignment.				

Cluster C: To what extent does the community participate in funding of secondary schools?

	Item Statement	VHE	HE	LE	VLE
	The Community:				
13	Pays the school- Based management committee levies				
14	Patronizes the students handwork products				
15	Gives grant to the schools				
16	Ensures that school- Based management committee accounts are periodically audited.				
17	Responds to school launching and fund raising activities				
18	Ensures that money collected are used judiciously				

Cluster D: What is the extent of community participation in provision of school buildings?

	Item Statement	VHE	HE	LE	VLE
	The Community:				
19	Erects classroom blocks				
20	Fences the school compound.				
21	Helps in the construction of school library				
22	Ensures that school library is built.				
23	Contributes money to build hostels				
24	Builds teachers' common room				
25	Refurbishes the school toilets.				

CLUSTER E: To what extent does the community participate in supervision of instruction?

	Item Statement	VHE	HE	LE	VLE
	The Community:				
26	Suggests on inclusion of extra lesson				
27	Suggest on ways of providing lesson materials				
28	Provides resources persons to the school				
29	Examines students' written work in order to determine the quantity and quality of exercise given to them.				
30	Ensures on the spot check of teachers in the school				
31	Maintains periodic visit to the schools				
32	Encourages the students to always read their books				
33	Ensures that school library is well equipped with necessary books.				

APPENDIX C

RELIABILITY

```

/VARIABLES=female male principal parent Item1 Item2 item3 item4 item5 item6 item7 item8 item9
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Reliability

Notes

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Warnings

Each of the following component variables has zero variance and is removed from the scale SBMC

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	19	95.0
	Excluded ^a	1	5.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.927	.923	36

Item Statistics

	Mean	Std. Deviation	N
female	1.05	.229	19
male	1.95	.229	19
principal	1.11	.315	19
Item 1	2.00	1.000	19
Item 2	1.95	.970	19
item3	1.95	1.129	19
item4	1.89	1.049	19
item5	1.95	.911	19
item6	1.84	.834	19
item7	1.63	.761	19
item8	2.21	1.032	19
item9	1.79	.976	19
item10	2.47	1.020	19
item11	2.00	1.054	19
item12	2.42	.838	19
item13	2.32	.946	19
item14	1.95	1.224	19
item15	2.11	.994	19

Item Statistics

	Mean	Std. Deviation	N
item16	2.11	.994	19
item17	2.11	.937	19
item18	2.11	.937	19
item19	1.58	.692	19
item20	1.95	1.129	19
item21	2.11	1.100	19
item22	1.79	.713	19
ite23	2.58	1.071	19
item24	2.68	1.108	19
item25	2.16	.898	19
item26	1.74	1.046	19
item27	2.21	1.032	19
item28	2.26	1.195	19
item29	2.42	1.216	19
item30	2.32	1.157	19
item31	2.11	.937	19
item32	1.63	.761	19
item33	2.32	1.057	19

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.020	1.053	2.684	1.632	2.550	.122	36
Item Variances	.924	.053	1.497	1.444	28.444	.133	36

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
2.94	335.316	18.312	36

APPENDIX D

```
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Descriptives

Notes		
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Descriptive Statistics

	N	Mean	Std. Deviation
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Item20	217	2.4747	1.10995
Item21	217	2.8774	.98934
Item22	217	2.8203	.94279
Item23	217	2.3226	1.00788
Item24	217	2.1705	1.03792
Item25	217	2.8802	.97867
Valid N (listwise)	217		

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Descriptives

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Descriptive Statistics

	N	Mean	Std. Deviation
Item26	217	3.1843	.94435
Item27	217	2.7005	1.04885
Item28	217	2.5760	1.04304
Item29	217	2.9078	1.05444
Item30	217	2.4101	1.02401
Item31	217	2.9862	.86324
Item32	217	3.2627	.83895
Item33	217	2.6313	.90908
Valid N (listwise)	217		

```

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/CRITERIA=CI(.95) .

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T-Test

Notes

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[DataSet1] C:\Users\user\Documents\ABA ANALYSIS.sav

Group Statistics

	gender	N	Mean	Std. Deviation	Std. Error Mean
Item1	female	84	3.0833	.94668	.10331
	male	133	2.7895	.93786	.08132
Item2	female	84	2.8286	.86129	.08397
	male	133	2.8571	1.00108	.08880
Item3	female	84	2.4762	1.08079	.11792
	male	133	2.4586	1.05537	.09151
Item4	female	84	3.1071	1.00622	.10979
	male	133	3.2105	.75931	.06584
Item5	female	84	2.9762	.94392	.10299
	male	133	3.2180	.78178	.06779
Item6	female	84	2.9405	.82654	.09018
	male	133	2.9398	.86829	.07529

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Item1	Equal variances assumed	.016	.899	2.240	215
	Equal variances not assumed			2.235	175.382
Item2	Equal variances assumed	7.410	.007	.540	215
	Equal variances not assumed			.558	195.547
Item3	Equal variances assumed	.172	.678	.118	215
	Equal variances not assumed			.118	173.504
Item4	Equal variances assumed	17.295	.000	-.860	215
	Equal variances not assumed			-.808	141.897
Item5	Equal variances assumed	1.219	.271	-2.048	215
	Equal variances not assumed			-1.962	152.498

Independent Samples Test

		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence ...
					Lower
Item1	Equal variances assumed	.026	.29386	.13120	.03527
	Equal variances not assumed	.027	.29386	.13148	.03437
Item2	Equal variances assumed	.590	.07143	.13234	-.18942
	Equal variances not assumed	.577	.07143	.12793	-.18087
Item3	Equal variances assumed	.906	.01754	.14846	-.27509
	Equal variances not assumed	.907	.01754	.14927	-.27707
Item4	Equal variances assumed	.391	-.10338	.12028	-.34046
	Equal variances not assumed	.421	-.10338	.12802	-.35645
Item5	Equal variances assumed	.042	-.24185	.11819	-.47482
	Equal variances not assumed	.052	-.24185	.12330	-.48545

Independent Samples Test

		t-test for Equality of ...
		95% Confidence ...
		Upper
Item1	Equal variances assumed	.55245
	Equal variances not assumed	.55335
Item2	Equal variances assumed	.33228
	Equal variances not assumed	.32373
Item3	Equal variances assumed	.31017
	Equal variances not assumed	.31216
Item4	Equal variances assumed	.13370
	Equal variances not assumed	.14968
Item5	Equal variances assumed	-.00889
	Equal variances not assumed	.00174

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Item6	Equal variances assumed	.182	.670	.005	215
	Equal variances not assumed			.005	183.095

Independent Samples Test

		t test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	95% Confidence
				Lower
Item8	Equal variances assumed	.006	.00063	.11380
	Equal variances not assumed	.006	.00063	.11748

Independent Samples Test

		t-test for Equality of ...
		95% Confidence ...
		Upper
Item8	Equal variances assumed	.23479
	Equal variances not assumed	.23241

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T-Test

Notes

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Group Statistics

	gender	N	Mean	Std. Deviation	Std. Error Mean
Item7	female	84	3.4762	.68506	.07475
	male	133	3.5414	.62172	.05391
Item8	female	84	2.9048	1.02521	.11186
	male	133	2.8947	.93956	.08147
Item9	female	84	3.0714	.80339	.08766
	male	133	2.9023	.92002	.07978
Item10	female	84	2.4881	1.04702	.11424
	male	133	2.2481	.94071	.08157
Item11	female	84	3.0119	1.08099	.11795
	male	133	2.7068	1.04288	.09043
Item12	female	84	2.8452	.87114	.09505
	male	133	2.7594	.93865	.08139

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Item7	Equal variances assumed	1.782	.183	-.723	215
	Equal variances not assumed			-.707	163.920
Item8	Equal variances assumed	1.804	.181	.074	215
	Equal variances not assumed			.072	165.184
Item9	Equal variances assumed	1.167	.281	1.384	215
	Equal variances not assumed			1.427	193.823
Item10	Equal variances assumed	4.197	.042	1.751	215
	Equal variances not assumed			1.710	162.628
Item11	Equal variances assumed	.007	.934	2.070	215
	Equal variances not assumed			2.053	171.910

Independent Samples Test

		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence ...
					Lower
Item7	Equal variances assumed	.471	-.06516	.09016	-.24287
	Equal variances not assumed	.481	-.06516	.09216	-.24713
Item8	Equal variances assumed	.941	.01003	.13568	-.25740
	Equal variances not assumed	.942	.01003	.13838	-.26320
Item9	Equal variances assumed	.168	.16917	.12220	-.07170
	Equal variances not assumed	.155	.16917	.11852	-.06459
Item10	Equal variances assumed	.081	.23997	.13701	-.03009
	Equal variances not assumed	.089	.23997	.14037	-.03721
Item11	Equal variances assumed	.040	.30514	.14742	.01457
	Equal variances not assumed	.042	.30514	.14862	.01178

Independent Samples Test

		t-test for Equality of ...
		95% Confidence ...
		Upper
Item7	Equal variances assumed	.11254
	Equal variances not assumed	.11681
Item8	Equal variances assumed	.27745
	Equal variances not assumed	.28325
Item9	Equal variances assumed	.41004
	Equal variances not assumed	.40204
Item10	Equal variances assumed	.51004
	Equal variances not assumed	.51716
Item11	Equal variances assumed	.59571
	Equal variances not assumed	.59850

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Item12	Equal variances assumed	2.484	.118	.874	215
	Equal variances not assumed			.888	188.347

Independent Samples Test

		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence ...
					Lower
Item12	Equal variances assumed	.501	.08584	.12727	-.18501
	Equal variances not assumed	.494	.08584	.12514	-.18103

Independent Samples Test

		t-test for Equality of ...
		95% Confidence ...
		Upper
Item12	Equal variances assumed	.33669
	Equal variances not assumed	.33270

```

T-TEST GROUPS=gender (1 2)
/MISSING=ANALYSIS
/VARIABLES=Item13 Item14 Item15 Item16 Item17 Item18
/CRITERIA=CI (.95) .

```

T-Test

Notes		
Output Created		30-OCT-2017 14:16:25
Comments		
Input	Data	C:\Users\user\Documents\ABA ANALYSIS.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	217
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=gender(1 2) /MISSING=ANALYSIS /VARIABLES=Item13 Item14 Item15 Item16 Item17 Item18 /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.03

[DataSet1] C:\Users\user\Documents\ABA ANALYSIS.sav

Group Statistics

	gender	N	Mean	Std. Deviation	Std. Error Mean
Item13	female	84	2.7024	1.11701	.12188
	male	133	2.6617	1.08633	.09420
Item14	female	84	2.9405	.93591	.10212
	male	133	2.6617	1.08633	.09420
Item15	female	84	2.4643	.82792	.09033
	male	133	2.2857	.90931	.07885
Item16	female	84	3.3929	.83620	.09124
	male	133	3.1429	1.03091	.08939
Item17	female	84	2.8095	1.04681	.11422
	male	133	2.7218	1.03245	.08953
Item18	female	84	3.3095	.87779	.09577
	male	133	3.2105	.88807	.07701

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Item13	Equal variances assumed	.043	.835	.266	215
	Equal variances not assumed			.264	172.970
Item14	Equal variances assumed	8.871	.003	1.941	215
	Equal variances not assumed			2.007	195.390
Item15	Equal variances assumed	.681	.410	1.458	215
	Equal variances not assumed			1.489	188.754
Item16	Equal variances assumed	8.030	.005	1.868	215
	Equal variances not assumed			1.957	201.868
Item17	Equal variances assumed	.109	.741	.606	215
	Equal variances not assumed			.604	174.823

Independent Samples Test

		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence ...
					Lower
Item13	Equal variances assumed	.780	.04073	.15306	-.26087
	Equal variances not assumed	.792	.04073	.15403	-.26330
Item14	Equal variances assumed	.054	.27882	.14387	-.00438
	Equal variances not assumed	.046	.27882	.13883	.00483
Item15	Equal variances assumed	.146	.17857	.12247	-.06283
	Equal variances not assumed	.138	.17857	.11980	-.05785
Item16	Equal variances assumed	.063	.25000	.13385	-.01383
	Equal variances not assumed	.052	.25000	.12773	-.00188
Item17	Equal variances assumed	.545	.08772	.14467	-.19743
	Equal variances not assumed	.546	.08772	.14512	-.19870

Independent Samples Test

		t-test for Equality of ...
		95% Confidence ...
		Upper
Item13	Equal variances assumed	.34243
	Equal variances not assumed	.34476
Item14	Equal variances assumed	.58200
	Equal variances not assumed	.55281
Item15	Equal variances assumed	.41998
	Equal variances not assumed	.41510
Item16	Equal variances assumed	.51383
	Equal variances not assumed	.50186
Item17	Equal variances assumed	.37287
	Equal variances not assumed	.37413

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Item18	Equal variances assumed	.134	.714	.803	215
	Equal variances not assumed			.806	178.179

Independent Samples Test

		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence ...
					Lower
Item18	Equal variances assumed	.423	.09900	.12322	-.14387
	Equal variances not assumed	.422	.09900	.12289	-.14352

Independent Samples Test

		t-test for Equality of ...
		95% Confidence ...
		Upper
Item18	Equal variances assumed	.34187
	Equal variances not assumed	.34151

```
MEANS TABLES=Item1 Item2 Item3 Item4 Item5 Item6 BY gender status
/CELLS MEAN STDDEV.
```

Means

Notes

Output Created		30-OCT-2017 14:17:21
Comments		
Input	Data	C:\Users\user\Documents\ABA ANALYSIS.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	217
Missing Value Handling	Definition of Missing	For each dependent variable in a table, user-defined missing values for the dependent and all grouping variables are treated as missing.
	Cases Used	Cases used for each table have no missing values in any independent variable, and not all dependent variables have missing values.
Syntax		MEANS TABLES=Item1 Item2 Item3 Item4 Item5 Item6 BY gender status /CELLS MEAN STDDEV.
Resources	Processor Time	00:00:00.05
	Elapsed Time	00:00:00.05

[DataSet1] C:\Users\user\Documents\ABA ANALYSIS.sav

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Item1 * gender	217	100.0%	0	0.0%	217	100.0%
Item2 * gender	217	100.0%	0	0.0%	217	100.0%
Item3 * gender	217	100.0%	0	0.0%	217	100.0%
Item4 * gender	217	100.0%	0	0.0%	217	100.0%
Item5 * gender	217	100.0%	0	0.0%	217	100.0%
Item6 * gender	217	100.0%	0	0.0%	217	100.0%
Item1 * status	217	100.0%	0	0.0%	217	100.0%
Item2 * status	217	100.0%	0	0.0%	217	100.0%
Item3 * status	217	100.0%	0	0.0%	217	100.0%
Item4 * status	217	100.0%	0	0.0%	217	100.0%
Item5 * status	217	100.0%	0	0.0%	217	100.0%
Item6 * status	217	100.0%	0	0.0%	217	100.0%

Item1 Item2 Item3 Item4 Item5 Item6 * gender

gender		Item1	Item2	Item3	Item4	Item5	Item6
female	Mean	3.0833	2.9286	2.4762	3.1071	2.9762	2.9405
	Std. Deviation	.94688	.86129	1.08079	1.00622	.94392	.82654
male	Mean	2.7895	2.8571	2.4586	3.2105	3.2180	2.9398
	Std. Deviation	.93788	1.00108	1.05537	.75931	.78178	.86829
Total	Mean	2.9032	2.8848	2.4654	3.1705	3.1244	2.9401
	Std. Deviation	.95007	.94800	1.06282	.86252	.85429	.85044

Item1 Item2 Item3 Item4 Item5 Item6 * status

status		Item1	Item2	Item3	Item4	Item5	Item6
principal	Mean	3.0645	2.7419	2.5161	3.0968	3.0323	3.0323
	Std. Deviation	.96386	1.03175	.88961	1.04419	.94812	.83602
parent	Mean	2.8763	2.9086	2.4570	3.1828	3.1398	2.9247
	Std. Deviation	.94770	.93417	1.09089	.83110	.83945	.85407
Total	Mean	2.9032	2.8848	2.4654	3.1705	3.1244	2.9401
	Std. Deviation	.95007	.94800	1.06282	.86252	.85429	.85044

```
DESCRIPTIVES VARIABLES=Item7 Item8 Item9 Item10 Item11 Item12
  /STATISTICS=MEAN STDDEV.
```

Descriptives

Notes

Output Created		30-OCT-2017 14:07:23
Comments		
Input	Data	C:\Users\user\Documents\ABA ANALYSIS.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	217
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.
Syntax		DESCRIPTIVES VARIABLES=Item7 Item8 Item9 Item10 Item11 Item12 /STATISTICS=MEAN STDDEV.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

[DataSet1] C:\Users\user\Documents\ABA ANALYSIS.sav

Descriptive Statistics

	N	Mean	Std. Deviation
Item7	217	3.5181	.84819
Item8	217	2.8988	.97128
Item9	217	2.9677	.87889
Item10	217	2.3410	.98781
Item11	217	2.8249	1.06577
Item12	217	2.7928	.91203
Valid N (listwise)	217		

```
DESCRIPTIVES VARIABLES=Item13 Item14 Item15 Item16 Item17 Item18
/STATISTICS=MEAN STDDEV.
```

Descriptives

Notes

Output Created		30-OCT-2017 14:00:34
Comments		
Input	Data	C:\Users\user\Documents\ABA ANALYSIS.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	217
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.
Syntax		DESCRIPTIVES VARIABLES=Item13 Item14 Item15 Item16 Item17 Item18 /STATISTICS=MEAN STDDEV.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

[DataSet1] C:\Users\user\Documents\ABA ANALYSIS.sav

Descriptive Statistics

	N	Mean	Std. Deviation
Item13	217	2.6774	1.09591
Item14	217	2.7696	1.03745
Item15	217	2.3548	.88107
Item16	217	3.2396	.96595
Item17	217	2.7558	1.03850
Item18	217	3.2488	.88339
Valid N (listwise)	217		



aba4.pdf



aba5.pdf



aba6.pdf



aba7pdf.pdf



aba8pdf.pdf



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aba2.pdf



aba3.pdf