



SCHOOL BASED MANAGEMENT COMMITTEE ROLE PERFORMANCE AS CORRELATE OF EFFECTIVE ADMINISTRATION IN UNITY SECONDARY SCHOOLS IN SOUTH EAST, NIGERIA

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Abstract

The study determined the relationship between School-based Management Committee and Effective Administration in unity secondary schools in South-East, Nigeria. This study adopted correlational research design. Three research questions and three null hypotheses guided the study. The sample size for the study was 289 which comprised 10 principals, 20 executive members of SBMC, 20 members of PTA, and 239 teachers from 10 Unity secondary schools in the South East, Nigeria. The study adopted multistage sampling procedure. Two Researcher-developed questionnaires were used for data collection which were titled: School-Based Management Committee Role Performance Questionnaire (SBMCRPQ), and Effective Administration of Unity Secondary School Questionnaire (EAUSSQ). The instruments were validated by three experts, two from Educational Management and one from Science Education Department majored in Measurement and Evaluation, all from College of Education, Michael Okpara University of Agriculture, Umudike. The reliability of two questionnaires were established from a trial test carried out in Federal Government College Port Harcourt, Rivers State which is outside the area of the study using Cronbach alpha. This yielded internal consistency indices of .73, and .73 for SBMCRPQ, and EAUSSQ respectively. Out of 289 copies of the two set of the instruments administered, 275 copies representing 95% return rate of the administered copies of the instruments which were used for data analysis. Pearson's Product Moment Correlation Coefficient (r) (PPMCC) was used to answer the research question one and two while Scheffe's test was used to answer research question three. Linear regression was used to test all the null hypotheses except hypothesis three which was tested with multi-regression at 0.05 level of significance. Results showed among others that school-based management performance roles such as supervisory roles, and participation in decision-making respectively relate to effective administration in unity secondary schools to very high extent in South East, Nigeria. Based on the results, it was concluded among others that Government should organize adequate training for School Board Management Committee members once they are constituted on their roles so that they will embrace such roles to function effectively. It was also recommended that School Based Management Committees should be paying regular unscheduled supervisory visits to schools to ensure that principals and other school administrators in unity secondary schools perform their jobs effectively.



Introduction

Effective administration of secondary schools is an essential aspect of the educational system that requires the attention of the school stakeholders such as school-based management committee (SBMC), and other available resources geared towards sustainability and actualization of the educational goals. School based management committee (SBMC) seem to be more related to effective education than the others, because it is the government that recruits, assign job responsibilities and remunerate teachers in the school system. Ogedi and Okoro (2017) argued that education is an essential tool for national and global development in terms of industrial expansion and sustainability, manpower production, technological advancement and quality standard of living. Education thus remains the foundation of progress in any given society in the world. Saliently, for any organization to function efficiently, the organizational board of governor must be actively engaged and committed to the role performance.

Unity secondary school is a federal government established and managed secondary school that is sited within the 36 states of the federation. It shares the same purpose, objectives and aims with other public secondary school education for the purpose of preparing its participant for self-reliance and usefulness in the Nigerian society. Unity secondary school, otherwise known as federal government colleges is categorized based on mixed (boys and girls), gender based (girls) and technical unity school. Historically, unity schools (Federal Government Colleges) came into existence after the Nigerian civil war of 1967 to 1970, as part of the Federal Military Government Policy for promoting unity across the country. The school also bridge the gap in educational inequality such provides accessible education to all the citizens of Nigeria. For unity secondary school to have effective education, factors such as SBMC role performance are vital instrument required to achieve quality educational outcome.

The school-based management committee (SBMC) is a governing body responsible for overseeing and managing the operations of a school. The Board typically includes individuals from various backgrounds, such as parents, community members, educators, and business leaders. The specific composition and responsibilities of the Board may vary depending on the type and size of the school, but its primary role is to provide strategic direction and ensure the school is run effectively. Hooge (2017) noted that school-based management committee as group of people that governs the affairs of an organization either in government or in non-governmental sectors. School based management committee duties are regulated by the government rules and regulations and the organizational constitutions. Also, Brown and Guo (2018) argued that school-based management committee makes policy that governs the activities of an organization. In another view, Kija (2015) described school-based management committee as board of trustees that manage and oversee the activities of an organization (school) in line with the organization lay down rules. One of the key responsibilities of the school-based management committee is to establish and maintain the school's vision, mission, and goals. This involves setting policies and guidelines for the school's operations, as well as monitoring and evaluating its progress towards achieving these objectives.

School-based management committee in educational system could be defined as group of directors that manage the overall activities of an educational system in order to achieve its set goals. Asiyai (2016) described School based management committee as monthly, quarterly or annual meetings of directors and government representatives on the general affairs of secondary education. Okpara (2017) is of the view that SBMC are selected individuals that are charged with the duty of overseeing effective management of schools. In articulating its members, Okpara (2017) submitted that school-based management committee are headed by the commissioner of Education as the Chairman and the permanent Secretary of the Ministry of Education as the Secretary, other members include four regular members and five non regular members selected from principals, teachers, government representatives and community members. Some of the role performance of school based management committee (SBMC) may include supervisory role performance and decision-making role performance amongst others. Supervisory role performance thus become salient for discussion in this study.



Supervisory role of School based management committee (SBMC) entails that the Board is mandated to supervise all the activities in a school from one academic session to the other. Supervision deals with the appropriate or adequate guiding and monitoring of human and material resources in a given organizational setting towards prudential management and efficiency in achieving set goals. In this case, Chapman and Salokangas in Ojei (2023) stated that supervision duties of SBMC are designed to cover all the key activities in secondary schools, such activities include; examination, teaching and learning, projects, physical facilities, students and teachers' behaviour. Goodled and Phyllis in Onwuchekwa (2016) defined supervision as an effort designed by the school officials towards improving leadership to teachers and educational workers in the improvement of instruction, selection and revision of educational objectives, maintenance of instruction and methods of teaching and evaluation.

Supervision of educational programs in unity secondary schools by SBMC remain a sustainable educational approach towards achieving quality assurance and sustainability in the field of education. Ogedi and Okoro (2022) noted that SBMC supervisory role creates an enabling environment for mutual relationship amongst educational administrators and staff towards achieving high productivity in the educational system. Nwogu in Izuogu (2019) opined that supervision of instruction is concerned with making adequate provisions for all the conditions that are essential for effective learning through effective teaching. Supervisory role of SBMC is a service activity that exists to help school management do their job better. Ibiam (2015) explained that supervisory role is characterized by guidance, assistance, sharing of ideas, facilitation and creation to help teachers improve learning output in schools. Another aspect of SBMC role in the school management for enhancing job performance decision-making responsibility.

Every process of decision-making should have a good choice which may or may not prompt action or the process of identifying and choosing alternatives based on the values, preferences and beliefs of the decision-maker. Okumbe in Okorie (2016) defined decision-making as the process of specifying the nature of a particular problem and selecting among available alternatives to solve them. Decision making therefore deals with the act of making a choice among available alternatives. Decision making role of SBMC is a problem-solving approach by choosing a specific course of action among various alternatives. Arguing on decision-making process in an organizational setting, Okorie in Ajuzie (2022) contended that educational organizations are deeply involved in administrative decision-making as this reflects the organizations objectives, policies and plan. Decision-making role of SBMC therefore is an integral part of modern management and forms the primary assignment or responsibilities of educational management. Decision-making form the major element in administrative responsibility at every level of taking action in an organization be it in disciplinary issues, employment and deployment issue, disengagement matters, assessment or even contracting issues.

As decision-making is an essential role of SBMC in the management of schools, Brown and Guo (2019) stated that decision-making entails deliberations reached or agreed upon by members of SBMC during their meetings about an important issue in the management of secondary schools. Such issues or factors may be geared towards, promotions of teachers and students, supervision, approval of projects, opening and closing of schools, curriculum planning, teachers and students discipline. Lin (2018) revealed that effective administration of secondary schools relies heavily on effective decision-making of SBMC.

Effective administration involves the principals' outstanding performance in carrying out their functions in an exceptional way of achieving goals. Panky (2015) defined effective administration as the management of employee department and organization to ensure the goals and objectives are duly reached effectively. The principal is the key person in the administration of the school where he/she performs specific tasks. The principals activities and those of the staff are geared towards the training of the learner. The principal supervises and guides the students. He must see to it that the students are punctual, properly dressed in their correct uniforms, honest and dedicated to their studies. Principal partakes in the discipline of the students where necessary. For the purpose of this study, effective

administration is defined as the process of working with and through others to accomplish organizational goals. It is the art and science of getting things outstandingly done.

Statement of the Problem

Administrative effectiveness of school administrators deals with the ability of the secondary school principals to perform outstandingly in their assigned tasks. It is characterized by their ability to coordinate and harmonize both human, financial, and material resources to achieve educational goals. This coordination of human, financial and material resources in the secondary schools is thoroughly monitored by the SBMC's towards achieving effective administration in the school.

SBMC seems to be the highest management arm of secondary schools that takes care of the day-to-day management of secondary schools, supervision of school activities and programs and decision-making in unity secondary schools amongst other responsibilities that they perform. This however promotes effective secondary education. Ordinarily, effective education in unity schools entails effectiveness in; teaching, learning, classroom management, curriculum planning and evaluation, projects, supervision, students behaviour, quality assurance, judicious utilization of available resources, planning and management, and establishment of quality relationship between teachers, students and community.

The contemporary role of SBMC in unity secondary schools seem not to be active in key decision making, supervision and other role responsibilities, which often times results to poor cooperation with the school administrators leading to administrative inefficiency. This poor role responsibilities or performance of SBMC tend to pose serious challenge to effective education that results to administrative ineffectiveness of the principals.

It is against this backdrop that the researcher tends to fill in the gap in knowledge by carrying out the study on the SBMC role performance as correlates of effective administration of unity secondary schools in south east, Nigeria.

Purpose of the Study

The purpose of the study is to investigate the relationship between School Based Management Committee roles performance for effective administration in unity secondary schools in South East, Nigeria. Specifically, the study sought to:

1. determine the extent SBMC supervision role performance relates to effective administration in unity secondary schools in South East, Nigeria.
2. ascertain the extent SBMC role performance of decision-making relates to effective administration in unity secondary schools in South East, Nigeria.
3. determine the extent SBMC role performance jointly relates to effective administration in unity secondary schools in south east Nigeria.

Research questions

The following research questions guided the study:

1. To what extent does supervision role performance of SBMC relate to effective administration in unity secondary schools in south east, Nigeria?
2. To what extent does SBMC role performance of decision-making relate to effective administration in unity secondary schools in South East, Nigeria?
3. To what extent does SBMC role performance jointly relate to effective administration of unity secondary schools in south east Nigeria?
- 4.

Hypotheses

The following null hypotheses were formulated and were tested at 0.05 levels of significance to guide the study.

- H0₁:** There is no significant relationship between supervision role performance of SBMC and effective administration in unity secondary schools in South East, Nigeria.
- H0₂:** There is no significant relationship between SBMC role performance in decision-making and effective administration in unity secondary schools in South East, Nigeria.
- H0₃:** There is no significant joint relationship between SBMC role performance and effective administration in unity secondary schools in south east Nigeria.

Methodology

The study adopted a correlational research design. The design was used to ascertain the relationship between school-based management committee (SBMC) roles performance and effective administration in unity secondary schools in South East, Nigeria. The population of this study was 1,044 respondents which comprised 10 principals, 934 teachers, 50 executive members of SBMC, and 50 executive members of PTA in the 10 Unity secondary schools in South East, Nigeria. The sample size for the study is 289 respondents which comprised 10 principals, 20 executive members of SBMC, 20 executive members of PTA and 239 teachers. The instruments for data collection were three sets of questionnaire titled “School Based Management Committee Role Performance Questionnaire (SBMCRPQ) and Effective Administration in Unity Secondary School Questionnaire (EAUSSQ)”. Three experts in College of education, Michael Okpara University of Agriculture, Umudike validated the instruments. The reliability of the three instruments were determined using Cronbach alpha method which yielded an index of .73, and .73 for SBMCRPQ, and EAUSSQ respectively. The data collected from the field were analyzed using Pearson Product Moment Correlation Coefficient (r^2) to answer the research questions 1, and 2 while research questions 3 was answered using Scheffe’s test. Linear regression was used to test all the null hypotheses except hypothesis three which was tested with multi-regression at 0.05 level of significance. Items that scored 0.40 – 0.69 were regarded as moderate relationship. More-so, null hypotheses were accepted and the alternative rejected where the r-ratio was less than the r-critical.

Result

Out of 289 copies of the three set of the instruments administered, 275 copies representing 95% return rate of the administered copies of the instruments which were used for data analysis.

Research Question 1

To what extent does supervision role performance of SBMC relate to effective administration in unity secondary schools in South East, Nigeria?

Table 1: Pearson Product Moment Correlation on the supervision role performance of SBMC and effective administration in unity secondary schools in South East, Nigeria

Variables		SRP	EAS
SRP	Pearson correlation	1	.899
	Sig. (2 tailed)		.022
	N	275	275
	R ²	0.808 80.8%	

EAS	Pearson Correlation	.899	1
	Sig. (2 ailed)	.022	
	N	275	275

SRP= Supervision Role Performance, EAS = Effective Administration of Schools

The results on table 1 revealed a correlation coefficient (r) of .889 which is positive and within the coefficient limit of ± 0.80 and above indicating strong, positive and a very high extent correlation. This however implies that supervision role performance of SBMC positively and to a very high extent relate to effective administration in unity secondary schools in South East, Nigeria. The results also showed that the coefficient of determination (R^2) of 0.808 indicates that 80.8% of the variance observed in effective administration of unity secondary schools in South East, Nigeria is accounted for by the supervision role performance of SBMC.

Hypothesis 1

There is no significant relationship between supervision role performance of SBMC and effective administration in unity secondary schools in South East, Nigeria.

Table 2: Simple linear regression Analysis of the supervision role performance of SBMC and effective administration in unity secondary schools in South East, Nigeria

Variable	Term	Sum of Squares	Df	Mean square	F	Sig.	Decision
SRP	Regression	4,199.003	1	4,199.003	103.493	.022	S
EAS	Residual	11076.331	273	40.573			
	Total	15275.334	274				

S = Significant at $P < 0.05$

The result on table 4.2 show a P-value of .022 which is less than the alpha value of 0.05. This means that the null hypothesis which stated that supervision role performance of SBMC does not significantly relate to effective administration in unity secondary schools in South East, Nigeria is rejected. Therefore, there is a significant relationship between supervision role performance of SBMC and effective administration in unity secondary schools in South East, Nigeria.

Research Question 2

To what extent does SBMC role performance on decision-making relate to effective administration in unity secondary schools in South East, Nigeria?

Table 3: Pearson Product Moment Correlation on the SBMC role performance on the decision-making and effective administration in unity secondary schools in South East, Nigeria

Variables		PDM	EAS
PDM	Pearson correlation	1	.884
	Sig. (2 tailed)		.006
	N	275	275

EAS	R ²	(0.781)	
		78.1%	
	Pearson Correlation	.884	
	Sig. (2 tailed)	.006	
	N	275	275

PDM= Performance of Decision-Making, EAS = Effective Administration Schools

The results on table 3 indicated a correlation coefficient (r) of .884 which is positive and within the coefficient limit of ± 0.80 and above indicating strong, positive and a very high extent relationship. This however implies that SBMC role performance of decision-making positively to a very high extent relate to effective administration in unity secondary schools in South East, Nigeria. The results also showed that the coefficient of determination (R^2) of 0.781 indicates that 78.1% of the variance observed in effective administration in unity secondary schools in the South East, Nigeria is accounted for by the SBMC role performance of decision-making.

Hypothesis 2

There is no significant relationship between SBMC role performance on decision-making and effective administration in unity secondary schools in South East, Nigeria.

Table 4: Simple linear regression Analysis of SBMC role performance of decision-making and effective administration in unity secondary schools in South East, Nigeria

Variable	Term	Sum of Squares	Df	Mean square	F	Sig.	Decision
PDM	Regression	4887.439	1	4887.439	121.346	.006	S
EAS	Residual	10995.665	273	40.277			
	Total	15883.104	274				

S = Significant at $P < 0.05$

The results on table 4 shows a p-value of .004 which is less than the alpha value of 0.05. This means that the null hypothesis which stated that there is no significant relationship between SBMC role performance on decision-making and effective administration in unity secondary schools in South East, Nigeria is rejected. Therefore, there is a significant relationship between SBMC role performance on decision-making and effective administration in unity secondary schools in South East, Nigeria.

Research Question 3

To what extent does SBMC role performance jointly relate to effective administration in unity secondary schools in South East, Nigeria?

Table 5: Correlation Matrix of SBMC role performance (supervision role performance, provision of physical facilities, decision-making) effective administration in unity secondary schools in South East, Nigeria

	SRP	PDM	Joint	EAS
SRP	Pearson	1		.899
	Correlation			
	Sig. (2-tailed)			.022
	N	275		275



PDM	Pearson		1		.884
	Correlation				
	Sig. (2-tailed)				.006
	N	275			275
Joint	Pearson			1	.881
	Correlation				
	Sig. (2-tailed)				.008
	N	275			275

SRP= Supervision Role Performance, PDM=Decision-Making, EAS = Effective Administration Schools *. Correlation is significant at the 0.05 level (2-tailed)

The results on table 5 indicate a correlation coefficient (r) of .899 which is positive and within the coefficient limit of ± 0.80 and above indicating strong, positive and a very high extent correlation. This however implies that supervisory role performance of SBMC positively and to a very high extent relate to effective administration in unity secondary schools in South East, Nigeria. The table also shows a correlation coefficient (r) of .879 which is positive and within the coefficient limit of ± 0.80 and above indicating strong, positive and a very high extent correlation. The result in the tables further show a correlation coefficient (r) of .884 which is positive and within the coefficient limit of ± 0.80 and above indicating strong, positive and a very high extent correlation. This however means that SBMC role performance of decision-making positively to a very high extent correlate to effective administration in unity secondary schools in South East, Nigeria. Finally, the table revealed a correlation coefficient (r) of .881 which is positive and within the coefficient limit of ± 0.80 and above indicating strong, positive and a very high extent correlation. This however implies that School-based management positively and to a very high extent correlate to effective administration in unity secondary schools in South East, Nigeria.

To determine the relative contributions of SBMC role performance (supervision role performance, and decision-making) on effective administration in unity secondary schools in South East, a Scheffe test was carried out and the predictive indices of effective administration in unity secondary schools are presented as shown in table 6 below:

Table 6: Scheffe Test on relative contributions of SBMC role performance and effective administration in unity secondary schools in South East, Nigeria

		SRP	PDM	Joint	EAS (%)
SRP	Pearson	1			.899 (48.80)
	Correlation				
	Sig. (2-tailed)				.022
	N	275			275
PDM	Pearson		1		.884 (51.20)
	Correlation				
	Sig. (2-tailed)				.006
	N	275			275
Joint	Pearson			1	.881(62.21)
	Correlation				
	Sig. (2-tailed)				.008
	N	275			275

Table 6 shows that the predictive indices of SBMC role performance of supervision role performance, and decision-making are .889, and .884, respectively. These however represent 48.80, and 51.20 percentages of relative contributions of supervision role performance, and provision of decision-making respectively on effective administration in unity secondary schools.

In other words, the provision of decision-making had the highest percentage contribution of 51.20%, followed by supervision role performance with 48.80%, and lastly the provision of physical facilities with 33.00% relative contribution. Summarily, SBMC role performance had 62.21% contribution on effective administration in unity secondary schools in South East.

Hypothesis 3

There is no significant joint relationship between SBMC role performance and effective administration in unity secondary schools in South East, Nigeria.

Table 7: Multiple regression Analysis of SBMC role performance and effective administration in unity secondary schools in South East, Nigeria

Variables	Term	Sum of Squares	Df	Mean square	F	Sig.	Decision
SCR	Regression	9322.085	2	4661.043	110.645	.006	S
EAS	Residual	11458.374	272	42.126			
	Total	16780.459	274				

S = Significant at $P \leq 0.05$

The results able on table 7 show a p-value of .006 which is less than the alpha value of 0.05. This means that the null hypothesis which states that SBMC role performance does not significantly correlate with effective administration in unity secondary schools in South East, Nigeria is rejected. Therefore, SBMC role performance significantly correlate with effective administration in unity secondary schools

Findings of the Study

The following major findings emerged from the study:

1. supervision role performance of SBMC positively and to a very high extent relate to effective administration in unity secondary schools in South East, Nigeria,
2. SBMC role performance of decision-making positively to a very high extent relate to effective administration in unity secondary schools in South East, Nigeria,
3. SBMC role performance significantly to a very high extent jointly relate to effective administration in unity secondary schools in South East, Nigeria.

Discussion of the findings

Supervision role performance of SBMC and effective administration in unity secondary schools in South East, NIGERIA

The findings of the study revealed that supervision role performance of SBMC positively and to a very high extent relate to effective administration in unity secondary schools in South East, Nigeria. The results suggest that as supervision role performance of SBMC increases, effective administration in unity secondary schools equally increases or become more effective to a very high extent. This finding specifically showed that SBMC role performance such as their supervision of classrooms, supervision of teaching facilities, supervision of lesson notes as well as their supervision of minutes of meetings among others enhance effective administration of unity secondary schools. There is no doubt that supervision role performance of SBMC effective administration in unity secondary schools as according to Ibiam (2015), such supervision is characterized by guidance, assistance, sharing of ideas, and facilitation and creation which help teachers improve learning output in school. When proper supervision is involved, everyone in an organization sit-up to their responsibility. Ogedi and Okoro (2022) maintained that such supervision creates an enabling environment in which there is a mutual

relationship between the supervisor and the supervisee in ensuring that the instructional and administrative purposes are met with.

SBMC role performance of decision-making and effective administration in unity secondary schools in South East, Nigeria

It was found from the study that SBMC role performance of decision-making positively to a very high extent relate to effective administration in unity secondary schools in South East, Nigeria. This however, means that an increase in SBMC's roles in making decisions in unity schools will positively lead to a corresponding increase in the effectiveness of the administration of such schools. In other words, effective administration in unity secondary schools in South East, Nigeria depends to a very large extent on the involvement of SBMC in making some vital decisions in such schools. The results specifically revealed that SBMC involvement in unity schools' decision making such as setting the school vision, maintaining the school ethos, making school policies among others determine to a very high extent the effective administration of those schools. The result agreed with Ombati (2018) who carried out similar study and found that Board of Governors greatly influence decision-making in secondary school management. The results equally aligned with Amakyi (2022) who in a similar study found that Governing board take vital decisions that do not enhance students' academic performance but the general administration of schools.

SBMC role performance and effective administration in unity secondary schools in South East, Nigeria

Finally, the results showed that SBMC role performance significantly to a very high extent jointly relate to effective administration in unity secondary schools in South East, Nigeria. The results suggest that effective administration can be attained in unity schools when SBMC identify her roles and perform very well. The results also means that administration in unity secondary schools will be very effective when the SBMC groups in schools perform their roles effectively. In other words, an increase in the role performances of SBMC to unity schools, will yield also an increase or effective administration of such schools. This means that when SBMC as a group in a school, play some roles to schools such as supervisory roles, provision of physical facilities and participation in making school decisions among others will lead to an effective administration of such schools. The results supported Gubesa (2018) who maintained that SBMCs show some interventions such as the provision of infrastructural facilities in schools in order to enhance teaching and learning as well as the general administration of such schools. The results equally aligned with Masud and Daud (2019) who opined that administrative effectiveness rely on sustainable human resources, adequate management, teachers and role performance of SBMC. Similarly, the results agreed with Kowalski as cited in Amakyi (2017) who maintained that SBMC is a stakeholder in the management of educational institutions, in addition to the government directorates of education and the school community.

Recommendations

Based on the results of the analysts, the researchers recommended the following:

1. School Based Management Committees should be paying regular unscheduled supervisory visits to schools to ensure that principals and other school administrators in unity secondary schools perform their jobs effectively.
2. Principals of unity secondary schools should involve School Based Management Committees in making some important school decisions and policies.
3. Government should organize adequate training to school board management committee members once they are constituted on their roles so that they will embrace such roles to function effectively.



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