

COMMITTEE SYSTEM AND SECONDARY SCHOOL ADMINISTRATIVE EFFECTIVENESS IN IBADAN METROPOLIS, OYO STATE, NIGERIA

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Abstract

This study examined committee system and secondary school administrative effectiveness in Ibadan Metropolis, Oyo state, Nigeria. The study adopted descriptive survey research design, while the research instrument for the study was a self-designed questionnaire titled "Committee System and Secondary School Administrative Effectiveness Questionnaire (CSSSAEQ)". The population for the study comprised of all the teachers and principals of senior secondary schools in Ibadan metropolis. The sample size for this study comprised of 490 respondents. Multistage sampling procedure was used for this study. Three hypotheses were formulated to guide this study and tested using Pearson's Product Moment Correlation Coefficient (PPMC) and Regression analysis at 0.05. The study found that there was significant relationship between committee system (instructional supervision committee, disciplinary committee, examination committee and staff welfare committee) and secondary school administrative effectiveness (0.396; 0.454; 0.218; 0.183; $P < 0.05$), all the variables (instructional supervision committee, disciplinary committee, examination committee and staff welfare committee) made a significant contribution to secondary school administrative effectiveness, but instructional supervision was a potential predictor of secondary school administrative effectiveness (0.344, $P < 0.05$). There was also significant joint contribution of committee system (instructional supervision committee, disciplinary committee, examination committee and staff welfare committee) to secondary school administrative effectiveness (0.510, $P < 0.05$) in Ibadan metropolis. Based on the findings and conclusion, recommendations were made, one of which was that different types of existing committees in secondary schools should be accepted and implemented to boost the confidence of members of the committees in

the system and to enhance secondary school administrative effectiveness.

Keywords: Administration, Effectiveness, Administrative Effectiveness, Committee and Committee System.

Introduction

Education has remained a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated (Ikegbusi, 2012). This scholar states that, for a civilized and socialized society, education is the only means; its goal is to make an individual perfect. The ultimate goal of secondary education is to develop the individual's mental capacity and character for higher education and useful living within the society. Secondary education is an important level of the education system as it is the link between primary and tertiary education, preparing students for useful living within the society and for higher education. It enables students to acquire necessary knowledge, skills, values, culture and attitudes for the development of individuals and nation building. This is in line with the National Policy on Education (FRN 2014: section 3, p.18) which states that:

Develop and promote Nigerian language, art and culture in the context of world' cultural heritage; inspire students with a desire for self-improvement and achievement of excellence; provide entrepreneurial, technical and vocational job specific skills for self-reliance, and for agricultural, industrial, commercial and economic development.

In the school system, high success rate is the priority of stakeholders like the administrators, staff members, students, parents, community members and school board members in both school and society. If a school functions properly in all respects and experiences high learner attainment, such school is said to be effective. In the light of this, Tajomavwo (2009) stated that effective administration in secondary schools have much in common and have received considerable attention. These researchers further added that effective administration is one that is able to attain goals or results, and is able to meet its obligation to all stakeholders, now and in the distant future.

Administrative effectiveness is defined as the positive response to administrative efforts and actions with the intention of accomplishing stated goals (Akomolafe, 2012). In other words, administrative effectiveness is the successful accomplishment of set goals. Botha (2010) likened school effectiveness to administrative effectiveness, by associating school effectiveness with the accomplishment of school objectives. The inference from this submission is that an effective school achieves results by turning out quality products (students) acceptable in the society and who can survive therein.

There are various challenges that educational administrators face in their day to day running of schools. These challenges determine the level of administrative effectiveness of the school. According to Leu and Bryen (2011) and Kharmes (2013), the main challenges faced by school administration in secondary schools are examination malpractices, poor quality of instruction, shortage of teachers, inadequate teaching and learning resources, poorly equipped buildings with inadequately trained staff and poor leadership. Nwadiani (2000), Okebukola (2005), Ajayi and Ekundayo (2008), Nnebedum, Akinfolarin and Obuegbe (2018) equally identify prevalence of examination malpractices, irregular sporting activities, inadequate motivation of staff, lateness and absenteeism among staff and students, population explosion, poor funding, infrastructural decay, low academic performance, students militancy, raping, cultism and other social vices to be some of the challenges of effective secondary school administration. It is in this regard that, it is assumed that the utilization of committee system in secondary school may help in solving many of these challenges.

It is expected that as the society quickly changes, new skills, new methods, new attitudes, new instructional materials and equipment should be provided in the schools. Thus, the expectation that school administration today, should be effective and involve to a large extent, functions which require modern management techniques, that is, a combination of skills required for managing not only human, financial and material resources but also time and change. The effectiveness of school administrators is however dependent on personal qualities, interaction with subordinates and the situation as well as their ability to inspire all members of the school community to

work together toward the goal of excellent education of all students (Brouten, 2005).

Undoubtedly, effective school administration is indispensable today for effective realization of the educational policy statements. In fact, there can be no meaningful / purposeful self and national growth and sustainable development in the society without effective school administration. It is the school administrator that gives direction to education policy implementation and change management. The school administrator has the onerous task of leading efficiently and effectively in the development and management of the school resources. He ensures satisfactory standards in the maintenance of the school environment. As an administrator of a school, he plays a leading role in improving the quality of teaching and learning. He constantly keeps in view the educational goals of the school and ensures that all school activities are geared towards achievement of the educational goals. Comfort (2012) revealed that there was moderate level of administrative effectiveness in public schools, while there was high level of administrative effectiveness in private secondary schools. It was also revealed that schools with high level of administrative effectiveness manifest high level of discipline.

The growing popularity of the need to involve staff in most of the organizations nowadays has made the argument for the use of committees more plausible. Obayan (2002) posited that committee system is a vital ingredient for effective administration of educational institutions and maintained that collaborative effort gives administrators, educators and other stakeholders the opportunity to deal with complex educational issues as a group. Cotton (2005) equally stressed that a democratic method of school management that allows employees, particularly teachers, adequate participation in any decisions that affect them through utilization of committee system, contributes significantly to secondary school administrative effectiveness. Alabi (2000) submitted that the key advantages of participatory decision making broadened support and acceptance, easier coordination and communication, culminating in improved decisions and enhance administrative effectiveness. Committee system when used in secondary school is expected to enhance administrative effectiveness and maintain democratic procedures for representation

of views set out in the school system. The use of committee therefore provides a more solid basis for administrative decisions because it allows secondary schools to gain from the expertise and experience of teaching and non-teaching staff (Bowen and Shapiro, 1998). Utilization of committee system promote communication and acceptance of decision reached in the school.

Alabi, Mustapha and Abdulkareem (2012) studied utilization of committee system and secondary school principals' administrative effectiveness in Ilorin metropolis, Nigeria. Among the findings was that there was significant relationship between utilization of committee system and secondary school principals' administrative effectiveness in Ilorin metropolis.

In the management of school system, utilization of committee system such as disciplinary committee, examination committee, staff welfare committee and instructional supervision committee appears to play important role in achieving secondary school administrative effectiveness. In the view of Ogbogu (2013), committee in educational institutions provides effective administration to the management and also improves the decision making process. The existing committees in secondary schools include; disciplinary committee, school plant maintenance committee, sport committee, staff welfare committee and examination committee among others. These committees usually operate based on specified terms of reference and they are accountable to the principal of the school. However, the focus of this study is on how disciplinary committee, examination committee, staff welfare committee and instructional supervision committee could facilitate administrative effectiveness in secondary schools.

Disciplinary committee is essential element that sees to the students' discipline in the area of examination malpractice, truancy, bullying, destruction of school property, physical violence by students on fellow students and on teachers, cultism, among others (Mbiti, 2007). The committee ensures that students in school are law abiding, orderly and peaceful in the pursuant of educational objectives/goals in the school. The need for discipline in school necessitates the setting up of disciplinary committee for effective administration. Maintenance of discipline is imperative for creating a favourable learning environment as well as administrative effectiveness. It has many responsibilities such as collaborating with administrator in formulating the school code of

conduct, liaising with parents in strengthening students' discipline, referring erring students to school counselor for advice and follow-up, investigating disciplinary acts and making recommendation where necessary.

Examination committee is another indicator of utilization of committee system which seems to affect administrative effectiveness of secondary schools. Educational system according to John (2006) cannot be complete without examining the students. Therefore, the examination committee sees to the effective implementation of all aspects of the school's examination policy and ensures the smooth and timely conduct of examinations and compilation of results for consideration at various classes. Winston (2011) reported that lack of cooperation among the examination committee members may jeopardize effective running of school administration. Umoren (2009) attributed ineffectiveness of secondary school administration to examination malpractices on the part of the students and how some teachers and principals rendered assistance to students in the examination hall. When this happens, it could lead to poor quality output which invariably undermines capacity building and sustainable development.

Staff welfare committee is constituted to plan and organize programmes that are geared towards meeting the physical, social and psychologically well-being of staffs in the school. The rationale for staff welfare committee is to improve administration effectiveness in the area of co-curricular activities for staff, arrangement of training programme for staff to exchange ideas and up-date their skills and knowledge, award outstanding staff and ensure regular meeting with staff to discuss on-the-job problems affecting them. The staff welfare committee promotes the welfare of staff and students and also facilitates cultural and social development of the secondary schools. Okojie (2010) viewed staff welfare services as wine which must be bottled up carefully in an enclosed space and served to all those who deserve them. This shows the importance and significance of these services to both students and staff.

The administrative effectiveness of the secondary school depends to a large extent on the instructional supervision committee's ability to supervise the teachers to clarify instructional goals and work collaboratively to improve teaching and learning (Smylie, 2010; Blasé,

Blasé and Philips, 2010). Instructional supervision committee could help to influence administrative effectiveness of secondary school. The supervision skills of this committee will help in rating teachers, help the teachers to use various measures of self-evaluation and to a large extent make the school administrators provide suitable enabling environment for teaching/learning activities (Babatunde, 2014). However, for supervision to be meaningful, the school leader must exhibit organizational ability that would help in harnessing all the resources at the disposal of the school (Jaiyeoba and Anegebe, 2004). In another study, effective supervision of teaching-learning activities was found to be essential for improved teachers' performance and thus, achievement of educational objectives. To raise the standard of education to the acceptable level, school system should not be devoid of adequate supervision of instruction (Jaiyeoba and Atanda 2007; Atanda and Jaiyeoba, 2011). It is therefore, advisable for school administrators to put the right person in the Instructional Supervision Committee if administrative effectiveness of the school is to be achieved.

From the foregoing, it seems that, there is a connection between committee system and administrative effectiveness. All things being equal, proper utilization of committee system such as disciplinary committee, examination committee, staff welfare committee and instructional supervision committee could result into administrative effectiveness. Therefore, this study investigated the extent to which utilization of committee system would facilitate administrative effectiveness in secondary schools in Ibadan metropolis.

Research Hypotheses

The following hypotheses were tested:

- Ho₁:** There is no significant relationship between committee system (instructional supervision committee, disciplinary committee, examination committee, staff welfare committee) and secondary school administrative effectiveness in Ibadan metropolis.
- Ho₂:** There is no significant relative contribution of committee system (instructional supervision committee, disciplinary

committee, examination committee, staff welfare committee) to secondary school administrative effectiveness in Ibadan metropolis.

- Ho₃:** There is no significant joint contribution of committee system (instructional supervision committee, disciplinary committee, examination committee, staff welfare committee) to secondary school administrative effectiveness in Ibadan metropolis.

Methodology

The study adopted descriptive survey research design. The researcher did not manipulate any of the variables of the study. The target population for the study comprised 5208 teachers in all the public senior secondary schools in the five local governments that constitute Ibadan Metropolis of Oyo State. The sample size for this study was 490 respondents. Multistage sampling procedure was used for the study. At the first stage, all the five local governments were selected using total enumeration method. At the second stage, a proportionate to size sampling technique was used to select 40% of senior secondary schools, each local government as well as the total number of schools selected at the end. At the third stage, simple random technique was used to select 9 teachers in each of the senior secondary schools sampled for the study. Final samples for the study were 49 principals and 441 teachers that totalled up as 490..

A self-designed questionnaire titled "Committee System and Secondary School Administrative Effectiveness Questionnaire (CSSSAEQ)" was developed and administered on the respondents. The questionnaire was divided into two sections 'A' and 'B'. Section A comprised items which sought demographic information about the respondents such as: name of school, sex, age range and year of teaching experience, while Section B contained 38 items on committee system and administrative effectiveness. The section was divided into seven sub-sections and formatted on a 4-point Likert-type rating scale with responses ranging from Very High Extent (VHE), High Extent (HE), Low Extent, (LE) and Very Low Extent (VLE), and ranked 4,3,2, and 1 respectively.

To establish internal consistency of the instrument, trial test was conducted on ten school administrators (principals) outside the

target population to show the instrument’s level of consistency. Thereafter, the reliability co-efficient of the data collected was obtained through Cronbach Alpha method of testing reliability which yielded a coefficient value of 0.78.

Out of the 490 copies administered, only 484 copies were correctly filled and returned. Data obtained were analysed using descriptive statistics of frequency counts, simple percentages for demographic information and research questions one to four while Inferential statistics such as Pearson Product Moment Correlation (PPMC) and regression analysis were used to test the hypotheses raised for the study at 0.05 level of significance.

Results

Hypothesis 1: There is no significant relationship between utilization of committee system (instructional supervision committee, disciplinary committee, examination committee, staff committee) and secondary school administrative effectiveness in Ibadan metropolis.

Table 1: Correlation Matrix of Committee System and Administrative Effectiveness

Variables	Instructional Supervision Committee	Disciplinary Committee	Examination Committee	Staff Welfare Committee	Administrative Effectiveness
Instructional Supervision Committee	1.000				
Disciplinary Committee	.410**	1.000			
Examination Committee	.283**	.330**	1.000		
Staff Welfare Committee	.097**	.529**	.437**	1.000	
Administrative Effectiveness	.454**	.396**	.218**	.183**	1.000

**= Significant at p< 0.05 alpha level

Table 1 shows the correlation matrix between committee system (instructional supervision committee, disciplinary committee, examination committee and staff welfare committee) and

administrative effectiveness. It was revealed that disciplinary committee, instructional supervision committee, examination committee and staff welfare committee have positive and significant relationship with administrative effectiveness ($r = 0.396; 0.454; 0.218; 0.183; P < .05$). This implied that all the indicators of committee system were found to be significantly related to administrative effectiveness. There was also positive and moderate correlation among examination committee, staff welfare committee and instructional supervision committee ($r = 0.283; 0.097; P < .05$). The table equally revealed that both examination committee and staff welfare committee were significantly related to disciplinary committee while a positive but moderate significant relationship existed between staff welfare committee and examination committee ($r = 0.437; P < .05$). This implied that there was significant relationship between committee system (disciplinary committee, instructional supervision committee, examination committee and staff welfare committee) and secondary school administrative effectiveness in Ibadan metropolis.

Hypothesis 2: There is no significant relative contribution of utilization of committee system (instructional supervision committee, disciplinary committee, examination committee, staff welfare committee) to secondary school administrative effectiveness in Ibadan metropolis

Table 2: Relative Contribution of Utilization of Committee System to Administrative Effectiveness

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	10.184	.844		12.073	.000
Instructional supervision committee	.305	.040	.344	7.663	.000
Disciplinary committee	.180	.039	.238	4.661	.000
Examination committee	.044	.050	.040	.884	.377
Staff Welfare committee	.004	.033	.005	.108	.914

The results in table 2 indicated that with all the independent variables (instructional supervision committee, disciplinary committee, examination committee and staff welfare committee) individually entered into the regression model at once, instructional supervision committee relatively contributed 34.4%, disciplinary committee contributed 23.8%, examination committee contributed 4.0% while staff welfare committee relatively contributed 0.5% to the total variation in the administrative effectiveness of secondary schools in Ibadan metropolis. The table also revealed that only instructional supervision committee had the highest and significant contribution to administrative effectiveness (34.4%, $P < 0.05$). This implied that instructional supervision committee is potential predictor of administrative effectiveness. Based on the result from table 2, all the variables (instructional supervision committee, disciplinary committee, examination committee and staff welfare committee) made significant contributions to secondary school administrative effectiveness in Ibadan metropolis.

Hypothesis 3: There is no significant joint contribution of utilization of committee system (instructional supervision committee, disciplinary committee, examination committee, staff welfare committee) to secondary school administrative effectiveness in Ibadan metropolis

Table 3: Joint Contribution of Utilization of Committee System to Secondary School Administrative Effectiveness

REGRESSION	ANOVA ^a					
Model		Sum of Squares	Df	Mean Square	F	Sig.
R = .510	Regression	543.576	4	135.894	42.113	.000 ^b
	Residual	1545.686	479	3.227		
	Total					
R Square = .260		2089.262	483			
Adjusted R Square = .254						
a. Dependent Variable: Secondary School Administrative Effectiveness						
b. Predictors: (Constant), instructional supervision committee, disciplinary committee, examination committee and staff welfare committee						

The results in table 3 showed that with all the predictor variables (instructional supervision committee, disciplinary committee, examination committee and welfare committee) entered into the regression model at once, there was a significant prediction of administrative effectiveness ($R = .510$; $R^2 = .260$; F value = 42.113; $p < .05$). This showed that the independent variables accounted for 25.4% of the variance in secondary school administrative effectiveness. The remaining 74.6% might be captured by other exogenous variables that were not included in the model. Based on this analysis, hypothesis 3 was therefore rejected. This indicated that there was significant joint contribution of committee system (instructional supervision committee, disciplinary committee, examination committee and staff welfare committee) to secondary school administrative effectiveness in Ibadan metropolis.

Discussion of Findings

The result obtained from the analysis showed that disciplinary committee, instructional supervision committee, examination committee and staff welfare committee have positive and significant relationship with administrative effectiveness ($r = 0.396$; 0.454 ; 0.218 ; 0.183 ; $P < .05$). This implied that there was significant relationship among disciplinary committee, instructional supervision committee, examination committee, staff welfare committee and secondary school administrative effectiveness in Ibadan metropolis. This finding is in line with the findings of Alabi, Mustapha and AbdulKareem (2012) who researched on relationship between utilization of committee system and secondary school principals' administrative effectiveness. It was found that there was significant relationship between utilization of committee system and secondary school principals' administrative effectiveness in Ilorin metropolis. The finding is in consonance with the work of Adebayo (2004) which confirmed that committee system have positive influence on administrative effectiveness of the principal. Ogunsaju (2004) equally posited that the development of harmonious relationship in the school by the principals helps in achieving effective administration and optimum educational output. The school principal could attain more effectiveness on the job with committees in various areas charged with clear terms of mandates (Montgomery schools, n.d).

The result obtained from the analysis showed that with all the independent variables (instructional supervision committee, disciplinary committee, examination committee, staff welfare committee) individually entered into the regression model at once, instructional supervision committee contributed 34.4%, disciplinary committee contributed 23.8%, examination committee contributed 4.0%, staff welfare committee contributed 0.5% to the total variation in the secondary school administrative effectiveness in Ibadan metropolis. This shows that instructional supervision committee is a potential predictor of secondary school administrative effectiveness. This finding is in consonance with Glickman (2009) who viewed instructional supervision as the actions that enable teachers to improve instruction with provision of quality education for students and as an act that improves relationships and meets both personal and organizational needs. Adegboye (2000) who asserted that through instructional supervisory committee, principals learn more on how to effectively supervise teachers in the classroom setting and ascertain the level at which the instruction being imparted reach the target audience. Porter (2006) also maintained that instructional supervisory committee sensitizes school administrators towards performing their duties optimally and making the teaching and learning process better for the learners.

The result obtained from the analysis shows that with all the predictor variables (instructional supervision committee, disciplinary committee, examination committee and welfare committee) entered into the regression model at once, there was a significant prediction of secondary school administrative effectiveness ($R = .510$; $R^2 = .260$; F value) = 3.227; $p < .05$). This indicated that there was significant joint contribution of committee system (instructional supervision committee, disciplinary committee, examination committee and staff welfare committee) to secondary school administrative effectiveness in Ibadan metropolis. The finding of the study agreed with that of Olorunsola and Abiodun-Oyebanji (2011) who worked on teachers' participation in decision making process in secondary schools in Ekiti State, Nigeria. It was found that staff participation in decision-making will draw staff expertise advice and willing cooperation among secondary school teachers. Obayan (2002) posited that committee system is a vital ingredient for effective administration of educational

institutions and maintained that collaborative effort gives administrators, educators and other stakeholders the opportunity to deal with complex educational issues as a group. Cotton (2005) equally stressed that a democratic method of school management that allows employees, particularly teachers, adequate participation in any decisions that affect them through committee system, contributes significantly to principals' administrative effectiveness.

Conclusion

The findings of the study showed that, utilization of committee system plays a fundamental role in the administrative effectiveness of secondary school in Ibadan Metropolis. This shows that administrative effectiveness is prerequisite to the success of secondary school administration.

The study also concluded that there is high level of utilization of committee system and different types of committee systems are highly in existence in secondary schools in Ibadan metropolis. This is an indication that the school administrators put in place committee system and encourages staff to participate in committee as well as judiciously utilized them.

Recommendations

Based on the findings of the study, the following recommendations were made:

- Educational policy makers should prepare a handbook that will contain the list of mandatory committees to be constituted in schools, means of composition of the committees, the terms of references, functions and procedures for operation.
- There should be compulsory orientation courses, training, seminars, conferences and workshops on effective usage of committee system for secondary school administrators. This will promote the utilization of committee system in secondary schools.
- Government should sponsor members of committee system in secondary schools to workshops, seminars and conferences to enable them up-date their knowledge and skills.
- Recommendations made by different types of existing committees in secondary schools should be accepted and

implemented to boost the confidence of members of the committees in the system and to enhance secondary school administrative effectiveness.

- The authority of the school should accord proper role to each of the committees and not give preference or disregard any of the functioning committees in secondary schools.

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