

**INFLUENCE OF SCHOOL-BASED MANAGEMENT COMMITTEES ON THE
ADMINISTRATION OF PUBLIC SECONDARY SCHOOLS IN IKOM EDUCATION
ZONE OF CROSS RIVER STATE**

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ABSTRACT

This study was conducted on the Influence of School-Based Management Committees on the Administration of Senior Secondary Schools in Ikom Education Zone, Cross River State. The study has two objectives among which were to; assess the influence of School-Based Management Committees on maintenance of discipline and school-community relationship in secondary schools in Ikom Education Zone, Cross River State. In line with these objectives, two research questions and two null hypotheses were formulated. Descriptive research design was adopted for the study. A total of 342 respondents were sampled out of the total population of 1780 respondents. A structured questionnaire was used to collect data from the respondents. The data collected were presented in tables and analyzed using weighted means to answer the research questions. The six hypotheses were tested using One Way Analysis of Variance (ANOVA) at 0.05 alpha level of significance. Descriptive statistic was used to analyze the bio-data of the respondents. the major findings of the study were; School-Based Management Committees played role mainly in the Maintenance of Discipline of students and influenced mutual relationship between the schools and the host Communities in Secondary Schools in Ikom Education Zone. The study recommended that SBMC should put more efforts in ensuring that students and staff discipline as well ensure mutual understanding between school and communities in Ikom Education Zone, Cross River State.

KEYWORDS: School-Based Management Committees, Administration, Senior Secondary Schools, Ikom Education Zone, and Cross River State

INTRODUCTION

School-Based Management Committee (SBMC) is the process of devolution of power and authority to significant stakeholders to perform statutory responsibilities in the administration, monitoring, evaluation and review of educational policy issues, for sustainable goal oriented governance and effective teaching and learning activities to achieve set standards and quality learning outcome in schools (Adeolu and Williams, 2013). School-Based Management Committees (SBMCs) are essential links between schools, the host communities and students. SBMCs are made up of a range of local people involved with their school. It is also work to increase communities' involvement with education, and to help improve the quality and effectiveness of schools.

The instrument for sustainable development of every society is closely tied to its level of educational development. In modern Nigeria, education is usually provided through a social institution which is consciously designed where learning experiences are provided with the view to achieving social aim at large. School could be seen as a sub system of the larger system of the society, it is therefore has to functionally coordinate through its immediate environment, and the community in which it is situated. Education has been adopted as an instrument for effective national development. Community is partly of the society and education is the counterpart of the above elements.

The school and community are two inseparable entities which are mutually dependent on one another. In Nigeria and indeed many African countries, the typical image of a community is that of a medium size with a close-knit group of inhabitants largely self-contained with everybody knowing and standing in accepted relationship with one another Muthorni (2015). Social inclusion in education process is one of the necessary conditions for advancing quality education, which bring a quality life and freedom. In other words, universal access to quality knowledge and skills ensure that everybody has an equal opportunity to play a full part in schooling process.

A major contributor to success of a student in schools as Baiz in Adeolu (2013) puts it is that of family involvement, its powerful influence on students' achievement in schools. Ngoka (2003) observed that a community is a body of people living in the same locality and having a common cultural and historical heritage and the willingness to work together. In the same vein, Nwangwu (2017) observed that a school does not exist in isolation. It exist in social setting, in other words, it is an integral part of the community, in which it is situated. This therefore, means that the community as well as the public in one way or the other own and support the school. He further stated that because of this support, these people deserve to be informed on regular basis on the progress and activities of the school. The school as well as the community should understand and appreciate the need for mutual co-existence.

However, these school-level actors have to conform to or operate within a set of policies determined by the government since they own them. School-Based Management Committee programs exist in different forms, both in terms of who has the power to make decisions and in term of the degree of decision making that is developed to the school level while some programs transfer authority only to principals or teachers, where others encourage or mandate parental, old students and community participation in the school administration and management. The decentralization policy on school administration and management is premised in fact local communities are closer to the schools and understand their problems.

Statement of the Problem

The demand for quality education in Cross River State, particularly in the Ikom Education Zone, has intensified, with schools facing numerous administrative challenges. Key issues include shortages of teachers and security staff, inadequate classroom furniture, dilapidated buildings, and insufficient instructional materials, all of which hinder effective school administration. Despite government efforts, these challenges persist, underscoring the need for community involvement. This study aims to examine how community participation, particularly through School-Based Management Committees, can support the administration and improvement of secondary schools in Ikom Education Zone, addressing critical needs in discipline, and school-community relationships.

Objectives of the Study

The main objectives of this study are to:

1. assess the influence of School-Based Management Committees on maintenance of discipline in Secondary Schools in Ikom Education Zone of Cross River State.
2. ascertain the influence of School-Based Management Committees on school-community relationship in secondary schools in Ikom Education Zone of Cross River State.

Research Questions

For the purpose of this study, the following research questions have been considered:

1. Is there any influence of school-based management committees on maintenance of discipline in Secondary Schools in Ikom Education Zone of Cross River State?
2. Is there any influence of school-based management committees on school-community relationship in Secondary Schools in Ikom Education Zone of Cross River State?

Hypotheses

The hypotheses of the study are as follows:

- H₀₁: There is no significant influence of School-Based Management Committees on maintenance of discipline in Secondary Schools in Ikom Education Zone of Cross River State.
- H₀₂: There is no significant influence of school-based management committees on school-community relationship in secondary schools in Ikom Education Zone of Cross River State.

Significance of the Study

This study is valuable to various stakeholders, including schools, principals, teachers, parents, students, alumni, government, and the wider community. It will help parents understand their role in supporting their children's education through active involvement in school administration, particularly in areas like discipline and decision-making. Alumni will gain insight into their potential contributions to school development, while community involvement via School-Based Management Committees will enhance policy-making, infrastructure, and teaching quality.

Scope of the Study

The study examines the influence of School-Based Management Committees, on the administration of public secondary schools Ikom Education Zone of Cross River State. However, the research is restricted to the maximum of four respondents only, comprising the principals, teachers, supervisors and SBMCs representatives.

Conceptual Framework

Concept of School-Based Management Committees

In those days, the general notion of schools administration and management among secondary schools in Nigeria was entirely based on one individual, the principal- who planned everything for the school. Several workshops organized by the body of all Nigerian Confederation of Principals of Secondary Schools (ANCOPS, 2012) clearly states that the management of school should not rely on one individual but should be a collective effort of the school management team. The school management teams therefore, represent the schools management structure that is responsible for implementing the education policies of the country in their schools. The new system of education in Nigeria requires principals of the schools to establish the school management team that will assist in the management of the schools. It should be noted that SBMC is recognized by the recent Educational Reform Acts (2007) in difference names: School-Based Management Committee and School Management Organization, where it state that, the School Based Management Committees are mostly established in all junior and senior secondary schools through encouragement of the quality assurance Department (Education Reform Acts 2007:13). School Management Organization on the other hand is meant for unity Schools in Nigeria and it is actually a corporate body registered under the Companies and Allied Matters Act as private Limited Company (PLC) by guarantee (Education Reforms Acts 2007:72).

Features of School-Based Management Committee

Murphy and Beck (2015) postulate that, School-Based Management Committee (SBMC) is primarily a strategy to decentralize decision making to the individual school and it facilitate the empowerment of parent and the professionalism of teachers by allowing school decision making among the key stake holders at the local level. The concept of School-Based Management and share the decision, fall under the umbrella of participative management in the School process. It has to become an accepted belief that when people (community) participate in decision making affecting them, they are more likely to have a sense of ownership and commitment to the decision and situation that involve them (Giekman, 2013) in (Murphy and Beck, 2017). The conceptualization of SBMC is based on the autonomy participation process. This dimension is based on who get decision making power when it is develop to the school level. Wohlstetter and Odden (2012) identified the different models of School-Based Management, in the first model, the community has most control over the decision making and objective of the reform tend to focus on accountability to parent and choice. In the second model, it is teachers who receive most of the authority and many of these reforms have teachers' empowerment as primary objectives; lastly, the third model has the principal as the key decision maker and it is intend to provide increased in accountability to central or local authority and efficient use of resources. Leith wood and Menziys (2018) identified a fourth model on balance control whereby decision making authority is vested between parent and teachers who are the two main stake holders in any school. The central tenet of all SBMC reforms is to place the locus decision - making and authority closer to those at the school level.

Approaches for School-Based Management Committee

There are many forms and approaches of school-based management programs, which vary to who have the power to make decision in school. How much decision- making power they have, and over what aspects of education they may exercise that authority. The types of SBM can be

traced from the four models identified by Wholstetter and Odden (2012), Lietherwood and Menziys (2018) as follows:

1. Administrative- control: This is the approach in which the authority is developed and based to the school principal.
2. Professional-Control: This is the approach in which main decision-making authority lies with the teachers.
3. Community-Control: This is the approach in which members of the local community, parent, old students and students have major decision-making authority.
4. Balance-Control: This is the last approach in which decision-making shared between government representatives, community members, parents, old students and teachers.

Thus, in certain models, the accountability of school principals is upward to the ministry, which holds them responsible for providing service to the clients, who in turn have put the policy makers in power and so have the ability to hold them accountable for their performance. In a number of SMBC models, parent and the community have a say in decisions that are directly affecting the students in the school. SBM generally is a blend of the four models mention above.

Roles and Responsibilities of School-Based Management Committee in Secondary Schools

The key role and responsibilities of School-Based Management committee, was highlighted by Cross River State Government, through Universal Basic Education (2010) as follow:

1. Organizing community orientation activities on Education and the right of the child.
2. Supporting enrolment, retention and completion drive complains in the community.
3. Providing the platform for community-school interaction.
4. Ensuring that, there is a good learning environment for children in the school.
5. Ensuring the security of life and property in the school.
6. Participating in school development planning.
7. Networking with other stake-holders for the school interest.
8. Ensuring accountability, and prudent management of school resources.
9. Advocacy voice and demand on education issues on behalf of the school.
10. Ensuring harmonious community-school relationship.

These roles and responsibilities of school-based management committee (SBMC) mention above are those considered in the short term, medium term an long term SBMC Programmes (Cross River State Government, 2013-2016).

Functions of School-Based Management Committee in Ikom Education Zone

The main functions of SBMCs in Ikom Education zone as stated in Cross River State SBMC Document (2015) are to;

1. Contribute to School Development Planning and Decision-making at School level for improvement of learning outcomes.
2. Meet regularly and organize activities to the way Schools operate and support the Government responsibility of ensuring quality education for all.
3. Made up a voluntary group of people who represent the School Community and may include Students, Teachers, Parents, Community leaders, women representative, youths, as well as other Community-based groups interested in Education.
4. Encouraging the interest of both community and government to support school improvement.
5. Enabling the wider community to have a voice in the improvement of education.

Global Perspectives on School-Based Management Committee for Quality Assurance in Secondary Schools

Quality assurance in education is the efficient management, monitoring, supervision, assessment and review of the resource inputs and curriculum implementation process to produce quality learning outcomes (product value) that meet set standards and expectation of the society. Robinson (1994) in Adeolu and Williams (2013) views quality as the programme of activities that are performed by organization for the purpose of making its product or services meet the prescribed standards. The desired quality is achieved by anticipation and avoidance of faults or mistakes which enable the top management in the organization to be focused in work scheduling, itemizing the procedures, monitoring and evaluating the process, documenting and reviewing the operational strategies and communicating decision to all concerned for the attainment of set goals.

Venkaiah (1995) in Adeolu and Williams (2013) see quality assurance as a principle that ensure equitable treatment in the planning, controlling and implementation of all functions and activities of an organization for the purpose of achieving the goals set. Herrey (1999) in Williams and Adeolu (2013) define quality assurance as the process of providing the required resource inputs, ensuring effective control and improving the process for the purpose of raising the quality of outputs to meet the prescribed standards and fulfill public accountability. This thought underscores the issue of rising “product value” and learners’ potential development through effective transformational process (Teaching and Learning) and effective supervision and management in the school system.

Raouf (2018) opines that quality assurance in education is the continual improvement in the method of implementing the various aspects of educational programmes and active in an institution of learning to meet the desire of the stakeholders in education. This perspective is premised on the Principle of Deming’s Cycle of continuous improvement which is fundamentally based plan, DO, check and act cycle (PDCA). This process enable the school Based-Management Committee to strategically articulate educational programmes; systematically monitor the implementation process; and critically assess and evaluate the quality of assurance inputs, teaching-learning process and the students learning outcomes in learning with set standard. Intervention are provided by identifying the key issues that need to be reviewed and improve upon in the course of implementing the plan so as to ensure that significant agreement exist between the original goals and what is actually achieved and acting

on the plan full scale in a systematic process to facilitate feedback and reviews those concerned (Demings 1986; Stahl, 1998; Tempom. 2000) in Adeolu and Williams (2013).

Concept of Discipline

Discipline globally viewed and termed to mean a training that enables an individual to develop an orderly conduct and self-control as well as self-direction (Egwunyenga, 2010). Therefore, discipline defines the limitations of an individual or a group of people. It is the practice of restraint, which may be self-imposed. With reference to the school, Adesina (2010) described it as a situation whereby students are taught to respect the school authorities, to observe the school laws and regulations and to maintain established standard of behavior. This means that respect for self and respect for others are involved (Peretomode, 1998). School discipline is an essential element in school administration. This is because discipline is a mode of life in accordance with laid down rules of the society to which all members must conform, and the violation of which are questionable and also disciplined. It is seen as a process of training and learning that fosters growth and development (Imaguzor, 2017). The aim of discipline is therefore, to help the individual to be well adjusted, happy and useful to his society.

Disciplinary Measures in Secondary School

School is an institution with a specific purpose, to nurture the youngster in such a way that he will be useful to himself and society. Most of the misbehaviours of students in Nigerian secondary schools result from a complexity of factors that reside both within the child and forces outside him. This could be examined, under common disciplinary problems and severe disciplinary problems.

Common Disciplinary Problems in Secondary School

Rosen (2017) distinguishes the following ten types of disciplinary problems which may lead to a learner's suspension, namely; defiance of school authority; not reporting to after-school detention or Saturday school; class disruption; truancy; fighting; the use of profanity; damaging school property; dress code violations; theft; and leaving campus without permission. The other common types of disciplinary problems experienced in secondary schools as mentioned by Donnelly (2010) include fights, insubordination, little support for educators, a general climate of disrespect, and distrust of the administration. Emphasizing that the types of disciplinary problems mentioned above are the ones being experienced in Nigerian secondary schools.

McManus (2015) lists several types of misbehaviour which make the work of educators difficult. These include; repeatedly asking to go to the toilet; missing lessons, absconding; smoking in the toilets; pushing past the educator; playing with matches in class; making rude remarks to the educator; talking when the learner is supposed to be writing; being abusive to the educator; fighting in class; chasing one another around the classroom; packing up early, as if to leave; taking the educator's property; wearing bizarre clothing and make-up; threatening the educator; leaving class early; and commenting on the work.

Severe Disciplinary problems in Secondary School

Alidzulwi (2010) attested to the fact that severe disciplinary problems have been experienced in secondary schools, stressing that some schools have developed into battlefields, since learners carry weapons such as guns to schools. Incidences have been reported of learners

stabbing their educators and principals with knives, and they also fight each other. A survey on educators' opinions on violence in education conducted by Frazier and others (in: Smith 12019) reveals serious cases of learner violence. These include the burning down of classrooms, learners attacking educators and principals, learners setting fire to educators' cars, and attacking taxi drivers, in order to steal their cars. Moodj (in: Smith 2019) distinguishes the kinds of perpetrators of school violence as those making themselves guilty of

- Verbal violence (name-calling, creating disorder, bullying);
- More serious behaviour, including vandalism, theft, blackmail;
- Extortions or using a weapon on the school premises;
- Planned violence, which includes physical violence with weapons in or outside the school;
- The sexual harassment of girls.

Roles of SBMC on Maintenance of Discipline in Secondary School

There are two methods in which SBMC could be uses in maintaining discipline in secondary schools of Ikom Education Zone and Cross River State in particular. These methods could be seen under the following:

Historical Method

Throughout the history of education, corporal punishment is regarded as a means of maintaining discipline in the school. Vornberg (2012) contends that in practice corporal punishment means that students are punished with the birch, cane, paddle or strap if they did something wrong. Maree (in Egwuonwu 2008) in Ajibola and Ali (2014) added that the proponents of corporal punishment justify its administration on various grounds, indicating how it is capable of building character, contributing to the rapid reduction or elimination of unwanted behavioural patterns, and facilitating learning, whilst at the same time teaching respect for rules and authority.

However, stakeholders in education have condemned corporal punishment on the basis that is out of all proportion. McManus (2015) opined that when punishment is out of all proportion to the mistake, it breeds antagonisms to the school. Stressing the fact that the child becomes more hostile, this leads to a large number of psychological and physiological troubles. Grunwald (1998) in Ajibola and Ali (2014) argued that if education means the act of leading out, the act of unfolding, the act of developing then corporal punishment could never be educative. Concluding that it will not enable the child to adjust himself to the environment, the child may become indisciplined and quarrelsome and may become antisocial.

Modern Method

The National Policy on Education (2014) urges educators to use discipline rather than punishment proactively and constructively. It is expected that the learners experience an educative and corrective approach where they will learn to exercise self-control, to respect others, and to accept the consequences of their actions. However, there is a feeling that school discipline practices are generally informed by the theory from psychologists and educators.

Vornberg (2012) identified the following theories to form a comprehensive discipline strategy for an entire school or particular class:

- i. **Positive Approach:** This approach is grounded in teachers' respect for learners. It instills in learners a sense of responsibility by using youth/adult partnerships to develop and share clear rules, provide daily opportunities for success and administer in-school suspension for noncompliant pupils.
- ii. **Teacher Effectiveness Training:** This method differentiates between teacher-owned and pupil-owned problems, and proposes different strategies for dealing with each. Emmer (2015) opined that effective teacher training reflects in pupil's knowledge through problem-solving and negotiation techniques.
- iii. **Appropriate School Leaving Theory and Educational Philosophy:** It is a strategy for preventing violence and promoting order and discipline in schools, put forward by educational philosopher Greenberg (1987) and practiced by some schools. Positive school culture and climate will to a large extent aid reduction of indiscipline in school.
- iv. **Detention:** This requires the pupils to remain school at a given time of the school day (such as lunch, recess or after school) or even to attend school on a non-school day, e.g. "Saturday detention" held at some US and UK schools. In the UK, the Education Act 1997 obliges a school to give parents at least 24 hours' notice of a detention outside school hours. This is not common in Nigerian schools but in specialized schools like "Command Secondary Schools or Navy Secondary Schools" such practice is common perhaps because of the military nature of the schools.
- v. **Suspension or Temporary Exclusion:** This is mandatory leave assigned to a student as a form of punishment that can last anywhere from one day to several weeks, during which time the pupils cannot attend regular lessons. The student's parents/guardians are notified of the reason for and duration of the out-of-school suspension. Pettit (2017) contends that sometimes pupils have to complete work during their suspensions for which they receive no credit. Stressing that, student only report in school but serve punishment like cutting grass or digging holes or uprooting a plant or work in school farm.

Criteria for an Effective Disciplinary Measure in Secondary School

For the school system to achieve its desired goals, SBMC have to follow criteria use for disciplinary measures in secondary schools. Again, if discipline is to be effective, it should

- a. Emphasize correcting the problem rather than distributing punishment.
- b. Maintain the students' self-esteem and dignity.
- c. Provide for increasingly serious consequences if the problem is not resolved.
- d. Be easy for teacher to administer and evaluate.
- e. Result in the desired behavioral change in the student.

The Major Components of an Effective Disciplinary System in Secondary School

1. Mutual respect between the teacher and the students should be maintained.

2. Maintain or enhance motivation if possible.
3. Hold a coaching/counseling meeting as soon as possible when the problem is first identified.
4. Always hold the meeting in private. If disciplinary action is taken in front of others, the students are likely to become defensive and less open.
5. During the disciplinary meeting;
 - i. Review the facts and state the problem in terms of desired performance and actual performance.
 - ii. Give the student a chance to explain or ask why the problem is occurring.
 - iii. Listen to what the student has to say.
 - iv. Explain the relational for the policy or rule that was violated.
 - v. Ask the student for possible solutions to the problem.
 - vi. Clearly communicate the changes that needed to be made and the period to make them.
 - vii. Express confidence in the students' ability to change/improve. End on a positive note.
6. Keep the discussion confidential.
7. Follow-up as required, and provide regular feedback.
8. Take additional disciplinary action if necessary.

School-Community Relationships in Secondary School

Every secondary school in this world is found in a community (Abraham, 2013). This is because the community makes the catchment area of the school. Every school lies on its community entity for almost everything it requires such as teaching and non-teaching material students, equipment, facilities funds and other resources needed for running of the school. The school therefore does not exist in isolation of the community, A symbolic or mutual relationship need to exist between school and its community as neither can do with the other (Okorie, Emene and Egu 2009, Abraham 2013). It has been observed that in most places that, the school depends on the community for most its need; water, land, skill and unskilled labour, accommodation instructional materials, sponsorship in terms of financial needs and for the continued existence of the school. Nnabuo and Emenalo (2012) disclosed that, the term school-community relationship is a genuine co-operation in planning and working for the benefit of the school within the public giving as much as receiving ideas and resources it involve a two way process and flow of ideas between school and community to ensure mutual cordial understanding and effect term work for the utilization of educational and institutional goals of both the community and school.

School- community relations involve series of activities and media through which the schools seek to learn more (when necessary) the purpose, programmes, problems and the needs of the school (Arthur and James 2017). There is no gainsaying the fact that schools situate in a community, most are built by the community and handed over to the government, inputs in forms of funds, personnel, ideas, social norms, values and ethical belief are sent to school by

the community that prescribes conditioned for the control of the school activities and demands to know the happening in the school (Abraham 2013, Emenalo 2018). Additionally, the inputs are processed through teaching, assignments, exercises, researches, discussions, excursions, guidance, counseling and later sent back to the community as refined products made of discipline, functional and employable individuals who are properly equipped to be useful to themselves, others to serve the community in different capacities. In effect, both the school and community are social entities which are interdependent, interrelated and with a mutual relationships.

Theoretical Framework

The Systems Theory by Barnard and Ludwing 1958

The systems theory views an organization as a social system of symbolically inter-dependent parts. This mean that an organization can be seen as a structure with interdependent parts, each part having a supra system which constitutes its environment. The basic idea in a system is that the parts of anything are so related and dependent that the interaction of any part affects the whole. The educational system as an organization is a social system with the secondary school as a sub-system of the educational system. For the system and its subsystem to survive, it must be open with its unit of interdependent parts, characteristics, activities that contribute to and receive from the whole, that is, they must have the capacity to relate to and exchange matter with their environment, unlike a closed system which do not. For instance, when the principal is confronted by parental demands for new course, not only is the principal affected directly but also the teachers and students are affected. School authority with their teachers act on the basis of their community needs beliefs and goals as well as their roles. The secondary school system as an organization can be seen as an arrangement of inter-dependent parts each having a particular function to perform. When any of the parts fail to function effectively, the entire system experiences a setback. Thus in schools, goals are set, machinery to achieve the goals are set up, funds, staff and other facilities have to be provided to ensure the actualization of the goals. The community contributes by providing land and even contributes in cash and kind, physical facilities and equipment for the effective administration of schools. In a nutshell the School-Based Management Committee, the community and the school must work as a system to achieve the aims and objectives of the secondary school education.

Empirical Studies

Okpala (2003) conduct a research on the Community involvement in the funding and management of Secondary Education in Urban and Rural Schools in Delta State. The objectives of the study were to investigate the efforts of communities in the provision of instructional materials for secondary education in Delta state, ascertain the community involvement on provision of school facilities for secondary education in Delta State. Four research questions were formulated to guide the study with only two hypotheses. A survey research design was used to obtain information from the opinions of representative of respondents-principals of schools, PTA chairman and community leaders. The study had a population of 244 principals and 344 PTA chairmen making a total of 588 respondents. A simple random sampling technique was adopted for selecting the schools, the principals and the PTA chairmen, a total of 120 respondents used as a sample of the study. The instrument used was questionnaire developed by the researcher, mean and standard deviation was used to interpret the result. The t-test was used to analyze the hypothesis at 0.05 level of significant. The major findings arising

from the study are: - that community's participation in the provision of instructional materials and school facilities will enhance secondary education in Delta State. It further revealed that a number of problems militate against effective participation of communities in funding of secondary education such as embezzlement of fund by the executives, falsification of records and personality conflict.

Okwor (1998) Parents Teachers Association's defects or weaknesses in its financial and material support roles in the administration of secondary schools in Enugu State, The main objective of the study was to identify the weaknesses of PTA in various secondary school setting. Four research questions were formulated and used with no hypotheses. A survey research design was used for the study. The simple random sampling technique was employed; the population of the study was 294 principals and 1176 PTA members making a total of 1470 respondents. A sample of 58 out of 294 principals and 232 PTA members out of 1176 were used, making a total of 290 subjects. The instrument used was a validated 49 item questionnaire. Means and standard deviation were used to analyze the data. The findings of the study showed that PTA's relevance virtually on a monopolistic system of fund-raising strategy namely imposing and collecting levies on parents and students. This is at the neglect of other possible effective strategies which constitute a serious defect in its financial and material support roles. It was silent in other task areas of educational administration.

Onuh (2007) carried out an Appraisal of Parents Teachers Association performances in secondary schools in Ogidi Education Zone of Anambra State. Some of the objectives of the study were to assess the performance of the P.T.A. in different secondary schools and suggest a possible ways of strengthening their management support system with the view to enhanced service delivery and general improvement of secondary schools in Ogidi Education zone. The design of this study was a survey type because that elicited the opinions of respondents on the extent of P.T.A. perform their roles in the management of secondary schools. A simple random sampling technique was adopted. The sample stood at 764 respondents. The instrument for data collection was a questionnaire developed by the researcher. The instrument has two parts; part A was on Bio-data while part B was on P.T.A. roles and performance separated into 4 clusters of 6 items each. Total number of items equals 24. The data was analyzed with tables and mean ratings to answer the research questions. The population of the study is made up of all principals and teachers in the 42 government owned secondary schools in Ogidi education zone. Total number of principals is 42 while the number of teachers is 1,445 which give us a total of 1487 respondents. All the principals in the 42 government owned secondary were used for the study, 50% of teachers in the school were selected, giving a total number of 722. The questionnaire was structured on a 4 point Likert scale of very Great Extent, Extent, little Extent, and Never. The major findings of the study showed that P.T.A. do not adequately perform their financial obligation in secondary schools of Ogidi Education Zone; they do not construct and equip laboratories and library, provide or refurbish school van as well as renovating dilapidated buildings in the school, and that P.T.A. do not maintain or control disagreement between the principal and teachers. An inference that is drawn from the findings of this study was that several roles which the P.T.A. is expected to perform in secondary schools are not done adequately in Ogidi Education Zone.

Elechi (2003) conduct a research study on "the extent of community participation in the administration of secondary schools in Ebonyi Local Government area of Ebonyi State". The main objectives of the study were to determine how local community through their involvement in secondary school administration assists the state government to achieve their purpose in

education. It has five research questions and no hypothesis. The research design was descriptive survey, which sought the opinion of principals, vice-principals, executive members of PTA and school functionaries with regard to the participation of community in the administration of secondary schools. The samples used were 10 principals, 10 vice-principals, five each of the executive members of PTA and school functionaries of each secondary school in Ebonyi L.G.A. making a total of 120 subjects. The instrument for data collection was questionnaire. The data collected were analyzed using appropriate statistical tools-mean, percentage and standard deviation. The findings showed that communities play some roles in the pupil personnel administration and financial management. However, their role involvement is marginal. It also found out that the community did not recognize the principal as the financial head of the school, because they view principals as those who usually embezzle school public funds. The study was only centralized on one objective and five research questions, the finding of this study is not reliable because there is no hypothesis and no hypothesis testing in the study, the study was only a common statistical tool of mean, percentage and standard deviation.

Research Methodology

This study employed an ex-post facto research design, chosen due to the pre-existing nature of the independent variables related to school-based management committees (SBMCs) and their impact on secondary school administration. The study covered 112 public senior secondary schools in the Ikom Education Zone of Cross River State, encompassing a population of 1,780 individuals, including principals, teachers, SBMC members, and government officials. A sample of 342 respondents—36 principals, 112 teachers, 180 SBMC members, and 14 supervisors—was selected using stratified and simple random sampling techniques, with 50% of schools and 30% of the other groups sampled, as per recommended standards. Data were collected using a self-developed, validated, and reliable questionnaire titled “School-Based Management Committee Questionnaire (SBMCQ),” with responses measured on a five-point Likert scale. Validity was ensured through review by experts in educational administration, while reliability was established through a pilot study involving 30 respondents from Ogoja Education Zone, yielding a Cronbach Alpha coefficient of 0.8. The researcher administered the questionnaire directly, securing participation consent. Data analysis included frequency and percentage distributions for demographic data and a weighted mean benchmark of 3.0 for response analysis. Hypotheses were tested using one-way ANOVA at a 0.05 significance level, with hypotheses accepted if $p > 0.05$ and rejected if $p < 0.05$, ensuring rigorous assessment of SBMCs' influence on school administration.

Results, Analysis and Discussions of Data

Number of Questionnaire Administered, Completed and Returned

A total of three hundred and forty two (342) copies of questionnaire were administered, completed and returned among the four categories of respondents in the selected schools, these comprised of 36 principals, 112 teachers, 180 SBMC officials and 14 supervisors. Details have been shown in table 1 below;

Table 1: Number of Questionnaire Administered to the Categories of Respondents and Returned

S/N	Category	Frequency	Percentage %	Cumulative Percentage
1	Principals	36	10.5	10.5
2	Teachers	112	32.7	43.2
3	SBMC Officials	180	52.6	95.8
4	Supervisors	14	4.2	100

Table 1 shows copies of questionnaire administered to the four categories of respondents, were 36 copies administered to 36 principals and returned, 112 copies administered to the teachers and returned, 180 copies to SBMC officials and returned and 14 copies administered to the government agent (supervisors) and returned respectively. These give us a total of three hundred and forty two (342) copies of instrument administered and returned.

Answers to Research Questions

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

Research Question One

Is there any Influence of School-Based Management Committees on Maintenance of Discipline in Secondary Schools in Ikom Education Zone of Cross River State?

This research question relates to items 1-10 in the questionnaire. To answer this question, responses of all the respondents from items 1-10 were collected, analyzed and presented in a table. Thus, table 2 gives the details.

Table 2: Mean Score on the Influence of School-Based Management Committees on Maintenance of Discipline in Secondary Schools in Ikom Education Zone

S/N	Item Statement	Category of Respondent	SA	A	UD	D	SD	N	Mean
1	School- based management committee participates actively in establishing disciplinary action against staff or students in the School	Principals	12	20	2	-	2	36	4.1
		Teachers	5	107	-	-	-	112	4.0
		SBMC	25	130	5	10	10	180	3.8
		Supervisor	5	9	-	-	-	14	4.4
2	School- based management committee's involvement in discipline reduces class absenteeism among the students	Principals	24	10	-	-	2	36	4.5
		Teachers	105	7	-	-	-	112	4.9
		SBMC	98	42	15	16	9	180	4.1
		Supervisor	10	4	-	-	-	14	4.7
3	School- based management committee monitors teachers' attendance to school and class	Principals	10	10	-	10	6	36	3.2
		Teachers	32	80	-	-	-	112	4.3
		SBMC	119	35	6	9	11	180	4.3
		Supervisor	4	6	-	2	2	14	4.1
4	School- based management committee advises the school authority concerning staff and students' general behavior	Principals	13	9	-	12	2	36	3.5
		Teachers	87	8	-	6	11	112	4.4
		SBMC	25	130	5	10	10	180	3.8
		Supervisor	7	6	-	1	-	14	4.4

5	School- based management	Principals	17	11	2	4	2	36	2.8
	committee, incollaboration with	Teachers	88	18	-	2	4	112	4.6
	government, ensures the	SBMC	9	145	6	16	12	180	3.8
	commitment of staff to their work	Supervisor	10	4	-	-	-	14	4.7
6	Artisans and philanthropists	Principals	6	12	2	8	8	36	2.7
	volunteer to recruit security men	Teachers	54	13	-	43	2	112	3.3
	for School through School- based	SBMC	10	64	6	72	28	180	2.8
	management committee	Supervisor	4	3	-	5	2	14	3.1
7	School- based management	Principals	12	13	-	1	10	36	3.4
	committee encourages the school	Teachers	16	59	-	13	24	112	1.7
	to enforce discipline on erring	SBMC	140	25	-	5	10	180	4.6
	staff and students	Supervisor	6	8	-	-	-	14	1.7
8	School- based management	Principals	28	8	-	-	-	36	4.8
	committee is involved in taking	Teachers	71	14	-	15	12	112	4.0
	decision on serious disciplinary	SBMC	25	86	19	28	22	180	3.5
	cases in school	Supervisor	7	4	-	2	1	14	4.0
9	School- based management	Principals	20	6	-	6	4	36	4.1
	committee challenges bad	Teachers	52	19	-	25	16	112	3.6
	management by making	SBMC	40	84	-	36	20	180	3.5
	accountable for poor	Supervisor	2	6	3	3	-	14	4.0
10	School- based management	Principals	12	18	-	4	2	36	3.9
	committee motivates staff and	Teachers	63	27	-	10	12	112	4.1
	pupils by praising andreognition	SBMC	45	86	10	19	20	180	3.7
	e.g. reward for good	Supervisor	4	7	-	2	1	14	3.7
performance									

From table 2, item 1, revealed that mean score of research question one was accepted, meaning that all the respondents agreed that, School-Based Management Committees influences maintenance of Discipline in Secondary Schools in Ikom Education Zone of Cross River State; with principals having mean score of 4.1, teachers 4.0, SBMC officials 3.8 and supervisors 4.4. This shows acceptance of the item statement by all the respondents. Item 2 showed that principals have mean score of 4.5, teaches 4.9, SBMC 4.1 and supervisors 4.7, which indicate acceptance. Item 3 was also accepted with the mean score for principals 3.2, teacher 4.3, SBMC 4.3 and supervisors 4.1. Item 4 was accepted by all the respondents with the mean score of 3.5, 4.4, 3.8 and 4.4 for principals, teachers, SBMC and supervisors representatively. Item 5 had mean score for principals 2.8, teachers 4.6, SBMC 3.8 and supervisors 4.7, which imply it was accepted. Item 6 showed that principals had mean score of 2.7, teachers 3.3, SBMC 2.8 and supervisors 3.1. Item 7 was rejected by teachers and supervisors but was accepted by principals and SBMC, with the respective mean scores of 3.4, 1.7, 4.6 and 1.7. Item 8 have the mean score of 4.8, 4.0, 3.5 and 4.0 for principals, teachers, SBMC and supervisors, accordingly. Item 9 have the means score of 4.1, 3.6, 3.5 and 4.0 for principals, teachers, SBMC and supervisors respectively and was accepted. Similarly, item 10 was accepted with the corresponding mean score of 3.9, 4.1, 3.7 and 3.7 for principals, teachers, SBMC and supervisors. It was revealed therefore that, School-Based Management Committees play key role in the Maintenance of Discipline in Secondary Schools in Ikom Education Zone of Cross River State.

Research Question Two

Is There Any Influence of School-Based Management Committees on School-Community Relationship in Secondary Schools in Ikom Education Zone of Cross River State?

This research question relates to items 11-20 in the questionnaire. To answer this question, responses of all the respondents from items 11-20 were collected, analyzed and presented in a table. Thus, table 3 gives the details.

Table 3: Mean score on the Influence of School-Based Management Committees on School-Community Relationship in Secondary Schools in Ikom Education Zone

S/N	Item Statement	Category of Respondent	SA	A	UD	D	SD	N	Mean
1	School- based management committee encourages parents to have regular discussion over their children’s progress and problems	Principals	12	20	-	2	2	36	4.1
		Teachers	5	100	-	7	-	112	3.9
		SBMC	25	130	-	15	10	180	3.8
		Supervisor	5	6	-	3	-	14	4.5
2	school- based management committee encourages the school to provide adequate information dissemination to the wider community e.g. school budget and plans for expenditure	Principals	20	10	-	4	2	36	4.2
		Teachers	95	7	-	10	-	112	4.7
		SBMC	98	52	-	21	9	180	4.2
		Supervisor	8	4	-	2	-	14	4.3
3	Community donates lands freely for School expansion through school- based management committee	Principals	8	10	-	10	8	36	3.0
		Teachers	32	70	-	5	5	112	4.1
		SBMC	114	35	6	9	16	180	4.2
		Supervisor	6	4	-	2	2	14	3.7
4	school- based management committee creates formal contacts with interested organizations, groups or individuals including media for wider participation in educational programmes of the School	Principals	10	9	3	12	2	36	3.4
		Teachers	80	15	-	6	11	112	4.3
		SBMC	20	130	5	15	10	180	3.8
		Supervisor	5	6	-	1	2	14	3.8
5	school- based management committee organizes Joint visits/meetings with education service providers to discuss issues for educational development	Principals	17	11	-	4	4	36	3.9
		Teachers	78	18	-	12	4	112	4.4
		SBMC	15	135	6	16	8	180	3.7
		Supervisor	10	4	-	-	-	14	4.7
6	school- based management committee encourages the interest of both Community and Government to support School improvement	Principals	-	15	1	12	8	36	1.8
		Teachers	54	15	-	43	-	112	4.1
		SBMC	16	64	-	72	28	180	3.2
		Supervisor	4	3	-	5	2	14	3.1
7	School- based management committee establishes partnerships with local role models – artisans, business people, local charitable organizations and co-operatives for School Development	Principals	10	15	-	1	10	36	3.4
		Teachers	20	59	-	13	20	112	3.4
		SBMC	140	30	-	-4	10	180	4.6
		Supervisor	6	4	-	-	-	14	3.9
8	school- based management committee organizes community orientation activities on the rights of the child	Principals	20	8	-	4	4	36	4.0
		Teachers	75	14	-	15	12	112	4.2
		SBMC	29	86	19	28	18	180	3.4
		Supervisor	7	3	-	4	-	14	3.9

9	Community provides the erection of needed facilities through school-based management committee	Principals	-	26	-	6	4	36	4.1
		Teachers	22	29	-	45	16	112	3.0
		SBMC	20	84	-	56	20	180	3.2
		Supervisor	2	6	-	3	3	14	3.1
10	School-based management committee ensures that there is a good learning environment for children	Principals	20	10	-	4	2	36	4.2
		Teachers	65	25	-	14	8	112	4.1
		SBMC	45	86	10	19	20	180	3.7
		Supervisor	4	6	-	4	-	14	3.7

From table 3, item 1 revealed that it was retained by all the respondents with principals having mean score of 4.1, teachers 3.9, SBMC officials 3.8 and supervisors 4.5. This implies that School-based management committee encourages parents to have regular discussion over their children's progress and problems in the School. Item 2 showed that principals have mean score of 4.2, teachers 4.7, SBMC 4.2 and supervisors 4.3 which indicate acceptance. Item 3 was also accepted with the mean score for principals 3.0, teacher 4.1, SBMC 4.2 and supervisors 3.7. Item 4 was further accepted with the mean score of 3.4, 4.3, 3.8 and 3.8 for principals, teachers, SBMC and supervisors respectively. Item 5 had mean score for principals 3.9, teachers 4.4, SBMC 3.7 and supervisors 4.7, which imply it was accepted. Item 6 showed that principals had mean score of 1.8, teachers 4.1, SBMC 3.2 and supervisors 3.1. Item 7 was accepted by principals, teachers, SBMC and supervisors, with the respective mean scores of 3.4, 3.4, 4.6 and 3.9. Item 8 have the mean score of 4.0, 4.2, 3.4 and 3.9 for principals, teachers, SBMC and supervisors, accordingly. Item 9 have the means score of 4.1, 3.0, 3.2 and 3.1 for principals, teachers, SBMC and supervisors respectively and was accepted. Similarly, item 10 was accepted with the corresponding mean score of 4.2, 4.1, 3.7 and 3.7 for principals, teachers, SBMC and supervisor. Based on this, it was revealed that, school-based management committees ensures that mutual relationship exist between the schools and the host communities in Secondary School in Ikom Education Zone of Cross River State.

Hypotheses Testing

Hypothesis One

There is no Significant Difference in the Opinion of Principals, Teachers, Supervisors and SBMC Representatives in the Influence of School-Based Management Committees on Maintenance of Discipline in Secondary Schools in Ikom Education Zone of Cross River State.

The responses of the respondents on the influence of School-Based Management Committees on maintenance of discipline in Secondary Schools was collected and analyzed, the summary of data analyzed in respect of null hypothesis one is presented in table 4

Table 4: Summary of Analysis of Variance (ANOVA) on the Influence of School-Based Management Committees on Maintenance of Discipline in Secondary Schools in Ikom Education Zone of Cross River State

Discipline	Sum of Squares	Df	Mean Square	F	Sig.(p)
Between Groups	7.905	3	2.635		
Within Groups	327.275	338	0.968	2.721	0.044
Total	335.180	341			

From table 4, Show that, the F-value is 2.721 and the P-value is 0.044at 0.05 level of significance. Since the P-value is less than the level of significance set for the study, the hypothesis is therefore rejected, thus, there is significance difference in the opinion of principals, teachers, supervisors and SBMC representatives in the influence of School-Based Management Committees on maintenance of discipline in Secondary Schools in Ikom Education Zone of Cross River State.

Table 5: Result of the Scheffe Post-Hoc Test on the Mean Score of the Respondents on the Influence of School-Based Management Committees on Maintenance of Discipline in Secondary Schools in Ikom Education Zone of Cross River State.

(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Principal	Teacher	.25367	.18852	.613	-.2760	.7834
	SBMC	-.07500	.17965	.982	-.5798	.4298
	Supervisor	.20992	.30993	.928	-.6609	1.0807
Teacher	Principal	-.25367	.18852	.613	-.7834	.2760
	SBMC	-.32867	.11843	.054	-.6614	.0041
	Supervisor	-.04375	.27894	.999	-.8275	.7400
SBMC	Principal	.07500	.17965	.982	-.4298	.5798
	Teacher	.32867	.11843	.054	-.0041	.6614
	Supervisor	.28492	.27302	.780	-.4822	1.0520
Supervisor	Principal	-.20992	.30993	.928	-1.0807	.6609
	Teacher	.04375	.27894	.999	-.7400	.8275
	SBMC	-.28492	.27302	.780	-1.0520	.4822

The result of the Scheffe post-Hoc test indicated that the observed significant difference was between teachers and SBMC, supervisors and SBMC; principal and supervisors, SBMC and supervisors; principals and teachers, supervisors and principals; principals and teachers, teachers and SBMC. There was no significant difference between the opinions of principals and teachers.

Hypothesis Two

There is no Significant Difference in the Opinion of Principals, Teachers, Supervisors and SBMC Representatives in the Influence of School-Based Management Committees on School-Community Relationship in Secondary Schools in Ikom Education Zone of Cross River State.

The responses of the respondents on the influence of school-based management committees on school-community relationship in secondary schools was collected and analyzed, the summary of data analyzed in respect of null hypothesis two is presented in table 6

Table 6: Summary of Analysis of Variance (ANOVA) on the Influence of School-Based Management Committees on School-Community Relationship in Secondary Schools in Ikom Education Zone of Cross River State

Discipline	Sum of Squares	Df	Mean Square	F	Sig.(p)
Between Groups	4.150	3	1.383		
Within Groups	327.275	338	0.968	1.129	0.337
Total	414.039	341			

From table 6, the F-value is 1.129 and the P-value is 0.337 at 0.05 level of significance. Since the P-value is more than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significant difference in the opinion of Principals, Teachers, Supervisors and SBMC representatives in the influence of School-Based Management Committee on School-Community relationship in Secondary Schools, in Ikom Education Zone of Cross River State.

Discussion of the Findings

Finding from hypothesis one revealed that School-Based Management Committees played a role in the Maintenance of Discipline of students, by their involvement in disciplinary action committee against any secondary school staff or student of Secondary Schools in Ikom Education Zone of Cross River State. The hypothesis was rejected because there was significant difference in the opinions of respondents on the influence of school based management committee on maintenance of discipline. This is in line with the findings of Udensi (2013), which states that the Local Education District in Lagos, Secondary School Teachers and Educated Parents agreed overwhelmingly that communities to a great extent are involved in the maintenance of discipline in the school system.

The findings further revealed that School-Based Management Committees bring mutual relationship between the schools and the host Communities in Secondary Schools in Ikom Education Zone of Cross River State, through organizing school-community orientation campaign on the importance of involving communities in secondary school administration. This is because parents and communities have been encouraged to have regular discussion over their children's progress and problems. This coincides with the finding of Anthony, Yaro and Isaac (2017) where they find that, Parents/Teachers Association, Old Student Association, School Committees and School Board of Governors have significant influence on the management of secondary school, in southern senatorial district of Taraba State. The study is further in line with finding of Jane, 2013 which states that, Community Involvement in school, generated social connections between educators, parents and community members. School-Based Management Committee therefore encourages the school to provide adequate information for dissemination to the wider community e.g. school budget and plans for expenditure, etc. Hypothesis two was retained because there was no significant difference in the opinions of respondents on the influence of School-Based Management Committees on School-Community relationship in Secondary Schools in Ikom Education Zone of Cross River State.

Conclusions

Based on the findings of this study, the researcher concludes that:

School-Based Management Committees have a lot of influence in the Maintenance of Discipline through effective monitoring of staff and students and participate in the enforcement of disciplinary action against erring staff or students in Secondary Schools, in Ikom Education Zone of Cross River State. School-Based Management Committees influenced mutual relationship between the schools and the host Communities through constructive engagement with parents and teachers in Secondary Schools, in Ikom Education Zone of Cross River State.

Recommendations

In view of findings, the study recommends that:

1. School Based Management Committees should put more efforts in ensuring that students and staff discipline is given attention by paying regular visit and attend meeting on discipline matters in schools and give advises to authority on erring staff and students and recommend the appropriate punishments that will serve as deterrent to others in Secondary Schools, in Ikom Education Zone of Cross River State;
2. School Based Management Committees should ensure mutual understanding between school and host communities by organizing school-community campaign and orientation on the importance of school-community relationship for educational development and improvement of Secondary Schools system in Ikom Education Zone of Cross River State;

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