

1 Influence of Community Participation in Decision-Making on the
2 Administration of Public Secondary Schools in Benue State,
3 Nigeria

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7 **Abstract**

8 This study investigated the influence of community participation in decision-making on the
9 administration of public secondary schools in Benue State. One research question and null
10 hypothesis guided the study. The study used the survey research design. The population of the
11 study was 4,536 while the sample was 368 respondents. Multi-stage sampling technique was
12 used to determine the sample size of 368 respondents. The instrument for data collection was
13 selfstructured questionnaire titled ?Influence of Community Participation in Decision-making
14 on the Administration of Public Secondary Schools Questionnaire? (ICPDAPSSQ)?.

15 Five
16 experts validated the instrument used for the study, three in Educational Administration and
17 Planning, and two from Measurement and Evaluation, all from the Department of Educational
18 Foundations and General Studies, University of Agriculture, Makurdi. The instrument was
19 trial tested on 30 respondents in Buruku L.G.A of Benue state. The data collected were
20 analyzed using Cronbach Alpha to compute the reliability estimate and the overall reliability
21 coefficient of 0.77 was obtained. Mean and standard deviation were used to answer the
22 research questions that guided the study, while Analysis of Variance (ANOVA) was used to
23 test the null hypotheses formulated for the study at 0.05 level of significance.

24
25 **Index terms**— community participation, decision-making, administration, public secondary schools

26 **1 Introduction**

27 Secondary school education occupies a very unique position in the educational system in Nigeria, because it is that
28 level that determines the academic and professional career of students. Education at secondary school level is
29 defined by Federal Government of Nigeria ??FGN, 2004), as the form of education children receive after primary
30 education and before the tertiary stage. The aim of secondary education is to prepare the individuals for useful
31 living within the society; and for higher education. Nigeria as a country is faced with a lot of crises in her
32 educational industry ??gundelein Ijamu, (2015). These crises had been attributed to inadequate funding, poor
33 and irregular payment of salaries, students' population explosion, poor teachers' job satisfaction, and inadequate
34 supply of educational facilities and needed equipment for effective teaching learning process. The result of this
35 brings about low quality and fallen standard of education in our secondary school system.

36 Due to the inability of Government to attend to these issues, involvement of community participation in the
37 administration of public secondary schools becomes inevitable. According to ??ondesio (2000), influence is the
38 ability to cause desirable and measurable actions and outcomes. It seems that community can participate in
39 secondary school administration in Nigeria. Influence of community in the study refers to the actions exerted by
40 the communities that cause positive change and bring about efficient and effective secondary school administration
41 in Benue state. In this context, the study is used to determine the influence of community participation in the
42 administration of public secondary school in Benue state.

2 S INFLUENCE OF COMMUNITY PARTICIPATION IN DECISION-MAKING ON THE ADMINISTRATION OF PUBLIC SECONDARY

43 The extent to which the secondary school system is able to accomplish its objectives is determined by efficient
44 and effective administration. Secondary schools in the study refer to all the secondary schools that are owned,
45 financed and managed by the Benue State government. The school is the agent of socialization after the home.
46 Therefore, the school exists for the community and the community exists and acts as clients to the school.
47 Administration is the ability to put persons into working order and telling them what to do and how to do
48 it so that a specified end will be accomplished. Administration is generally defined as the process of working
49 with and through others to efficiently accomplish organizational goals ??Aguba, 2009). In the words of Veig in
50 Olowe (2007), administration is a determined action taken in pursuit of conscious purpose. It is the matching of
51 available labour and materials in order to gain that which is desired at

52 2 S Influence of Community Participation in Decision-Making 53 on the Administration of Public Secondary

54 Schools in Benue State, Nigeria conscious purpose. It is the matching of available labour and materials in
55 order to gain that which is desired at the harvest cost of energy, time and money (Famade, 2004). The central
56 purpose of administration in general is the coordination of human and material resources towards the attainment
57 of some predetermined objectives. Administration of secondary school in this study refers to the extent to
58 which secondary schools achieve its goals by producing students who have gained knowledge, who are disciplined
59 and have developed appropriate skills and moral value system that can make them function in the society
60 through effective school administration. It entails working with and through teachers, non-teaching staff and
61 students to get things done effectively. Olowe (2007) reported that community involvement in schools takes
62 the form of managing of schools through representations of the Parent Teachers Association (PTA), Board of
63 Governors (BOG), School Based Management Committee (SBMC), in designing curriculum, serving as resource
64 persons to teach about some culture-oriented themes, protecting and maintaining school property, supervising
65 and monitoring pupils' attendance at school, increasing pupils' access to basic education through enrolment
66 drives, motivating teachers to improve their effectiveness and supervising pupils' studies at home.

67 In education, participatory decision-making is based on the idea that active involvement of teachers, community
68 members in school decisions will lead to good school administration. This gesture made some community members
69 actively involved and they contributed meaningfully to the growth and development of the schools ranging from
70 the provision of funds and infrastructural facilities to the supply of the needed manpower (part-time staff)
71 resources of the schools. The community where the school is situated forms a focus point of getting involved in
72 decision-making process in the school. Decision making is the process of defining problems, generating alternative
73 solution, choosing one alternative, and implementing it (Holt, 2004). The school principal, PTAs, BOGs and
74 elected community representatives together make decision on the total educational program for their schools.
75 These stakeholders shared decision-making programme and controls this own budgets to focus on curriculum and
76 programme planning, collegial decision-making and strategic planning (Donald, 2005).

77 There is need for communities to be carried along by secondary school principals in the decisionmaking process
78 in public secondary schools in Benue state. In 1992, for example, the Maine Coalition for excellence in education,
79 a taskforce of state education, business, legislative and community leaders, recommended significant changes
80 in public education including increased collaboration among teachers, administrators, parents, and community
81 members. In the study of Ugwuanyi, (2013), it was reported that community through the Parent Teachers
82 Association and Board of Governors renders enormous functions which include maintenance of discipline in the
83 school. In the study of Udensi (2003) on community participation in secondary school administration in Lagos
84 State, it was discovered that community in the decision making of the schools. During the 1960s and early
85 1970s, the child-rearing environments in economically disadvantaged families resulted in fewer opportunities for
86 children as compared to middle-and upper-class homes (Olaitan 2001). Programs such as Head Start offered
87 parent training skills for disadvantaged families and focused on teaching parents to be better teachers of their
88 children. Similar approaches were used in working with families of children with exceptionalities. During this
89 period, parents became more involved and acted as agents for facilitating child progress and achievement.

90 The issues of the participation of the community in decision-making in school administration should be given
91 due emphasis because of the fact that much communities are major stakeholders in education and are very much
92 concerned with the rationale behind the decision and their influence on life of their children, their parents in
93 particular and the society in general. Thus, the participation of the community in school decisionmaking has good
94 advantages that can lead to the improvement of the school. Decision making is the process of defining problems,
95 generating alternative solution, choosing one alternative, and implementing it (Holt, 2004). It is a crucial part of
96 management activity and determines the success or failure of any organizational goals because all organizational
97 activities can be interpreted best in terms of decision made (Cunningham, 2002). In this sub-section, the paper
98 reviews literature on the role of communities and parents in school-based decision-making. One of the advantages
99 of involving communities in school decisionmaking is that it creates a greater sense of ownership, morale and
100 commitment among the stakeholders. Decisions that are made at local level are arguably more responsive to
101 specific issues related to school contexts (Donald, 2005). An important achievement has been observed in South
102 Africa in this regard, since schoolbased governance is often integrated with participatory decision-making (Clase
103 2005).

104 The school principals, PTAs, Board of Governors, SBMC and wealthy individual make decision on the total
105 educational program for their school. With this system, known as school based management each school shared
106 decision making program and controls its own budget to focus on curriculum and programme planning, collegial
107 decision making and strategic planning (Donald, 2005). In school, adopting site-based management, the principal
108 becomes a facilitator within the school sharing with parents and community members in the decision-making
109 process (Wade, 2005). Decision-making is the pivot of every educative process. By implication, the school
110 administration is seen as a collection of processes dealing with the various ways in which human and material
111 resources are utilized to achieve set goals of our educational objectives. On this ??act Femi, (2006) and ??orris
112 (2006) are of the view that participative decision-making will facilitate information flow within and outside the
113 system. On this the communities will be highly involved in the school decision-making process.

114 Community is reportedly to be involved directly in decision making relating to administration of public
115 secondary in Nigeria through the PTA (Akinwumi, 2004). Aguba, (2009) reported that community Participate in
116 school decisions, governance, and advocacy activities through school councils or improvement teams, committees,
117 and other organizations participation. These decisions include identification of problems facing the school
118 administration, implementation of policies that enhance teaching and learning of the students, the study of
119 feasibility, planning, implementation, and evaluation (Grander, 2006). In view of this Morris (2006) emphasizes
120 the need to democratize decision making in schools by involving all the stakeholders in the school system. With the
121 inauguration of Parent Teachers Association (P.T.A), virtually all communities now are involved in the decision
122 making process in the school system. Thus, full integration of the communities in decision making process in the
123 school system will remove administrative challenges facing the school authorities in the community. This is so
124 because no community works contrary to a decision they partake in making.

125 Providing opportunities for relevant consultation ensure decisions reflect local needs, whether for an individual
126 student or the school as a whole. Greater community ownership and trust of school directions and decisions
127 can be developed through open and authentic consultation. In a society where parents lead complex lives,
128 opportunities to participate in a variety of ways, times and places are key to improvement (Onah 2005). Parent
129 and community participation in student learning and the school community should be acknowledged and valued.
130 This involvement sends a clear signal to students about the value of education. The school principals of all public
131 secondary schools in Benue state as the school manager must ensure that community school Board Management
132 Committee, or school governing bodies and local school boards are involved in decision making on the issues that
133 affect the school. This will go a long way in the achievement of educational goals and objectives in Benue state.
134 The question is, to what extent is the community involvement in decision-making processes in public secondary
135 schools in Benue state? This is what this study is set out to find out.

136 **3 II.**

137 **4 Research Question**

138 The following research question guided the study.

139 1. What are the mean ratings of PTA, BOGs and Principals on the influence of community participation in
140 decision-making on the administration of public secondary schools in Benue state?

141 **5 Hypotheses**

142 The following null hypothesis was formulated and was tested at 0.05 level of significance:

143 1. There is no significant difference in the mean ratings of PTA, BOGs and principals on the influence of
144 community participation in decision making on the administration of public secondary schools in Benue State.

145 III.

146 **6 Methodology**

147 Survey research design was adopted to collect data used for the study. The study area was Benue State, Nigeria.
148 Benue State was created on the 3 rd of February, 1976 with the capital city at Makurdi. It is one of the 36
149 states of the federation and it is situated in the North Central geo-political zone of the country. The population
150 of the study was 4536 comprising 2160 Parent Teachers Association (PTA) members, 2160 Board of Governor
151 (BOG) members and 216 principals of all the 216 public secondary schools in Benue state. The sample comprised
152 184 Parent Teachers Association members (PTA), 138 Board of Governor (BOG) members and 46 principals of
153 public secondary schools in the sampled area. Taro-Yamen formula was employed to get the sample size.

154 The instrument used for data collection was self-structured questionnaire titled, "Influence of Community
155 Participation on the Administration of Public Secondary School Questionnaire" (ICPAPSSQ). The questionnaire
156 was developed along the lines of the research questions raised for the study. The questionnaire was arranged
157 in a clusters with 5 items which was used to seek information in decision-making process. A four-point rating
158 scale was used to find out the influence of community participation on the administration of secondary schools
159 in Benue state. The rating scale is as follows: Strongly Agree (SA)-(4points), Agree (A) -(3points), Disagree (D)
160 -(2points) and Strongly Disagree (SD) -(1point). The instrument was subjected to face and content validation
161 by five experts. Three from Educational Administration and Planning, two from Measurement and Evaluation,

11 DISCUSSION OF FINDINGS A) INFLUENCE OF COMMUNITY PARTICIPATION IN DECISIONMAKING PROCESSES ON THE ADMINISTRATION OF PUBLIC SECONDARY SCHOOLS IN BENUE STATE

162 all from the Department of Educational Foundations and General Studies, Federal University of Agriculture,
163 Makurdi. The experts were requested to assess the relevance of the items in addressing the research questions
164 bearing in mind the purpose of the study. These experts, after scrutinizing the instrument, made very important
165 observations and corrections. The data collected were analyzed using mean and standard deviation (SD) to
166 answer the research questions while the null hypotheses were tested using Analysis of Variance (ANOVA) at 0.05
167 level of significance. The decision level was determined by the use of criterion mean of 2.50 for items. Mean of
168 2.50 and above were agreed while mean that fell below 2.50 were disagreed.

169 IV.

170 7 Results

171 8 Results in

172 Key: ?? ? = mean, SD = Standard Deviation.

173 The analysis of data as presented in Table ?? revealed the mean responses of the PTA, BOGs and principals
174 on the influence of community participation in decision-making processes on the administration of public schools
175 in Benue state with their corresponding standard deviations. The data analysis as presented in Table ?? revealed
176 that the respondents agreed with items 1, 2, 3 and 4 with a total mean scores of 3.33, 3.18, 3.63, and 3.56,
177 respectively, but they all disagreed with item 5 with mean score of 2.11. Items 1, 2, 3, and 4, respectively, meet
178 the criterion of 2.5 and above at four point rating scale. This means that the communities majorly participate
179 in these items to aid effective public secondary school administration. However, item 5 do not meet the criterion
180 of 2.5 and above at four points rating scale. This indicates that community does not take part in determining
181 subjects offered in the school.

182 9 Hypothesis

183 There is no significant difference in the mean ratings of PTA, BOGs and principals on the influence of community
184 participation in decision making on the administration of public secondary schools in Benue State.

185 The results in Table 2 below indicate mean responses of PTA, B.O.GS and principals on the influence of
186 community participation in the decisionmaking on the administration of public schools in Benue state.

187 The results in Table 2 below revealed the summary of data analysis for the hypothesis 1.

188 10 Summary of Findings

189 Based on the data analyses for this study, the following findings were made that:

190 1. Communities participate to a great extent in the decision-making through PTA and BOGs on the
191 administration of public secondary schools in Benue State.

192 2. There is no statistically significant difference in the mean ratings of the respondents on the influence of
193 community participation in decision-making on the administration of public secondary schools in Benue State.

194 VI.

195 11 Discussion of Findings a) Influence of community participation 196 in decisionmaking processes on the administration of 197 public secondary schools in Benue State

198 The analysis of data presented in Table 1 revealed that community has been participating in decision-making
199 processes on the administration of public secondary schools in Benue state to a great extent. This can be seen from
200 the responses of the PTA, BOGs and principals in Table 1. These roles include advising the school authority
201 in the control of illegal levies in the school, community are consulted on the disciplinary measures involving
202 their children/wards, influencing the transfer of principals and teachers to their school, school authority usually
203 consults the community on school programmes and community takes part in determining subjects offered in
204 the school. The finding agreed with the finding of Iyaji (2004) who maintained that community participated
205 sufficiently in administrative and decision-making processes of the school, which in turn brings about efficient
206 administration of secondary school in the Kogi State. Iyaji reported further that community participation in
207 decision-making processes facilitated information flow within and outside the school system in Kogi state. The
208 finding is also in agreement with the finding of Udensi (2003) who also carried out a study on the role of
209 community in school administration and found that sometimes, the school looks up to the community through
210 its leaders to endorse some crucial decisions the school intend to take especially such decisions that will affect
211 the community in one way or the other. Udensi stressed further that if the school decides to take all its decisions
212 autonomously without contacting the community leaders, they community will also distance itself from the school
213 when the school needs community assistance in critical matters. It is therefore necessary that the community
214 should be well represented when crucial decisions are being taken by the government schools in their locality. This
215 submission is contrary to the position of Ugwuanyi (2013) who carried out a study on the extent of community
216 participation in administration of secondary schools in Nsukka Education Zone of Enugu State and submitted that
217 communities have not been involved adequately in the decision making process. Ugwuanyi reports further that

218 the respondents indicated that the communities have had a very low considerable contributions in the decision-
219 making processes in government of secondary school in Nsukka Education Zone of Enugu State. The result of
220 the hypothesis four in Table ?? further revealed that communities do actively participate in the decisionmaking
221 processes on the administration of public secondary school in Benue state. The result showed that there is
222 no statistically significant difference in the mean responses of PTA, BOGs and principals on the influence of
223 community participation in the decisionmaking processes on the administration of public secondary schools in
224 Benue State. With the level of community participation in the decision-making processes on secondary school
225 administration in Benue State through the finding, it could be expected that their influence would enhance the
226 tone of public secondary school administration in Benue State.

227 VII.

228 **12 Conclusion**

229 VIII.

230 **13 Recommendations**

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

232 1. The state government should through a possible medium sensitize all communities on the need for increased
233 participation in schools management particularly in decision-making processes. 2. The school authority should
234 identify resources persons within the community and reach out to them when the need arises.

235 Based on the results of the study and the discussion, the researchers made some conclusions that communities
236 participate in the decision-making on the administration of public secondary schools in Benue State to a great.
237 School as a social institution is established within the community and therefore needs to have a good relationship
238 with immediate and far communities because of many advantages they both render to each other. Symbiotic
239 relationship always exists between the school and the community which lead to the success of the two.

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355 suggested by the guides. You can have several topics, and then judge which you are most comfortable with. This
356 may be done by asking several questions of yourself, like "Will I be able to carry out a search in this area? Will
357 I find all necessary resources to accomplish the search? Will I be able to find all information in this field area?"
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359 have to conduct surveys and visit several places. Also, you might have to do a lot of work to find all the rises
360 and falls of the various data on that subject. Sometimes, detailed information plays a vital role, instead of short
361 information. Evaluators are human: The first thing to remember is that evaluators are also human beings. They
362 are not only meant for rejecting a paper. They are here to evaluate your paper. So present your best aspect.

363 **28 Think like evaluators:**

364 If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then
365 think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your
366 research paper, and you will automatically have your answer. Make blueprints of paper: The outline is the plan
367 or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that
368 all points of your outline must be related to the topic you have chosen.

369 **29 Ask your guides:**

370 If you are having any difficulty with your research, then do not hesitate to share your difficulty with your guide
371 (if you have one). They will surely help you out and resolve your doubts. If you can't clarify what exactly you
372 require for your work, then ask your supervisor to help you with an alternative. He or she might also provide
373 you with a list of essential readings.

374 **30 Use of computer is recommended:**

375 As you are doing research in the field of human social science then this point is quite obvious. Use right software:
376 Always use good quality software packages. If you are not capable of judging good software, then you can lose
377 the quality of your paper unknowingly. There are various programs available to help you which you can get
378 through the internet.

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387 material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view.
388 Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations.
389 Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never
390 go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies.
391 Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands,
392 abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between
393 brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a
394 detailed literary review.
395

33 Report concluded results:

396 Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements
397 and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are
398 prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot
399 perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably
400 include examples.
401

34 Upon conclusion:

402 Once you have concluded your research, the next most important step is to present your findings. Presentation
403 is extremely important as it is the definite medium through which your research is going to be in print for the
404 rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat
405 manner. A good quality research paper format is essential because it serves to highlight your research paper and
406 bring to light all necessary aspects of your research.
407

409 35 Informal Guidelines of Research Paper Writing

410 36 Key points to remember:

411 ? Submit all work in its final form.
412 ? Write your paper in the form which is presented in the guidelines using the template.
413 ? Please note the criteria peer reviewers will use for grading the final paper.

414 37 Final points:

415 One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires
416 the following sections, submitted in the order listed, with each section starting on a new page:
417 The introduction: This will be compiled from reference material and reflect the design processes or outline of
418 basis that directed you to make a study. As you carry out the process of study, the method and process section
419 will be constructed like that. The results segment will show related statistics in nearly sequential order and direct
420 reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

421 38 The discussion section:

422 This will provide understanding of the data and projections as to the implications of the results. The use of good
423 quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior
424 workings.

425 Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice,
426 excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

427 39 General style:

428 Specific editorial column necessities for compliance of a manuscript will always take over from directions in these
429 general guidelines.

430 To make a paper clear: Adhere to recommended page limits.

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432 Mistakes to avoid:

- 433 ? Insertion of a title at the foot of a page with subsequent text on the next page.
- 434 ? Separating a table, chart, or figure-confine each to a single page.
- 435 ? Submitting a manuscript with pages out of sequence.
- 436 ? In every section of your document, use standard writing style, including articles ("a" and "the").
- 437 ? Keep paying attention to the topic of the paper.
- 438 ? Use paragraphs to split each significant point (excluding the abstract).
- 439 ? Align the primary line of each section.
- 440 ? Present your points in sound order.
- 441 ? Use present tense to report well-accepted matters.
- 442 ? Use past tense to describe specific results.
- 443 ? Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- 444 ? Avoid use of extra pictures-include only those figures essential to presenting results.

445 **41 Title page:**

446 Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not
447 have acronyms or abbreviations or exceed two printed lines.

448 Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key
449 findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations.
450 It should be logical in itself. Do not cite references at this point.

451 An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or
452 less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant
453 results, and significant conclusions or new questions.

454 Write your summary when your paper is completed because how can you write the summary of anything which
455 is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not
456 sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more
457 than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study
458 with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

459 Reason for writing the article-theory, overall issue, purpose.

460 **42 ? Fundamental goal.**

461 ? To-the-point depiction of the research.

462 ? Consequences, including definite statistics-if the consequences are quantitative in nature, account for this;
463 results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the
464 research.

465 **43 Approach:**

466 o Single section and succinct. o An outline of the job done is always written in past tense. o Concentrate on
467 shortening results-limit background information to a verdict or two. o Exact spelling, clarity of sentences and
468 phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an
469 abstract as they are anywhere else.

470 **44 Introduction:**

471 The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background
472 information to be capable of comprehending and calculating the purpose of your study without having to refer
473 to other works. The basis for the study should be offered. Give the most important references, but avoid making
474 a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in
475 a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about
476 techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

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478 **46 XV**

479 The following approach can create a valuable beginning:

480 o Explain the value (significance) of the study. o Defend the model-why did you employ this particular system
481 or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as
482 well as pointing out sensible reasons for using it. o Present a justification. State your particular theory(-ies) or
483 aim(s), and describe the logic that led you to choose them. o Briefly explain the study's tentative purpose and
484 how it meets the declared objectives.

56 APPROACH:

47 Approach:

485 Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after
486 the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the
487 four points listed above, you will need at least four paragraphs. Present surrounding information only when it
488 is necessary to support a situation. The reviewer does not desire to read everything you know about a topic.
489 Shape the theory specifically-do not take a broad view.
490

491 As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

48 Procedures (methods and materials):

492 This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment
493 allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers
494 and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked
495 methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least
496 amount of information that would permit another capable scientist to replicate your outcome, but be cautious
497 that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the
498 results section.

500 When a technique is used that has been well-described in another section, mention the specific item describing
501 the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources
502 and broad procedures so that another person may use some or all of the methods in one more study or referee the
503 scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods
504 section a set of orders.

507 49 Materials:

506 Materials may be reported in part of a section or else they may be recognized along with your measures.

507 50 Methods:

508 o Report the method and not the particulars of each process that engaged the same methodology. o Describe the
509 method entirely. o To be succinct, present methods under headings dedicated to specific dealings or groups of
510 measures. o Simplify-detail how procedures were completed, not how they were performed on a particular day.
511 o If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's
512 all.

513 51 Approach:

514 It is embarrassing to use vigorous voice when documenting methods without using first person, which would
515 focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods,
516 most authors use third person passive voice.

517 Use standard style in this and every other part of the paper-avoid familiar lists, and use full sentences.

518 52 What to keep away from:

519 o Resources and methods are not a set of information. o Skip all descriptive information and surroundings-save
520 it for the argument. o Leave out information that is immaterial to a third party.

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522 54 Results:

523 The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely
524 objective details of the outcome, and save all understanding for the discussion.

525 The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables,
526 if suitable, to present consequences most efficiently. You must clearly differentiate material which would usually
527 be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not
528 be available. In fact, such matters should not be submitted at all except if requested by the instructor. o Never
529 confuse figures with tables-there is a difference.

530 55 Content

531 56 Approach:

532 As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

533 Put figures and tables, appropriately numbered, in order at the end of the report.

534 If you desire, you may place your figures and tables properly within the text of your results section.

535 **57 Figures and tables:**

536 If you put figures and tables at the end of some details, make certain that they are visibly distinguished from
537 any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered
538 one after the other, and include a heading. All figures and tables must be divided from the text.

539 o You may propose future guidelines, such as how an experiment might be personalized to accomplish a new
540 idea. o Give details of all of your remarks as much as possible, focusing on mechanisms. o Make a decision as
541 to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted.
542 Try to present substitute explanations if they are sensible alternatives. o One piece of research will not counter
543 an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock
544 new avenues of study. What questions remain? o Recommendations for detailed papers will offer supplementary
545 suggestions.

546 **58 Approach:**

547 When you refer to information, differentiate data generated by your own studies from other available information.

548 Present work done by specific persons (including you) in past tense.

549 Describe generally acknowledged facts and main beliefs in present tense.

550 **59 The Administration Rules**

551 Administration Rules to Be Strictly Followed before Submitting Your Research Paper to Global Journals Inc.

552 Please read the following rules and regulations carefully before submitting your research paper to Global
553 Journals Inc. to avoid rejection.

554 Segment draft and final research paper: You have to strictly follow the template of a research paper, failing
555 which your paper may get rejected. You are expected to write each part of the paper wholly on your own. The
556 peer reviewers need to identify your own perspective of the concepts in your own terms. Please do not extract
557 straight from any other source, and do not rephrase someone else's analysis. Do not allow anyone else to proofread
558 your manuscript.

559 Written material: You may discuss this with your guides and key sources. Do not copy anyone else's paper,
560 even if this is only imitation, otherwise it will be rejected on the grounds of plagiarism, which is illegal. Various
561 methods to avoid plagiarism are strictly applied by us to every paper, and, if found guilty, you may be blacklisted,
562 which could affect your career adversely. To guard yourself and others from possible illegal use, please do not
permit anyone to use or even read your paper and file. ^{1 2 3}



Figure 1:



Figure 2:

563

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Figure 3:

1

S/N	Items	P.T.A ???	B.O.G SD.	Principal		Grand ??	SD.	Decision Agree
				SD.	??			
1	Community advises the school authority in the control of illegal levies in the school	3.29	0.64	3.30	0.69	3.54	0.59	3.33
2	Community is consulted on the disciplinary measures involving their children/wards	3.17	0.76	3.23	0.73	3.09	0.66	3.18
3	Community influences the transfer of principals and teachers to their school	3.61	0.49	3.61	0.49	3.76	0.43	3.63
4	School authority usually consults the community on school programmes	3.54	0.50	3.54	0.50	3.70	0.47	3.56
5	Community takes part in determining subjects offered in the school	2.08	1.01	2.09	1.04	2.26	1.18	2.11
Cluster Mean								3.16
								0.68
								Agree

Figure 4: Table 1 :

2

Decision-Making Processes	Subjects	Sum of Squares	df	Mean Square	F	Sig
					2.551	.079
	Between Groups	15.874	2	7.937		
	Within Groups	1135.428	365	3.111		
	Total	1151.302	367			

V.

Figure 5: Table 2 :

What to stay away from:

o

Figure 6: :

564 .1 Auxiliary Memberships

565 Institutional Fellow of Open Association of Research Society (USA) -OARS (USA) Global Journals Incorporation
566 (USA) is accredited by Open Association of Research Society, U.S.A (OARS) and in turn, affiliates research
567 institutions as "Institutional Fellow of Open Association of Research Society" (IFOARS). The "FARSC" is a
568 dignified title which is accorded to a person's name viz. Dr. John E. Hall, Ph.D., FARSC or William Walldroff,
569 M.S., FARSC.

570 The IFOARS institution is entitled to form a Board comprised of one Chairperson and three to five board
571 members preferably from different streams. The Board will be recognized as "Institutional Board of Open
572 Association of Research Society"-(IBOARS).

573 .2 The Institute will be entitled to following benefits:

574 The IBOARS can initially review research papers of their institute and recommend them to publish with respective
575 journal of Global Journals. It can also review the papers of other institutions after obtaining our consent. The
576 second review will be done by peer reviewer of Global Journals Incorporation (USA) The Board is at liberty to
577 appoint a peer reviewer with the approval of chairperson after consulting us. The author fees of such paper may
578 be waived off up to 40%.

579 The Global Journals Incorporation (USA) at its discretion can also refer double blind peer reviewed paper at
580 their end to the board for the verification and to get recommendation for final stage of acceptance of publication.

581 The IBOARS can organize symposium/seminar/conference in their country on behalf of Global Journals
582 Incorporation (USA)-OARS (USA). The terms and conditions can be discussed separately.

583 The Board can also play vital role by exploring and giving valuable suggestions regarding the Standards of
584 "Open Association of Research Society, U.S.A (OARS)" so that proper amendment can take place for the benefit
585 of entire research community. We shall provide details of particular standard only on receipt of request from the
586 Board.

587 The board members can also join us as Individual Fellow with 40% discount on total fees applicable to
588 Individual Fellow. They will be entitled to avail all the benefits as declared. Please visit Individual Fellow-sub
589 menu of GlobalJournals.org to have more relevant details.

590 .3 Declaration of Conflicts of Interest

591 It is required for authors to declare all financial, institutional, and personal relationships with other individuals
592 and organizations that could influence (bias) their research.

593 .4 Policy on Plagiarism

594 Plagiarism is not acceptable in Global Journals submissions at all. Plagiarized content will not be considered for
595 publication. We reserve the right to inform authors' institutions about plagiarism detected either before or after
596 publication. If plagiarism is identified, we will follow COPE guidelines:

597 Authors are solely responsible for all the plagiarism that is found. The author must not fabricate, falsify or
598 plagiarize existing research data. The following, if copied, will be considered plagiarism:

599 .5 Manuscript Style Instruction (Optional)

600 ? Microsoft Word Document Setting Instructions.

601 ? Font type of all text should be Swis721 Lt BT.

602 ? Page size: 8.27" x 11", left margin: 0.65, right margin: 0.65, bottom margin: 0.75.

603 ? Paper title should be in one column of font size 24.

604 ? Author name in font size of 11 in one column.

605 ? Abstract: font size 9 with the word "Abstract" in bold italics.

606 ? Main text: font size 10 with two justified columns.

607 ? Two columns with equal column width of 3.38 and spacing of 0.2.

608 ? First character must be three lines drop-capped.

609 ? The paragraph before spacing of 1 pt and after of 0 pt.

610 ? Line spacing of 1 pt.

611 ? Large images must be in one column.

612 ? The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.

613 ? The names of second main headings (Heading 2) must not include numbers and must be in italics with a
614 font size of 10.

615 .6 Structure and Format of Manuscript

616 The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words.

617 Research articles should be less than 10,000 words. Research papers are usually longer than review papers.

618 Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and
619 references)

59 THE ADMINISTRATION RULES

620 A research paper must include: a) A title which should be relevant to the theme of the paper. b) A
621 summary, known as an abstract (less than 150 words), containing the major results and conclusions. c) Up to 10
622 keywords that precisely identify the paper's subject, purpose, and focus. d) An introduction, giving fundamental
623 background objectives. e) Resources and techniques with sufficient complete experimental details (wherever
624 possible by reference) to permit repetition, sources of information must be given, and numerical methods must
625 be specified by reference. f) Results which should be presented concisely by well-designed tables and figures. g)
626 Suitable statistical data should also be given. h) All data must have been gathered with attention to numerical
627 detail in the planning stage.

628 Design has been recognized to be essential to experiments for a considerable time, and the editor has decided
629 that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.
630 i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions
631 should also be summarized. j) There should be brief acknowledgments. k) There ought to be references in
632 the conventional format. Global Journals recommends APA format.

633 Authors should carefully consider the preparation of papers to ensure that they communicate effectively.
634 Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors,
635 are summarizing, and follow instructions. They will also be published with much fewer delays than those that
636 require much technical and editorial correction.

637 The Editorial Board reserves the right to make literary corrections and suggestions to improve brevity.

638 .7 X Format Structure

639 .8 It is necessary that authors take care in submitting a manuscript that 640 is written in simple language and adheres to published guidelines.

641 All manuscripts submitted to Global Journals should include:

642 .9 Title

643 The title page must carry an informative title that reflects the content, a running title (less than 45 characters
644 together with spaces), names of the authors and co-authors, and the place(s) where the work was carried out.

645 .10 Author details

646 The full postal address of any related author(s) must be specified.

647 .11 Abstract

648 The abstract is the foundation of the research paper. It should be clear and concise and must contain the objective
649 of the paper and inferences drawn. It is advised to not include big mathematical equations or complicated jargon.

650 Many researchers searching for information online will use search engines such as Google, Yahoo or others. By
651 optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will
652 make it more likely to be viewed and cited in further works. Global Journals has compiled these guidelines to
653 facilitate you to maximize the webfriendliness of the most public part of your paper.

654 .12 Keywords

655 A major lynchpin of research work for the writing of research papers is the keyword search, which one will employ
656 to find both library and internet resources. Up to eleven keywords or very brief phrases have to be given to help
657 data retrieval, mining, and indexing.

658 One must be persistent and creative in using keywords. An effective keyword search requires a strategy:
659 planning of a list of possible keywords and phrases to try.

660 Choice of the main keywords is the first tool of writing a research paper. Research paper writing is an art.
661 Keyword search should be as strategic as possible.

662 One should start brainstorming lists of potential keywords before even beginning searching. Think about the
663 most important concepts related to research work. Ask, "What words would a source have to include to be truly
664 valuable in a research paper?" Then consider synonyms for the important words.

665 It may take the discovery of only one important paper to steer in the right keyword direction because, in most
666 databases, the keywords under which a research paper is abstracted are listed with the paper.

667 .13 Numerical Methods

668 Numerical methods used should be transparent and, where appropriate, supported by references.

669 .14 Abbreviations

670 Authors must list all the abbreviations used in the paper at the end of the paper or in a separate table before
671 using them.

672 .15 Formulas and equations

673 Authors are advised to submit any mathematical equation using either MathJax, KaTeX, or LaTeX, or in a very
674 high-quality image.

675 .16 Tables, Figures, and Figure Legends

676 Tables: Tables should be cautiously designed, uncrowned, and include only essential data. Each must have an
677 Arabic number, e.g., Table ??, a self-explanatory caption, and be on a separate sheet. Authors must submit
678 tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.

679 .17 Discussion:

680 The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are
681 discarded based on problems with the discussion. There is no rule for how long an argument should be.

682 Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then
683 finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding
684 of your results and support all of your conclusions, using facts from your research and generally accepted
685 information, if suitable. The implication of results should be fully described.

686 Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact,
687 you must explain mechanisms that may account for the observation. If your results vary from your prospect,
688 make clear why that may have happened. If your results agree, then explain the theory that the proof supported.
689 It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as
690 to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not
691 just dismiss a study or part of a study as "uncertain."

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728 *the submission,*

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730 *Manuscript to be submitted must include keywords, an abstract, a paper title, co-author(s') names and details*
731 *(email address, name, phone number, and institution), figures and illustrations in vector format including*
732 *appropriate captions, tables, (including titles and footnotes, a conclusion, results, acknowledgments and*
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