

Does the school committee system enhance effective management in second-cycle institutions?

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ABSTRACT: The study sought to examine school committee system and effective management at the senior high school. The study targeted management and teachers of senior high schools in the Techiman Municipality in the Bono Region, Ghana. The study was anchored on the explanatory research design. The study sample size comprised both staff and management. A questionnaire was used to elicit the data from the respondents. Validity and reliability of the research instrument were tested using expert judgment and Spearman's Brown Prophecy formula, respectively. Data were analysed using descriptive and inferential statistical tools. From the results, employees highly perceived that the committee systems promote participatory decision-making and help in maintaining discipline and effective supervision in schools. It was further revealed that the committee system enhances managerial accountability and helps in skills and talent development. Increased workload, lack of finance, lack of motivation, inadequate staffing, delay in decision-making, non-implementation of committee recommendations and ineffective relationship among staff negatively affected the effectiveness of the school committee system. There was statistically positive and significant relationship between effective school management and managerial accountability, disciplinary roles of committees, committees' roles in developing skills and talents and supervisory roles of committees. It was recommended, among other things, that management of the respective senior high schools come up with a structured format that will take care of reward systems by examining promotion, fringe benefits, salaries and recognition, and insist the school authorities serve the needs and interests of students, staff and other stakeholders.

Keywords: Educational management, Ghana, pre-tertiary education, school committee, senior high school, teacher education.

INTRODUCTION

Having a functional education system that makes it easier for people to acquire the information, skills, and expertise they need to do productive jobs is essential for a country's economic success (Abiodun-Oyebanji, 2018). Headmasters, the school's administrators, have the responsibility of making sure senior high education is functioning. The institution's head is a person designated by the proper authorities to oversee the school's daily operations. According to Ezeugbor and Emere (2017), the head of the school is a person who is accountable for the administrative procedures of the school and uses the

resources at his disposal to fulfil the school's objectives. It is the head of the school's primary responsibility is to guarantee good administration of the school through the coordination of personnel efforts. The head is entrusted with a wide range of tasks, including the planning, coordination, and management of students, staff, facilities, and school funds, among others. These various administrative chores necessitate committee unitization as a way of assigning responsibility and power to competent members of the school's staff. According to Abreh (2017), the increasing use of committees is a visible sign of

delegation, particularly in Ghanaian Basic Schools. However, assessment of the committee system in senior high schools in Ghana is neglected in academic studies. This study in a bid to bridge this research gap looked at the roles of the committee systems in Ghanaian senior high schools and its effect on school effectiveness.

Statement of the problem

In terms of curricula, student enrollment growth, and administrative duties, the concept and management of senior high schools are becoming increasingly complicated (Mathebula and Runhare, 2021; Ndubuisi, 2021; Zamir, 2020). This has made delegation of authority and accountability by school administrators unavoidable. Some secondary school staff are of the view that committee structures are not always the ideal way to manage second-cycle pre-tertiary institutions (Mustapha *et al.*, 2012). Studies (Penger and Éerne, 2014; Sugi and Martono, 2018; Wong and Laschinger, 2013; Ahmed, 2003) have reiterated the importance of the effectiveness of these human resource management practices in improving schools in different social contexts. Nevertheless, it is equally evident that efforts to achieve successful school management in Ghana and, in particular, the Techiman municipality could be peculiar to their background, culture, and various local conditions. In addition to that, studies by Evans-Obinna (2016), Terhile *et al.* (2016) and Kiprop (2017) have shown that human resource management practices seem to be a new concept in pre-tertiary institutions, especially the second-cycle educational sector. This therefore calls for the need to examine the nexus between school committee system and effective school management at the senior high school, and their implications effect in promoting school systems.

Specific objectives

Specifically, the study sought to:

1. determine the factors that affect the performance of committees in the selected senior high schools.
2. examine the relationship between the roles of the school committee system and effective school management.

LITERATURE REVIEW

Participatory theory

This study adopted participation theory. Ntsikelelo *et al.* (2015) in support of the participation theory argue that participation is the most organizational challenging issue in contemporary times. Ntsikelelo *et al.* conclude that the

basis of this posture is on individuals' feelings of well-being and self-realization which are related to participation and its consequences. In light of this argument, it is proposed that employee participation be identified based on its direction (Parrott, 2011). Following from this, it stands to argue that the degree of participation means the involvement of an employee in the formulation and implementation of organizational decisions. The assertion of Kathryn and Bryson (2016) is that man, as a social being, continuously endeavour to interact with others, but his interaction with others is affected by his work or attitude. In light of this, it is important to note that the procedures of the organization place stumbling blocks on the employee's task in the organization, and determine how his or her role and responsibility are specified.

A participatory work environment offers continuous training, advancement of expertise, professional improvement and guidance to workers at all levels. Employees often take up new or extra tasks, train in various areas of business and under the guidance of a mentor test their newly found skills. An organization with a democratic management style and work environment will thrive on innovation and creativity. These organizations enable workers to speak freely and openly, which fosters resources, originality and vision through encouraging employee participation. This allows workers practically and easily to solve problems. As workers feel the freedom for innovation and creativity that comes through participatory management, a motivational atmosphere is created (Jensen *et al.*, 2011).

Conceptual review

Definition and concepts of committees and school committees

Abreh (2017) defined committees as structural arrangements within an organisation that pulls together into a group, persons of varied opinions, expertise and background to deal with a presenting issue or an ongoing aspect of organisational life. Among the cardinal responsibilities of committees are to investigate and make judgments about issues and make decisions based on available information, to formulate policy, interpret policy, and in some cases, implement or monitor policy implementation. Committees perform administrative functions and facilitate or give an opportunity to participate in the affairs of an organisation. Committees are characterized by consensus-seeking behaviour (Parvaiz *et al.*, 2016). They always function under the leadership of a chairperson who acts as group linker and focal point for deliberations.

A committee, according to Abiodun-Oyebanji (2018), is a device for coordinating operations and sharing information among several departments and divisions of a company. The employment of the committee system in senior high

school administration is critical and necessitates the usage of the proper people. The typical rationale for such committees is that they create places for representation and dialogue in issues crucial to impoverished people in developing nations (Masue and Askvik, 2017). In the light of this, it is interesting to note that transparency may also grow when more of the local people participate in information sharing, and are able to witness how resources are allocated. School committees are democratically elected entities that promote, larger, locally focused decision-making. In less-developed nations, they are viewed as tools for empowering people at the grassroots level (Parvaiz *et al.*, 2016).

School effectiveness

The empowerment of all school components as an educational institution based on each primary task and function in the program structure in order to make the students study and accomplish the desired outcome (competence) is referred to as school effectiveness (Nur *et al.*, 2016). According to Supardi (2013), an effective school has the ability to empower all of the school's important components, both internally and externally, as well as a good management system that is transparent and accountable in order to achieve the school's vision-mission-objectives effectively and efficiently. For Cheng (2013), there are eight (8) management models for school effectiveness: Aim, Input System, Process, Satisfaction, Legitimacy, Ineffectiveness, Organizational Learning, and Overall Quality Management Model.

According to Salim (2017), as cited in Solong *et al.* (2020), posits that there are five effectiveness standards in school management: (1) the principle of solid leadership; (2) high expectations of student performance; (3) prioritizing basic skills; (4) appropriate assignments and supervision; and (5) the level of student performance evaluation.

Factors that affect performance of school committee system

Work load: According to Wawira (2012), doubling up of tasks has been a challenge to many school committees who have constantly lamented of being overwhelmed. It also brings confusion regarding their job specification, as most members in the school committees either concentrate on one of the two tasks: teaching or administration work. A study by Abdille (2012) revealed that workload affected members in school committees. Most members indicated that workload affects their involvement in school committees to a greater extent since their performance at work is judged depending on how well they can supervise and coordinate the organization in one direction. Kieleko (2015) posits that leaders are so

weighed down by routine administrative burden that they hardly find time to visit the workplace and observe how the staff are working.

Logistics: Logistics is the driving force behind the success of committee systems (Osae-Apenteng, 2012). The availability of logistics and resources for work is essential because it instills trust in committee members and employees to perform successfully. Lack of logistics can significantly impede committee work or slow job progress, since motivation is likely to decrease (Wachinga, 2019). According to Dayelle (2013), the work of committee systems such as oversight committees may be carried out successfully when logistics are supplied to support it. The facilities of an institution are material resources that facilitate effective work in institutions.

Staff morale: Personnel is the cornerstone of every institution. No system will surpass the quality of its employees. Staff whose morale is poor are unlikely to perform in an institution system (Osae-Apenteng, 2012). According to Ndubuisi (2021), the various problems that permeate a working system, such as cultism, substance abuse, indiscipline seem to suggest that workers were not doing their job as anticipated. Staff, according to Kotirde and Yunos (2014), are the most important inputs to any organisational system. Staff have a significant impact on the quality of decision-making. Staff morale has been lowered as a result of irregular advancement, poor pay (when compared to other public employees), social view of the profession, and other factors (Bennell and Akyeampong, 2007). When staff is not motivated, their level of job commitment may fall below, and the objectives of the institution may not be accomplished (Birgen, 2017). This is because it directly affects employee engagement and staff retention.

Delay in decision making: Another significant problem to the committee form of governance in schools is the issue of decision-making delay (Zamir, 2020). Some committee members are not devoted to the educational goal. As a result, they seldom attend meetings, and some are constantly late to such meetings, when crucial choices that will drive the institution ahead are made (Tallam *et al.*, 2015). The process of committee decision-making can be so time-consuming that it becomes a demotivating element.

Non-Implementation of committee recommendations: Another impediment to the committee system in school administration is the problem of non-implementation of the various committees' judgments or suggestions (Nemes, 2013). Some school authorities openly oppose the conclusions of some committees, oblivious to their significance, especially when such judgments and recommendations do not support the interests of school principals.

Lack of finance: Despite the importance of committees in school administration, decision-making, and leadership, their operations are frequently impeded and challenged by a lack of appropriate finances (Kakuru, 2017). Bureaucratic regulations, procedures, and practices, as well as committee anarchy, have an influence on the smooth operation of committees. Committee members may feel limited at times by the administration, bureaucracy, and colleagues (Parvaiz *et al.*, 2016). The committee system is frequently threatened by cost, owing to the enormous number of people and material resources required.

Effective employee relationship: Tallam *et al.* (2015) reported that teaching and non-teaching staff are the principal enforcers of effective school management of school committee system. Therefore, their engagement and support are essential for effective school management. A strong collaboration between school leaders and teachers would lead to increased job efficiency for teachers, decreased student discipline and improved relationships between schools and communities (Okeke *et al.*, 2016; Macharia, 2012). Hence, teachers should be given the opportunity to meet the heads of the schools and express their opinions and grievances so that they can receive the necessary support. In the view of Aremu *et al.* (2015), the level of engagement of management with staff in the school is a determinant of school committee performance.

School management committees and school effectiveness

Bloom *et al.* (2015) observed that effective committee system in schools will help solve many of the problems confronting and hence increase the effectiveness of the school. Bampoh-Addo (2018) likewise affirmed that committee system has a positive effect on the administrative effectiveness of institutions of higher learning. The committee system is a vital ingredient for effective administration of any educational institution. Ige (2019) also observed that committee system in institutions is an administrative technique used to facilitate management activities for the fulfillment of the stated goals and objectives. The above position implies that committee system makes it easier to handle all complex educational issues.

METHODOLOGY

Research type and design

The goals of the study were fulfilled by an explanatory research design. In three particular situations, the explanatory study is used to explain a situation or problem

that responds to the question of what happened; to explain patterns relating to the phenomenon being researched that answer the question of why it happened; to explain the relationship between aspects of an event that answers the question of what happened (Leedy *et al.*, 2010). Bryman (2016) found explanatory studies particularly helpful for understanding the problem and for clarifying the essence of the problem. The explanatory investigation is justified as this analysis is intended to establish the relationship between the roles of school committees and school effectiveness.

Population and sample

The population includes human resource management and senior high school employees from the Techiman Municipality. Four (4) senior high schools were purposively sampled (Table 1). The head of the school and his or her subordinates, the auditor, the coordinator for guardianship counsel, the housemasters or mistresses, and the senior housemaster or mistress are considered to as management. Management members were selected through census survey method and staff members were selected using simple random sampling technique (Table 2).

The study determined the sample size for the teaching staff using the Taro Yamane formula at a confidence interval of 95% as given below:

$$n = \frac{N}{1+N(e)^2} \dots\dots\dots (1)$$

Where: n = sample, N = population size, e = error limit or the critical value of the observation.

Research instrument

Questionnaire was used to gather data from the respondents. The questionnaire includes inquiries that are pertinent to this investigation. In order to focus the research questions, literature was used to help the construction of this structured instrument. Two set of questionnaires were designed for the staff of the schools, while the other set was designed for the management. The questionnaire was adapted from exiting literature vis-à-vis school management as perceived at the senior high school level.

Validity and reliability

Because content validity is established by expert opinion, the instrument was produced under the close oversight of colleagues with an extensive understanding of educational admiration to assure its validity. In terms of reliability, the

Table 1. Population distribution of the schools.

School	Staff	Management
School A	45	9
School B	34	8
School C	15	6
School D	22	7
Total	116	30

Source: field data, 2020.

Table 2. Study sample.

School	Staff	Management
School A	35	9
School B	26	8
School C	12	6
School D	17	7
Total	90	30

questionnaire was pre-tested on 98 senior high school respondents in a senior high school in the Sunyani municipality. All the schools were selected because they share similar characteristics with the targeted population. The correlation co-efficient was tabulated using the Spearman's Brown Prophecy formula. It is the precision or consistency of the test, or the amount to which the test consistently measures whatever it does. To assess reliability, the split-half approach was employed, which needed only one testing session. The split half technique entailed scoring two halves (odd and even items) of the instruments for each individual. The effective score is equal to two times the reliability of the half test divided by one plus reliability. Because the reliability coefficient was 0.718, the instrument was deemed fit. A reliability coefficient of more than 0.7, according to Pallant (2013), is considered appropriate.

RESULTS

Factors that affect school committee effectiveness

Means and standard deviation were adopted for the analysis. The results for the means are indicated in Table 3. The decision is that factors with means greater than 4 are considered to highly affect the effectiveness of school committee system; those with means between 3 and 4 moderately affect the effectiveness of school committee system; and those with means less than 3 are considered not to have any effect on the effectiveness of school committee system.

From the results (Table 3), the study had increased workload (mean = 4.19, standard deviation = 0.737), lack of finance (mean = 4.17, standard deviation = 0.792), and

lack of motivation (mean = 4.22, standard deviation = 0.769) to highly affect the effectiveness of school committee system. Other factors such as adequate staffing (mean = 3.21, standard deviation = 1.144), delay in decision-making (mean = 3.58, standard deviation = 1.090), non-implementation of committee recommendations (mean = 3.29, standard deviation = 1.141) and ineffective relationship among staff (mean = 3.26, standard deviation = 1.126) were indicated to moderately affect the effectiveness of school committee system. However, the lack of collaboration between management and committees was found to have no effect on the effectiveness of school committee system (mean = 2.87, standard deviation = 1.561).

Roles of school committee system on school effectiveness

The study adopted the correlation and multiple regression analysis. The variables for school effectiveness were aggregated to constitute the dependent variable which was correlated with participatory decision making, managerial accountability, maintaining school discipline, development of skills and talents and maintaining supervision. Pearson correlation analysis was adopted in the analysis (Table 4).

From the results, the correlation of school effectiveness and participatory decision making, managerial accountability, maintaining school discipline, development of skills and talents and maintaining supervision were all positive (Table 5). From the results, it is observed that school effectiveness has a positive and significant correlation with managerial accountability ($r = 0.218$, $p < 0.05$) which is significant at the 5% level of significance. There is therefore a positive and significant relationship between the role of managerial accountability of committees and school effectiveness. The implication is that any improvement in the role of managerial accountability of committee system will lead to improvement in the effectiveness of schools. The role of committees in providing effective advisory services to management, working to improve the decision-making process of management, directing the activities of the school, and assisting in relaying management ideas to school have the tendency to improve the effectiveness of schools.

Maintaining school discipline also correlated positively and significantly with school effectiveness ($r = 0.057$, $p = 0.007$). It is therefore imperative to ensure that committees encourage good behaviours among the teachers and students. There was positive and significant relationship between committees' roles of developing skills/talents and the effectiveness of schools as indicated by a correlation value of 0.658 at 5% significance level. Improvement in committees' roles would lead to an improvement in school

Table 3. School committee effectiveness.

Parameters	Mean	Std. Deviation
Increased workload	4.19	.737
Inadequate Staffing	3.21	1.144
Lack of finance	4.17	.792
Lack of staff motivation	4.22	.769
Delays in decision making	3.58	1.090
Non-implementation of committee recommendations	3.29	1.141
Ineffective staff relationship	3.26	1.126
Lack of management and committees' collaboration	2.87	1.561

Table 4. Roles school committee system.

Variables	Mean	Standard deviation
Participatory decision making	4.05	0.838
Managerial accountability	3.95	1.484
Maintaining school discipline	4.17	0.781
Development of skills and talents	3.48	1.088
Maintaining supervision	4.13	0.768

Table 5. Correlation of school committee system and school effectiveness.

	Sch Effect	Part Dec Making	Man Account	Sch Disc	Dev Sk Tal
Sch Effect	1				
Part Dec Making	0.019	1			
Man Account	0.218*	0.014	1		
Sch Disc	0.051**	0.308**	-0.008	1	
Dev Sk Tal	0.658**	-0.100	0.130	-0.036	1
Sup	0.240**	.224*	-0.105	0.344**	-0.368**
	0.008	0.014	0.254	0.000	0.000

*Correlation is significant at the 0.05 level (2-tailed); **Correlation is significant at the 0.01 level (2-tailed).

effectiveness. The implication is that the roles of committees in establishing a well-defined approach in training members in the various committees, defining process for orienting new employees into the committees. Similarly, a positive and significant relationship exist between committee supervisory roles and school effectiveness ($r = 0.240$, $p = 0.008$). Supervisory roles of committee system are relevant in the improvement of school effectiveness. To this end, it is important to note that supervisory roles of committees such as giving effective directions to all staff, bringing out strategies that help improve the school, detecting errors in the schools

and enacting rules and regulations that guide staff conduct in the school are all important roles to ensuring school effectiveness.

Regression analysis

The model summary of the regression analysis is indicated in Table 6. The results give a correlation value (r-value) of 0.674. The positive correlation value is an indication of a positive relationship between school effectiveness and roles of committee systems in the school. The magnitude

Table 6. Regression summary.

Model	R	R Square	Adjusted R Square	Std. Error
1	0.674 ^a	0.454	0.431	0.50404

^aPredictors: (Constant), MS, MA, PDM, DST, MSD. **Key:** PDM = Participatory Decision Making, MA = Managerial Accountability, MSD = Maintaining School Discipline, DST = Development of Skills and Talents, MS = Maintaining Supervision.

Table 7. ANOVA results.

Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	24.130	5	4.826	18.996	0.000 ^b
	Residual	28.962	114	0.254		
	Total	53.093	119			

^aDependent Variable: School Effectiveness; ^bPredictors: (Constant), MS, MA, PDM, DST, MSD. **Key:** PDM = Participatory Decision Making, MA = Managerial Accountability, MSD = Maintaining School Discipline, DST = Development of Skills and Talents, MS = Maintaining Supervision.

Table 8. Regression coefficients

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	Std. error	Beta		
(Constant)	0.483	0.789		0.612	0.542
Participatory decision making	0.109	0.020	0.067	5.450	0.000
Managerial accountability	0.193	0.063	0.104	3.063	0.011
Maintaining school discipline	0.115	0.038	0.064	3.026	0.011
Development of skills and talents	0.511	0.060	0.639	8.457	0.000
Maintaining Supervision	0.153	0.031	0.132	4.935	0.000

^aDependent variable: School effectiveness.

of the r-value indicates a moderate relationship. This is due to the categorization made in previous studies (Sedega *et al.*, 2019; Frimpong *et al.*, 2016). These studies categorized the r-value between 0.00 – 0.40 is weak relationship; 0.40 – 0.70 is moderate relationship and 0.70 – 1.00 is classified as high correlation.

The r-square value registered was 0.454 which gives the total prediction of school effectiveness by roles of school committee systems. The r-square value is an indication that 45.4% variation of school effectiveness is influenced by roles of school committee systems. Thus, improvement of participatory decision making, managerial accountability, maintaining school discipline, development of skills and talents and maintaining supervision will result in an improvement of school effectiveness by 45.4%. The ANOVA table for the regression analysis is indicated in Table 7.

From the results, the significance value registered is 0.000 which is less than the 5% significance level. The implication is that the result is significant at the 5% significance level; hence, the model is significant. This

means there is evidence that the regression model gives accurate predictions on the relationship between effective school management and roles of school committee systems (participatory decision making, managerial accountability, maintaining school discipline, development of skills and talents and maintaining supervision). The regression coefficient of the study is indicated in Table 8.

From the results (Table 8), all the variables were positive and are significant at the 5% significance level. Specifically, school effectiveness correlated positively and significantly with participatory decision making ($b = 0.109$, $\text{sig} = 0.000 < 0.05$). Also, school effectiveness correlated positively and significantly with managerial accountability ($b = 0.193$, $\text{sig} = 0.011 < 0.05$) and also correlated positively and significantly with maintaining school discipline ($b = 0.115$, $\text{sig} = 0.011 < 0.05$). In addition, there is positive and significant correlation between school effectiveness and development of skills / talents ($b = 0.511$, $\text{sig} = 0.000 < 0.05$) and a positive and significant correlation between school effectiveness and supervision ($b = 0.153$, $\text{sig} = 0.000 < 0.05$).

The implication is that a unit increase in participatory decision-making increases school effectiveness by a unit of 0.109; an improvement of managerial accountability increases school effectiveness by 0.193; an improvement in school discipline increases school effectiveness by 0.115; improvement of development of skills and talents increases school effectiveness by 0.511; and improvement in supervision increases school effectiveness by 0.153.

DISCUSSION

Factors that affect school committee effectiveness

Okotoni and Adegami (2013) discovered that the committee system has problems: insufficient financing, increased workload for members, delays in document circulation, division among committee members and limited time for committees to work. It was found that, despite the challenges, committees were beneficial to school administration and a vital element of the educational system. In agreement with previous studies, Ikegbusi and Iheanacho (2016) embarked upon a survey to find out some of the factors affecting effective administration of secondary schools, it was found that many schools are understaffed and often face increased workload. There was also the challenge of finance and lack of motivation. In another development, Wamunyu (2012) found that lack of motivation, delay in decision-making and the lack of finance were the major challenges that affect school committee system. Abreh (2017) found that the current state of stakeholder involvement and participation in school-based management are not well collaborated. Dayelle (2013) was of the view that supervision can effectively be carried out when logistics are provided. Following from this, it stands to argue that that most of the nation's secondary institutions, teaching and learning takes place under a most un-conducive environment, lacking the basic materials and thus hindered the fulfilment of educational objectives. Logistics is the engine on which supervision thrives (Osae-Apenteng, 2012). According to Bessick (2016), the importance of educational administration, assembling social and material resources inside the school system for successful teaching and learning cannot be overemphasized. It has also been shown that the use of teachers to get the best results is dependent on the availability and accessibility of school materials (Islami *et al.*, 2018).

Effect of roles of school committees system on school effectiveness

The study agreed with previous findings of Odongo and Datche (2015) who determined the effects of management practices and found a positive and significant relationship between effectiveness of school management and

supervision as well as discipline practices. Ezeigbo (2016) found no significant difference ($p > 0.05$) in the mean ratings of the respondents on how the committee system contributes to decision-making and maintaining school effectiveness. Ogbogu (2013) found that committees are vital institutional arrangements that facilitate school effectiveness. The study further revealed that the use of committees enhances good governance and management, as the decisions made guide the judgment of administrators. The practice of participation may provide power, opportunities to monitor workers in an increasingly diverse workforce, since such workers need not wait until reaching organizational levels to be allowed to contribute meaningfully to the organization. This means that the committee method is extremely successful and has improves decision-making process.

Conclusion

Based on the findings, the study concludes that the committee system in the second cycle institutions is relevant to educational institutions. Among the relevance include promotion participatory decision-making, enforcing managerial accountability; maintaining school discipline, development of skills and talents and enforcement of supervisory roles. Factors such as increase workload, lack of finance and motivation, inadequate staffing, delay in decision-making, non-implementation of committee recommendations and ineffective relationship among staff affected the effectiveness of school committee system in the senior high schools. In spite of the challenges bedevilling the work of the various committees in the schools, there was a positive and significant relationship between effective school management and managerial accountability, disciplinary roles of committees, committees' roles of developing skills and talents and supervisory roles of committees. This finding drums home the point that if the challenges are controlled, the committee system would hugely assist the school authorities in executing their functions for the betterment of the students, staff and other stakeholders.

Recommendations

1. Management of the senior high schools should come out with a structured format that will take care of reward systems by critically examining promotion, fringe benefits, salaries, recognition or working environment of employees in general and the committee members in particular so that they can meaningfully offer their services to the schools.
2. There was a positive and significant relationship between the role of managerial accountability of committees and the effectiveness of schools. It is,

therefore, recommended that management of the schools ensure that committees enacted are entrusted with roles that will help in checking the excesses of management and make them accountable.

3. Management needs to organize in-service training, conferences and workshops to equip staff with effective functions of committee members. This would help new staff to also participate in committee work so as to make the schools benefit from services of the various committee roles to promote effective school culture and solidarity.

Limitations

The study is also limited by the research instrument used. The study made use of the questionnaire which could be subject to personal biases. However, the researcher tried her possible best to convince the respondents to give accurate responses as possible. The researcher also made her contact available for respondents so that they could call to clarify anything in the questionnaire that they did not understand. Also informed consent and confidentiality of respondents were ensured to make sure that respondents gave responses of their own will and with no fear that they will suffer any consequences afterwards.

Suggestions for future research

In any senior high school, the performance of students is paramount. The study, therefore, suggests that researchers could examine the role of committee systems and how they impact students' performance.

CONFLICT OF INTEREST

The authors declare that they have no conflict of interest.

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