Management Practices As Predictors Of The Implementation Of Child-Friendly Schools’ Guidelines In North Central Nigeria

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Abstract
The purpose of this study was to find out the correlates of management practices as predictors on the implementation of child-friendly schools’ guidelines in North Central Nigeria. A correlational survey design was adopted for this study using a sample of 721 respondents comprising 271 head teachers and 450 teachers /care givers. Multi-stage sampling procedure was used to draw the respondents from public-owned ECCE centres. The instrument for the study was a questionnaire. The instrument was validated by three experts while Cronbach Alpha method was used to establish its overall internal consistency index of 0.84. The data for the study were collected by the researcher with the help of three research assistants who were instructed. Data were analyzed using multiple regressions. Pearson’s Moment Correlation(r) and Coefficient of Determination (R²) were used to answer all the research questions and Analysis of Variance (ANOVA) was used to test the null hypothesis at 0.05 level of significance. The findings among others revealed that effective participation of School-Based Management Committees’ (SBMCs) in the overall learning outcomes of children significantly predicts the implementation of child-friendly schools guidelines in North Central Nigeria. The researchers, therefore, recommended that an effective system for the mobilization and utilization of resources for proper running of schools should be put in place by ministries of education.
Keywords: Correlates, Management, Practices, Predictors, Implementation, Child-friendly Schools.

Introduction

The school requires a lot of human, material, physical facilities and financial resources for building the capacity of the education system to be able to be a friendly school environment and deliver high quality and relevant curriculum to learners of all ages (Ayeni & Ibuku, 2013). Human resources referred to here are the people around the school that will contribute to the success of the school. These people include the head teacher, principal, parent-teachers’ association (PTA), communities, faith-based organizations, civil society organizations, ministries and other professional and social institutions (Ayeni & Ibuku, 2013). These constitute the school-based management committee (Akinola, 2009).

In the bid to ensure effective participation of local communities in the management of schools, the National Council on Education (NCE), in 2006 approved the establishment of school-based management committee (SBMC) in all primary and secondary schools in Nigeria as part of government strategy to re-structure the school administration process and ensure inclusive participation of all stakeholders in school management at the community level (Ayeni & Ibuku, 2013). Consequently, SBMC is recognized as a viable tool for promoting community participation, commitment, transparency, accountability, supportive services and best practices in school planning, management, monitoring and evaluation of performance of school administrators, teachers and learners to ensure quality service delivery and learning outcome for children (Ayeni & Ibuku, 2013).

A child is a young human being whose growth and development attract the attention of international organizations, the government, community, as well as parents. The United Nations Convention on the Rights of the Child (CRC, 2010) defines a child as any human being below the age of 18 years. In another definition, Obinaju (2004) viewed a child as a young person, especially between infancy and youth. United Nations International Children’s Education Fund (UNICEF, 2007) also defines the child as a human being below the age of eighteen years. For the purpose of this study, a child is seen as a person from the age of zero to five years. The children at this age bracket are provided with Early Childhood Care and Education.

Early Childhood Care, Development and Education (ECCDE), as referred to in the National Policy on Education (FRN, 2013), is the care, protection, stimulation and learning promoted in children from age 0-4 years (ECCE) in a crèche or nursery. It is however segmented into two; from 0–4 years and age 5, kindergarten education. This is the one-year education given to children aged 5 prior to their entering primary school. Early Childhood Education is the foundation upon which the primary, secondary and tertiary stages of learning are built because it covers the all-round development of a child. This is why it is a foundation for lifelong learning. In support of foundation for lifelong learning, Maduewesi (2005) opined that Early Childhood Care and Education is the overall development of the child, socially, physically and intellectually. Khush (2011:89) corroborates the above contention by saying that “among all levels of education, Early Childhood Education and Development (ECED) is considered to be
the most critical level for social (relationship to others), emotional (self-image and security), cognitive (thinking and reasoning) and physical development of children”.

This calls for adequate attention to be given to children at the Early Childhood Care, Development and Education level, if quality Early Childhood Care and Education must be attained. For the purpose of this study, ECCDE and Kindergarten Education will be seen as Early Childhood Care and Education (ECCE) and will therefore be termed as care, protection, stimulation and learning given to children prior to their entering primary school. In today’s society, ECCE has a crucial role to play in supporting child development and facilitating greater work force participation and economic engagement (Price water house cooper, 2011). One of such role is the creation of an enabling and friendly environment for children to develop.

Schools, as described by Pigozzi (2000), aim to develop learning environments in which children are motivated and able to learn. Staff members are friendly and welcoming to children and attend to all their health and safety needs. United Nations Educational Scientific Cultural Organization (UNESCO, 2006) posit that child-friendly status schools are where children have the right to learn to their fullest potentials within a safe and welcoming environment. A child-friendly status school according UNICEF (2012) provides children with quality education in an environment that is safe, where they express their views, actively participate in the learning process and are protected from harm. UNICEF further stated that it encourages children to enroll in school, stay in school and complete their education with improved performance, among others.

For the benefit of this study, a child friendly environment will be seen as the environment that contributes to the all-round development of both special and ordinary children. In the blueprint for CFS (2009a), the characteristics of child-friendly schools as being adapted and defined specifically for the Nigerian social-cultural context are stated in UNICEF (2014:11) are all the conditions that will positively affects the child such as: reflecting and realizing the rights of every child, seeing and understanding the whole child, in abroad context; an environment that is child centered. Others are gender sensitive and girl friendly environment, promoting quality learning outcomes, providing education based on the reality of children’s lives. Education environment should be flexible and responds to diversity, acts to ensure inclusion, respect and equality of opportunity for all children. It also promotes mental and physical health; provides education that is affordable and teacher capacity, morale, commitment and status are encouraged. In addition, it is a family focused and community-based school. Finally, it is generally perceived as an environment that promotes community cohesion.

Despite the importance of and government stipulations for ECCE, researchers like Chukwu (2009); Bosah (2013) made it known that there are some hindering factors that contribute to poor accomplishment of the programme. Chukwu noted that the stipulation in the National Policy on Education that the method of teaching at this level of education shall be through play and that the medium of instruction should principally be the language of the immediate community, are implemented to a little extent, leading to poor quality of education. Orkadashvili (2010) also reported that some schools exist in uncompleted structures without doors, window shutters and. Some of these schools are unfriendly since teacher capacity and
commitment is low because teachers are almost all the time seen doing other businesses while classes are on. Teacher to pupils’ ratio is more than the 1:25 stipulated in the NPE. Most children leave school before time and stay under trees sleeping, hawking and begging for food while most of the ECCE centres are left empty and the people in the community seem not to bother much.

The findings of Bosah indicate that there is inadequate physical environment. Facilities such as toys and play facilities are lacking. Most of class composition and size are very poor. There is near absence of parents’ involvement in the school administrative system. There is limited or near absence of community participation, no health and protective facilities. Findings of UNICEF (2009) also showed that 85% of teachers have poor teacher student relationship, 40% of community involvement. The Federal Republic of Nigeria in the National Policy on Education (FRN, 2013) stated that:

“School-Based Management Committee and Local Government Education Authorities shall be responsible for the management of schools at the appropriate levels. These bodies shall serve as channels for promptly transmitting information in respect of curriculum, enrolment, quality of educational facilities and such other matters as may be of interest to the states and the Boards (p. 41)”.

In Nigeria, the School-Based Management Committee (SBMC) was set up to increase citizen participation in school management. This is part of the efforts at school reform in Nigeria (Ayeni & Ibuku, 2013). SBMC has been defined in different ways by different writers and authors. For example, Cheng (1996) sees school-based management (SBM) as tasks that are set according to the characteristics and needs of the school itself and therefore school members have a much greater autonomy and responsibility for the use of resources to solve problems and carry out effective education activities for long-term development of the school (Ayeni & Ibuku, 2013). School-Based Management Committee, as described by Caldwell (2014) involves the decentralization of authority from the government to the school level. This means that in school-based management committees, the responsibility and decision-making authority over school operations is transferred from government (owners of schools) to principals, teachers, old students, parents and other selected community members.

The definitions above show that in schools which practice SBMC policy, transfer of authority takes place, giving schools some degree of decision making. The goals of School Based Management Committee programmes vary according to each country but they typically include: increasing the participation of parents and communities in schools, empowering principals and teachers (building local level capacity and perhaps most importantly, improving quality and efficiency of schooling) thus raising student achievement levels (Ayeni & Ibuku, 2013). For this study, SBMC could be seen as regulated non-political committee of members who are ready to serve and actively support the school and host communities. School based management committee is seen as an external body that contributes to the development of the school through active participation in the policies of the school.
In very practical terms, SBMCs are set up to ensure the success of community participation in basic education and to the extent that school administration and mechanisms are decentralised thereby giving school constituencies namely principals, administrators, head teachers, teachers, parents, community members and Civil Society Organisations (CSOs) greater control over the day-to-day activities in the school (Ayeni & Ibukun, 2013). The SBMCs of the Federal Ministry of Education are statutory and non-political committees of members who are ready to serve and actively support the schools and host communities. The main objective is to identify areas of challenges, determine their effects on learners and how they prevent school administrators from effective performance of their roles. SBMCs practices provide good governance to the schools in line with government plans and policies and in building good relationships with the communities. Practice, as described by Johannessen (2008) comprises the skills involved in handling the conceptualized phenomena, pre-reflective familiarity with the phenomena, expressed in the sureness of behaviour or the judgmental power exercised in applying or withholding a given concept on a particular occasion. For the benefit of this study, practice will be seen as the application of knowledge by SBMC in the successful execution of the school’s plan of implementing a child friendly school.

Some of the objectives of school based management committee, as described by the Federal Ministry of Education (2006) to be discussed in this study include: knowledge of SBMCs roles; SBMCs participation in the learning of pupils; SBMCs participation in school development planning process; SBMCs network with other stakeholders; SBMCs assistance in the area of resource mobilization; community involvement; SBMCs provision of motivation for teachers; SBMCs and local government collaboration and SBMCs and fund allocation and utilization. The role of SBMC in Nigeria, as described by Ogundele and Adelabu (2009) is a form of community involvement in school governance, based on regulation with elected but voluntary membership. The communities are to ensure quality both in educational inputs and outcomes and quality in learning environment for schools. When communities are fully aware of their roles in schools, it may go a long way in improving the learning environment for children thereby creating a child friendly school.

Another objective of SBMC to be discussed is the effective participation and overall learning outcomes of pupils. Effective participation of SBMC in schools may lead to achievement of learning outcomes of children because the environment is well taken care of for the children to fully participate. SBMC highlights the learner as the centre of SBMC practice and encompasses the diverse realities of learning contexts defined and uniquely occurring within specific geographic, social, cultural, economic, political and environmental make-up of the contemporary society. It improves the school system’s capacity to be on track in achieving the Education for All/ Sustainable Development Goals (SDGs) and sustain good performance (Department of Education, 2012).

Achieving SDGs by the government entails participation of SBMCs in the planning processes of the schools. The effective participation of SBMC in school development planning process, as described by Omosidi, Oyeniral and Muritala (2017) is the representation of the community to take lead in building development plans based on the schools’ own analysis of its needs. SBMC will be able to reach a recommended set of yearly activities based on needs
expressed by the children and adults for whom the school is important. When this is achieved in schools, there is every tendency that such type of school will be child friendly.

Additional objective to be discussed is the SBMC’s networking with stakeholders. The Universal Basic Education Commission (2011) revealed that the SBMC is made up of 12 to 19 people in each school. This is expected to be achieved through the involvement of meaningful, close, strong and goal-oriented partnership between the school authority and other relevant stakeholders (Parent-Teachers Association (PTA), Old Students Association, Communities, Traditional Institution, Civil Society Organizations, Faith-Based Organizations, Ministries and other Professional and Social Institutions). This synergy is necessary because a virile and responsive school-community relationship is a building block for sustainable quality education through making the environment a friendly one for the children (Federal Ministry of Education, National School-Based Management Policy, 2007).

SBMC’s resource mobilization for schools is very important because both human and non-human resources need to be raised to achieve maximum development in schools. These developments involve all that will make the school child friendly. The saying of Oduwaiye, Bakwai and Yisa (2015) indicate that one of the most crucial aspects of SBMC activities is planning for the best way to mobilize and manage resources, particularly at the basic school level.

Community sensitization is one of the objectives of the SBMC. When the community is fully aware of its role to the people around, it will lead to proper actualization of its goals. Child friendly school is one of such programmes that is included in schools. Ogundele and Adelabu (2009) stressed that education is likely to be more successful if educators view community participation in education not as a necessary evil but as potentially powerful partners in the community of learners.

Finally, SBMC has the objective of motivating the teachers and learners to concentrate more for attainment of school objectives. SBMC is the governing body of basic schools in the various communities and are supposed to promote the interest of the school and its learners for the children to receive best education. If all of the above objectives of SBMC are put in place in schools, especially public schools, it may be a strong determinant for the achievement of a child friendly environment.

The NPE (FRN 2013), UNICEF guide on CFS and the FME (National School-Based Management Policy, 2006) which serve as guides to the current ECCE/CFS programme need to be given all the attention they deserve for national development. Hence, Igbuzor (2006) argued that for a nation to develop this level of education, faithful adherence to government policy guidelines during implementation is necessary. This assertion confirms that successful implementation of ECCE/CFS policy guidelines is important for the realization of the aims and objectives of this level of education.

An area of concern is the implementation. Implementation, as seen by Rouse (2015) is carrying out, execution or practice of plan, a method or any design, idea, model, specification, standard or policy for doing something. For the purpose of this study, implementation will be seen as carrying out a plan according to specification and standards. Implementation process
of the ECCE/CFS which the SBMC could focus attention on is the administration structure of the schools. Administration, as seen by Eric (2015) is the process of systematically arranging and coordinating the human and material resources available to any organization for the main purpose of achieving stipulated goals of that organization. For the purpose of this study, administration will be seen as the process of bringing human and material resources together for effective and functional teaching and learning in schools. The school administration is structured for effective ECCE programme policy implementation with roles assigned to different individuals for goal achievement.

Unfortunately, the extent of involvement of School Based Management Committees in the practices of the implementation of child friendly schools in Early Childhood care and Education (ECCE) centres in North Central Nigeria seem not to be properly determined. Because most of the parents and communities, as observed by the researcher in North Central, Nigeria, are not fully aware of ECCE/CFS, girls are being sent into early marriages. Children of early childhood years are seen around the street hawking and begging or helping their parents in the farm at the period where their peers are in ECCE developing and exploring in all aspect of their lives. Children that are seen in the schools will be seen under the trees with no learning and play facilities in the schools. Communities that are aware of the programme do not know the roles to play in the schools as the schools are left only in the hands of the head teachers and teachers to handle with fewer resources. This is the gap the researcher wants to fill, these motivated and led the researcher to embark on the study to determine how SBMC’s practices predicts the implementation of ECCE/ CFS schools guidelines in North Central Nigeria.

Statement of the Problem

The researcher’s personal experience showed that North central Nigerian ECCE schools seem not to significantly improve in the aspect of UNICEF recommendation of transforming the ECCE schools to child friendly schools as accepted and welcomed by the federal government of Nigeria. This is because the situation in the north central Nigeria is closed to being worst as girls are being sent to early marriages: parents seen not to be fully aware of the knowledge of ECCE/ CFS schools. Children are seen around the street with their parents begging using their children as means of source of income in the children’s early age; children that are not seen begging will be seen hawking or helping their parents in the farm at the period where their peers are in ECCE centres exploring and developing in all aspect of their lives.

The situation is worsened by the fact that both the parents and the majority of the community members seem not to be fully aware of the role of ECCE/CFS guidelines. These situations lead to some detrimental consequences such as girls/teen early marriage, intake of hard drugs and other behaviours which constituted a great nuisance to the society, like poor learning outcome in the part of those children in schools, poor stakeholders’ participation in the school system and poor mobilization of resources for school usage. In short, there is poor community participation and sensitization because some communities are not fully aware of the ECCE/CFS guide lines.

These behaviours, perception and outcome by families and communities in North Central Nigeria attracted the researcher to visit some schools in the states to see what may
actually be the cause; why so many parents develop indifferent attitude towards sending their wards to ECCE centres and the schools lack adequate resources for a child-friendly environment. Therefore, the problem of this study put in a question: what ways can school based management committees’ practices predict the implementation of child friendly schools guidelines in North Central Nigeria?

**Purpose of the Study**

1. Determine the extent resource mobilization for school improvement by SBMCs predicts the implementation of child-friendly schools’ guidelines;
2. Determine the extent community sensitization by SBMCs towards ensuring improved enrolment of pupils predicts the implementation of child-friendly schools.
3. Determine the extent providing motivation for teachers and learners by SBMCs predicts the implementation of child-friendly schools’ guidelines;

**Research Questions**

The following research questions guided the study.

1. To what extent does resource mobilization for school improvement by SBMCs predict the implementation of child-friendly schools’ guidelines?
2. To what extent does community sensitization by SBMCs towards ensuring improved enrolment of pupils predict the implementation of child-friendly schools’ guidelines?
3. To what extent does providing motivation for learners by SBMCs predict the implementation of child-friendly schools’ guidelines?

**Hypotheses**

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

**Ho1:** The extent of resource mobilization for school improvement by SBMCs does not significantly predict the implementation of child-friendly schools’ guidelines.

**Ho2:** The extent of community sensitization by SBMCs towards ensuring improved enrolment of pupils does not significantly predict the implementation of child-friendly schools’ guidelines.

**Ho3:** The extent of providing motivation for learners by SBMCs does not significantly predict the implementation of child-friendly schools’ guidelines.

**Methodology**

The study adopted a correlation research design. Jackson (2016) opined that correlation design is a form of research design that allows the researcher to describe the relationship between two or more variables. The major purposes of correlation design are to explore causal relationships between variables and to predict scores on one variable from research participants’ scores on
other variables. Correlation design was therefore suitable for this study in that it enabled the researcher establish the relationship that exists between School Based Management Committees’ knowledge and practices and the implementation of child-friendly schools in the schools. Similar studies by Okenyi et al. (2019), Achagh et al. (2020), Eya et al. (2020), Ezema et al. (2019), Gana et al. (2019), Ugwuanyi and Okeke (2020), Ugwuanyi, Okeke et al. (2020), Ugwuanyi, Okeke and Njeze (2020), Ugwuanyi, Okeke and Ageda (2020), Ugwuanyi, Okeke and Asomugha (2020) have adopted this design.

The study was carried out in all the six states and Federal Capital Territory in the North Central Zone which is one of the geo-political Zones in Nigeria. The North Central Zone is made up of the Federal Capital Territory (FCT) Abuja, and the following six states, namely; Benue, Kogi, Kwara, Nasarawa, Niger and Plateau states. The North Central Zone is also referred to as the Middle Belt of Nigeria. The ethnic groups presented in this Zone are Mangu, Berom, Gbagy, Nupe, Tiv, Mada-Eggon, Yoruba, Igala, Gwandara and Idoma. The economic activities in the North geopolitical Zones are activities like cattle rearing, agriculture, commerce, tin, natural gas, semi-precious stones, rich in coal and ceramics. The North Central Zone was chosen because it is one of the zones in the federation with high number of ECE centres with observed backwardness in educational facilities and often referred to as educationally less developed area.

The population of this study was all the 16,577 teachers and head teachers (10,484 teachers and 6,093 head teachers) in the 6,093 ECE Centres in the North Central Zone with the following numbers: (FCT (2,552) Niger (2,576), Kwara (2,825), Nasarawa (1,804), Kogi (2,098), Benue (2,240), Plateau (2,482). Records from the office of planning research and statistics of the States Universal Basic Education Commission indicated that 6,093 schools were located in all the states. The choice of teachers and head teachers was based on the ground that they are in a position to give information on the relationship that exist between School Based Management Committees practices and the implementation of child friendly schools in the schools in the North Central Zone of Nigeria. These 6,093 ECE Centres have been part of UNICEF designated Child Friendly schools. They have incorporated early childhood education programme as stipulated in the UBE Act 2004 (FRN, 2004). (Office of planning research & statistics, State Universal Basic Education Commission, 2018)

The sample size for the study was 721 comprising 450 classroom teachers and 271 Head-Teachers. The sample size was determined using 10% of the total population of three sampled states. Multi-stage sampling procedure was used to draw the sample. In the first stage, simple random sampling technique was used to draw three states from six states and FCT. Specifically, slips of paper were used. The name of each state as well as FCT was written on slips of paper. The slips were folded and put in a bag. After thorough reshuffling, a slip was picked at random without replacement and the name of state it contained written down. This process was repeated until three states were drawn. The states that were drawn include Niger, Kwara and Nasarawa.

In the second stage, proportionate stratified random sampling technique was employed to draw 271 head teachers from public primary schools with ECE centres. This was determined using 10% of the total number of head teachers in 2705 ECE centers. The rationale for using
10% was based on the recommendation made by Ali (2006). Ali recommended that when the population is large, the sample of the study would be between the ranges of 5 percent to 20 percent. In this sampling technique, each state was taken as stratum. The public primary schools with ECE centre in each stratum (state) were 966, 1020 and 719 ECE centres for Niger, Kwara and Nasarawa respectively. The samples drawn from each stratum were 97, 102 and 72 ECE centres for Niger, Kwara and Nasarawa respectively. All the head teachers of each sampled ECE centre totaling 271 constituted part of the sample.

Finally, in the third stage, proportionate stratified random sampling technique was used to draw 450 classroom teachers. This was determined using 10% of the total number of 4500 classroom teachers in ECE centres. In this sampling technique, each state was taken as stratum. The classroom teachers in the public primary schools with ECE centre in each stratum (state) were: 1610, 1805 and 1085 ECE centres for Niger, Kwara and Nasarawa respectively. The sample drawn from each stratum were 161, 181 and 108 ECE classroom teachers for Niger, Kwara and Nasarawa respectively. All the classroom teachers of each sampled ECE centre totaling 450 constituted part of the sample. Proportional allocation of stratification was employed since the number is heterogeneous.

The instrument for the study was a questionnaire titled “correlates of management practices as predictors on the implementation of child-friendly schools’ guidelines in North Central Nigeria. The (CMPPICGQ) was generated from literature and UNICEF Blueprint on Child Friendly Schools Implementation (CFSI) and has two sections which are sections A and B. Section A is demographic information on the status of respondents like Head teachers and Teachers /Caregivers. Section B has nine clusters (A-I) with 7 items in each cluster and each cluster was used to handle a research question. The clusters were respectively on SBMCs participation in the overall learning outcomes of pupils, on effective participation of SBMCs in planning process, addresses SBMCs’ networking with other stakeholders, resource mobilization, community involvement by SBMCs, extent of support and motivation for teachers and learners, extent collaboration with local government and funds allocation and utilization, implementation of child friendly schools, in all making 63 items. The options of the questionnaire range from Very great extent (VGE) = 4; Great extent (GE) = 3 points; Low extent (LE) 2 points; Very low extent (VLE) = 1 point.

To ascertain the validity of the instrument, it was given to three experts; one each in Childhood Education, Measurement and Evaluation and Educational Psychology; all from the University of Nigeria, Nsukka. These validators were requested to examine the instrument to ensure that the items relate to the purpose of the study and research questions. The validators were also free to make observations for modifications of the items where necessary. When the entire instruments were collected back by the researcher, their observations and inputs immensely contributed in making the instrument more adaptive to the Child-Friendly Schools Initiative in the Early Childhood education centres. Their input also helped in making the items unambiguous such that the items relate to the proposed characteristics of an ECCE centre implementation blue print. Their comments and corrections helped in the modification and final development of the instruments.

To ensure the reliability of the validated instrument, it was trial-tested on 20 teachers in ECCE centres outside the area of the study. ECCE centres in Kebbi State were used for this
purpose. For the questionnaire, the Cronbach’s Alpha method was used to establish the internal consistency and a reliability index of 0.79, 0.82, 0.78, 0.82, 0.85, 0.87, 0.86, 0.80 and 0.83 for clusters A to I respectively. The overall reliability index was 0.84. The choice of Cronbach Alpha was because the items of the questionnaire were polytomously scored.

In each of the centres that were visited, the questionnaire were administered to the head teachers and teachers/caregivers in their various schools and collection were made on the spot after completion with the help of a research assistant in each of the schools visited. The essence of on-the-spot collection was to ensure that the entire questionnaire administered and completed was collected. This method helped in reducing loss of the questionnaire and undue influence from those not involved in the study.

The data which was obtained through the administration of the instruments was analyzed using SPSS version 20. All the research questions were answered using Pearson’s moment Correlation(r), Coefficient of Determination ($R^2$) and Regressions Analysis of Variance (ANOVA) was used to test the null hypotheses at 0.05 level of significance. The response on the extent School Based Management Committees’ practices could serve as predictors of the implementation of child friendly schools guidelines in the schools was interpreted using correlation coefficient. The null hypotheses of no significant difference was accepted if the associated probability value is greater than 0.05 level of significance and appropriate degrees of freedom and rejected if otherwise.

**Results**

**Research Question one:** To what extent does SBMCs assistance in resource mobilization for school improvement predicts the implementation of child friendly schools?

<table>
<thead>
<tr>
<th>Variable</th>
<th>$x$</th>
<th>SD</th>
<th>N</th>
<th>$R$</th>
<th>$R^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBMCs ARMSI</td>
<td>3.00</td>
<td>0.50</td>
<td>721</td>
<td>0.65</td>
<td>0.42</td>
</tr>
<tr>
<td>ICFS</td>
<td>2.77</td>
<td>0.34</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$R^2$ = coefficient of determination, SBMCs ARMSI = assistance in resource mobilization for school improvement, ICFS= Implementation of child’s friendly school.

Table 1 shows that the result of the correlation coefficient obtained was 0.65. Table 7 also shows that the coefficient of determination ($R^2$) associated with the correlation coefficient of 0.65 was 0.42. The index of 0.42 indicated that the extent to which SBMCs assist in resource mobilization for school improvement predicts the implementation of child-friendly schools is medium. This coefficient of determination ($R^2$) indicates that 42% of SBMCs assistance in resource mobilization for school improvement predicted the implementation of child-friendly schools. This is an indication that 58% of implementation of child-friendly schools is predicted by other factors not studied.
**H0:** School-Based Management Committees’ (SBMCs) assistance in resource mobilization for school improvement does not significantly predict the implementation of child-friendly schools in North Central Nigeria.

**Table 2:** Regression Analysis of SBMCs assistance in resource mobilization for school improvement and implementation of child-friendly schools

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>35.789</td>
<td>1</td>
<td>35.789</td>
<td>528.242</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>48.714</td>
<td>719</td>
<td>.068</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>84.503</td>
<td>720</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

α = 0.05

The result in Table 2 shows that an F-ratio of 528.24 with associated exact probability value of 0.00 was obtained. This exact probability value of 0.00 was less than 0.05 level of significance set as benchmark for testing the hypothesis and it was found to be significant. The null hypothesis was therefore rejected and inference drawn was that, School-Based Management Committees’ (SBMCs) assistance in resource mobilization for school improvement significantly predicts the implementation of child-friendly schools in North Central Nigeria.

**Research Question Two:** To what extent does SBMCs ensure community involvement to improve enrolment of pupils predict the implementation of child-friendly schools?

**Table 3:** Pearson’s Product Moment Correlation Analysis of SBMCs ensures community involvement to improve the enrolment of pupils and implementation of child-friendly schools

<table>
<thead>
<tr>
<th>Variable</th>
<th>x</th>
<th>SD</th>
<th>N</th>
<th>R</th>
<th>R²</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBMCs COI</td>
<td>2.58</td>
<td>0.38</td>
<td>0.56</td>
<td>0.31</td>
<td></td>
</tr>
<tr>
<td>ICFS</td>
<td>2.77</td>
<td>0.34</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

$R^2 = \text{coefficient of determination}$, SBMCs COI = ensures community involvement to improve enrolment of pupils, ICFS = Implementation of child’s friendly school.

Table 3 shows that the result of the correlation coefficient obtained was 0.56. Table 9 also shows that the coefficient of determination $(R^2)$ associated with the correlation coefficient of 0.56 was 0.31. The index of 0.31 indicated that the extent to which SBMCs ensure community involvement to improve the enrolment of pupils predicts the implementation of child-friendly schools is low. This coefficient of determination $(R^2)$ indicates that, 31% of SBMCs ensure community involvement to improve the enrolment of pupils predicted the
implementation of child-friendly schools. This is an indication that 69% of implementation of child-friendly schools is predicted by other factors not studied.

**Ho2:** School-Based Management Committees’ (SBMCs) ensure community involvement to improve enrolment of pupils does not significantly predict the implementation of child-friendly schools in North Central Nigeria.

**Table 4:** Regression Analysis of SBMCs ensures community sensitization to improve enrolment of pupils and implementation of child-friendly schools

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>26.026</td>
<td>1</td>
<td>26.026</td>
<td>320.000</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>58.477</td>
<td>719</td>
<td>.081</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>84.503</td>
<td>720</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

α = 0.05

The result in Table 4 shows that an F-ratio of 320.00 with an associated exact probability value of 0.00 was obtained. This exact probability value of 0.00 was less than 0.05 level of significance set as benchmark for testing the hypothesis and it was found to be significant. The null hypothesis was therefore rejected and inference drawn was that, School-Based Management Committees’ (SBMCs) ensure community involvement to improve enrolment of pupils significantly predict the implementation of child-friendly schools in North Central Nigeria.

**Research Question three:** To what extent does providing support and motivation for teachers and learners by SBMCs predicts the implementation of child friendly schools?

**Table 5:** Pearson’s Product Moment Correlation Analysis of providing support and motivation for teachers and learners by SBMCs and implementation of child friendly schools

<table>
<thead>
<tr>
<th>Variable</th>
<th>x</th>
<th>SD</th>
<th>N</th>
<th>R</th>
<th>R²</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBMCs</td>
<td>2.67</td>
<td>0.32</td>
<td>721</td>
<td>0.69</td>
<td>0.48</td>
</tr>
<tr>
<td>PSMTL</td>
<td>2.77</td>
<td>0.34</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICFS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\( R^2 = \text{coefficient of determination, SBMCs PSMTL = providing support and motivation for teachers and learners by SBMCs, ICFS= Implementation of child’s friendly school.} \)

Table 5 shows that the result of the correlation coefficient obtained was 0.69. Table 5 also shows that, the coefficient of determination \( R^2 \) associated with the correlation coefficient of 0.69 was 0.48. The index of 0.48 indicated that the extent to which SBMCs provides support and motivation for teachers and learners predicts the implementation of child friendly schools is medium. This coefficient of determination \( R^2 \) indicates that, 48% of providing support and motivation for teachers and learners by SBMCs predicted the implementation of child friendly
schools. This is an indication that 52% of implementation of child friendly schools is predicted by other factors not studied.

**H03**: Providing support and motivation for teachers and learners by SBMCs does not significantly predict the implementation of child friendly schools in North Central Nigeria.

**Table 6: Regression Analysis of Providing support and motivation for teachers and learners by SBMCs and implementation of child friendly schools**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>40.180</td>
<td>1</td>
<td>40.180</td>
<td>651.791</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>44.323</td>
<td>719</td>
<td>0.062</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>84.503</td>
<td>720</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$\alpha = 0.05$

The result in Table 6 shows that an F-ratio of 651.79 with associated exact probability value of 0.00 was obtained. This exact probability value of 0.00 was less than 0.05 level of significance set as benchmark for testing the hypothesis and it was found to be significant. The null hypothesis was therefore rejected and inference drawn was that, providing support and motivation for teachers and learners by SBMCs significantly predicts the implementation of child friendly schools in North Central Nigeria.

**Discussion of Results**

**Resource mobilization for school improvement by SBMCs and the implementation of child friendly schools**

Research question one was formulated to find out the extent to which resource mobilization for school improvement by SBMCs predicts the implementation of child-friendly schools. The findings indicated medium participation. One of the most crucial aspects of SBMC activities is planning for the best way to mobilize and manage resources. SBMC attempts to collect and allocate the resources (human, funds, facilities, programmes). Improved resource mobilization by SBMC therefore implies their use of modern management techniques which deal with the product and judicious allocation of the available human and material resources to various school programmes in accordance with specific needs, goals and activities of the school.

The finding of this study is in consonance with the finding of Ekanem, Essien and Ekanem (2011) who reported that schools employ play facilities and provides space for effective teaching and learning as well the use of play facilities in pupils’ development both public and private schools to a low extent. These findings agree with the observations of Bakwai and Yusuf (2016), Ibiam (2011), and Edike and Khan (2006) that most child-friendly schools lack suitable school environment, resources and school library.

Furthermore, corresponding hypothesis one was formulated to test for no significant difference of SBMCs assistance in resource mobilization for schools predicts the implementation of child-friendly schools’ guidelines. The regression analysis indicated that SBMCs assistance in resource mobilization for school improvement significantly predicts the
implementation of child friendly schools in North Central Nigeria. The researcher therefore rejects the null hypothesis.

**Community sensitization by SBMCs towards ensuring improved enrolment of pupils and the implementation of child-friendly schools**

Research question two was formulated to find out the extent to which community sensitization by SBMCs towards ensuring improved enrolment of pupils predicts the implementation of child friendly schools’ guidelines. The findings indicated that to a low extent community sensitization by SBMCs on improved enrolment of pupils significantly predicts the implementation of child friendly schools’ guidelines in North Central Nigeria. This is indicative that the community members are not fully aware or adequately sensitized on School Based Management Committees’ (SBMCs) roles and implementation in relation to child friendly schools guidelines. This finding is in line with Ogundele and Adelabu (2009) who found that education is likely to be more successful if educators view community participation in education not as a necessary evil but as potentially powerful partners in the community of learners.

These findings are in agreement with the study of Njeri (2016) who found that school management committees establish proper communication channels between teachers and parents for implementation of inclusive education. Community sensitization by SBMCs ensures open communication channels which enhanced free interaction among school management committee members, teachers, pupils and the community. This means that there is need for concerted effort by stakeholder towards community sensitization by SBMCs so as to ensure improved enrolment of pupils and proper implementation of child friendly schools guidelines.

A corresponding hypothesis two was formulated to test for SBMCs ensures community involvement to improve enrolment of pupils does not significantly predict the implementation of child-friendly schools’ guidelines in North Central Nigeria. The regression analysis indicated that SBMCs ensures community involvement to improve enrolment of pupils significantly predict the implementation of child-friendly schools’ guidelines in North Central Nigeria. The researcher therefore rejects the null hypothesis.

**Providing support and motivation for teachers and learners by SBMCs and the implementation of child-friendly schools**

Research Question three was formulated to find out the extent of providing support and motivation for teachers and learners by SBMCs predicts the implementation of child-friendly schools’ guidelines. The findings indicated a medium support and motivation. SBMC has the objective of motivating the teachers and learners to concentrate more for attainment of school objectives. This finding appears to support the findings of Deizigha (2013) that greater effort towards the provision of support and motivation for teachers and learners by stakeholders create a stimulating milieu that motivate children to discover new skills and knowledge. The finding is also in line with that of UNICEF (2009b) that some attractive and well-furnished classrooms with adequate seating, work space, lighting, ventilation and protection from the
elements is a source of support and motivation for children. These findings are in agreement with that of Idogo (2013) that development and learning environments of young children 0-3 years are not child-friendly because support and motivation materials like toys and play equipment are grossly inadequate and in some cases nonexistent in schools.

In addition, hypothesis three was meant to test for no significance in providing support and motivation for teachers and learners by SBMCs and how it predicts the implementation of child-friendly schools’ guidelines in North Central Nigeria. The regression analysis showed that providing support and motivation for teachers and learners by SBMCs significantly predict the implementation of child-friendly schools’ guidelines in North Central Nigeria. The null hypothesis was rejected by the researcher.

Conclusions
Based on the findings of the study, the researcher made some conclusions.

SBMC are engaged in resource mobilization, planning activities and management of resources as well as collect and allocate the resources (human, funds, facilities, programmes) for implementation of child friendly schools’ guidelines. As such, SBMCs assistance in resource mobilization for school improvement predicted the implementation of child-friendly schools’ guidelines.

Communities are not fully aware or adequately sensitized on School Based Management Committees’ (SBMCs) roles and implementation of child-friendly schools guidelines. Community sensitization by SBMCs towards ensuring improved enrolment of pupils appears to be weak in predicting the implementation of child-friendly schools’ guidelines.

SBMCs contribute to the provision of support and motivation for teachers and learners, which in turn lead to improved implementation of child-friendly schools’ guidelines. Providing support and motivation for teachers and learners by SBMCs appears to be moderate in predicting the implementation of child-friendly schools’ guidelines.

Educational Implications of the Findings
The findings of this study have a number of educational implications. These are articulated as follows.

The findings of the study have shown that resource mobilization for school improvement by SBMCs seems to be moderate in predicting the implementation of child-friendly schools’ guidelines. This implies SBMC fairly engaged in resource mobilization, planning activities and management of resources as well as collect and allocate the resources (human, funds, facilities, programmes) for implementation of child-friendly schools’ guidelines. SBMCs assistance in resource mobilization for school improvement in the implementation of child-friendly schools’ guidelines still requires more effort by stakeholders.

The findings of the study have also shown that community sensitization by SBMCs towards ensuring improved enrolment of pupils appears to be weak in predicting the implementation of child friendly schools’ guidelines. It means that communities are not much aware or sensitized on School Based Management Committees’ (SBMCs) roles and implementation of child-friendly schools guidelines. More effort is required for communities to be aware or sensitized on the implementation of child-friendly schools’ guidelines.
The findings of the study have also shown that providing support and motivation for teachers and learners by SBMCs appears to be moderate in predicting the implementation of child friendly schools’ guidelines. It implies that the contribution of SBMCs to the provision of support and motivation for teachers and learners, which in turn lead to improved implementation of child friendly schools’ guidelines, is fair. It is pertinent for all stakeholders to participate in providing support and motivation for teachers and learners for the implementation of child-friendly schools’ guidelines.

**Recommendations**

Based on the findings and implications of the study, the following recommendations are made:

- SBMCs assistance in resource mobilization for school improvement in the implementation of child friendly schools’ guidelines still requires more effort by stakeholders.

- More effort is required for communities to be aware or sensitized on the implementation of child friendly schools’ guidelines.

- All stakeholders should participate in providing support and motivation for teachers and learners for the implementation of child friendly schools’ guidelines.

**Acknowledgment**

The researchers appreciate all the study participants as well as **Yunusa, Shaima’u Aliyu** for her role as the corresponding author for this research.

**References**


