

**SCHOOL BASED MANAGEMENT COMMITTEE (SBMC) AND
MANAGEMENT OF JUNIOR SECONDARY SCHOOLS IN ABUJA, NIGERIA**

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Abstract

The purpose of the study was to assess the relationship between School Based Management Committee (SBMC) and the management of junior secondary schools in Abuja. Two objectives with corresponding two research questions and hypotheses were generated to guide the study. The study was guided by cross-sectional survey research design. The population of the study consisted of 5193 teachers. The systematic sampling technique was employed to select the sample of 357 respondents. The instrument used for data collection was the 'Teachers Questionnaire on School Based Management Committee and School Management (TQSBMSM). The questionnaire consisted of 12 items and the instrument yielded 0.79 as the logical validity index while 0.80 was obtained as the coefficient of internal consistency after pilot testing the instrument. Descriptive statistics of mean and standard deviation were used to answer the research questions and Pearson Product Moment Correlation was employed to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that there was no significant relationship between SBMC participation in the planning and management of junior secondary schools in Abuja (r -cal of 0.060 < r -

table of 0.194) and there was a significant relationship between SBMC participation in funding and management of junior secondary schools in Abuja (r -cal of 0.070 < r -table of 0.194). The study recommended that all principals and other management staff of junior secondary schools in Abuja should sensitize the SBMC members to make financial contributions towards the smooth operation and general management of the school system.

Keywords: School Based Management Committee (SBMC), Junior secondary school, Funding, Planning

Introduction

The function of the day-to-day management of secondary schools is bestowed on the principals who have the full responsibilities of proper structuring of the internal organization of the school system, discipline and supervision of the teaching and non-teaching staff. Management is a social process that helps to enhance the co-operation, participation, intervention and involvement of people to achieve the stated goals of an institution. It involves strategy, innovation, initiative, creativity, problem solving and regular decision making (Opande, 2014). The prevalence of low enrolment, retention and progression at junior secondary school level constitute a serious problem in by depriving the children of school going age their fundamental human right to education in Abuja. The Federal Ministry of Education (2012) reports established that one of the factors responsible for the decay of junior secondary level of education in Nigeria is ineffective management and poor mechanism for effective engagement of the community and other education stakeholders in the planning and management of junior secondary schools; and this has produced a negative effect on access to basic education retention of junior secondary school students and progression to senior secondary education.

School management is the careful process of getting the task of a school done at a particular time, within a given school through teachers and students. The purpose of school management is to facilitate effective teaching and learning. To achieve the highest standard in secondary schools, principals are required to create conducive working conditions and structures to support and develop effective teaching and learning that would enhance high academic

achievement among students. Effective school management is aimed at ensuring that all the sub-systems in a secondary school are channeled towards the achievement of a school goal through collaboration and closed monitoring of both staff and students.

In Abuja, the government has made concerted efforts to encourage stakeholders participation and involvement to enhance effective management of junior secondary schools. Such efforts include compulsory setting up of Parents Teachers' Association, inclusion of community members in school management among others, yet, the effective management of junior secondary schools in Abuja remain a nagging issue. As such, SBMC was set up to assist school managers in the implementation of educational policies of the country at the school level. Principals are required to set up the SBMC to assist in the management of schools. In a bid to ensure effective participation of local communities in the management of the affairs of schools in their localities, the National Council on Education (NCE) in 2006 approved the establishment of SBMCs in all primary and secondary schools in Nigeria as part of government strategy to re-structure the school managerial process and enhance inclusive participation of stakeholders in school management at community level.

School Based Management Committee was established by Education Reform Acts in 2007 (Ugwuanyi, 2013). The essence of SBMC is to ensure that the goals of the school system are attained with ease. The Federal Republic of Nigeria (FRN, 2013:9) outlined the goals of junior secondary schools as follows:

1. To provide a child with diverse basic knowledge and skills for entrepreneurship and educational advancement;
2. To develop patriotic young people by equipping them to contribute to social development and performance of their civic responsibilities;
3. To inculcate values and raise morally upright individuals capable of independent thinking and appreciate the dignity of labour; and
4. To inspire national consciousness in endowment, religion, ethnic and socio-economic background.

The attainment of the above goals of junior secondary school requires the collective efforts of school management team and other

stakeholders and the best platform through which community members could be included in the management of junior secondary schools is through SBMC. School Based Management Committee is a corporate body registered under the Companies and Allied Matters Act as a Private Company Limited as guaranteed by Education Reform Acts of 2007. The membership of the committee is made up of 12 to 19 members in each school and it is drawn from relevant stakeholders such as the Parent-Teachers Association (PTA), Old Students Association, Communities, Traditional Institution, Civil Society Organizations, Faith-Based Organizations, Ministries and other professional and social institutions. The School Based Management Committee in Nigeria was set up to increase public level of participation in school management; it is part of the efforts of school reform in Nigeria (Ayeni, 2014). SBMC is the devolution of power and authority to stakeholders to perform statutory responsibilities in the management, monitoring, evaluation and review of educational policy issues for sustainable goal-oriented governance and to enhance effective teaching with the view to achieve set standards and quality learning outcomes in the school system. SBMC is meant to promote democratic principles, community participation, equity as well as integration of diverse local interests and needs into the school management system.

SBMC members meet periodically to deliberate on the success recorded on school programmes, activities and challenges encountered in the school system. The quality of transformational process and outputs from school is further enhanced by committee through a comprehensive analytical review of school academic activities and programmes according to the laid down educational policy goals and procedures. (Adeolu and Ibukun, 2016). The involvement of the SBMC in school management enhances the sustainable inter-dependent relationship between a school and community by promoting good value system and that recognizes the cooperation, participation and support of relevant stakeholders in the management of school resources. Such dynamic process of relationship strengthens the community intervention and mandate in education and instils sense of collective ownership, responsibility and commitment to the progress of the school's programmes, activities, development of physical structures, learning facilities and improvement in learning outcome. SBMC is a proactive means of achieving the desired goals in community inputs,

instructional process and outputs that guarantee quality human capital development in knowledge, technical and vocational skills and character for sustainable self-reliance of individuals and the overall development of a nation (Kepher, 2013).

SBMC falls under the umbrella of participative management because when people participate in making decisions that affect them, they are more likely to develop a deep sense of ownership and commitment to the decisions. The major idea of SBMC is that people who primarily benefit from education (that is, children, their parents, and other community members) should have a say in the management of educational system. During an economic crisis, many governments could be handicapped to guarantee the quality of education at all levels, As a result, to supplement the financial shortage, deploying limited financial and human resources and sharing costs become inevitable, hence the need for SBMC (Kiragu, Ogamba and Migosi, 2013).

Through SBMC, a community could contribute in different ways towards the provision of funds to reduce the financial burdens of secondary schools by contributing towards the provision and maintenance of school facilities and source for funds to complement the effort of the government. Bakwai and Yusuf (2016) submitted that there is a significant relationship between SBMC resource mobilization strategies and infrastructural development in Zamfara State Basic Schools. Effective planning is an essential responsibility of every principal in secondary school system as it helps to facilitate reliable decision making, policy implementation, effective communication, proper leadership and coordination of all activities required for goal attainment. The activities related to school management are highly complex in nature, as a result, it imperative to enhance their efficiency and effectiveness through planning. Such planning entails the selection and sequential arrangement of learning contents and methods from the curriculum, syllabus, scheme of work and lesson plan procedures. Kiragu et al (2013) ascertained that the introduction of SBM is a way of addressing the problem of poor planning in the management of secondary schools in Murang'a South District, Kenya. It is worthy to note that SBMCs have been established in junior secondary schools in Abuja in line with the directive of the National Council on Education

Acts of 2007, but the level of their effectiveness is yet to be ascertained.

However, the challenges experiencing by schools occur in terms of the low rate of enrollment and the inability of SBMC to collaborate with school authorities to develop strategies on how to retain the few enrolled students through regular promotion to facilitate their successful graduation. Other challenges include the low managerial capacity of some SBMC members, irregular attendance of members at meetings; poor cooperation from the school heads and teachers' misconception of the role of SBMC as interference on their profession. This therefore prompted the researchers to embark on this study with the aim of assessing the relationship between SBMC and management of junior secondary schools in Abuja, Nigeria.

Statement of the Problem

The reports by the Federal Ministry of Education (2019) showed that 60% of junior secondary schools in Nigeria including Abuja seem to underrate the roles of SBMC in school management. This problem may be attributed to inadequate sensitization of community members to understand the enormous benefits to be derived from their genuine participation in school management through SBMC. SBMC in Abuja like other parts of Nigeria is faced with the challenges of low administrative capacity of key member, poor attendance of members at meetings due to lack of incentives and financial support from the government; poor cooperation from the school managers; teachers' misconception of the role of SBMC as an interference on their profession and misconception of the SBMCs functions by teachers and principals as they believe that the committee is duplication of PTA activities.

Furthermore, SBMC brings about the involvement of some stakeholders with novice and mediocre knowledge to participate in school management. Members of SBMC who are not educated may find it very difficult to understand the essence of the organization as some uneducated members are afraid to attend SBMC functions because they feel they may express their ignorance in the midst of others. Sometimes, influential members of a community get involved in school matters they know nothing about, thereby rendering the effort of the organization towards effective school management an exercise in futility. Thus, the above scenario motivated the researchers to

conduct this study with the aim of assessing the relationship between SBMC and management of junior secondary schools in Abuja, Nigeria.

Purpose of the Study

The purpose of this study was to assess the relationship between SBMC and management of junior secondary schools in Abuja. The specific objectives of the study include:

1. To examine the relationship between SBMC participation in planning and management of junior secondary schools in Abuja.
2. To determine the relationship between SBMC participation in funding and management of junior secondary schools in Abuja.

Research Questions

The following research questions were generated to guide the study:

1. How does SBMC participate in the planning and management of junior secondary schools in Abuja?
2. What is the relationship between SBMC participation in funding and management of junior secondary schools in Abuja?

Hypotheses

The study tested the following hypotheses at 0.05 level of significance:

HO₁: There is no significant relationship between SBMC participation in planning and management of junior secondary schools in Abuja.

HO₂: There is no significant relationship between SBMC participation in funding and management of junior secondary schools in Abuja.

Research Methodology

The study was guided by the cross-sectional survey research design. Cross-sectional survey research design was used to examine a population with different views and opinions over a given issue. The population of the study consisted of 5193 teachers drawn from 193 public junior secondary schools in Abuja. Census sampling technique was employed to select the six Area Councils for better generalization of the findings study on the area of the study. The systematic sampling technique was employed to select the sample size of 357 respondents. The lucky-dip method of simple random sampling technique was used to select the actual respondents for the study. Serial numbers of the

elements in the sampling frame were recorded on piece of papers bearing "YES" and "NO", they were folded and mixed thoroughly for all the prospective respondents to pick at once without replacement, all the 357 teachers who picked the piece of papers bearing 'YES' were used as respondents for the study. The technique gave all the teachers equal opportunity of being selected without any form of bias. The instrument used for data collection was the researchers' self-developed questionnaire titled 'Teachers Questionnaire on School Based Management Committee and School Management (TQSBMSM). The instrument was designed based on 5-point Likert's scale given as follows: Strongly Agree (SA=5), Agree (A=4), Disagree (D)=3, Strongly Disagree (SD=2) and Undecided (U=1). The questionnaire consisted of 12 items. The instrument was duly validated and it yielded 0.79 as the logical validity index, while 0.80 was obtained as the coefficient of internal consistency after pilot testing the instrument. Descriptive statistics of mean and standard deviation were used to answer the research questions while Pearson's Product-Moment Correlation was employed to test the null hypotheses at 0.05 level of significance.

Presentation and Analysis of Data

Data Presentation

Descriptive statistics of mean and standard deviation were used to answer the research questions and the results are presented on tables 1-2 below:

Research Question 1: To what extent does SBMC participate in the planning and management of junior secondary schools in Abuja?

Table 1: Mean and Standard Deviation Analysis Showing the Relationship between SBMC Participation in the Planning and Management of Junior Secondary Schools in Abuja

S/No	ITEMS	SA	A	D	SD	U	Mean	Std. Dev.	Decision
1.	SBMC are consulted before crucial school policies are formulated by the school management team.	17	15	150	225	5	2.44	0.68	Disagree

2.	Decision making regarding the plans on students' discipline is a collective efforts of the SBMC and school management staff.	168	100	47	36	6	3.09	0.66	Agree
3.	SBMC members are not involved in the school financial planning and budgeting.	32	10	130	170	15	2.20	0.48	Disagree
4.	SBMC members participate actively in decisions making to enhance school growth and development.	30	57	125	135	10	2.10	0.67	Disagree
5.	The plan for students' enrolment is collectively mapped out by the SBMC members and school management staff.	35	20	140	150	7	2.25	0.63	Disagree
6.	SBMC members are involved for the plan towards school expansion.	200	105	27	24	1	3.53	0.70	Agree
Cluster mean							2.60	0.63	Disagree
Scale Mean 3.00									

Table 1 showed the mean and standard deviation analysis of the impact of SBMC participation in the planning and management of junior secondary schools in Abuja. The details of the analysis indicated that item 7 has the mean value of 2.44 with standard deviation of 0.68, item 8 has the mean value of 3.09 with standard deviation of 0.66, item 9 has the mean value of 2.20 with standard deviation of 0.48, item 10 has a mean value of 2.10 with standard deviation of 0.67, item 11 has a mean value of 2.25 with standard deviation of 0.63 and item 12 has the mean value of 3.53 with standard deviation of 0.70. The details of the analysis of research question 1 revealed that the cluster mean of 2.60 is lower than the scale of 3.00, this therefore implies that SBMC has little impact on the planning and management of junior secondary schools in Abuja.

Research Question 2: What is the relationship between SBMC participation in funding and management of junior secondary schools in Abuja?

Table 2: Mean and Standard Deviation Analysis Showing the Relationship between SBMC Participation in Funding and Management of Junior Secondary Schools in Abuja

S / N	ITEMS	SA	A	D	SD	U	Mean	Std. Dev.	Decision
1.	SBMC organizes fundraising to source for additional means of financing school capital projects.	100	200	37	20	0	3.15	0.88	Agree
2.	Through SBMC, additional school buildings are constructed by philanthropists' members of the community to facilitate effective school management.	25	27	200	101	4	2.45	0.77	Disagree
3.	Community through SBMC makes useful financial contribution to provide school facilities.	25	32	120	150	30	2.05	0.75	Disagree
4.	Community contributes funds through the SBMC to employ ad-hoc teachers to reduce the workload of the permanent teachers.	30	25	157	130	15	2.46	0.86	Disagree
5.	Effective school management is enhanced through the provision of for funds for acquiring library facilities by the SBMC members.	17	35	90	210	5	2.19	0.45	Disagree
6.	Expansion of school is enhanced through freewill financial donations for purchasing of additional school land by the SBMC members.	22	20	225	92	3	2.35	0.66	Disagree
Cluster mean							2.44	0.72	Disagree
Scale Mean 3.00									

Table 2 showed the mean and standard deviation analysis of the impact of SBMC participation in funding and management of junior secondary schools in Abuja. The details of the analysis revealed that item 1 has the mean value of 3.15 with a standard deviation of 0.88, item 2 has the mean value of 2.50 with standard deviation of 0.77, item 3 has a mean value of 2.05 with standard deviation of 0.75, item 4 has a

mean value of 2.46 with standard deviation of 0.86, item 5 has a mean value of 2.19 and standard deviation of 0.45 and item 6 has a mean score of 2.35 with standard deviation of 0.66. The details of the analysis of research question 2 revealed that the cluster mean of 2.44 is less than the scale of 3.00, as such, the respondents disagreed that SBMC has a high relationship with the funding and management of junior secondary schools in Abuja.

Testing of Hypotheses

The two hypotheses that guided this study were tested at 0.05 level of significance using Pearson Product Moment Correlation.

Hypothesis Two: There was no significant relationship between SBMC participation in the planning and management of junior secondary schools in Abuja.

Table 3: Correlation Coefficient Analysis Showing the Significant Relationship between SBMC Participation in the Planning and Management of Junior Secondary Schools in Abuja

Variable	Df	r-cal	r-tab	Level of Sig.	Decision
SBMC Participation in Planning					
School Management	355	0.060	0.194	0.05	Accepted

Table 3 showed the correlation coefficient of significant relationship between SBMC participation in funding and management of junior secondary schools in Abuja. The analysis of the results indicated that the r-calculated value is 0.060 while the r-table value is 0.194 at significant level of 0.05 and 355 as degree of freedom. Since the calculated value of 0.060 is lower than the table value of 0.194, the null hypothesis one was accepted. The results therefore, indicated that there was no significant relationship between SBMC participation in the planning and management of junior secondary schools in Abuja.

Hypothesis Two: There is no significant relationship between SBMC participation in funding and management of junior secondary schools in Abuja

Table 4: Correlation Coefficient Analysis Showing the Significant Relationship between SBMC Participation in Funding and Management of Junior Secondary Schools in Abuja

Variable	Df	r-cal	r-tab	Level of Sig.	Decision
SBMC Funding School Management	355	0.070	0.194	0.05	Accepted

Table 4 indicated the correlation coefficient of significant relationship between SBMC participation in the planning and management of junior secondary schools in Abuja. The analysis of the results showed that the r-calculated value is 0.070, while the r-table value is 0.194 at significant level of 0.05 and 355 as degree of freedom. Since the calculated value of 0.070 is less than the table value of 0.194, the null hypothesis two was therefore accepted. The results therefore, implied that there was no significant relationship between SBMC participation in funding and management of junior secondary schools in Abuja.

Findings of the Study

The findings of the study based on the hypotheses include the following:

1. The findings of hypothesis one (table 3) indicated that there was no significant relationship between SBMC participation in the planning and management of junior secondary schools in Abuja.
2. The findings of hypothesis two (table 4) showed that there was no significant relationship between SBMC participation in funding and management of junior secondary schools in Abuja.

Discussion of Findings

The finding of hypothesis one indicated that there was a significant relationship between SBMC participation in funding and management of junior secondary schools in Abuja. This implied that there was poor involvement of SBMC members in the management of junior secondary schools in Abuja. The findings of the study confirmed the position of Bakwai and Yusuf (2016) who submitted that there is a significant relationship between SBMC resource mobilization strategies and infrastructural development in Zamfara State Basic Schools. SBMC

members are supposed to assist in raising funds for schools by organizing launching when the need arises. The money generated through such launching is used to provide school facilities such as computers, library facilities, musical instruments for the band, books and other classroom supplies and materials and laboratory equipment. SBMC induces community members to make financial contributions through levy and personal donations for the support of school projects and programmes. However, as revealed by the findings of this study, SBMC has little impact on the funding and management of junior secondary schools in Abuja. This is because 270 respondents disagreed with item three on table one that community through SBMC makes useful financial contribution to provide school facilities.

Furthermore, the finding of hypothesis two indicated that there was a significant relationship between SBMC participation in the planning and management of junior secondary schools in Abuja. The findings of the study agreed with Kiragu, King'oina and Migosi (2013) that the introduction of SBMC is a way of addressing the problem of poor planning in the management of secondary schools in Murang'a South District, Kenya. Planning is the responsibility of every principal in secondary school system as it helps to facilitate effective decision making, policy implementation, effective communication, proper leadership and coordination of all activities required for goal attainment. However, the activities that are involved in planning the school system are highly complex since planning deals with futuristic events. This therefore requires the involvement of SBMC members in the planning of crucial activities of the school setting. However, it is unfortunate as the findings of the study demonstrated that SBMC members are not actively involved in the planning and management of junior secondary in Abuja as 290 respondents disagreed with item 10 on table two that SBMC members participated actively in decisions making to enhance school growth and development.

Conclusion

Based on the findings, the study concluded that there is ineffective management of junior secondary schools in Abuja due to poor participation by SBMC members in the funding of schools' programmes. The study further concluded that there is low involvement of SBMC

members in the planning and management of junior secondary schools in Abuja.

Recommendations

The study made the following recommendations based on the findings:

1. All the principals and management staff of junior secondary schools in Abuja should sensitize the members to make financial contributions towards the smooth operation and effective management of the school system.
2. Through conferences, seminars and workshops, special training should be organized periodically by the FCT Universal Basic Education Board for all principals periodically to help them realize that SBMC is not meant to checkmate their activities but to work and cooperate with them for effective planning of the affairs of the schools.

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