

Influence of School – Based Management Committee (SBMC) on the Management of Public Junior Secondary Schools in FCT, Abuja

Abstract

This paper emphasize on the importance of school – based management committee in decentralizing significant amount of authority and responsibility to make decisions related to the allocation of resources in achieving school objectives, mission and vision. The population of this study consists of 58 principals and 3,394 teachers in public junior secondary schools in Federal Capital Territory. (Abuja). The sample size is 358. The simple random sampling procedure was adopted in determining the sample size. A descriptive survey research design was used. A questionnaire: Influence of School – Based Management Committee on the Management of Public Junior Secondary Schools (ISBMCMPJSS) was used for data collection. Two research questions were answered and two hypotheses tested at 0.05 level of significance. The validity score yielded 0.82. The reliability index yielded 0.76. Data were analyzed using descriptive statistics. Hypotheses were tested using chi-square. The finding reveals that SBMC contributes significantly in short and long-term development of the school. However, several factors can limit the activities of SBMC such as government factor, community factor, principal and teacher factor. This paper provides recommendation for the orientation of government, community, principal and teachers on how they can play their part in effective SBMC for national cohesion and global competitiveness.

Keywords: School-Based Management Committee, Management, Secondary Education and Global Competitiveness

Introduction

There is no doubt that education is a powerful instrument of national transformation. Schools are therefore vested with the responsibility of inculcating the basic skills, attitudes and values that are required to move a nation forward. For this reason, schools are equipped with human and material resources that will enable them perform their roles effectively. Today, there is an increasing faith in the casual relationship between education and economic development especially in the developing countries like Nigeria. Education has been seen as a vehicle for economic, social-cultural and political development of nations and individual (Obayan, 2014). This research work is limited to universal basic education in Nigeria.

The Universal Basic Education (UBE) Programme is a nine (9) year basic educational programme, which was launched and executed by the government and people of the Federal Republic of Nigeria to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration. The UBE Act 2004 makes provision for basic education comprising of ECCE, Primary and Junior

Secondary Education. The financing of basic education is the responsibility of States and Local Governments. However, the Federal Government has decided to intervene in the provision of basic education with 2% of its Consolidated Revenue Fund.

Basic Education means the type of education, in quality and content, that is given in the first level of education. This construct changes from country to country. In Nigeria, basic education was equated with six years of primary schooling in the past. Currently basic education is extended to include the three years of Junior Secondary School (Grace & Kalu, 2016). Universal Basic Education (UBE) is conceived to embrace formal education up to age 15, as well as adult and non-formal education including education of the marginalized groups within the Nigerian society. Ityav (2014) pointed out that any nation or government that devalues its basic education sector is only affording to risk its own future since education at this level is usually viewed as the foundation which must be properly laid. In the management of basic education, the School- Based Management Committee (SBMC) plays significant role in ensuring that the aims and objectives of junior secondary schools which is part of the basic education in Nigeria is achieved.

In Nigeria, the School- Based Management Committee (SBMC) was set up to increase citizen participation in school management, this is part of the efforts of school reform in Nigeria. According to Dakar Framework of Action (2000), the experience of the past decade has underscored the need for better governance of education systems in terms of efficiency, accountability, transparency and flexibility, so that they can respond more effectively to the diverse and continuously changing needs of learners. Reform of educational management is urgently needed to move from highly centralized, standardized and command- driven forms of management to more decentralized and participatory decision-making, implementation and monitoring at lower levels of accountability (Mayowa, 2010).

SBMC has been defined in different ways by different writers and authors, for example Cheng (2011) 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 the long-term development of the school. Caldwell & Spinks (2012) see school based management as a school system of education to which there has been decentralized a significant amount of authority and responsibility to make decisions related to the allocation of resources within centrally determined framework of goals, policies, standards and accountabilities.

The definitions 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:

- (i) increasing the participation of parents and communities in schools,
- (ii) empowering principals and teachers
- (iii) building local level capacity, and perhaps the most importantly,
- (iv) improving quality and efficiency of schooling, thus raising student achievement levels.

The objectives are:

- (i) engender community's interest in school in their localities with a view to their assuming ownership of their schools
- (ii) provide mechanisms for more effective management at school level.
- (iii) provide a platform on which the community and schools pool resource together to enrich schools management.
- (iv) provide communities and Local Government Education Authority (LGEAs) with a new mechanism to demand accountability from school managers (i.e. Head-teachers).
- (v) help the school in the formation of its mission statement and articulation of its vision.
- (vi) provide legal framework involving stakeholder in planning, monitoring and evaluation of education at the school level.

- (vii) provide and update a school development plan on an annual and longer term basis. (Akinsolu&Onibon, 2008).

The school belongs to the community, which forms the grassroots stakeholders in management. Decentralization will make it possible for the community to participate in the decision making of the school. Murphy & Beck (2012) noted that a central feature of SBM is the SBM committee. While the committees vary in composition and responsibilities, most writers agree that it is within the committee that school stakeholders such as head-teachers, principals, parents, community members and students do participate in decision making. The role of SBMC should at a long and short run improves students' access to education in Nigeria.

School Based Management Committees (SBMCs) are gaining wide influence and acceptance world over, probably because of the realization that there should be a level of interdependence of governments, school administration, old student's participation in school activities and teacher classroom behavior, and, in most cases, parental attitudes. So by definition, putting SBMC into practice involves ensuring that all of these key actors work together in a system of mutual dependence. However, devolving power to the school level means that some groups outside of the school, such the ministry of education, are likely to lose some of their power, thus changing the power dynamics within the school concerned. For instance, this might mean that teachers have to surrender some control over how they run their classrooms or that officials of the ministry will lose control over funds and, hence, the power that comes with that. Thus, describing SBM in terms of the transfer of powers will inevitably make it difficult to implement because, while some stakeholders will gain, others will lose (Mayowa, 2012).

This can be exacerbated by the fact that the powers that are most commonly devolved to the school level are those that matter most to schools, such as its administration (budgets and personnel), its pedagogy (curriculum and teaching practices), and its external relations (with governments and the local community). As more decision-making reverts to school staff, parents, old students and local community members, it is government officials who are most

likely to lose the authority that comes with making budgetary decisions and with hiring and firing personnel, and many are likely to resent the loss. This seems to be the situation in most public junior secondary schools in Federal Capital Territory (FCT), Abuja where decision-making authority over school management was transferred to local school councils consisting of the principals, teacher representatives, parents, and local community members. In some cases, local community members took over one or more school councils and then proceeded to use them for their own political ends (such as increasing community control over city resources and their say in non-educational matters) rather than for the education of children.

Research Questions

The following research questions were formulated to guide the study:

1. How does school – based management committee influence the decision making of public junior secondary schools in FCT, Abuja?
2. How does school – based management committee influence the management of public junior secondary schools in FCT, Abuja?

Objectives of the Study

The main aim of this research work is to examine the influence of school-based management committee on the management of public junior secondary schools in Federal Capital Territory (FCT), Abuja. The specific objectives of the study are to:

1. Determine how school – based management committee influence the decision making of public junior secondary schools in FCT, Abuja
2. Examine how school – based management committee influence the management of public junior secondary schools in FCT, Abuja

Hypotheses

Based on the objectives of the study and the stated research questions, two null hypotheses were formulated to guide the study:

HO1: There is no significant influence of school-based management committee on the decision making of public junior secondary schools in FCT, Abuja

HO2: There is no significant influence of school-based management committee on the

management of public junior secondary schools in FCT, Abuja Methodology

The study adopted a descriptive survey research design to examine the influence of school-based management committee on the management of public junior secondary schools in Federal Capital Territory (FCT), Abuja. A Population of 58 principals and 3,394 teachers in public junior secondary schools in Federal Capital Territory (Abuja) was used. Simple random sampling procedure was adopted in determining the sample. Taro Yamene formulae (1973: 723) was used in determining the sample size of the study. Applying the equation to a population of 3,452 consisting of 58 principals and 3,394 teachers at a 5%(0.05) level of significance, we obtained the sample size of 358. The level of significance indicates the confidence the researcher has on the sample that the subjects drawn, has all the characteristics of the population. The level of significance in management and social sciences is arbitrarily fixed at 5%, this means that we are 95% confident that the sample members have all the essential characteristics of the population.

A 10 – item researchers made questionnaire with four- point modified Likert rating scale of strongly agreed (SA), Agreed (A) and Disagreed (D) strongly disagreed (SD) was used to collect data from the respondents. The instrument yielded a reliability co –efficient of 0.76 which was derived by administering the questionnaire twice at two weeks interval to ten teachers outside the zone of the study, using Split Half reliability estimate.

The instrument was personally administered to the principals and teachers. Simple percentages were used to answer the research questions. Chi-square was used to test the null hypotheses at 0.05 level of significance.

Results

The results of the findings are presented in tables 1 and 2.

Table 1: Percentage scores of respondents opinions on how school – based management committee influence the decision making of public junior secondary schools in FCT, Abuja.

S/N	ITEMS	SA	%	A	%	D	%	SD	%
1	The activities of SBMC leads to effective admission control	146	39	147	39	87	23	81	22
2	The activities of SBMC leads to increase in teachers job performance	64	17	146	39	73	20	75	20
3	The activities of SBMC leads to effective record keeping	83	22	107	29	50	13	45	12
4	The activities of SBMC leads to effective financial control	99	27	146	40	65	17	45	12
5	The activities of SBMC helps principals in effective decision-making	79	21	199	53	50	13	15	4

Table 1 shows that most of the respondents both strongly agree and agree that school – based management committee influence the decision making of public junior secondary schools in FCT, Abuja which gave the highest percentage of 39% and 39% as against 23% and 22% for disagree and strongly disagree in item 1, 17% and 39% as against 20% and 20% for disagree and strongly disagree in item 2, 22% and 29% as against 13% and 12% for disagree and strongly disagree in item 3, 27% and 40% as against 17% and 12% for disagree and strongly disagree in item 4, 21% and 53% as against 13% and 4% for disagree and strongly disagree in item 5.

Table 2: Percentage scores of respondents opinions on how school – based management committee influence the management of public junior secondary schools in FCT, Abuja.

S/N	ITEMS	SA	%	A	%	D	%	SD	%
1	The activities of SBMC aid in the effective management of school plant	81	21	127	34	30	8	60	16
2	The activities of SBMC aid in the effective management of school facilities	167	45	141	38	30	8	20	5
3	The activities of SBMC aid in the effective management of teaching staff job performance	91	24	177	47	49	13	36	10
4	The activities of SBMC aid in the effective management of non – teaching staff job performance	106	28	167	45	80	21	70	19
5	The activities of SBMC aid in the effective management of principals' job performance	70	19	134	35	64	17	90	24

Table 2 shows that most of the respondents both strongly agree and agree that school – based management committee influence the management of public junior secondary schools in FCT, Abuja which gave the highest percentage of 21% and 34% as against 8% and 16% for disagree and strongly disagree in item 1, 45% and 38% as against 8% and 5% for disagree and strongly disagree in item 2, 24% and 47% as against 13% and 10% for disagree and strongly disagree in item 3, 28% and 45% as against 21% and 19% for disagree and strongly disagree in

item 4. 19% and 35% as against 17% and 24% for disagree and strongly disagree in item 5.

Test of Hypothesis

The statement of hypothesis is tested using chi-square at 0.05 significance level. The chi-square is denoted by;

$$X^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Where; X^2 = Chi-square

F_o = Frequency Observed

F_e = Frequency Expected

Σ = Summation

H₀₁: There is no significant influence of school-based management committee on the decision making of public junior secondary schools in FCT, Abuja

Table 3: Analysis of frequency observed and frequency expected.

	Observed	Expected	O - E	$\frac{(O - E)^2}{E}$
Agree	1219	179	1040	6042.4
Disagree	571	179	392	858.4
Total	1900	358	1432	6900.8

The null hypotheses is therefore rejected since it is above the significance level. The rejection of the hypotheses as shown in table 3 was as a result of the fact that most of the respondent who agrees and disagrees to the null hypotheses was analyzed and the result of the analyses was above 0.05 percent which is the level at which when exceeded, a null hypotheses can be rejected. This therefore shows that, there is significant influence of school-based management committee on the decision making of public junior secondary schools in FCT, Abuja

H₀₂: There is no significant influence of school-based management committee on the management of public junior secondary schools in FCT, Abuja

Table 4: Analysis of frequency observed and frequency expected

	Observed	Expected	O - E	$\frac{(O - E)^2}{E}$
Agree	1261	179	1082	6540.3
Disagree	529	179	350	684.4
Total	1790	358	1432	7224.7

The null hypotheses is therefore rejected since it is above the significance level. The rejection of the hypotheses as shown in table 4 was as a result of the fact that most of the respondent who agrees and disagrees to the null hypotheses was analyzed and the result of the analyses was above 0.05 percent which is the level at which when exceeded, a null hypotheses can be rejected. This therefore shows that, there is significant influence of school-based management committee on the management of public junior secondary schools in FCT, Abuja

Discussion of Findings

The study which sets out to show the influence of school-based management committee (SBMC) on the management of public junior secondary schools in Federal Capital Territory (FCT), Abuja revealed that, there is a strong influence of SBMC on the management of junior secondary schools. Additionally, the management of school human and material resources in may be herculean tasks without the activities of SBMC in the management affairs of junior secondary schools. However, several factors can limit the activities of SBMC such as government factor, community factor, principal and teacher factor. When government policies do not create an enabling environment for public junior secondary schools to function well in terms of provision of funds and facilities, the activities of SBMC may not be smooth in aiding the management of public junior secondary schools. Community factor can be a drawback to the activities of SBMC when there is low turn –up in their contributions to make the activities of SBMC a smooth one in the effective management of public junior secondary schools. Principal can equally be a set-back when they fail to play their roles in ensuring smooth operation of SBMC in the management of public junior secondary schools. Teachers' can also contribute to set – back in the activities

of SBMC when they fail to discharge their professional duties in the school.

Conclusion

There is indeed a significant influence of school – based management committee on the management of public junior secondary schools in FCT, Abuja. From the findings, public junior schools in Nigeria general do not have enough facilities or equipment and the deserved quality manpower or qualified teachers for effective implementation of the minimum standards of basic education which in-turn has made the goal of achieving national cohesion and global competitiveness to become illusive, instead of a reality. Hence, schools are found lagging in the area of proper implementation of the minimum standards of basic education. This has implications for the education sector. There is urgent need for SBMC to make decisions related to the allocation of resources within centrally determined framework of goals, policies, standards and accountabilities in order to achieve the basic essence of the establishment of secondary education in equipping students for secondary and higher education.

Recommendations

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

- 1) The federal government in FCT, Abuja should ensure that they create an enabling environment for the activities of SBMC to be smooth one in the management of public junior secondary schools through a balanced control SBMC where all stakeholders including government participates in the decision – making.
- 2) The community members should always contribute their part both financially and materially in ensuring smooth operation of SBMC in the management of public junior secondary schools
- 3) Principals in FCT, Abuja should cultivate the habit of always communicating with teachers and students in ensuring they play their administrative part for the smooth operation of SBMC in the management of public junior secondary schools.
- 4) Teachers in FCT, Abuja should ensure that they discharge they professional roles

effectively and efficiently in order to ensure the smooth operation of SBMC in the management of public junior secondary schools

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