EVALUATION OF CONTRIBUTIONS OF SCHOOL-BASED MANAGEMENT COMMITTEES ON THE ADMINISTRATION OF SECONDARY SCHOOLS IN ZARIA EDUCATION ZONE, KADUNA STATE

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Abstract

The study was an evaluation on the Contributions of School-Based Management Committees on the Administration of secondary schools in Zaria Education Zone, Kaduna state with the objectives to: find out the extent to which School-Based Management Committees (SBMCs) provide the platform for Community-School interaction in secondary schools in in Zaria Education Zone and examine the influence of School-Based Management Committees (SBMCs) on Decision-Making in in Zaria Education Zone. In line with the stated objectives, Two research questions and coresponding Null hypotheses were formulated for the study. The study adopted the use of survey research design and out of the total population of twenty-eight thousand six hundred and sixty (28660), a total of three hundred and seventy-nine (379) respondents were used for the study. The instrument tagged "School-Based Management Committees (SBMCS) Questionnaire" was used to collect data from respondents. This instrument was validated and pilot tested and a reliability index of 0.85 was obtained. Data gathered were analysed using Analysis of Variance (ANOVA) and hypotheses were tested at 0.05% level of significance. Findings of the study revealed that there is a significant difference in the opinions of respondents on the extent to which School-Based Management Committees (SBMCs) provide the platform for Community-School interaction in secondary schools in in Zaria Education Zone. Also, finding shows that School-Based Management Committees (SBMCs) have not contributed well in decision-making in secondary schools in in Zaria Education Zone. In view of the findings and conclusions of this study the researcher recommended that: Schools should adopt SBMC so as to promote quality education and management framework that suit the needs of the students and the community; and School-Based Management Committees Officials should be more involved in decision-making process and so as to create good organizational climate such that there will be good culture and rapport among SBMCs Officials, staffs and school heads hence improve the administration of secondary school in in Zaria Education Zone, Kaduna State

Keywords*: Contributions, SBMC, Administration, Secondary Schools

Introduction

The tasks of school principals are enormous and the need to involve teachers and other administrative staff in the management process to ensure optimal production, efficiency, satisfaction, addictiveness and development cannot be over-emphasized. (Aarons, 2011) adequate financing and effective implementation of educational policies, provided for collaboration and active participation of stakeholders like parents, community, SBMCs, alumni, Parent Teachers Association (PTA), and individuals. In section 12 and 13 of the national policy on education, folios 104(b) and 121 for example "close participation and involvement of the communities, at the local level, in the administration and management of their schools".

These therefore, affirms the twin expectation of providing innovative leadership in effective management in order to achieve the objectives of the school. It should be noted that the internal processes within the school organizations are very essential for the determination of effectiveness and ineffectiveness of the school system (Akorede et al.,2023). These internal processes include the school climate, staff involvement in decision making, leadership behaviour and communication process. These set of committee is a strong force in these internal processes that could bring about school effectiveness (Akorede et al., 2020).

Because of the recent challenges, complexities and competition caused by the innovation of technology and science, political and economic transition and societal change, schools are required to be more transparent, accountable and efficient. School governance and decision making needs to be changed to respond to the pressures (Dempster, 2000). Greater decision-making authority is devolved to local education stakeholders including school principals, teachers, parents and community Officials to determine the strategy that best meets the needs of the children (Patrinos & Fasih, 2009). This new reform strategy is called school-based management which school operation lies in the hand of local stakeholders, but they have to comply with the centrally indicated framework, policies or regulations (Caldwell & Spinks, 2013).

Researchers on administrative effectiveness are often faced with problems of deciding which organizational aspects and what criteria should be used. Available literature shows that administrative effectiveness could be measured in terms of the relationship between the organization and the external environment (Heck, 2000). Effectiveness of school administrators is however dependent on personal qualities, interaction with subordinates and the situation as well as their ability to inspire all members of the school community to work together toward the goal of excellent education of all students (Leithwood & Seashore-Louis, 2011). The participation of different stakeholders in the decision-making process helps enhance transparency of school management on the one hand and provides internal checks and balances on the other (Patrinos & Fasih 2009).

There are criticisms from some staff of secondary schools that the committee systems are not necessarily the best method for effective administration of a school system. They argue that the disadvantages of the committee system in the administration of secondary schools outweigh its benefits. Among the advantages is the likelihood of cross fertilization of ideas resulting in better decisions. The use of committees also ensures that too much authority is not vested in one person; rather there are checks and balances emanating from authorities of relevant committees (Alabi, 2012). The School Based Management Committee are seen as mare group of people that cannot turn the fortune of any school system as far administration of schools is concerned (Courtney & McGinity, 2022). It is often relieved that whatever decisions they contribute always where such decisions were made. This implies that their effort is appreciated or recognized. This trend should not be allowed to continue. It is on this basis that the researcher is prompted to carry out research on Assessment on contribution of School Based Management Committee (SBMCs) on the administration of secondary school in Zaria Education Zone. It was against this background that this study evaluate the contributions of SBMCs on the Administration of Secondary schools in in Zaria Education Zone, Kaduna state

Objectives of the Study:

1.   find out the contribution of SBMCs on the provision of platform for Community-School interaction in secondary schools in Zaria Education Zone, Kaduna state; and

2.   determine the contribution of SBMCs on decision- making in secondary schools in Zaria Education Zone, Kaduna State.

Research Questions

1.   what is the contribution of SBMCs on the provision of platform for Community-School interaction in secondary schools in Zaria Education Zone, Kaduna State? and

2.   What is the contribution of SBMCs on decision making in secondary schools in Zaria Education Zone, Kaduna State?

Hypotheses

$H0_1$ There is no significant difference in the opinions of principal, teachers and SBMC member on the extent to which SBMCs provide the platform for Community-School interaction in secondary schools in Zaria Education Zone, and

$H0_2$.   There is no significant difference in the opinions of Principal, Teachers and SBMCs officials on the contribution of SBMCs on decision making in secondary schools in Zaria Education Zone, Kaduna State.

Contribution of School based management community (SBMCs) on Community-School Interaction

Prolonged regime of poor-quality public education has been consistently linked to the strings of failure by Nigeria to attain its full development potential. Directly limed to this, is the evident failure of schools to provide basic opportunities for learning dues to the poor state of infrastructure in schools, especially the public ones. building and facilities are inadequate, teaching standards are low; and teachers receive inadequate training and have little motivation to improve on their jobs. These issues have attracted various interventions, one of the latest being the establishment of the School Based Management Committee (SBMC) by the government under the State Education Programme Investment Project (SEPIP). SBMC is intended to move education forward especially at the basic level through a combined effort of the government, community, teachers and the children (Onyachom, 2023).

The essence of the SBMC encourages community participation and boosts demand for quality education services (Kwashabawa, 2017), it represents community interest and it is a voluntary group which comprises community leaders, market women, artisans, school head teacher, pupils and religious leaders. The committees are established by government to act as a bridge between schools and the communities they serve and the purpose of their establishment is to achieve effective community participation in the management and governance of primary, junior and secondary schools (Biya, 2021). These committees are intended to contribute to school development planning and decision making at the school level for improved learning outcomes. The need inspired quality consciousness in school operators and managers for the attainment of total quality assurance in schools, create a turn-around in educational effectiveness and achievement, gave birth to the concept of community participation in school management

Contribution of School based management community (SBMCs) SBMCs on Decision Making in Secondary Schools

Governments around the world are introducing a range of strategies aimed at improving the delivery of education services (Read & Atinc, 2017). One such strategy is to decentralize education decision making by increasing parental and community involvement in schools. Decentralizing decision-making authority to parents and communities' fosters demand and ensures that schools provide the social and economic benefits that best reflect the priorities and values of those local communities (Chen, 2011). Decision-making is regarded as the most important process among the management process. Decision making is a process of making a choice from a number of alternatives to achieve a desired result (Saputri, 2021).

Today, greater decentralization of educational decision-making is becoming the common aspiration of many developing countries (Rahim, 2019). Some researchers argue that the participation of communities and students in the day-to-day activities of the schools (for example, in supervision, monitoring and evaluation) is part of the decentralization of school management (Abebe, 2012). In some Asian countries, like Malaysia, school management has improved because it involves students and communities in school decision-making (Abebe, 2012). The same is true in South Africa where the participation of communities and students in decision-making has played a role in the improved and expanded school-based management (Naidoo, 2021)

Methodology

Descriptive research design was adopted for this study with a population of 28,660 made up of eighty-one (81) principals, one thousand seven hundred and fifty-five (1,755) teachers and twenty-six thousand, eight hundred and twenty-nine (26,829) students. The sample size of the study is 357, comprising 7 Management Staff, 28 HODs, 322 Academic Staff. The Sample size was chosen based on the recommendation of Research Advisor (2006). The procedure was such that every sample size was selected according to population strength. sample size of 379 suffices. Therefore, the sample for this study consisted of twenty-four (24) principals, two hundred and forty-two (242) teachers and one hundred and thirteen (113) SBMC members making the total of three hundred and seventy-nine (379). descriptive statistics such as mean and standard deviation was used to respond to the research questions while Analysis of Variance (ANOVA) was used to test the two null hypotheses at 0.05 level of significance. ANOVA was used because it is an appropriate statistical tool used to compare the means between the groups and it determines whether any of these means are significantly different from each other. Hence, hypothesis that is greater than 5% or $p = > 0.05$ were rejected and hypothesis

that is less than 5% i.e p = < 0.05% were retained. The research instrument used for data collection is a questionnaire with a five-point Likert scale used for the collection of data. A pilot test was conducted in two Colleges of Education. Schmidt (2014) concurred that a test should be conducted before the main study, to test run the instruments and ensure that possible ambiguity that may be associated with the study is removed. The data gathered from the

Table 1: Roles of School-Based Management Committee (SBMC) in Providing Platform for Community–School Interaction in Secondary School in Zaria Education Zone, Kaduna State

SN	ITEMS	Respondents	SA	A	U	D	SD	Mean	Std. Dv
1.	SBMC provides the platform for parents to better understand their children's needs and arouse their interest and involvement in youth policy through parent education.	Principal	3	18	2	1	-	3.0417	62409
		Teacher	62	147	15	17	1	3.9587	79830
		SBMC	2	20	4	68	19	2.2743	1.00221
2.	Community concerns about education are channeled to the school and government through the SBMC	Principal	3	17	1	3	-	2.1667	81650
		Teacher	72	136	18	15	1	1.9132	80758
		SBMC	26	60	15	12	-	2.1150	88391
3.	SMBC encourages teachers to have good interpersonal relationship with students.	Principal	5	9	6	3	1	2.4167	1.10007
		Teacher	71	123	25	18	5	2.0207	93989
		SBMC	22	63	10	14	4	2.2478	1.02235
4.	The SBMC in my school does, not emphasize on peaceful co-existence among school staff.	Principal	4	6	6	6	2	2.8333	1.23945
		Teacher	27	66	43	84	22	3.0331	1.19774
		SBMC	2	32	9	5	20	3.4779	1.13466
5.	The SBMC encourages good relationship between school and local community.	Principal	5	15	3	1	-	2.0000	72232
		Teacher	75	120	28	11	8	1.9959	95326
		SBMC	21	83	5	4	-	1.9292	60823
6.	SBMC has been acknowledged as an essential ingredient in the quest for better schools.	Principal	6	17	1	-	-	1.7917	50898
		Teacher	53	143	25	15	6	2.0826	88872
		SBMC	28	59	17	9	-	2.0619	84814
7.	SBMC encourages communities to mobilize resource toward school development.	Principal	4	14	3	3	-	2.0417	55003
		Teacher	63	118	29	30	2	2.1322	96788
		SBMC	17	53	17	20	6	2.5133	1.11094
8.	SBMC strengthens community-school relationship through monitoring and capacity build schemes.	Principal	2	20	1	1	-	2.2917	95458
		Teacher	46	129	35	27	5	2.2397	95505
		SBMC	13	63	14	21	2	2.4336	98085
9.	Through the SBMC the government listens and responds to the community's demand.	Principal	3	15	3	2	1	2.2917	95458
		Teacher	79	106	27	23	7	2.0620	1.03881
		SBMC	32	47	20	12	2	2.1593	1.01389
10.	SBMC encourages a channel for both parents and the school to exchange opinions concerning school policies towards the development of school	Principal	6	11	4	3	-	2.1667	96309
		Teacher	50	127	25	33	7	2.2562	1.02685
		SBMC	26	60	14	9	4	2.1593	98712

The descriptive analysis on table 1 revealed that SBMC provides the platform for parents to better understand their children's needs and arouse their interest and involvement in youth policy through parent education. This item attracted the highest response mean of 3.0417, 3.9587 and 2.2743 for the principals, teachers and SBMC Member respectively. Also, the observed frequency response shows that 3 principals strongly agreed with the item, while 18 agreed against 2 that were undecided and only 1 that disagreed with the item. Also, 62 teachers strongly agreed with 147 of them that agreed with the item as against 15 that stayed undecided, while 17 of them disagreed and only 1 strongly disagreed. Likewise, the total of 2 SBMC Member strongly agreed with this item, while 20 agreed and 4 stayed undecided, also 68 SBMC Member disagreed and 19 of them strongly disagreed with the item.

Table 2: School-Based Management Committee (SBMC) provides the opportunity for local Decision-Making in Secondary Schools in Zaria Education Zones in Kaduna State

SN	ITEMS	Respondents	SA	A	U	D	SD	Mean	Std. Dv
1.	SBMC involves communities in school decision-making to create a greater sense of ownership, morale and commitment among the stakeholders.	Principal	1	20	1	2	-	2.1667	63702
		Teacher	61	127	26	23	5	2.1074	95806
		SBMC	34	43	18	16	2	2.1947	1.07619
2.	SBMC involves parents, teachers, local councilors and students in school management to promote decision – making at school level, which improves the quality of schooling.	Principal	21	3	-	-	-	2.1250	33783
		Teacher	65	122	33	21	1	2.0537	88861
		SBMC	27	43	31	10	2	2.2655	982214
3.	Decision that are made by the SBMC are arguable more responsive to specific issues related to school context.	Principal	17	5	2	-	-	2.3750	64690
		Teacher	46	112	47	33	4	2.3264	98792
		SBMC	21	34	34	24	-	2.5398	1.02674
4.	SBMC facilitates the presentation of children voice in the decision-making process.	Principal	1	12	8	3	-	2.5417	77903
		Teacher	51	92	41	49	9	2.4752	1.14209
		SBMC	29	31	29	20	4	2.4602	1.15755
5.	SBMC has a collaborative relationship with staff and the community and establish a strong communication structure.	Principal	16	6	2	-	-	2.4167	65386
		Teacher	62	114	37	18	11	2.1818	1.04266
		SBMC	29	44	23	12	5	2.2920	1.09936
6.	SBMC ensures participation of students in education management to promote participatory decision – making at school level.	Principal	1	15	5	3	-	2.4167	77553
		Teacher	42	120	28	50	1	2.5413	2.86058
		SBMC	32	33	21	27	-	2.3805	1.13640
7.	Most teachers in my school disengage from SBMC because they are not involved in decision making process on issues that affect them.	Principal	4	10	5	4	1	2.5000	1.10335
		Teacher	62	72	56	50	20	2.4132	1.10577
		SBMC	18	32	39	22	2	2.6283	1.02813
8.	SBMC promotes active participation of students and parents in the day to day running of the school.	Principal	4	15	2	3	-	3.1667	86811
		Teacher	40	117	32	51	1	2.5744	2.85846
		SBMC	21	43	26	23	-	2.4513	1.01762
9.	SBMC involvement of communities in the school administration contributes to the overall planning, management and monitoring of the school and the decision made during meetings.	Principal	3	15	4	2	-	2.2083	77903
		Teacher	51	118	40	28	5	2.2479	98352
		SBMC	37	42	17	17	-	2.1239	1.03624
10.	The SBMC communicates to the Ministry of Education on the decision made during meetings.	Principal	5	15	3	1	-	2.0000	72232
		Teacher	51	115	44	23	9	2.2727	1.01850
		SBMC	18	46	35	10	4	2.4336	98085

In view of the observed response mean on table 13, it was revealed that, SBMC promotes active participation of students and parents in the day to day running of the school. This item recorded the highest response mean of 3.1667, 2.5744 and 2.4513 for the principals, teachers and SBMC Member respectively. Also, the observed frequency response shows that only 4 principals strongly agreed with the item, while 15 others agreed against 2 that were undecided and 3 that disagreed with the item. In the same way, 40 teachers strongly agreed with the item, while 117 of them agreed as against 32 that stayed undecided, similarly, 51 of them disagreed as against only 1 that strongly disagreed. Likewise, a total of 21 SBMC Member strongly agreed with this item, while 43 agreed and 26 stayed undecided, also 23 SBMC Member disagreed with the item.

Table 3: Analysis of Variance (ANOVA) statistics on the extent to which School-Based Management Committees (SBMCs) provide the platform for Community-School interaction

Status	Sum of Squares	df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	7.682	2	3.841	5.251	2.61	.004
Within Groups	275.041	376	.731			
Total	282.723	378				

Table 3 shows the f-ratio value of (5.251) at 2 df 376 and at the level 0.05. The critical value (2.61) is less than f-ratio value (5.251), the probability level of significant P(.004) is less than 0.05. This means that there is a significant difference in the opinions of respondents on the extent to which School-Based Management Committees (SBMCs) provide the platform for Community-School interaction in secondary schools in Zaria Education Zones, Kaduna State. Consequently, the null hypothesis is rejected.

Table 4: Analysis of Variance (ANOVA) statistics on the extent to which School-Based Management Committees (SBMCs) provide the opportunity for local decision-making in secondary schools

Status	Sum of Squares	df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	1.851	2	57.926	3.0228	2.61	.028
Within Groups	276.872	376	41.7.36			
Total	278.723	378				

Table 4 shows the f-ratio value of (3.0228) at 2 df 376 and at the level 0.05. The critical value (2.61) is less than f-ratio value (3.0228), the probability level of significant P(.028) is less than 0.05. This means that there is significant difference in the extent to which School-Based Management Committees (SBMCs) provide the opportunity for local decision-making in secondary schools in Zaria and Giwa education zones in Kaduna State. Consequently, the null hypothesis is rejected.

Summary of Major Findings

Based on the data analyzed, the following findings were arrived at:

1. Finding indicated that there is a significant difference in the opinions of respondents on the extent to which School-Based Management Committees (SBMCs) provide the platform for Community-School interaction in secondary schools in Zaria Education Zones, Kaduna State and

2. Finding also shows that there is significant difference in the extent to which School-Based Management Committees (SBMCs) provide the opportunity for local decision-making in secondary schools in Zaria Education Zones, Kaduna State.

Discussion of findings:

School-Based Management Committees (SBMCs) had a positive impact in providing a platform for school-community interaction such as sporting and cultural activities, community engagement in academic activities, and encouraging youth to pursue higher education in secondary schools in Kaduna State. P= (P.004). the finding is supported by the report of Duru-Uremadu (2017) who reported that Cordial relationship between the school and community is a pre-requisite for achieving a meaningful educational objective in our community and nation at large. Generally, community has a vital interest in what schools do and how they do it. The schools always reflect and promote community's values and interest. There is a vast of knowledge out there, more than any school can possibly hope to teach and so one of the task's confronting schools is to select what to teach. Each country chooses the curriculum to match and advance its view, history, values, interest and culture as a whole. It should be noted that community's values, ideas, norms and beliefs are to be perpetuated by the school being a social institution and at the same time, the pupils in the school come from the community (Ataine & Nkedishu, 2017). Therefore, for successful development of education, it depends so much on the relationship between the school and the community. Duru-Uremadu (2017) were of the opinion that schools and communities should work closely with each other to meet their mutual goals of provision and management of education as well as teaching, learning and enforcement of processes. This is a kind of relationship in which

both the school and the community contribute directly to the strengthening and development of each other, can provide a firm foundation for both educational renewal and community regeneration (Bailey, 2012).

SBMCs had a positive impact in decision-making on issues related to the discipline of teachers, students and non-teaching staff, decision-making regarding instructional facilities, games and sport in secondary schools in Kaduna State. P= (.028). The finding is in line with the report of Androniceanu and Ristea (2014) who reported that Decision-making is regarded as the most important process among the management process. Decision making is a process of making a choice from a number of alternatives to achieve a desired result. Governments around the world are introducing a range of strategies aimed at improving the delivery of education services. One such strategy is to decentralize education decision making by increasing parental and community involvement in schools.

Conclusion

Based on the findings, it is concluded that School-Based Management Committees activities significantly influence the administration of secondary schools in Kaduna Sate. SBMCs facilitate inclusive decision-making and maintain and foster positive relationships between schools and their communities. The study underscores the importance of SBMCs in achieving a well-administered and effective educational environment. The findings highlight that if SBMCs are well-supported and effectively utilized, they can address administrative challenges and enhance the quality of education in secondary schools.

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