ANALYSIS OF SCHOOL BASED MANAGEMENT COMMITTEE PARTICIPATION IN SECONDARY SCHOOL ADMINISTRATION IN ENUGU STATE

by

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Abstract
The researchers examined school based management committee (SBMC) participation in secondary school administration in Enugu State. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. The descriptive survey research design was adopted for the study. The population of the study comprised 4,140 respondents comprising urban and rural SBMC members in the state government owned secondary schools in Enugu State. Multi-stage sampling procedure was used to draw 546 SBMC members as the sample for the study. A researcher-developed questionnaire titled “Analysis of SBMC Participation in Secondary School Administration Questionnaire (ASBMCPSSAQ)” was used for data collection. The instrument was validated by three experts who were lecturers in the Faculty of Education, Nnamdi Azikiwe University. The reliability of the instrument was ascertained using test re-test method and it yielded reliability Person Product Moment coefficient of 0.85 and 0.75 for clusters I and II respectively and the overall coefficient of the entire instrument was 1.6. The researchers together with five research assistants collected data for the study. A 98% return rate of the instruments administered was recorded. Mean and standard deviation were used to answer the research questions while t-test was used to test the null hypotheses. The findings of the study revealed among others that SBMC participation in maintenance of discipline in secondary school administration in Enugu State was to a low extent and that SBMC participation in provision of security in secondary school administration in Enugu State was to a great extent. It was also found out that there is no significant difference in the mean scores of urban and rural School Based Management Committees on the extent they participate in maintenance of infrastructural facilities in Enugu State secondary schools. Based on the findings, it was recommended among others that the officials of State Secondary Education Management Board should regularly visit schools to monitor SBMC participation in the maintenance of discipline.

Introduction
Education has been universally recognized as an indispensable instrument for national development. Nations all over the world have come to the realization that education is the solid foundation on which every development is built. This is because education helps nations to develop and harness their human and material resources. Without education, manpower resources of any society cannot be developed, and if manpower resources are not developed, the material resources will ever remain untapped, and national development will be hampered.
Education in Nigeria has three levels; primary, secondary and tertiary. This study is interested in secondary education.

Secondary education according to Federal Republic of Nigeria (FRN), (2016), is the education children receive after primary education and before tertiary stage. The secondary education’s broad goals of preparing people for useful living in the society and for higher education have made it imperative that it should among others, supply trained manpower, inspire its students with the desire for self-improvement and achievement of excellence, raise the generation of people who can think for themselves, respect the view and feelings of others and respect the dignity of labour (FRN, 2013). In order to achieve these superior goals, the Federal Government of Nigeria through the Federal Ministry of Education (FME, 2014) recommended the involvement of School Based Management Committee (SBMC) in secondary school administration.

School-Based Management can be seen as the process of ensuring all-inclusive and effective participation in the management and administration of the school system by the local communities. In the views of Ayeni and Ibekun (2013), school based management is the process of decentralization of power and authority from government to significant shareholders to perform statutory responsibilities in the administration, monitoring, evaluation and review of education policies, ensuring effective teaching and learning among others, for improved learning outcomes.

The approval and establishment of School-Based Management Committees (SBMCs) in all secondary schools in Nigeria is a democratization process which is designed to work with and through local schools and stakeholders to engender better school management, more effective teaching and learning process and improved students’ outcome. The SBMCs are the bridges which connect the schools, the local communities and the government, and enable them work together for improved school management. Communities classification in the context of this research work, include urban and rural areas. The urban area refers to those areas with amenities such as constant electricity and postal services. Others are bore-hole and drilled water, functional hospitals, libraries and good communication network. Then rural area refers to the areas that lack the functional modern social amenities but has primary and secondary schools.

The new policy thrust of SBMC gives each school the right to include some members in the list. In view of the above, the Enugu State School Based Management Committee Guidebook (2015), prescribes that SBMCs membership be based on representations of the diverse groups with an interest in improving the learning outcomes of the students in schools. The membership of SBMCs according to the document shall be composed of a maximum of fifteen (15) members. This will depend on the nature of school (girls alone, boys alone or a mixture of boys and girls) and the kinds of social networks and structures that exist in the community. The fifteen (15) members drawn from the following groups in the community are: representative of traditional council, principal of the school, representative of teachers (female and male), representative of students (head girl and head boy), representatives of old students, representative of women’s group, PTA representatives (male and female), representatives of artisan, representative of youths, representatives of community based organizations (CBOs), representatives of faith based organization (FBOs), representatives of non-governmental organizations (NGOs). These members are expected to be nominated by their particular associations to represent them, with the principal as the secretary of the SBMC. Other officers should be elected and should not be actual members of the school.
School Based Management Committees according to Enugu State government (2015), are expected to participate in school administration through; involvement in enrolment, attendance, retention of students in school, support school development planning, budgeting, resource mobilisation and utilization, support principals and teachers innovative leadership and effective management of schools, monitor and provide physical facilities and ensure their proper maintenance. They should also serve as a medium for transmission of skills, core values and traditions of the community, advocacy on behalf of vulnerable children in schools and communities, identifying staff and school needs and proffer solutions, provide basic health care for students (first aid boxes), monitor learning outcomes of students using the developed learning bench marks. They are also expected to participate in assisting the school authority in handling disciplinary cases in school, providing PTA staff for quality learning, ensuring adequate security of human and material resources in the school and in rendering annual statement of SBMC accounts (income and expenditure).

However, for the purpose of this study, attention will be focused on SBMC participation in five major areas of school administration which are; maintenance of discipline in school, provision of security, provision and maintenance of infrastructural facilities and provision of personnel (teachers). The decision to examine SBMC participation in these five areas is because they constitute the core areas of school administration.

School based management committee are expected to participate in school administration through; assisting the school authority in handling disciplinary cases in school, providing teaching staff for quality learning, ensuring adequate security of human and material resources in the school as well as provision and maintenance of school facilities among other expectations. However, school based management committee in Enugu state appear not to be living up to its expectations as there are observable cases of dilapidated classroom with no furniture, electrical gadgets, and facilities. There are also security challenges in secondary schools as most of them do not have security guards and perimeter fences and other security facilities. This is crucial especially at this time of increasing Fulani herdsmen attack in Enugu state and environs. There are also observable cases of inadequate instructional materials, teaching and support staff as well as an increasing level of examination malpractice as well as indiscipline.

The poor state of the secondary schools in terms of infrastructure, security, personnel and indiscipline; which could be as a result of non-participation of SBMC, is the problem of this study.

The purpose of the study is to examine School Based Management Committee (SBMC) participation in secondary school administration in Enugu State. The study specifically examined the extent;

i. SBMC participates in maintenance of discipline in secondary school administration in Enugu State.

ii. SBMC participates in provision of security in secondary school administration in Enugu State.

This study will be beneficial to the following people, principals, teachers, parents, students, ministry of education, educational planners and communities.

The study will help to draw the attention of the principals to realize the importance of mutual understanding between the school and community in the administration of schools. It will help
the principals to solicit assistance and active role of the SBMC in various school programmes. This will help to achieve not only the academic excellence but also moral and character training and a smooth and efficient administration.

The result of the study will be helpful to teachers as it will inform them of their roles as stakeholders in the School Based Management Committee. This will help teachers see the need to avail themselves and work towards achieving the desired school goals.

The parents are part of the beneficiaries of the study, the findings of the study will enable them to partner in school activities. This is because the success of their children will in turn improve their lives and that of the community.

Students are among the beneficiaries of this study, as the finding of the study if implemented will enhance SBMC participation in school administration. This will enhance school development thereby improving the overall school administration which will help improve students’ academic learning condition and performance.

The ministry of education will utilize the result for effective planning and implementation of various educational policies and programmes. This will enhance manpower development of the SBMC’s and the state in particular through encouragement of educational enlightenment campaign and provision of educational materials.

The policy makers’ attention will be drawn to realize the extent at which the policy of involving SBMC in school administration has been helpful to educational development planning and in the attainment of desired educational goals.

Finally, the community members will also benefit from the findings of the study in that the findings will reveal their level of participation in the school administration. This study will also inform community members of their position as stakeholders in SBMC. This will help increase their participation in school matters.

❖ This study examined the SBMC participation in the administration of secondary schools in Enugu State.
❖ The geographical scope covered all SMBC in urban and rural areas in Enugu State.
❖ The content scope covered
  • SBMC participation in maintenance of discipline,
  • provision of security services,

Research Questions
Two research questions guided the study;
1. To what extent does SBMC participate in maintenance of discipline in secondary school administration in Enugu State?
2. To what extent does SBMC participate in provision of security services in secondary school administration in Enugu State?

Hypotheses
Two hypotheses were tested at 0.05 level of significance.
1. There is no significant difference in the mean scores of urban and rural School Based Management Committee on the extent they participate in maintenance of discipline in Enugu State secondary schools.
2. There is no significant difference in the mean scores of urban and rural School Based
Management Committee on the extent they participate in provision of security in Enugu
State secondary schools.

Method
A descriptive survey research design was employed. According to Nworgu (2015), survey is a
systematic means of collecting data and describing it in a systematic manner of its
characteristics/features or facts about a given population. This design is deemed suitable for
analysis of school based management committee participation in secondary school
administration because it tends to collect data from a sample of a population in order to
determine the participation of SBMC in school system. This study was carried out in Enugu
State. The population of the study comprised 4,140 SBMC members in urban and rural
secondary school. Total of 538 SBMC respondents from urban and rural public secondary
schools in Enugu State were involved in the study. This was done using multi-stage sampling
procedure.
The instrument for data collection was a researchers’ developed questionnaire titled “Analysis
of SBMC Participation in Secondary School Administration Questionnaire (ASBMCPSSAQ).
Face validation of the instrument was done by three experts who are lecturers in the Faculty of
Education, Nnamdi Azikiwe University, Awka.
The reliability of the instrument was ascertained using test re-test method and it yielded Person
Product Moment Co-efficient of 0.85 and 0.75, for clusters I and II, and the overall coefficient
of the entire instrument was 1.6. Test re-test method was used for reliability of the instrument
and Pearson’s Product Moment Correlation was used to determine the reliability coefficient of
the two sets of responses.
The researchers administered copies of the instrument directly to the respondents with the help
of five research assistants during SBMC meeting in the selected sampled schools. A total of
546 copies of the questionnaire were distributed, 538 copies were properly filled and
successfully retrieved, indicating 99% percent return. The collected data were used for the
analyses.
Mean and standard deviation were used in answering the research questions and t-test was used
to test the hypotheses. In taking decisions on the null hypotheses, if the calculated t is less than
the critical t value, the null hypothesis was retained, otherwise if the calculated t is equal or
greater than the critical t then the Ho was rejected.

Results
The results are presented in tables accordance with the research questions and hypotheses.

Research Question 1: To what extent does SBMC participate in maintenance of discipline in
secondary school administration in Enugu State?

Table 1: Mean Ratings and Standard Deviation Scores of Urban and Rural SMBC Member on
the extent SBMC Participate in Maintenance of Discipline

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>Urban SBMC (N =166)</th>
<th>Rural SBMC (N =372)</th>
<th>Total (N =538)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>SD</td>
<td>X</td>
</tr>
</tbody>
</table>

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As shown on Table 1, the mean ratings of urban and rural SBMC members for items 1, 2, 7 and 8 were between 1.50 and 2.49 indicating that the SBMC participation in maintenance of discipline in secondary school administration was to a low extent. However, for items 3-6, that means scores of the participants were between 2.50 and 3.49 indicating great extent of SBMC participation in maintenance of discipline for the items. The pooled (collective) standard deviation scores of 1.11 and 1.11 for urban and rural members respectively indicate closer disparity and this means that there is similarity between their responses. The mean of means scores of 2.41 and 2.42 for urban and rural SBMC members which fall within the decision rule of 1.50-2.49 indicated that there was low extent of SBMC participation in maintenance of discipline in secondary school administration in Enugu State.

**Research Question 2:** To what extent does SBMC participate in provision of security services in secondary school administration in Enugu State?

**Table 2:** Mean Ratings and Standard Deviation Scores of Urban and Rural SMBC Member on the extent SBMC Participate in Provision of Security Services
Table 2: The result presented on Table 2 revealed that both urban and rural SBMC members indicated great extent of their participation in provision of security services for items 9 and 14 as shown by their mean ratings between 2.50 and 3.49. On the other hand, mean rating of urban and rural members revealed low extent of their participation in provision of security services for item 10. Urban SBMC members indicated great extent of their participation in provision of security services for items 11, 12 and 13 as shown by their mean ratings between 2.50 and 3.49, while the rural counterparts indicated low extent of participation in maintaining security with respect to the items.

The overall standard deviation scores of 1.14 and 1.08 for urban and rural SBMC members respectively indicate closer disparity and this means that there is no much variation between their responses. The mean of means score of 2.61 for urban SBMC which fall within the decision rule of 2.50-3.49 indicated that their participation in provision of security services was to a great extent, while that mean of mean scores of 2.38 for urban SBMC which fall within the decision rule of 1.50-2.49 indicated that their participation in provision of security services was to low extent.

Testing the Hypotheses
H01: There is no significant difference in the mean scores of urban and rural School Based Management Committee on the extent they participate in maintenance of discipline in Enugu State secondary schools.

Table 3: The t-test Analysis of no Significant Difference in the Mean Ratings of Rural and Urban School Based Management Committee on the Extent They participate in Maintenance of Discipline in Secondary Schools
The t-test analysis presented on Table 1 indicates that there is no significant difference in the mean scores of urban and rural School Based Management Committee on the extent they participate in maintenance of discipline in Enugu State secondary schools. This was shown by the calculated t-value of -0.15 which is less than t-critical value of 1.96 at 0.05 level of significance and 536 degree of freedom. Thus, the null hypothesis was not rejected.

**H02:** There is no significant difference in the mean scores of urban and rural School Based Management Committee Members on the extent SBMC participates in provision of security service in Enugu State secondary schools.

**Table 4:** The t-test Analysis of no Significant Difference in the Mean Ratings of Rural and Urban School Based Management Committee on the Extent They participate in Provision of Security Service in Secondary Schools

<table>
<thead>
<tr>
<th>Source of variation</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t-cal</th>
<th>t-crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban SBMC</td>
<td>166</td>
<td>19.25</td>
<td>8.54</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural SBMC</td>
<td>372</td>
<td>19.37</td>
<td>8.61</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The t-test analysis presented on Table 4 indicates that the calculated t-value of 2.32 is greater than t-critical value of 1.96 at 0.05 level of significance and 536 degree of freedom. Thus, the null hypothesis was rejected. There is significant difference in the mean scores of urban and rural School Based Management Committee on the extent they participate in provision of security services in Enugu State secondary schools.

Based on data analysis, it was found out that:

- SBMC participation in maintenance of discipline in secondary school administration in Enugu State was to a low extent.
- SBMC participation in provision of security services in secondary school administration in Enugu State was also to a low extent.

There was a significant difference in the mean scores of urban and rural SBMC on the extent they participate in provision of security services in Enugu State secondary schools. Also, there was a significant difference in the mean scores of urban and rural School Based Management...
Committee on the extent they participate in provision of security services in Enugu State secondary schools.

**Discussions**

It was found out that SBMC participation in maintenance of discipline in secondary school administration in Enugu State was to a low extent. This indicated that SBMC to a low extent participate in assisting to minimizing drug abuse through monitoring students’ activities, controlling examination malpractices by setting up ad hoc committees in school and monitoring of students’ departure from school before the closing time through community task force. This contradicted the finding of Thompson and Akinfolarin (2018) that SBMC to a high extent contributed in the maintenance of discipline for improving of secondary education. This also refuted the finding of Bander (2012), which revealed that SBMCs has significantly contributed to the improvement of school discipline. This contradiction could be as result of the fact that different participants partook in the studies.

It was further revealed that there is no significant difference in the mean scores of urban and rural School Based Management Committee on the extent they participate in maintenance of discipline in Enugu State secondary schools. This shows that SBMC members have similar view on their low participation in maintenance of discipline in secondary schools in Enugu State.

**Conclusion**

Based on the findings of this study, it was concluded that SBMC participation in maintenance of discipline and provision of security services was low. The poor maintenance of discipline in Enugu State secondary schools especially in the rural areas when compared to their counterparts in urban is a reflection of gap in the maintenance of discipline of SBMC.

**Implications of the Study**

The findings of this study have a number of implications for school administration. The findings of the study indicated that SBMC participation in maintenance of discipline in secondary school administration was to a low extent in assisting to minimizing drug abuse through monitoring students’ activities, controlling examination malpractices by setting up ad hoc committees in school and monitoring of students’ departure from school before the closing time through community task force. The implication of this is that the act of indiscipline will be on increase among the students like cultism, lateness to school and stealing. It also implies that there will be high level of violation of school rules and regulations like indecent dressing among students.

The findings also revealed that SBMC participation in provision of security services in secondary school administration was to a low extent in reporting any suspicious movement around the school to appropriate authority. The implication of this is that without reporting any suspicious movement around the school to appropriate authority, fencing the school premises for students’ safety and recruiting security personnel for safeguard students and staff in school, there will be insecurity in the school. Another implication is that it could dent the image of school that keep learning in the environment exposed to insecurity, violence and hazardous situation because that might disrupt instruction delivery. This might result to decline in the efficiency of the school to deliver quality instruction to learners due to the fear of the unsafe condition of the school.
Based on the findings, it was recommended that:

1. SBMC should be encouraged by the officials of State Secondary Education Board to participate in maintenance of school discipline.
2. SBMC from their various communities should equip and empower capable individuals on security tips in order to ensure adequate security of human and material resources.

References


