

Effectiveness of School-Based Management Committee for Sustainable Goal-Oriented Primary Schools Governance in Ilorin Metropolis, Kwara State

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Abstract

The research was carried out to examine the effectiveness of School Based Management Committee (SBMC) in primary schools governance in Ilorin Metropolis, Kwara State. Eleven (11) primary schools were chosen randomly in Ilorin Metropolis. Effort was made to ensure that there is the existence of SBMCs in all the primary schools sampled. The schools sampled were owned either by Christian body, Islamic body, community and or the government body. The main instrument used for data collection in the study is a questionnaire. A total of one-hundred and five (105) questionnaire was administered to the members of SBMCs using simple random techniques in each school which include headmaster/headmistress, teachers and parents. Three hypotheses were formulated and tested. The results of the hypotheses showed that: there is a strong positive significant relationship between existence of SBMC and its effectiveness in primary schools in Ilorin metropolis; the ownership has a significant influence on the effectiveness of primary schools and there is significant relationship between problem faced and the effectiveness of SBMC in primary schools in Ilorin Metropolis. Based on the findings, it was recommended that Primary schools' administrators should look into the problems that are prevalent in their respective schools and lay down policies should be put in place to guide that the affairs of the SBMC.

Keywords: SBMC, School Community Relationship, Primary School, School Management

Introduction

Primary education is core to development and progress in modern societies. It is the level of education that helps to develop the capacity to read, write, relate and create in individuals. It is the commonly accessible educational level both in developed and the developing countries as well as in the urban and rural areas Akinbote (2011). According to the Federal Republic of Nigeria (2004) the core aim of primary education is basically to wipe out illiteracy and establish a uniform system of education throughout the country; establish a wider base from which secondary schools could draw their entrants; increase manpower needs of the country and increase the number of intake in primary schools.

The quest for quality education delivery, community participation, equity, as well as integration of diverse local interests and needs of the immediate environment in school management has necessitated the establishment of School-based Management Committees. The control and management of primary school education in Nigeria should not be an exclusive responsibility of Federal and Local government but also the School Based Management Committees (SBMCs); knowing fully that it is foundational to the well-being of the society. World Bank (2008) explained that SBMC entails community-based management and parental participation schemes but do not explicitly include stand-alone, or one-off, school grants programs that are not meant to be permanent alterations in school management.

The Right to Education Act, (RTE Act) 2009 mandated the formation of the School Management Committees (SMCs) in every government-funded schools. It was to encourage community and more particularly, parental involvement (Thapa, 2012). RTE act stipulated that 75% of the SMC members should be parents, and that in the remaining 25%, 1/3 should be elected members of the local authority, 1/3 should be the teachers and 1/3 should be educationists in the locality/community. In case, there is no educationist in the area, 1 student should take the place. There are four models of the SBMC around the World, the administrative, professional, community and balanced control models. A blend of the four model has been seen to better and effective if well managed and structured.

If SMC is to work according to what government has envisioned it to, Thapa (2012) affirm that the most crucial thing that is missing is awareness. If people aren't even aware about what their responsibilities are, then how can they be expected to work the way they are supposed to? Thapa also opined that the committee should be given more authority. It shouldn't only be expected to highlight problems but rather, it should be given more power to solve it. For instance, if a school is lacking enough teachers then it should be given power to hire teachers according to the need of the school. If a teacher is being absent for long exceeding his allowed period of leave, the School Management Committee should have the power to address it.

Statement of the Problem

A system does not function in isolation; it needs some other components for it to function properly. The smooth running of activities in primary and junior secondary schools (Basic Schools) are controlled by a set of organized bodies. The bodies include but are not limited to, headmasters, teachers, Parents and Teachers Association (PTA). The people that are involve in certain core tasks, activities and decision making in primary schools and basic schools are to form a committee popularly called School Based Management Committee (SBMC). Members of the SBMC according to World Bank (2008) include, headmasters, parents, Non-Governmental Organization (NGO), and other school administrators.

Each member in SBMC has to perform one function or the other to make the aim and objectives of SBMC a reality. The functions, roles and contributions of each member can make or mar the committee as well as the school at large. It was observed that the situation of some government primary schools in Ilorin metropolis is worrisome in terms of organization, staffing and structure. It is worthy to say that this could be as a result of the way SBMC in some of these schools function. In fact, some of these schools might not even have any SBMC. Hence, there is a need to understudy the effectiveness of School Based Management Committee (SBMC) in the governance of some selected primary schools in Ilorin Metropolis, Kwara State.

Research Objectives

The purpose of this study is to ascertain the effectiveness of School Based Management Committee (SBMC) on the operations of primary schools in Ilorin metropolis. The specific purposes are to:

1. ascertain the effectiveness of SBMC among schools in Ilorin metropolis,
2. identify if differences in school ownership have influence on the effectiveness of SBMC.
3. find out the extent at which problems of SBMC are prevalent among the selected schools in Ilorin metropolis

They are further stated as hypotheses below:

H₀₁: There is no significant relationship between existence of SBMC and its effectiveness in primary schools in Ilorin metropolis

H₀₂: There is no significant relationship between school ownership and the effectiveness of SBMC in primary schools in Ilorin metropolis

H₀₃: There is no significant relationship between the challenges faced and the effectiveness of SBMC in Ilorin metropolis' primary schools.

Methodology

The research design for this study is descriptive survey research. The population for this study consists of all headmasters, teachers and parents in Ilorin metropolis basic schools. Fifty percent of the population was purposively sampled to select eleven primary schools in Ilorin metropolis out of 22 schools that has the School Based Management Committee (SBMC). The total number of the SBMC members in all the selected schools are 169 while 62.13% of this population was involved in this study making a total number of 105 members (respondents).

The instrument that was used for this study was a researcher designed questionnaire to elicit responses on the opinion and perception of the respondents concerning the effectiveness of the SBMC. The internal consistency was ascertained using Cronbach alpha coefficient from a pilot study where 0.76 was established. Efforts were made to create acquaintance with teachers in each basic school to facilitate the collection of data. Hypothesis one was tested using Pearson Product Moment Correlation (PPMC) while hypotheses two and three were tested using Chi-square at 0.05 level of significance.

Results

In order to ascertain the effectiveness of the SBMC of the selected schools in Ilorin metropolis, the data collected was analysed using descriptive and inferential statistics. The table 1 revealed the demographic information of the respondents:

Table 1:

Respondents	Frequency	Percentage (%)
Ownership		
Christian Body	30	28.6
Islamic Body	25	23.8
Government	25	23.8
Community	25	23.8
Total	105	100
Gender		
Male	31	29.5
Female	74	70.5
Total	105	100
Position		
Head Master/Mistress	11	10.5
Teacher	68	64.8
Parent	26	24.8
Total	105	100
Age brackets		
20-30 years	20	19
31-40 years	32	30.5
41 & above	53	50.5
Total	105	100

Table 1 shows that 30(28.6%) of the primary schools in this study are owned by Christian body; while 25(23.8%) each are owned by Islamic body, Government and Community respectively which means that there are more of Christian body owned schools than other forms of school ownership. The SBMC members sampled shows that 31(29.5%) of them are male while 74(70.5%) of them are female by gender which implies that there are more females in this study than males. The SBMC across the eleven schools sampled comprise of 11(10.5%) headmaster/headmistress; 68(64.8%) teachers and 26(24.8%) parents. The age distribution of all sampled respondents' showed that between age 20-30 years there are 20(19.0%); 31-40 years are 32(30.5%); while those that are 41years and above are 53(50.5%) which implies that most of the respondents are 40 years and above.

Hypotheses Testing

H0₁: *There is no significant relationship between existence of SBMC and its effectiveness in primary schools in Ilorin metropolis.*

Table 2: Correlation of existence and effectiveness of SBMC

SBMC	Mean	Std Dev.	N	Df	r-value	Sig. Value
Existence	68.50	5.51	105	103	0.80	0.00
Effectiveness	53.75	5.88				

Sig. ≤ 0.05

In table 2, the sig value (0.000) is less than 0.05, therefore the null hypothesis is rejected which implies that there is a strong positive significant relationship between the existence of SBMC and its effectiveness in primary schools in Ilorin metropolis. The r-value of 0.80 showed that there is a strong positive relationship between the existence and effectiveness of SBMC among the schools sampled in Ilorin metropolis. The “existence of SBMC” has a mean value of 68.50 and standard deviation of 5.50 while “effectiveness” has a mean value of 53.75 and 5.88 standard deviation with both having a frequency of 105.

H0₂: *There is no significant relationship between school ownership and the effectiveness of SBMC in primary schools in Ilorin metropolis.*

Table 3: Analysis between effectiveness of SBMC and school ownership structure

Ownership	Effectiveness of SBMC		Total	df	Chi-square	Sig. Value
	Medium	High				
Christian	0 (1.7)	30(28.3)	30			
Islamic	3 (1.4)	22(23.6)	25	3	4.03	0.258
Government	2 (1.4)	23(23.6)	25			
Community	1 (1.4)	24(23.6)	25			
Total	6	99				

In table 3, frequency of medium level of effectiveness has a count of 6 equivalent to 5.7% while high effectiveness level of SBMC has count of 99 equivalent to 94.3%. The ownership of each primary school, (Christian Body, Islamic Body, Government and Community based ownership) are cross-tabulated with the effectiveness of SBMC. The relationship between ownership and effectiveness of SBMC has a Chi-square value of 4.030 with degree of freedom of 3; and p-value of 0.258 which is greater than 0.05 significant alpha level. Therefore, the null hypothesis which state that “there is no relationship between school

ownership and the effectiveness of SBMC in primary schools in Ilorin metropolis” is not rejected. This implies that there is no relationship between school ownership and the effectiveness of SBMC in primary schools in Ilorin metropolis.

H0₃: *There is no significant relationship between the problems faced and the effectiveness of SBMC in Ilorin metropolis’ primary schools.*

Table 4: Chi-square of analysis of challenges faced and effectiveness of SBMC

Challenges	Effectiveness of SBMC		Total	df	Chi-square	Sig. Value
	Medium	High				
Highly	5 (0.6)	5 (9.4)	10	1	40.233	0.000
Manifest	1 (5.4)	94 (89.6)	95			
Manifest	6	99	105			
Total						

Table 4 shows the cross-tabulation between challenges faced in primary schools sampled in Ilorin metropolis and effectiveness of SBMC. The relationship between the challenges faced and effectiveness of SBMC has a Chi-square value of 40.233; and 1 as degree of freedom; while p-value of 0.000 is less than 0.05 significant alpha level, thereby the hypothesis which state that “there is no significant relationship between challenges faced and the effectiveness of SBMC in Ilorin metropolis’ primary schools” is rejected. This means that there is a significant relationship between challenges faced and the effectiveness of SBMC in primary schools selected in Ilorin metropolis, Kwara State.

Discussion of Findings

In order to achieve the educational goals of the country, schools require a lot of human, materials, physical facilities and financial resources for building the capacity of the school system. Perhaps this was what brought about the formation of School Based Management Committee (SBMC). The effectiveness of this SBMC is paramount in any primary schools. The findings of this study showed that SBMC exist in the selected primary schools, although to varying degree. This hinged on the findings of Iwu and Iwu (2013) that each primary school is required by law to have a school management

committee. The result of the data analysis for hypothesis one revealed that there is a significant relationship between the existence of SBMC and its effectiveness in the selected primary schools in Ilorin metropolis. It follows then that the effectiveness of SBMC is hinged on the existence of it in the respective primary schools.

The ownership of the primary schools sampled in Ilorin metropolis are Christian Body, Islamic Body, Government, as well as ownership by the community in which the schools are situated. Also, this study found out that the SBMCs performed a number of roles. A few of these roles include training and retraining; solving educational problems; addressing issues relating to school administration; improving quality of education; provision of healthcare services; provision of instructional materials; advisory role for head teachers; collection and accounting for all funds accruing to the school, ensuring infrastructure improvement among others. These roles performed by SBMCs are used to measure the effectiveness of SBMC with respect to the ownership of the primary schools selected. It was evident from hypothesis two that was tested that there is no relationship between school ownership and the effectiveness of SBMCs in the selected primary schools in Ilorin metropolis. This means that ownership type does not make for a functional or an effective SBMC. In recent years, the performance of the pupils in schools sampled has been noted to have improved adequately. This means that ownership is not really a factor and this is contrary to the finding of Kabiaru, (2013) who stated that School leadership and management is one factor contributing to students' academic underperformance.

SBMCs in selected schools in Ilorin metropolis are faced with a number of challenges. Although, the rate at which the challenges manifest across the primary schools is of varying degree. It was gathered that most of them faced the problem of low recognition from government especially other schools that are not government owned. One of the most prominent challenge is slow decision process by the school-based management committee members. This was indicated by large number of respondents across the schools. Subsequently, low experience of members is also a common problem that manifest across the schools. It was found out that there is a significant relationship between the problem faced by SBMC and its effectiveness among the selected primary

schools in Ilorin metropolis. Therefore, it can be concluded that the challenges faced by the SBMCs can affect the effectiveness of the committees in primary schools in Ilorin metropolis.

Conclusion

The SBMC members performs roles which has resulted in the achievement or success recorded so far in Ilorin metropolis. However, a few challenges are of note in these schools which include lack of expertise among SBMC member, lack of devotion among the members, poor SBMC planning activities, and non-readiness of policy guideline. In other words, the challenges faced by SBMCs in Ilorin has negatively influenced the effectiveness of SBMC in these schools irrespective of the type of ownership.

Recommendations

In view of the findings of this study, the following recommendations are proffered by the researcher:

- (i) Efforts should be made by the committee members to discharge their duties more effectively, that is each member should be made accountable to any responsibility assigned. This will ensure increase in successes recorded so far primary schools.
- (ii) Primary school administrators should look into the challenges that manifest in their respective schools like lack of expertise among SBMC members. This can be solved by either ensuring that selected members of the committee are knowledgeable in their area of responsibility.
- (iii) Also, proper training and retraining of SBMC members are required so that they might know their duties and how to carry out their duties effectively.
- (iv) There should be a lay down policy or guidelines that can help to direct the affairs of the SBMC. Members of the committee should always see the need to stay committed in SBMC as well as the general well-being of the school.
- (v) Federal and State government should show interest in SBMC regardless of the type of ownership. This can be done by the Ministry of Education at the State and

Federal level thereby reducing the challenges of low recognition by government as one of the challenges clearly manifesting in primary schools.

Suggestions for further study

This study was carried out using some selected primary schools in Ilorin metropolis. There is a need to carry out a study using government, community, Christian and Islamic schools in outskirts of Ilorin. This will enable one to empirically find out if the outcome of this research is the same with primary schools in Ilorin metropolis. Hence, there is the need to conduct a study on “comparative study on the effectiveness of SBMCs among primary schools in Ilorin metropolis and outskirts of Ilorin, Kwara State”.

Study should also be conducted using teachers of these schools as a case study. The study should hinge on teachers’ perception on the roles of some of these committee members like headmasters, teachers, and parents. Findings from this will help to measure the impact of SBMC on the pupils’ and teachers’ alike in the schools. This necessitates conducting a study titled: Teachers’ perception on the roles of SBMC members in some selected primary schools in Ilorin metropolis.

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