

Influence of School Based Management Committee on the Administration of Primary Schools in Minna Education Zone, Niger State

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Abstract

This research study on the influence of school-based management committee on the administration of primary schools in Minna education zone, Niger state. It aimed at investigating the influence of the Committee activities on decision making, staffing, monitoring, planning among others. The research was conducted using the descriptive survey research design. A Self designed questionnaire tagged Influence of School Based Management Committee on the Administration of Primary Schools Questionnaire (ISBMCAPSQ) was used to collect data for the study. A sample of 15 Head Teachers, 70 Teachers and 15 SBMC Members were selected for the study. The data obtained from the study were analyzed using frequencies and percentage. The findings revealed that: the activities of SBMC do not really have much influence on the administration of primary schools in Minna education zone of Niger state. Recommendations were made which include that; SBMC officials should partake actively and fully be involved in decision making process for the smooth administrating of public primary schools in the educational zone and the state at large. Government should support SBMC officials in the area of funding so that they can function properly for the smooth administrating of public primary schools in Minna educational zone and Niger state.

Introduction

The attainment of basic education for every individual is a major foundation of socio-economic development of every society. Therefore, investing in education is a necessary step in the process of transformation of a society because of the consequent positive and productive changes in the economic prosperity of individuals and the nation. Education improves the living standard of individuals and allows them to meaningfully contribute to social, political and more importantly the economic development of the nation; it is also a human right crucial to an individual's personal and social development and wellbeing. This supports the popular saying that destroying a nation does not require bombs or missiles but only requires reducing the quality of education; when education collapses the nation also collapses.

Education remains one of the most powerful instruments for both the development of man and transformation of the human society. However, the efficiency of education as an instrument of transformation depends entirely on how the government manages the project meant for the uplifting of the educational system. Government alone cannot cater for all education sectors, therefore this led to the formation of School-based Management Committee. School- Based Management as written in Education Human Development Network 2007, is that government around the world are introducing a range of strategies aimed at improving the financial and delivery of education services, with more recent emphasis on improving quality (enrollment) in education. One such strategy is to decentralize education decision-making by increasing parental and community involvement in school-based management (SBM). Nishimura (2017) opined that community participation in school management has great potential in removing mistrust between people and schools by nurturing transparency of information and a cultural of mutual respect and by jointly purchasing improvement of school by sharing vision process and results. SBMC is one of the government agencies established to support a sustainable education for national transformation.

The provision of qualitative education in schools involves the management of human, financial and other resources depending on government preference. Adeolu (2013) opined that a key element of any school-based management system is for the higher authority to specify and provide resources for the school-community level for effective functioning of the SBMC structure. Although the federal government and states spend far less than required in the education sector; in 2016, the spending on education by federal and state governments was 6.0% and 10.7% of their budget, far less than the 26% benchmark for developing countries (Abdallah, 2016). A common feature of the goal is to engender a sense of local community interest and ownership in school affairs by increasing the participation of parents and communities and building local level capacity for effective anticipatory and school ownership. They provide community with new mechanism through which they can demand accountability from school managers through the establishment of school-based management committee activities (Adamu 2002).

Statement of the Problem

The administration of educational institution is a collective effort that include the head teachers, academic staff (teachers), non-academic staff, the learners (pupils), parents and neighbors (community members) where the schools are sited. By 2006, School-Based Management Committees (SBMCs) were established as mechanisms to provide platforms for communities and schools to work closely together to enrich school governance and promote improved basic school's management (UBEC, 2011). Although the implementation of the UBE has though improved school enrolments but it brought about constraint on the existing infrastructure. Therefore, the establishment of SBMCs becomes necessary as UBE programme placed serious constraints on school existing facilities and infrastructure that demand effective school administration. Despite the efforts by various stakeholders in the education sector to reform education in Nigeria, the sector still faces management problems ranging from delays in

decision making, ineffectiveness in implementing recommendations, lack of adequate resources, inadequate remuneration leading to low morale and lack of accountability at the community and school levels. The people who know what goes on in the school are never involved in decision making pertaining school management policies and this has hindered the improvement of services delivered by the education stakeholders particularly Head teachers and teachers in primary schools. It is against this background that this study seeks conducting an investigation into the influence of School Based Management Committee (SBMC) on the administration of primary schools in Minna education zone, Niger state.

Research Questions

The following research questions guided the study:

1. In what way does the SBMC activities influence decision making towards the administration of primary schools in Minna education zone, Niger state?
2. How do the School Based Management Committee Activities Influence staffing in the administration of primary schools in Minna education zone, Niger state?

Significance of the Study

Education is a skill and wisdom which every society preserves. The findings of this study will help policymakers, Universal Basic Education Commission (UBEC), Niger State Universal Basic Education Board (NSUBEB) Niger State Ministry of Education, teachers, SBMC officials, parents and school managers and educationists on how to handle and resolve obstacles and challenges that hinders the activities of SBMC towards the administration of primary schools in Minna educational zone and Nigeria as a whole. This study will add to existing body of knowledge on the influence of school-based management committee on the administration of primary schools in Minna education zone and Nigeria as a whole. The study would equally serve as source of literature for students who would want to build on this research work.

Methodology

A descriptive design was adopted for the study. A population of 5,617 made up of 326 Head Teachers, 5,237 Teachers and 54 SBMC officials in Minna educational zone was covered. According to Ekeh (2003) population statistically refers to the entire members of the universe being studied. It may be human population or population of animals, places, things, events or circumstances, population refers virtually to all the subjects of the research.

A sample size of fifteen 15 Head Teachers, 70 Teachers and 15 SBMC Officials were sampled for the study using a simple random sampling procedure, thus the total sampled population was 100.

A self-designed questionnaire tagged Influence of School Based Management Committee on the Administration of Primary Schools Questionnaire (ISBMCAPSQ) was used to collect data from the participants.

The instrument was administered on the respondents that comprises of Head Teachers, Teachers and SBMC officials in the educational zone in the LGAs. The exercise was personally undertaken by the researcher in conjunction with a self-employed research assistant. A simple percentage was used in the analysis of the data collected.

Findings and Discussion

Research Question 1: In what way does the SBMC activities influence decision making towards the administration of primary schools in Minna education zone, Niger state?

Table 1. deals with the responses Head teachers, teachers and SBMC officials on whether SBMC activities influence decision making towards the administration of primary schools in Minna education zone, Niger state.

Table 1: Responses of respondents on whether SBMC activities influence decision making towards the administration of primary schools in Minna education zone, Niger state

Item Statement	Response Category					Mean	SD
	Strongly Agree F (%)	Agree F (%)	Undecided F (%)	Disagree F (%)	Strongly Disagree F (%)		
SBMC encourages participative decision-making process where all members are involved	32(32)	64(64)	4 (4)	- (-)	- (-)	2.73	1.467
SBMC ensures that decisions are taken in consultation with the heads of department/unit on issues that relate to them	28(28)	63(63)	2(2)	5 (5)	- (-)	2.63	1.353
SBMC Officials ensures that decisions agreed by members of the school are implemented	18(18)	70(70)	5(5)	4(4)	-3(3)	2.70	1.381
The principal does not involve Schools Based Management Committee in decision-making process on issues that relate to management of school	7(7)	17(17)	4(4)	41(41)	35(35)	2.78	1.097
SBMC officials involves PTA officials/members on decision-making process of the school	27(27)	62(62)	6(6)	2(2)	3(3)	2.78	1.097

Source: Field Study (2019).

Table 1, shows the opinions of Head teachers, teachers and SBMC officials on whether SBMC activities influence decision making towards the administration of primary schools in Minna education zone, Niger state. From the responses, total of 96% agreed that SBMC activities influence decision making towards the administration of primary schools in Minna education zone, Niger state in terms of participatory decision-making process

where all members are involved. 88% of the respondents agreed that, the head teachers do not involve School Based Management Committee in decision-making process on issues that relate to management of school. The implication of which is that primary school head teachers always involve SBC officials in taking decisions that has to do with the administration of their schools.

Research Question 2: How do the School Based Management Committee Activities Influence staffing in the administration of primary schools in Minna education zone, Niger state?

Table 2: Responses of respondents on whether the School Based Management Committee Activities Influence staffing in the administration of primary schools in Minna education zone, Niger state

Item Statement	Response Category					Mean	SD
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree		
	F (%)	F (%)	F (%)	F (%)	F (%)		
SBMC conducts Induction courses for new teachers to improve staff growth in the administration of primary schools.	- (-)	17(17)	12(12)	30(30)	39(39)	2.78	1.097
SBMC employ the services of qualified teachers towards the administration of primary schools in Niger state	3(3)	26(26)	11 (11)	28(28)	32(32)	2.80	1.207
SBMC officials avail head teachers and teachers for on the job management training opportunities for effective administration of primary schools in Niger state	-(-)	9(9)	-(-)	44(44)	47(47)	2.90	1.336
SBMC sponsor head teachers and teachers for seminars for better performance in the administration of primary schools in Niger state	-(-)	6(6)	4(4)	68(68)	22(22)	2.78	1.097
SBMC give stipends to head teachers towards the effective administration of primary schools in Niger state	-(-)	2(2)	6(6)	42(42)	50(50)	2.78	1.097

Source: Field Study (2019).

Table 2 shows the opinion of respondents on whether the School Based Management Committee Activities Influence staffing in the administration of primary schools in Minna education zone, Niger state. From the responses, over 78% agreed that SBMC does not conduct Induction courses for new teachers to improve staff growth in the administration of primary schools. 88% of the respondents agreed that, SBMC employ the services of qualified teachers towards the administration of primary schools in Niger state, while over 96% agreed that, SBMC officials do not avail head teachers and teachers for on the job management training opportunities, sponsor head teachers and teachers for seminars for better performance nor give stipends to head teachers towards the effective administration of primary schools in Niger state.

The result of the study revealed that, there is a strong relationship between the school Based Management Committee and the administration of primary schools in terms of decision-making process, staffing, funding, monitoring and planning. This is in line with Ogundele (2009), who viewed decision – making as the process whereby a choice has to be made between two or more different alternatives to determine about the future state of affairs, and it can only be done when people are involved. Oduwaiye & Bakwai (2017), added that, decision is not only a part of people’s daily routine, but also an intrinsic requirement for the viability of an organization. He went further to say decision essentially involves the process or mechanism by which a particular course of action is chosen from among so many available alternatives. This indicated that for an organization to prosper, people have to involved in the decision making.

Staffing is a critical organizational function which consists of the process of acquiring, deploying, and retaining a workforce of sufficient quantity and quality to create positive impacts on the effectiveness of the organization. It is one of the significant functions of the management. Staffing is that part of the process of management which is concerned with acquiring, developing, employing, appraising, remunerating and retaining people so that right type of people are available at the right positions and

at the right time in the organization. In the simplest terms, staffing in management is 'putting people to jobs.

The findings are in line with Satyendra, (2015) who opined that, every organization need the proper kind of staffing to function effectively and efficiently. SBMC in the study area are playing a vital role in making sure that the right people are employed into the job, and all the necessary training that will add more skills and built experience on both the Head Teachers and the Teachers are provided accordingly.

Conclusion

This research work revealed the influence of school-based management committee on the administration of primary schools in Minna education zone, Niger state. The administration of any educational sector needs a collective effort from both the head teachers, academic staff (teachers), non-academic staff, the learners (pupils), parents and neighbors (community members) where the schools are sited. By 2006, School-Based Management Committees (SBMCs) were established as mechanisms to provide platforms for communities and schools to work closely together to enrich school governance and promote improved basic school's management. School Based Management Committee (SBMC) is a statutory legal management structure to empower members to oversee the management of schools in their respective communities. It is a strategy to improve education by transferring significant decision-making authority from state and district offices to individual schools. SBMCs were established to assist the head teachers and principals on issues relating to school administration and welfare of pupils, students and teachers, with a view to decentralizing school governance to community level.

Although, despite the efforts by various stakeholders in the education sector to reform education in Nigeria, the sector still faces management problems ranging from delays in decision making, ineffectiveness in implementing recommendations, lack of adequate resources, inadequate remuneration leading

to low morale and lack of accountability at the community and school levels.

Recommendations

Based on the findings of the study, the following recommendations have been proffered

- SBMC officials should partake actively and fully be involved in decision making process for the smooth administrating of public primary schools in the educational zone and the state at large.
- Government should support SBMC officials in the area of funding so that they can function properly for the smooth administrating of public primary schools in Minna educational zone and Niger state.

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