

Participation of School-Based Management Committee in the Administration of Public Secondary Schools in Enugu, Nigeria

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Abstracts

The primary goal of the study was to determine how much of Enugu State's secondary schools were under the supervision of the School-Based Management Committee (SBMC). The necessary data were collected from the respondents using two research questions. The inquiry started with the creation of two null hypotheses and was conducted using a descriptive survey methodology. All of the secondary school principals from the six government-owned education zones in Enugu State who were chosen from the Executive Members of SBMC at each institution, as well as all of the PA Executives from each of the six education zones, participated in the study. The communities of the 314 schools were represented by a total of 314 principals and 1,435 Parents Association (PA) members. Three experts in the field validated the questionnaire. Two of the professionals came from the Department of Educational Management, while the third came from the Measurement and Evaluation division of the Department of Science and Computer Education. The reliability coefficient of the instrument was calculated using the Cronbach Alpha formula. The instrument's strong reliability was proven by the alpha value, which was found to be 0.86. The study's issues were addressed using mean scores and standard deviation, and the hypotheses were assessed using the t-test statistic at the 0.05 level of significance. The major findings of the study revealed broad consensus regarding the degree of SBMC engagement in the funding of secondary schools in Enugu State. It was proposed that executives of the parents' organization and school administrators take into account fresh ways to pay for the institution's necessities.

Keywords: Participation, school-based management, administration, public secondary schools

Introduction

Education is widely recognized as the preeminent tool for influencing family, community, and societal development. This is so that people's cultures can be passed on from one generation to the next. It acts as a qualitative method of bringing about a change in people's behavior that is largely lasting. The primary tool utilized by many societies to create, maintain, and improve their social equilibrium is the school. It is implied that a community's promising future is significantly influenced by the caliber of its residents' education. Every community needs high-quality

education to make sure that the next generation has the understanding of the community's physical surroundings, its structure, and the necessary skills to carry out everyday tasks, the ability to have fun and be morally upright. This type of education not only enables its recipients to gain from the community, but also equips them to make the biggest possible contribution to the growth of the community (Oyewole, 2006).

The informal system or technique of education was formerly sufficient and appropriate for different groups. However, in the present era, the cultures of the communities are getting more complicated and diversified, and it is no longer adequate and appropriate. It has been stated that efforts to reform the current educational institutions, particularly in the communities, by education authorities, policymakers, administrators, and teachers have made school improvement and school effectiveness a top priority (Igwe, 2004).

A community contains a school. Schools, which are the institution of learning in charge of this responsibility, are where individuals who can not only live effectively but also integrate into their communities and contribute to the economic and social well-being of society as a whole are developed. This presumption is accurate so long as education is used to shape individuals into valuable contributors to society who can engage in social, economic, political, and health spheres. The general level of living in the society will inevitably increase as a result (Mullin, 2005). Head teachers must have a thorough understanding of community needs through close links with groups like the school-based management committee (SBMC) in order for the school to be able to meet the aspirations of the students and community (Denis, 2004).

A comprehensive plan for educational reform is the school-based management committee (SBMC) (Dennis, 2004). Site-based management, local administration of the school, school site autonomy, school-based budgeting, and school-based curriculum development are some of the names used for SBMC, which lacks a consistent definition (Dennis, 2004). Oka (2008) defined school-based management as the delegation of decision-making authority from the district office to specific schools. It also confirms that the move to school-based administration is typically seen as a way to improve student services by improving educational institutions' daily operations and

accommodating a wide range of stakeholders in a busy setting with the aim of increasing academic performance and achievement. No school can operate well without the active engagement of the host community, claims Chike-Okolie (2007), therefore the idea of a link between the school and the community is currently quite popular. In Nigeria's educational system, secondary education has a special significance. In light of the fact that a student's performance at this level affects both their academic and professional careers, this statement is accurate. According to the Federal Republic of Nigeria (FRN 2014), secondary school's main objective is to prepare pupils for further education and fulfilling lives in society when taken in the context of overall location educational aims.

The purpose of secondary education is to produce a generation of people who value hard work and support national unity as well as to give primary school dropouts the chance to complete a quality education, accommodate students' individual talents, preserve Nigeria's cultural heritage, and instill in its students a desire for success and self-improvement both inside and outside of the classroom (FRN, 2013). Obtaining the knowledge, skills, and attitudes necessary for one's own development as well as the development of the nation, laying a strong foundation for further education and training, and promoting peaceful coexistence among the people are some of the goals of secondary school education in achieving its objectives in the development of our nation, according to FRN (2013).

The secondary school system's ability to achieve its goals will depend on how successfully the faculty, students, parents, and host community are managed. However, it is widely acknowledged that one of the main problems affecting secondary education in Nigeria today is the persistently poor performance of students in public exams. The West Africa Examination Council claims that the widespread failure of pupils on public exams has eroded parents' confidence in public schools' ability to deliver high-quality work. As a result, they are requesting that SBMC participate in their pupils' education. It must be made apparent that only high-quality education can accomplish the goals of the National Policy of Education.

Due to host communities, parents, and education stakeholders being shut off from school administration, secondary school pupils perform badly on both internal and external examinations (Dennis, 2004). The community's contributions to achieving educational goals cannot be measured in terms of naira and kobo, claim PA Executives. They put a lot of work into advancing the academic institution. However, this is limited to the degree to which SBMC is involved in the management of secondary schools in Nigeria's Enugu State. Secondary school academic success can be affected by a number of factors. The scope of the SBMC's involvement in financing and discipline will also be carefully investigated as part of the examination.

Many individuals think that finance is what sustains and aids in the goals of the educational sector. According to this notion, a high-quality education incorporates incentives that promote better teaching and learning in addition to more obvious components like classrooms, lecturers, and texts. It is thought that delivering high-quality education requires significant management, technological, and financial resources. Since it is now possible in the high school curriculum of Enugu State, it cannot be properly created and delivered centrally. As a result, it is essential that the SBMC contribute completely to the funding secondary schools in the various areas surrounding Enugu State. Due to its significance in the teaching and learning process, discipline is an issue that cannot be overlooked in contemporary secondary schools. Protecting the safety of educators and students as well as fostering a positive learning environment are the two main purposes of school discipline. These objectives are defeated by serious student misconduct that involves violence or unlawful activity, which usually garners media attention (Adewuji, 2002). Effective school sanctions work to determine misbehaviour while also encouraging responsible conduct and a worthwhile educational experience for all students.

In order to achieve the specific goals of secondary school education in Enugu State, the SBMC has a lot of work to do in instilling discipline in the teachers and pupils. The study and practice of administration are included. It essentially began as a field study in the 20th century. This area of expertise can be linked to the ancient and medieval eras, when people congregated for the completion of various activities (obi, 2003). Such deliberate endeavors were somewhat successful because of the cooperative attitude. According to Okorie (2012), management is a social process

that entails locating, motivating, and overseeing other crucial bodies in order to help them accomplish their stated goals. Williams (2007) defined administration as the process of moving things forward in order to accomplish the specified objectives. According to Ajayi (2007), school administrators in some places refrain from participating parents and the local community in the management of the school out of fear of backlash.

It occasionally occurs for principals to stop using the SBMC for school management. All of these have a propensity to make it more difficult for parents to support the school in delivering a top-notch education to its students. The school and the parents themselves benefit greatly when parents are involved in their children's activities. They stated that schools benefit from the enhanced relationships that frequently result from greater parental involvement. Parents' and the community's increased willingness to provide time and money to the school during fundraisers or special initiatives is a common sign of this connection. Active parental involvement and healthy relationships between the home, school, and community have been shown to have a favourable impact on educational effectiveness and student accomplishment. All of these have a tendency to make it harder for parents to help the school provide its pupils with a top-notch education. When parents participate in their children's activities, both the school and the parents gain significantly. They said that the improved relationships that typically result from greater parental involvement help schools. A typical indication of this relationship is an increase in the community's and parents' willingness to provide time and money to the school during fundraisers or special initiatives. Education effectiveness and student achievement have been demonstrated to benefit from active parental involvement and positive interactions between the home, school, and community.

Statement of the Problem

Many parents and stakeholders in education have argued that SBMCs are not doing their work well. On the other hand, members of SBMCs are crying out that principals of schools are not cooperating with them in the discharge of their work. Principals of schools are complaining that the members of SBMC are interfering too much in their official functions as the Chief Executive of schools. This lack of cooperation is making the administration of the secondary school complex.

This complexity is a result of a variety of issues, including inadequate budget and student and instructor indiscipline. All of these have led to students performing poorly in both internal and external exams, to what extent does SBMCs participate in the management of public secondary schools in Enugu?

Purpose of the Study

This study's primary goal was to ascertain how much SBMC participated in running Nigeria's Enugu State's public secondary schools. In particular, this study aimed to:

1. Determine the extent of participation of the School-Based Management Committee in fundraising for school development;
2. Find out the extent of participation of the School-Based Management Committee in school disciplinary matters.

Research Questions

The investigation was guided by the following research questions;

1. To what extent does SBMC participate in the funding of secondary schools in Enugu State?
2. To what extent does SBMC participate in discipline matters in secondary schools in Enugu State?

Hypotheses

The following null hypotheses were developed as the study's guiding principles and were evaluated at a significance level of 0.05.

H₀₁: There is no significant difference in the mean ratings of parents and principals on the extent of participation of SBMC in funding of secondary schools in Enugu State.

H₀₂: There is no significant difference in the mean ratings of parents and principals on the extent of participation of SBMC on school disciplinary matters of secondary schools in Enugu State.

Method

This study used a descriptive survey research technique, which is appropriate given that it entails gathering information from a sample of the population that is typical of the entire population using a questionnaire as a research tool. Both the parent association (PA) executives chosen from each school's SBMC and the principals of all the public secondary schools in Enugu State's six educational zones made up the study's population. The 1,435 primary executive members of the Parent Association (PA) and the 314 principals served as the communities' representatives for the 314 schools.

A structured questionnaire with the working title Participation of School Based Management Committee in the Administration of Secondary Schools (PSBMCASS) was used as the method for gathering data. The survey's 17 questions are broken up into two groups called clusters. Cluster A only has eight elements, compared to Cluster B's nine. Following are the survey responses, which were graded on a four-point scale: The extent scale consists of very great extent VGE 4 point, Great extent GE 3, Low extent LE 2 point, very low extent VLE 1 point.

Three specialists from Enugu State University of Science and Technology; two in educational management and one in measurement and evaluation, were given the questionnaire to determine the instrument's face validity. They had to carefully consider the study's objectives, research questions, and hypotheses as they evaluated the instrument's precision, sufficiency, and applicability. The researcher used their suggestions and opinions to make the instrument better before using the final iteration to collect data for the study.

The researchers and the research assistants distributed the questionnaire to the respondents. To aid with questionnaire distribution, collection, and delivery to and from respondents, the researcher hired two research assistants. Over the course of a one-day meeting, the researcher instructed the research assistants. They received lessons on how to react to the comments and ask questions in a suitable manner.

The researchers examined the data and achieved the research objectives using mean scores and standard deviation. Averaging the values given for the options made it possible to establish the extent. If the computed mean score was 2.50 or greater, the item was evaluated as being to a big extent, and to a low extent, if it was 2.50 or lower. The criterion means of 2.50: 10/4 were calculated by dividing the total number of response options ((4)) by the weighted options' sum ($4+3+2+1 = 10$). A significance level of 0.05 was chosen to test the null hypothesis using the t-test statistics. According to the decision rule for the hypothesis, the hypothesis is not rejected when the t-calculated value is less than the critical table value but is rejected when it is more than the critical table value.

Result

The results of the study are presented in Table 1 according to the research questions and null hypotheses.

Research question 1: To what extent does SBMC participate in the funding of secondary schools in Enugu State?

Table 1

Funding of Secondary School

Table 1 displays the mean response scores for the respondents, which are all very similar.

s/n	ITEMS	Principals		PA Executives		Dec.
		X	SD	X	SD	
1.	ITEMS	2.84	1.13	2.54	1.02	GE
2.	Encouraging wealthy individuals to donate to the school.	3.11	0.93	2.91	0.98	GE
3.	Paying school fees of children as a group.					
4.	Making financial donations to buy things needed by the School.	3.20	0.93	2.92	0.97	GE
5.	Organizing lunching towards the end of every academic Session.	3.13	0.94	2.78	1.10	GE
6.	Making financial donations for hostels facilities and Staff quarters etc.	2.90	0.93	2.86	1.09	GE
7.	Approving some development levies payable by students So as to maintain the existing infrastructures in the Schools.	2.99	1.03	3.08	0.95	GE
8.	Getting grants from corporate organizations and Donors.	3.02	1.03	2.81	0.97	GE
9.	Need direct governmental funding in the form of a grant or capitation allowance.					
	CLUSTER MEAN	2.99	1.00	2.85	1.01	GE

Principals' mean scores range from 2.84 to 3.20, while PA members' scores range from 2.54 to

3.08. In addition, the cluster means for the executives of the Principals and Parents Associations were 2.99 and 2.85, respectively, and their corresponding standard deviations were 1.00 and 1.01. These suggest that SBMC's assistance in assisting secondary schools in Enugu State has received positive feedback from Principals and Executive Members of Parents Associations.

Research question 2: To what extent does SBMC participate in discipline matters in Secondary Schools in Enugu State?

Table 2
Discipline Matters in Secondary Schools in Enugu State

S/N	ITEMS	Principals			PA Executive.		
		X	SD	Dec.	X	SD	Dec.
1.	Fighting against examination malpractice during internal and external examinations.	2.91	0.94	GE	2.99	0.95	GE
2.	Approving the use of police in quelling major riots in the school such as violent demonstrations.	3.05	0.98	GE	2.95	1.07	GE
3.	Involving in the choice of appropriate students school uniform.	2.79	0.88	GE	2.84	0.96	GE
4.	Attending PA's meeting where crucial disciplinary issues are discussed.	2.82	1.06	GE	2.97	0.88	GE
5.	Fighting against absenteeism from the school during academic hours.	2.83	0.95	GE	2.87	0.93	GE
6.	Stating out different punishments for different offenses.	2.96	0.93	GE	2.85	0.98	GE
7.	Curbing students' lateness	3.03	1.00	GE	2.75	0.97	GE
8.	Collaborating with the school to recommend transfer or removal of any staff found to be encouraging indiscipline in the school.	2.92	1.08	GE	2.69	1.11	GE
9.	Fighting against bullying in school.	2.92	1.18	GE	2.92	0.98	GE

CLUSTER MEAN

2.91 1.00 GE 2.87 0.98 GE

The information in Table 2 demonstrates that all respondents' mean responses were to a large extent. The mean for principals goes from 2.79 to 3.05, while that for PA Executive members is from 2.69 to 2.99. Additionally, the cluster mean scores for the Principals and Parents Association Executive Members were 2.91 and 2.87, respectively, with a standard deviation of 1.00 and 0.98. This suggests that Principals and Parents Executive members have responded favorably to the SBMC's involvement in secondary school discipline issues in Enugu State.

Hypotheses

H₀₁: There is no significant difference in the mean rating scores of Parents Executives and Principals on the extent of participation of school-based management committees in the funding of secondary schools in Enugu State.

Table 3

t-test of significant difference between the mean scores of Parents and Principals on the extent of participation of SBMC in funding

GROUPS	N	MEAN	SD	DF	t-cal	t-crit	Decision
Principals	314	2.99	1.00	458	0.90	1.96	Not rejected
Parents Association Executives	144	2.85	1.01				

Table 3 displays the results of an independent t-test analysis of the mean difference in replies that reveals the extent of SBMC's assistance to secondary schools in Enugu State. The results in Table 3 show that the computed t-value (0.90) was less than the important cutoff (1.96). The underlying theory was left unchallenged. The mean scores of principals and the Executive Members of the Parents Association on the question of how much the SBMC contributes to funding secondary schools in Enugu State do not significantly differ from one another.

H₀₂: There is no significant difference between the mean rating scores of parents' executives and principals on the extent of participation of SBMC in school discipline.

Table 4

t-test of significant difference between the mean rating scores of parents Executives and principals on the extent of participation of SBMC on school discipline matters

GROUP	N	MEAN	SD	DF	t-cal	t-crit	Decision
Principals	314	2.91	1.00	458	0.4	0.96	Not rejected
Parents Association Executives			144 2.87		0.98		

The findings of the independent t-test on the average discrepancy between responses from parents, executives, and administrators about the level of SBMC involvement in school discipline issues are shown in Table 4. Table 4's findings demonstrate that the computed t-value was less than the critical threshold (0.96), which was 0.40. The underlying hypothesis was not refuted. The average assessments of principals and executives of parents associations regarding the degree of SBMC involvement in disciplinary procedures at schools thus show no discernible difference.

Discussion

The results of the survey show that the executives of the Principals and Parents Association strongly supported SBMC's involvement in funding Enugu state secondary schools. In other words, it shows that both Principals and Parent Executive Members were pleased with SBMC's involvement in the funding of secondary schools in Enugu State. The findings back up Kruger's (2011) claim that SBMC interventions are essential for the expansion of extracurricular activities in schools. Given the expansion of schools and the population, it is becoming more difficult for the government to fund secondary education alone. Additionally, it shows how vehemently Principals and Parent Association Executive Members objected to the SBMC's involvement in secondary school discipline issues. In other words, it shows that SBMC's involvement in secondary school discipline received positive feedback from both Executive Members of Parent

Associations and Principals. The findings corroborate Omoregie's (2006) claim that secondary schools fail to enforce discipline. One could argue that the SBMC's intervention in this case will reduce occurrences of discipline-related problems in schools.

Conclusion and Recommendations

The study emphasizes the value of SBMC involvement in secondary school management. The management of schools is getting more and more complicated. Numerous issues, such as insufficient budget and student indiscipline, have led to this complexity. Making secondary school comfortable for the students is something that the government, communities, business organizations, and individuals should help with in order to improve successful school administration.

Based on the findings, the following recommendations were proffered:

1. Principals and Parent Association Executive members should look into new ways of generating funds for effective education delivery in the state.
2. Principals should work hand in hand with the host communities of the secondary schools in Enugu State so as to have peace and violence free in the schools in Enugu State.
3. The Principals should work together with the host communities in fighting examination malpractices during both internal and external examinations.

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