SCHOOL BASED MANAGEMENT COMMITTEE AND IT'S IMPACT ON THE DEVELOPMENT OF BOTH PRIMARY AND POST PRIMARY SCHOOLS IN ILORIN METROPOLIS

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Abstract

The research examines the impact of school-based management committee on the development of schools in Ilorin metropolis. The researcher used descriptive survey to analyze the impact of SBMC on the development of schools. Descriptive survey according to Kochlor 2005 is that typology of research that allows information to be obtained from a representative sample of the population to describe on existing situation. To this end, the population for the study consist forty schools both primary and post primary using simple random technique for selection. Questionnaire was personally administered for the selected schools focusing on the principal, teachers and parents study shows that the existence of SBMC some had a great impact on the development of schools basically in terms of monitoring and provision of schools' materials to improve teaching and learning. Consequently, the committee is not free from many challenges among of which is lack of proper sensitization programs to enable them acquainted with their roles and expectations.

Keywords: school, development, management, committee

Introduction

The need to improve quality and standard educational system in Nigeria schools, birth to the concept of community participation in schools management. School based management became the main theme for restructuring of public schools and assurance of educational quantity in many parts of the world (Osei-Owusu, 2012) School based management governance is a focus aimed at improving quality through localization of education delivery. It refers to the global friends of enhancing quality of instruction, strengthening and decentralize decision making and mobilizing local resources for sustaining improvements. The problems of poor quality and poor quantity of education in centralized and local governance in developed and developing countries. Adeolu et. al (2013) established the fact that school-based

management is the process of devolution of power and authority to significant stakeholders to perform statutory responsibilities in the administration, monitoring, enumeration and review of education policy. Decentralizing school management is very essential to improve local community participation who are the closest agents to the school environment.

The idea of introducing the school-based management committee into the management of the school is a global trend; Thailand, Argentina, Mexico, Qatar, Kenya, Iran, Indonesia and Nigeria have adopted the measure to improve their primary education system with varying objectives and different expected result (Alabi, 2013).

With regards to Nigeria experience, the establishment of the body is set to achieve the following objectives:

- Monitor staff with regards to attendance at school and effectiveness in curriculum delivery
- To sensitized and mobilize parents on enrolment, attendance and retention of their words in schools
- Monitor the school's physical facilities to ensure proper maintenance
- To assist in the procurement of earning and teaching materials
- Report to local government education authority LGEA) regularly on school development
- Ensure the security of human/ material recourses and render an annual statement of accounts, expenditure and identify staff requirement (Prew, 2009)

According to Shah (2009), School management is now becoming a worldwide movement towards autonomy for shared decision making and partnership within the school community, to achieve school improvement

Statement of the problem

The task of providing quality education for the citizenry is highly demanding and requires a robust capacity of the school management/administration in curriculum implementation so that the education aims and objectives can be achieved (Shemane, 2010). This situation calls for an improvement in the school management system approach in practice over the years, management of secondary schools has internally fell specifically in the aids of principals as the key actors and PTA who only gives the support to the principals as a result of their level of education and in many occasions members of the PTA are aged people who do not have exposure in taking the challenges in the schools and this among others prompted the establishment of SBMC whose members cut across the school representatives, parent, youths in the community and government representatives from quality assurance. To this end, this paper seekers to examine so far, the

impact of the SBMC in selected schools in Ilorin metropolis how they have fare in current time and the challenges they faced.

Objective of the Study

The general objective of this works is to access the need for the establishment of school-based management.

While the specific objectives are as follows:

- To access the problems confronting basic schools in Kwara State;
- To access the impact of School based management committee on school development

Research Question

- What are the problems confronting basic schools in Kwara State?
- What is the impact of School based management committee on school development?

Research Hypotheses

- There is no significant relationship between the problems confronting basic schools in Kwara state and the establishment of school-based management committee (SBMCS)
- There is no significant relationship between the impact of School based management committee and development of basic school in Kwara State

Literature Review

The federal government of Nigeria has recently introduced school-based management committee (SBMCS) in every primary and junior secondary school in Nigeria. School based management committee is recognized as available tool for promoting effective community participation, commitment, transparency, accountability, support services and best principles in school planning, quality service delivery and learning overtime (Adeolu & Williams, 2013)

School based management committee has been described by Cheng (1996) cited in Ogundele and Adelabu (2015) as a task-set, recording to be the characteristics and needs for school itself where school members have much greater autonomy and responsibilities for the use of resources to solve problems and carry out effective education activities in the long-term development of the school

The institutionalization of SBMC concept informed the need for the development of national school-based management policy (NSBMP) to fast track the realization of qualitative education in Nigeria (Pushpanadham, 2000)

Consequently, the NSMBP was initiated and developed by the federal ministry of education in collaboration with its parastatals especially the universal basic education (UBEC) and national institute of Educational planning and administration (NIEPA).

School base management policy as one of the educational reform initiated by the government became more popular in the late 90's in the united states as the nation was at the

risk of delivering qualitative education for the American children seriously lagging behind when compare to the international students of equal age and grade in academics (Pushpanadham, 2000), and this, among other reasons, lead to the adoption of SBMC as part of the intervention strategies to improve the quality of education in many schools and states.

The Need for School Based Management Committee in Public Schools

School based management committee involves decentralization of authority from the government to the school level. School based managements are formed to improve the government structures and a form of decentralization that identifies the individual schools as primary unit of improvement and the distribution of decision-making authority as a means through which improvement are stimulated and sustained (Shatkin & Gershberg, 2013). This simply means availability of school-based management operation transfer the authority and responsibility of schools from government who are the principal owner of the school to the school principals, teachers, and other selected committee members.

Thus, attainment of better and qualitative education is not all about physical input such as, school structure, teachers, textbook etc. but must also include incentive that will promote better instruction and learning and the SBMCs work is to increase community involvement in education and help to improve the quality and effectiveness of schools' programmes.

The SBMC provides a way of helping the education authority to listen to what adult and children want from schools, and a way of increasing the contributions of everyone in the local area of making education work well.

Antonowicz (2010) highlights the following as some of the reasons for the existence of SBMC;

-shall monitor the functioning of school, prepare and recommend school developmental plan;

- monitor the utilization of grants received from state government to local authority

- Ensure the enrolment and continued attendance of all the children from the neighborhood
- Bring to the notice of the local authorities any deviations from the rights of the children in particular mental and physical harassment of children, denial of admission and timely provisions of entitlement.
- SBMC will bring positive effects on the school outcomes in area such as best scores or graduation rates since stakeholders can now hold the school administrators accountable for the "output" that they produce.

Impact of SBMC in the Development of Education

A Developed Environment/states is such that gives adequate priority to his education sector which is regarded as the bedrock of every society consequently the impact of SBMC will be reviewed in two areas; its impact on the academic performance of students and its impact on the structure and the organization of the school environment.

Academically, student performance depends on effective operation of the school management as it serves as a building block for school and community partnership in the governance of the school which include, tremendously, the performance of the student both in the class room and in the external examinations such as common entrance and junior WAEC examinations.

However these school level actors have to conform with the set of government policies in their operation since the school is built by the government.

Involving community stakeholders, parents and others in the administration of the school will not only improve the academic standard of the school but will equally improve the reputation of the school since parent will want the best for their children. Old student will equally play their part as they too will want good reputation for the school they have once attended.

Membership of the School Based Management Committee:

School based committee comprises of different members ranging from hierarchy of position and power i.e. how much decision-making power the processes and over worth aspect of education.

- Administrative members: Thus comprises majorly of the school principal as the key authority
- Professional members: This comprises of the representative of the teachers.
- Community representatives: This comprises of the members of local community such as parent and old students who have the sole division.
- Civil Society groups, students alumini etc. thus in certain models of school principal is upword to the ministry which hold them responsible for providing service to the clients have put the policy makers in power and so have the ability to hold them accountable for their performance.

Methodology

Descriptive surveys method was used for the collection of data. This method is chosen for it's ability to collect comprehensive, cost effective and generalized data from large populations, identify trends, support decision making for insight.

The researchers made use of 250 respondents drawn from the population for the study.

Questionnaire was the instrument employed to investigate the study. The instrument was reliable because while computing the data generated 0.89 was obtained as coefficient and

this is very closed to 1 and has such the instrument is confirmed reliable

Results

Research question one: What are the problems confronting basic schools in Kwara State?

Table 1: Summary of mean ratings on the problems confronting basic schools in Kwara State

Items	Mean	SD	Remark
1. lack of proper governance	3.38	0.598	high
2. structure not set properly	3.31	0.590	high
Grand Mean	3.345	0.594	High Benchmark = 2.50

Table 1 revealed the mean scores of the respondents on the problems confronting basic schools in Kwara State. The table showed that lack of proper governance (Mean = 3.38, SD = 0.598) and structure not set properly (Mean = 3.31, SD = 0.590). On the overall, the grand mean revealed that resources available for teaching and learning of business education subjects (Mean = 3.35, SD = 0.60) since the mean average score was greater than 2.50 which is the bench mark for high for high and low indication. This signifies that all the above are the problems confronting basic schools in Kwara State.

Research question two: What is the influence of School based management committee on school development?

Table 2: Summary of mean ratings on the influence of School based management committee on school development

Items	Mean	SD	Remark
1. Academically student performance effective	3.59	0.507	Agreed
2. manage transparently which reduce corruption	3.32	0.789	Agreed
3. promoting good managerial status	3.34	0.518	Agreed
Grand Mean	3.416	0.604	Agreed
Benchmark = 2.50			

Table 2 revealed the mean responses of the respondents on the influence of School based management committee on school development. The table showed that Academically student performance effective (Mean = 3.59, SD = 0.507), manage transparently which reduce corruption (Mean = 3.32, SD = 0.789), promoting good managerial status (Mean = 3.34, SD = 0.518). On the overall, the grand mean showed that material resources influencing the teaching and application of business education (Mean = 3.42, SD = 0.60) was above the bench mark of 2.50. This signifies positive influence of School based management committee on school development.

Hypothesis 1: There is no significant relationship between the problems confronting school based management committee (SBMCS) of basic schools in Kwara State.

Table 3: Relationship between the problems confronting and school-based management committee (SBMCS) of basic schools in Kwara State

Variable	N	Mean	SD	Df	Calc. rvalue	Critical rvalue	Decision
Problems confronting	250	54.5400	3.95	248	0.703*	0.116	Rejected
SBMCS	250	27.5100	2.44				

Table 3 shows the relationship between problems confronting and school-based management committee (SBMCS) of basic schools in Kwara State. Based on the analysis of the results, it indicated that the calculated r of 0.703 is greater than the critical r of 0.116at 0.05 level of significance. Thus the hypothesis is hereby rejected. Meaning that, there is a significant relationship between the problems confronting and school-based management committee (SBMCS) of basic schools in Kwara State.

This support the view of (Adeolu & Williams, 2013), that there is a significant influence between problems confronting and school based management committee (SBMCS) in public secondary schools.

Hypothesis 2: There is no significant relationship between the influence of School based management committee and school development in Kwara State

Table 4: Relationship between the influence of School based management committee and school development in Kwara State

Variable	N	Mean	SD	Df	Calc. rvalue	Critical rvalue	Decision
influence of SBMCS	250	27.5100	2.44				
				248	0.331*	0.116	Rejected
school development	250	16.6000	1.61				

Table 4 shows the relationship between the influence of School based management committee and school development in Kwara State. Based on the analysis of the results, it indicated that the calculated r of 0.331 is greater than the critical r of 0.116at 0.05 level of significance. Thus the hypothesis is hereby rejected. Meaning that, there is a significant relationship between the influence of School based management committee and school development in Kwara State.

This support the (Alabi, 2013) that School based management committee contribute significantly to the school development in public secondary schools.

Conclusion

Given the myriad of the problems confronting basic schools in Kwara State. Most of which are one way or the other linked to lack of proper governance, structure to not only set, goals but also ensure that such schools are achieved by the school management. The restoration of the SBMC to schools will no doubts provide a platform with which the states will be able to engage other key stakeholders to work effectively in solving contentious.

Contentious issue that are beddilling the school. The world over, SBMCs are becoming very popular movement and they come in different forms and/or are used to achieve different purposes but irrespective of the purpose of which they meant to serve. School based management committee has a positive influence on school development will be of benefit to the committee to be adequately monitor and supervised the activities of teachers to ensure their level of productivities and improve learning activities.

Recommendations

Based on the finding of the studies, it was concluded that school based management committee influenced teaching and learning hence, leading the development of the learners due to the cooperation among its members i.e. the principal representative of the teacher, parents and community youth. The following recommendation were suggested for further and improved activities of the body:

Government should provide measures to evaluate the success of the body and make available in the secondary schools committee that can make their school better.

Adoption of friendly relationship measure by the principal to attract community participation in the school activities.

The government at all level be it federal, state and local government should organize trainings workshop, seminars and conferences for principals of school base management.

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