



## Assessment of School-Based Management Committees on Administration of Post Basic Schools in Nassarawa Educational Zone of Kano State, Nigeria

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### Abstract

*The study investigates the 'Assessment of School-Based Management Committees (SBMCs) on Administration of Post Basic Schools in Nassarawa Educational Zone of Kano State, Nigeria'. The specific objective of the study was to investigate the impact of SBMCs participation in administration of post basic schools in Nassarawa Educational Zone of Kano State. Using a quantitative approach, the study surveyed a total of 198 respondents, that constituted the purposely selected eleven (11) Schools derived from the eleven (11) wards of Nassarawa local government. Data for the study was collected using researcher made questionnaire. The data collected was analyzed using descriptive statistics. Findings reveal that where functional SBMCs existed, they significantly improved administration particularly in areas of school decision-making, infrastructure development and resource mobilization. Nevertheless, some challenges continue to hinder the existing functional committees from achieving their full objectives. The study identified inadequate engagement of community members in the schools' administration, poor communication within and outside committees, insufficient resources and sources of funds among others. Based on the research findings, the study recommended that both state and local governments should ensure that each school has a functional SBMC in operation. The governments at all levels should try to strengthen SBMCs relationship with the school principals, as well as the local education authorities. Government should provide capacity building training for the members especially on resource management and allocation, as well as on advocacy to build partnership with NGOs, Local Education Authorities and other community-based organizations (CBOs) to improve their Effectiveness.*

**Keywords:** Educational Administration, School-Based Management Committee, Community Participation and Post-Basic Schools

### Background of the Study

Humanity and Education are like two side of the same coin. They are not only inseparable but complement one another. The children of a community in which schools are established constituted the schools' population. Therefore, if members of the community are engaged in running the school activities they can contribute immensely towards the growth and development of such schools. Thus, to arrive at the successful attainment of an inclusive process of basic education administration and management, all stakeholders in basic education schools have to participate in their respective School Based Management Committees SBMCs. Understanding the importance of community participation in educational institutions, made the Federal Government of Nigeria, (2004) to declared in its National Policy on Education that the administrative machinery will be based on effective line of communication between local community and the state on the other hand, and National machinery for policy and implementation on the other hand. Eze & Nwanko, (2018) pinned that They (teachers) contribute their expertise and experience to decision-making processes related to curriculum development, teaching methodologies, students' assessment and professional development opportunities. Tshabalala, (2006), pinned that community participation is one of the key factors to determine the success of schools' effectiveness. Ememe, (2014) believed that, setting up a proper functioning of SBMC is very central to the attainment of an all-inclusive process of basic education administration and management and the successful implementation of the Universal Basic Programme in Nigeria. Iyamu and Aduwa, (2004) opined that a school could be regarded as effective if its students exhibit proficiency in reading, writing and computational skills, practical and vocational skills, exhibit the desire level of knowledge in the



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curriculum, and perform good in their examination. According to Anyanwu, (2020) parents and guardians are crucial stakeholders in the School Based Management Committees SBMC for enhanced governance of public senior secondary schools in Rivers State. However, one prominent issue is lack of clarity regarding the roles and responsibilities the SBMC members (Ogundele, 2022). He argued that ambiguity in delineating duties can lead to confusion and inefficiency in decision-making processes, hampering the overall governance structure of the schools.

The National Council on Education (NCE) mandated all basic education schools in Nigeria to set up a school-based management committee (SBMC) comprising of adults and youths to assist in both planning and management of the school and provide a conducive environment to the local community where the school is located (UNICEF/FME, 2005). Though SBMCs were established virtually in all schools only a few were reported to have operated effectively (UNICEF, 2012). This could be as a result of unclear roles and responsibilities among School Based Management Committee (SBMC) members that present a significant challenge in enhancing governance within public senior secondary schools (Akpomi, 2022). However, some related studies have reported relatively progress made by few SBMCs in Nigeria (Pinnock, 2012; UNICEF, 2012). In Nigeria, Education has been receiving inadequate support from both the governments and members of the communities in which the schools are established. Hence, the schools continue to face several problems such as inadequate funding, poor or low community involvement especially in decision making, poor or inadequate infrastructure, high rate of students' dropout from schools, as well as students' poor academic performance. Globally, the world has been calling for quality assurance delivery in educational system. Such demand led to the formation of School Based Management Committees (SBMCs) in many countries in the world. For instance, similar committees were instituted in Australia, United Kingdom and Canada, Hong Kong (China) in response to the call made for educational reforms process (Anukum Okunamiri and Ogbonna, 2010). In Nigeria, the National Council of Education (NCE) inaugurated SBMC policy in the year 2006. The committee shall consist of 12 to 19 members, which among others include traditional leaders, members of civil society organizations, members of (PTA) parent-teacher associations, youth organizations, schools' old-boys associations, and faith-based organizations etc. The committees consist of 6 to 7 female (about 42%) as part of the total population. The NCE, directed all schools to establish such committees, to ensure enabling environment for the participation of members of the local communities in the management of the basic and post basic schools in all the states. This helps to decentralize authority from the government to other relevant stakeholders particularly concerning enhancing education-quality-assurance delivery at the level of community. The members tenure, range from one (1) to two (2) years, while its meeting is usually twice in a term (Ayeni and Ibukun, 2013).

Thus, the establishment of SBMCs in Nigeria, was aimed at allowing the individual persons to partake in managing the school resources, mobilizing community support, enhancing parental involvement, and improving the general schools' administration. But the SBMC members often require training on various aspects of the school management, including financial management, conflict resolution, and policy implementation. Despite the importance of SBMCs' participation in the improvement of post basic public education schools in Nigeria, there is not enough research study conducted that investigate on the effectiveness of SBMCs' participation in enhancing administration in Post Basic Public Education schools. Hence, this study intends to investigate the effectiveness of SBMCs' participation in administration of Post Basic Public Education Schools in Nassarawa Educational Zone in Kano State, Nigeria. The study specifically aimed to identify the factors that influence SBMCs' effectiveness in the administration of post basic education schools, and examine the several challenges facing the educational community participation committees termed as (SBMCs) in enhancing schools' administration.

### **Statement of the Research Problem**

School-Based Management Committees (SBMCs) were established in Nigeria to promote effective community involvement in school management particularly in the education decision-making processes. However, the same problem of lack of involvement of community members in the administration of post basic schools continue. This was postulated by UNICEF, (2012) that, though SBMCs were established virtually in all schools only a few were reported to have operated effectively. Therefore, the same ineffectiveness of community participation in management and decision-making processes continue in post basic schools. Tshabalala, (2006), pinned that community participation is one of the key factors to determine the success of schools' effectiveness. Ogundele, (2022) argue that, one prominent problem is lack of clarity



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regarding the roles and responsibilities of the SBMC member. Which, resulted to inadequate provision of instructional materials, poor decision-making, poor students' academic performance, limited resource mobilization and utilization, as well as inadequate infrastructure development in post basic school activities. The study intends to Investigate the 'Assessment of SBMCs on the Administration of Post Basic Schools in Nassarawa Educational Zone of Kano State, Nigeria'. Where specifically it aims to identify the factors that influence SBMCs' effectiveness in the administration of post basic schools, and examine the several challenges facing the SBMCs participation in enhancing administration in Nassarawa Educational Zone of Kano State, Nigeria.

### **Objectives of the Study**

The specific objectives of the study are;

1. To assess the Effectiveness of school-based management committees (SBMCs) in enhancing administration in post basic public education schools in Nassarawa Educational Zone, Kano State.
2. To identify the Challenges faced by SBMCs in enhancing administration in post basic public education schools in Nassarawa Educational Zone, Kano State.
3. To explore the Perceptions of stakeholders such as teachers, parents, community leaders, and other members of the SBMCs on community participation in administration of post basic public education schools in Nassarawa Educational Zone, Kano State.
4. To provide Strategies for improving the effectiveness of SBMCs in enhancing administration in Post Basic Public Education Schools in Nassarawa Educational zone, Kano State.

### **Research Questions**

- RQ<sub>1</sub>. How effective are school-based management committees (SBMCs) in enhancing administration in post basic public education schools in Nassarawa Educational Zone, Kano State?
- RQ<sub>2</sub>. What challenges do SBMCs face in promoting administration in post basic public education schools in Nassarawa Educational Zone, Kano State?
- RQ<sub>3</sub>. What are the perceptions of stakeholders such as teachers, parents, community leaders, and other members of the SBMCs on community participation in administration of post basic public education schools in Nassarawa Educational Zone, Kano State?
- RQ<sub>4</sub>. What strategies can be implemented to improve the effectiveness of SBMCs in enhancing administration of post basic public education schools in Nassarawa Educational Zone, Kano State?

### **Methodology**

Survey research design was employed in the study. The population of the study, comprises all the 18 constituent members of the SBMCs in the eleven (11) selected schools in the educational zone which constituted (a total of one hundred and ninety-eight (198) respondents in Nassarawa Educational Zone of Kano State. The sample size of the study population (198) consists each of the SBMC members drawn from the 11 selected post basic schools in the Educational Zone. The educational Zone has a total number of twenty-six (26) post basic schools, out of which seventeen (17) are Government Girls while, nine (9) are Government Boys. Random sampling technique was employed in the selection of the eleven (11) post basic schools. Whereby one (1) school is selected in each of the eleven wards randomly from the Educational Zone. A self-designed questionnaire with 20 items was used for data collection. The questionnaire was titled "Assessment of School-Based Management Committees on Administration of Post Basic Schools in Nassarawa Educational Zone". The questionnaire was structured in a modified five-point likert rating scale. The validity of the instrument was established by experts in Sa'adatu Rimi College of Education, Kumbotso. The reliability of the instrument used was obtained using Cronbach's Alpha Reliability Test with a sample of 36 respondents drawn from two different schools (GGASS Kawaji and GSSIS Dakata), in Nassarawa Educational Zone. The reliability coefficient of the instrument is 0.75. The research instrument was administered by the Co-PI (Assistant Principal Investigator), with the help of one teacher that assisted in each of the eleven (11) selected schools in Nassarawa Educational Zone. The analysis of the '198' retrieved questionnaires was carried out with the help of statistical package for social sciences (SPSS). Of which, mean and standard deviation was employed in analyzing the data.



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### Presentation of Results

The results of the study are presented in line with the research objectives using descriptive statistics. Frequency counts and percentages were employed to show the distribution of responses, while mean scores were used to determine the central tendency of items measured on the Likert scale having a mean score  $\geq 3.50$  indicating that the respondents generally agreed with the statement. The results are presented in tabular form for clarity which was followed by an interpretation of the findings.

### Answers to the Research Questions

**Research Question I:** How Effective are SBMCs in enhancing Administration in post basic education schools in Nassarawa Educational Zone, Kano State?

**Table 1:** Effectiveness of SBMCs in enhancing Administration in post basic education schools in Nassarawa Educational Zone.

Item Statements	SA		A		UD		DA		SD		Mean Scores
	F	%	F	%	F	%	F	%	F	%	
1. There is enough provision of instructional materials (textbooks, chairs and desks, and computers) in our secondary school due to SBMC roles.	07	4	35	18	25	13	74	37	57	29	2.298
2. SBMC is participating effectively in decision-making process that benefit the school.	07	4	37	19	28	14	68	34	58	29	2.429
3. Teachers provide enough support to help students achieve their respective academic goals.	15	7.6	69	35	37	19	50	25	21	11	2.974
4. There is adequate parental involvement in most of our respective secondary schools.	01	0.5	29	15	33	17	59	30	76	38	2.090
5. Students feel safe and secure in our secondary school due to the roles play by SBMC.	09	4.5	53	27	38	19	69	35	29	15	2.914

The above table provide computed responses on the effectiveness of SBMCs in enhancing Administration in post basic education schools in Nassarawa Educational Zone, Kano State. From the table, computed responses shows that the school-based management committees (SBMCs) were perceived as minimally effective in enhancing school administration across key dimensions. Specifically, the provision of instructional materials ( $M = 2.298$ ) and parental involvement ( $M = 2.090$ ) both fall well below the neutral threshold of 3.0, indicating general disagreement among respondents regarding SBMCs' effectiveness in these areas. Similarly, SBMC participation in decision-making processes ( $M = 2.429$ ) and perceptions of students' safety due to SBMC activities ( $M = 2.914$ ) were rated low. Teacher support for students ( $M = 2.974$ ) was rated close to neutral, suggesting a relatively stronger but still insufficient performance. These findings collectively imply that SBMCs have not yet achieved substantial influence in driving positive administrative outcomes.

**Research Question II:** What Challenges do SBMCs face in promoting Administration in post basic education schools in Nassarawa Educational Zone, Kano State?

**Table II:** Challenges face by SBMCs in promoting administration in post basic education schools in Nassarawa Educational Zone.

Items statement	SA		A		UD		DA		SD		Mean Scores
	F	%	F	%	F	%	F	%	F	%	



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6. Excessive bureaucratic processes limit SBMC decision-making and other actions in school administration.	27	14	70	44	53	27	18	9	30	15	3.505
7. There is ineffective leadership and poor communication among the SBMC members, teachers, school administrators and local community members.	34	17	119	60	11	6	23	12	11	6	3.717
8. SBMCs have insufficient financial resources and sources to support secondary school development activities.	36	8	74	37	41	21	42	21	5	3	3.474
9. Teaching staff shortage, limited SBMCs activities in promoting students' educational achievements.	55	28	77	39	33	17	12	6	21	11	3.671
10. Poor participation and engagement by parents/guardians in school decision-making form challenges.	72	36	67	34	34	17	17	9	8	4	3.899

Table 2 provided computed responses on the challenges facing the SBMC in promoting Administration in post basic education schools in Nassarawa Educational Zone, Kano State. From the table, computed responses provided the key challenges undermining SBMC performance. Notably among the challenges were poor parental engagement (M = 3.899) which emerged as the most critical barrier. This was followed by ineffective leadership and communication (M = 3.717) and teacher shortages (M = 3.671) which were also strongly endorsed as impediments across the respondents. Bureaucratic constraints (M = 3.505) and financial limitations (M = 3.474) further restrict SBMC capacity to achieve administrative goals. In overall, based on the obtained results, it could be deduced that the SBMCs are facing series of challenges which hampers their effectiveness towards the promotion of Administration in post basic education schools in Nassarawa Educational Zone, Kano State.

**Research Question III:** What are the Perceptions of Stakeholders such as teachers, parents, community leaders, and other members of the SBMCs on Community Participation in Administration of post basic education schools in Nassarawa Educational Zone, Kano State?

**Table III:** Perceptions of Stakeholders of the SBMCs on community participation on administration of post basic education schools in Nassarawa Educational Zone.

Items	SA		A		UD		DA		SD		Mean Scores
	F	%	A	%	F	%	F	%	F	%	
11. Attendance of school meetings and events by SBMC and community members improve school administration.	37	19	113	57	21	11	20	10	7	4	3.772
12. Contributions of community members in school administration improve the school development projects.	45	23	96	49	42	21	10	51	5	3	3.838
13. SBMC participation influence school policy decisions more often.	24	12	88	44	46	23	29	15	11	6	3.429
14. Parents participation in school administration improves student academic performance	47	24	80	40	26	13	41	21	4	2	3.631
15. Community leadership play important role in improving school administration.	37	19	98	50	33	17	17	9	13	7	3.651

The above table provides the computed responses on the perception of stakeholders on SBMC on community participation on administration of post basic education schools in Nassarawa Educational Zone, Kano state. From the table, computed response indicated that stakeholders generally perceive community participation as valuable in enhancing school administration. Attendance at school meetings (M = 3.772) and contributions to development projects (M = 3.838) received strong endorsement. Parents' participation in promoting students' academic performance (M = 3.631) and the role of community leadership in improving administration (M = 3.651) were also positively rated. However, the relatively lower



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mean score for SBMC influence on school policy decisions (M = 3.429) suggests that while community participation is recognized as beneficial, its translation into meaningful policy impact remains weak.

**Research Question IV:** What Strategies can be implemented to improve the effectiveness of SBMCs in enhancing Administration in post basic education schools in Nassarawa Educational Zone, Kano State?

**Table IV:** Strategies to improve the effectiveness of SBMCs in enhancing administration in post basic education schools in Nassarawa Educational Zone

Items	SA		A		UD		DA		SD		Mean Scores
	F	%	F	%	F	%	F	%	F	%	
16. Enhancing the capacity of SBMC members in planning, decision-making process, and budget formulation and tracking, can improve school administration.	67	34	81	41	35	18	10	5	5	2.5	3.984
17. Strengthening relationship between SBMC and officials of Local Education Authority, School Administrators and Teachers can improve school administration.	64	32	85	43	31	16	12	6	6	3.0	3.954
18. Providing training to SBMC members on resource management and allocation can improve school administration.	54	27	121	60	12	6	8	4.0	3	2	4.186
19. SBMC can build partnerships with local organizations and businesses to support school development projects.	67	34	85	43	28	14	14	7	4	2	3.994
20. Establishing regular meetings with teachers, parents, and community members to share information and feedback.	59	30	86	43	18	9	27	14	8	4	3.808

The above table provides computed responses on the strategies to improve the effectiveness of SBMCs in enhancing administration in post basic education schools in Nassarawa Educational Zone, Kano state. From the table, it could be observed that all the proposed strategies that could enhance the effectiveness of the SBMS in enhancing administration were strongly endorsed, with mean scores ranging between 3.808 and 4.186. Further analysis revealed that training SBMC members on resource management and allocation (M = 4.186) was the highest-rated strategy, indicating stakeholders' prioritization of financial capacity-building as a critical solution. Other strongly supported strategies included enhancing SBMC capacity in planning and budgeting (M = 3.984), strengthening relationships with education authorities and administrators (M = 3.954), and establishing partnerships with local organizations (M = 3.994). Regular meetings with parents and community members (M = 3.808) were also recognized as important, though rated slightly lower relative to other strategies. Based on the obtained result, it could be said that a number of strategies could enhance the effectiveness of SBMC in school administration in Nassarawa Educational Zone, Kano state.

### Discussion of Findings

This study examined the effectiveness of school based-based management committees in administration of post basic public education schools in Nassarawa educational zone, Kano state. The objectives of the study were to assess the effectiveness of SBMC in enhancing administration, identify the challenges faced by the SBMCs, assess the perception of stakeholders on community participation in the administration of post basic public education schools and lastly suggest strategies that could enhance the effectiveness of SBMCs in enhancing administration in Post Basic Public Education Schools in Nassarawa Educational zone, Kano State.

The findings of this study revealed that the SBMCs are not perceived as highly effective in administrative domains such as instructional resource provision, parental involvement, and decision-making. These results are consistent with earlier studies which reported that SBMCs in many developing contexts struggle with inadequate capacity and lack of clear operational guidelines as pinned by Ogundele 2022; that the lack of clarity regarding the roles and responsibility is one of the prominent issues of SBMC members. Similarly, Akpomi 2022, pinned that unclear roles and responsibilities among School Based Management Committee (SBMC) members present a significant challenge in enhancing governance within public senior secondary schools. The finding that teacher support was rated relatively higher, though still close to neutrality,



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may indicate that teachers exert more direct influence on students' academic experiences than SBMCs themselves. This finding was equally in line the work of Eze & Nwanko, 2018, that teachers contribute their expertise and experience to the decision-making processes related to curriculum development, teaching methodologies, students' assessment, and professional development opportunities. With regards to the challenges faced by the SBMCs, the study specifically identified poor parental engagement as the most significant barrier. This finding is consistent with the work of (Anyanwu, 2020) that parents and guardians are crucial stakeholders in School Based Management Committee (SBMC) for enhanced governance of public senior secondary schools in River State. He pointed that, they play a vital role in mobilizing support for educational initiatives and advocating the allocation of resources to improve the quality of education provided by the schools. Thus, parental involvement is noted as a critical determinant of effective school governance. The prevalence of ineffective leadership and poor communication within SBMC structures resonates with the observations of (Okafor, 2017) who postulated that issues such as unclear roles and responsibilities, limited community engagement, resource constraints, and policy challenges within SBMC can lead to governance ineffectiveness. Because when SBMCs are facing such challenges, the decision-making processes may become disjointed, and accountability mechanisms may be compromised, resulting in governance structures that fail to address the diverse needs of the school community adequately. Furthermore, a reported financial limitations and bureaucratic bottlenecks reflect systemic problems highlighted by (Nwansu, 2013) who argued that establishing mechanism for resource mobilization and equitable allocation ensures that SBMCs have access to the necessary funds, infrastructure, and educational materials to carry out their responsibilities effectively. It means that decentralization reforms often devolve responsibilities to local bodies without adequate equipping them with resources.

On the other hand, the study portrays a positive perception of SBMCs on community participation in that all the stakeholders recognize the value of community contributions. The relatively high ratings for attendance at meetings and community-led contributions was in line with the work of (Maina, Mohammed & Adeola 2020; UBEC, 2011); who pinned that SBMC is a channel for bringing resources from community into school, a way of getting a better flow of government resources to schools, as well as the linkage between government, school and community. This emphasized that community engagement can foster accountability and resource mobilization. Nevertheless, the moderate perception of SBMC influence on policy decisions suggests a disconnect between community efforts and institutional decision-making. This finding was consistent with work of (Onyene, 2019) who pinned that SBMC governance often faces challenges due to inconsistencies in policy frameworks at the state and federal levels. By extension, lack of harmonization between policies may result in conflicting mandates and guidelines for SBMC, causing confusion and hindering their ability to implement governance initiatives effectively. With regards to the strategies that could enhance the effectiveness of the SBMCs on school administration, the study identified training in resource management as the most important strategy. This submission was in line with that of Okonkwo, (2018) that SBMC members often require training on various aspects of school management, including financial management, conflict resolution, and policy implementation.

Similarly, the emphasis on partnerships with local organizations corroborated the work of (Udeh, 2020). He postulated that many SBMC encounter difficulties due to a lack of institutional support from educational authorities and government agencies. That inadequate guidance and assistance from relevant institutions can leave SBMC feeling isolated and ill-equipped to address governance challenges. This demonstrated that partnerships broaden the financial and social base of school governance structures. The endorsement of regular meetings as a strategy also reflects best practices in participatory governance, where transparency and accountability are promoted through frequent stakeholder engagement. This finding was in line with the work of Adegoke, (2013), that developing structured programs to engage parents, community leaders, and stakeholders can foster collaboration and ownership in school governance initiatives. Programs like regular meetings, workshops, and forums provide platforms for meaningful dialogue and input from diverse perspectives.

Conclusively, the study highlighted that SBMCs are perceived as weak in practice but stakeholders remain optimistic about their potential. This optimism may derive from the recognition that community-based structures are inherently closer to the realities of schools than centralized authorities. However, without systematic reforms particularly in areas of capacity building, financial empowerment, and leadership training the gap between potential and actual performance is likely to persist. The findings thus underscore the importance of aligning community enthusiasm with institutional support mechanisms, as recommended by recent studies on decentralized educational governance.



## Conclusion

The study concludes that while community participation in education is valued and perceived as beneficial, SBMCs have not yet attained significant effectiveness in enhancing school administration. Their influence is curtailed by challenges such as parental disengagement, leadership weaknesses, insufficient financial resources, bureaucratic hurdles, and teacher shortages. However, stakeholders clearly articulated practical strategies particularly in capacity building and financial management that, if implemented, can substantially strengthen SBMC contributions. Thus, the findings highlight both the weaknesses and opportunities for improving SBMC operations in the educational sector.

## Recommendations

Based on the findings, the following recommendations were made:

1. There should be a holistic capacity building to SBMC Members to enhance their managerial competencies in areas such as planning, budgeting, decision-making, and resource management.
2. To address the challenges facing the SBMC in promoting Administration in post basic education schools in Nassarawa Educational Zone, Kano there is the urgent need for sensitization campaigns, parent–teacher forums, and flexible meeting arrangements to strengthen parental involvement.
3. The local education authority should as a matter of urgency device means that would reduce all bureaucratic constraints and strengthening of institutional Support. This will enable SBMCs to function more effectively and responsively in promoting school administration.
4. The SBMCs should develop formal partnerships with local businesses, community organisations, and non-governmental agencies to augment financial and material resources. Such collaborations will mitigate funding constraints and reinforce community ownership of school development.

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