



SCHOOL-BASED MANAGEMENT COMMITTEE AND BASIC EDUCATION EFFECTIVENESS IN ZING LOCAL GOVERNMENT AREA OF TARABA STATE, NIGERIA

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Abstract

This research investigated the nexus between school-based management committee (SBMC) and basic education effectiveness in Zing Local Government Area of Taraba. Three research questions were formulated to guide the study. Descriptive survey research design was adopted in the study. The sample for the study comprised of 120 respondents consisting of 20 principals 50 teachers, 20 parents, 20 community leaders and 10 old students of public secondary schools in Zing LGA drawn from a population of 25 principals, 1200 parents, 2000 old students and 30 community leaders. Simple random sampling technique was used to draw the sample size from the population. Questionnaire was used as instrument for data collection. The validity of the questionnaire was ascertained through expert judgment from the Faculty of Education, University of Jos while the reliability was computed through cronbach alpha. The reliability coefficient obtained was 0.89. Mean score and standard deviation were used to analyse the research questions. The findings of the study revealed that SBMCs contribute immensely to the effectiveness of basic education through provision of educational material, supervision of teaching and learning and improvement of school-community. Therefore, it is concluded in this study that there is a positive impact of the establishment of SBMCs on the effectiveness of basic education in Zing LGA of Taraba State.

Keywords: School, Based, Management, Committee, Basic, Education, Effectiveness

Introduction

The Universal Basic Education (UBE) programme in Taraba State in particular and Nigeria in general is associated with high ineffectiveness. This is evident in the low enrolment, retention and completion rates in the programme. For instance, Abba (2023), reported that the enrolment rate in the UBE programme in Taraba State is at 51.2% while the completion rate is 41.2% during the 2022 sec. This is very low for a country aspiring to be one of the developed economies of the world by 2050. Despite the efforts of the Nigerian government,

the Universal Basic Education system is associated with a number of challenges. They include; poor community-school relationship, inadequate educational facilities and poor supervision of instruction (Adetoro, 2016). A major issue militating against the effectiveness of the UBE programme in Nigeria in general and Taraba State in particular is poor community-school relations. One of the major goals of the UBE programme since inception is to build strong school-community relationship between the UBE schools and their host communities. However, it is also common to find uncordial



relationship between the UBE school administrators and community leaders, as some communities see the UBE programme as an encroachment on their cultural, social and religious beliefs. Such communities perceive the UBE as a programme that will corrupt the moral and social values of their children, especially girl-children and therefore, develop negative attitude towards the programme. Adetoro (2016) corroborated the above assertion when he reported low parents and community involvement in the administration of the UBE programme in Taraba State. The community stakeholders such as parents, traditional and religious leaders were found to exhibit hostile attitude towards the UBE schools thereby resulting in poor school-community relationship. A major issue of concern in the UBE schools in Nigeria in general and Taraba State in particular is poor academic achievement of students. Several researchers (Adetoro, 2016; Aliyu, 2017 & Al-Hassan, 2019) have reported students' poor academic achievement in the UBE programme especially at the Basic Education Certificate Examination (BECE). For instance, the BECE results of 2021 showed that only 55.3% of the candidates who sat for the examinations passed with required five subjects including English language and Mathematics at credit level (UBEC, 2022). This is quite an issue of concern for a programme that forms the foundation of the Nigerian educational system. When the foundation is faulty, the entire structure will be faulty. A central issue of concern in the administration of the UBE programme in Nigeria in general and Taraba State is lack of adequate educational facilities. The infrastructural facilities, building structures, and other physical facilities in the UBE schools are inadequate. Akor (2016) reported that most of the classrooms in the UBE schools in Zing Local Government Area of Taraba state have deteriorated with leaking roofs and are often overcrowded. As a result, teaching and learning are not effective in most of the schools. Furthermore, the schools lack basic learning facilities such as: well-equipped libraries, workshops and laboratories. This makes teaching and learning of some subjects such as Basic Science, Mathematics and English difficult and ineffective because the

apparatus needed to teach such subjects effectively are not available. Another factor militating against the effectiveness of the UBE schools in Nigeria and Taraba State is poor supervision of instruction. It was reported by Oke (2019) that the standard of instructional supervision in UBE schools is quite poor. Teachers under the UBE programme rarely come for lessons on time nor complete their syllabuses at the end of the term. The neglect of instructional supervision in UBE schools has strong implication on the quality of the graduates of the programme (SBMC Guide Book, 2011). In Taraba State, the SBMC was introduced in 2009. It was expected to provide platforms for communities and schools to work together to enrich school governance. It was also meant to promote improved management by education authorities, towards the achievement of better learning outcomes for children. Though SBMCs have been established in many schools in line with the NCE directives, it has been effective in only few schools in Taraba State (Akor, 2016). The reasons adduced to the malfunctioning of the SBMCs include lack of awareness, financial problems, improper selection of SBMC members, difficult terrain, and lack of cooperation among SBMC members, low level of commitment of SBMC staff at the grass root. Other reasons include poor funding, inadequate supervision of SBMC activities, lack of proper schedules of duties on SBMC at the Ministry, lack of accountability and transparency, conflicting roles between PTA and SBMC officials and lack of guidelines to spell out the functions of SBMC members (Adetoro, 2016).

In order to address these challenges, the Nigerian government and particularly the Taraba State government formulated policies and guidelines to define and regulate the activities of the SBMC. In the drafted policy, the roles and responsibilities of the SBMC were clearly stated. The roles and responsibilities of SBMC as spelt out in the government policy on SBMC include: to involve parents and communities in school administration, to empower school administrators and teachers, to build local level capacity, to create accountability mechanisms to improve transparency of process of school



administration and to enhance quality and efficiency of schooling which in turn should raise learning quality. The SBMC is also expected to play active roles in organizing community orientation activities on education and the rights of the child, supporting enrolment, retention and completion drive campaigns in the community (Al-Hassan, 2019). The SBMC is expected to assist schools in the provision of teaching/learning materials, monitor school facilities to ensure they are properly maintained and collaborate with school authorities on school improvement project, such as Home Grown School Feeding Programme and School Health Programme, raise fund for school projects, initiate academic motivating programmes to improve pupils academic achievement and quality of education delivery (Akor, 2016). The main objectives of SBMC is to identify areas of schooling challenges, improve the standard of teaching and learning as well as school administration. SBMCs are also expected to support school heads with regard to staff and students' attendance at school and effectiveness in curriculum delivery. They are also expected to provide good governance to the schools in line with government plans and policies and in building good relationships with the communities. Summarily, the SBMC was introduced to boost the level of school effectiveness in the UBE programme. School effectiveness has great implications on pupils' academic achievement in the UBE programme and educational progress in subsequent levels of education. It is against this background that this study is prompted to investigate School-Based Management Committee and basic education effectiveness in Zing Local Government Area of Taraba State, Nigeria.

Statement of the problem

The UBE programme in Zing LGA of Taraba State does not appears to have been effective because it is characterized by issues such as low pupils' academic achievement, low enrollment into the programme, low community/school relationship, inadequate supervision of instruction, inadequate provision and maintenance of school facilities, poor funding among others. The Basic Education Certificate

Examination (BECE) results of students in the State showed that in 2018, only 53.7% of the students who sat for the examinations passed with required five subjects including English Language and Mathematics at credit level (UBEC, 2022). This shows that 46.3% of the candidates who sat for the examinations perform below the minimum accepted level. Similarly, in 2019, only 55.4% of the candidates who sat for BECE passed with the required grades. This indicates that 45.6% of the candidates who sat for the examinations performed below average. Also, in 2020, only 58.1% of the candidates who sat for BECE passed above the minimum required grades. This revealed that 41.9% of the candidates performed below the minimum requirement.

Furthermore, the BECE results of 2021 showed that only 55.3% of the candidates who sat for the examinations passed with required five subjects including English language and Mathematics at credit level. This invariably shows that 44.7% of the candidates who sat for the examinations perform below the minimum accepted level. This is quite discouraging for a nation that is aspiring for technological breakthrough and becoming one of the world biggest economies. Similarly, the high rate of out-of-school children in Taraba State has undermined the effectiveness of the UBE programme. Statistics from UBEC (2022) puts the annual students' dropout rate from the UBE programme at 30% which is relatively high for a country aspiring to be one of the developed countries of the world.

Also, the low standard of education acquired by students in Basic Education schools is a thing of great concern. It is disheartening indeed that most students in the UBE schools in Zing Local Government Area of Taraba state cannot read and express themselves effectively due to the low standard of education in our learning institutions. For any nation to attain its vision and developmental goals, there must be a solid educational foundation especially at the UBE level (Oni, 2016). If the challenges militating against the UBE programme are not addressed, it will result in breeding of an upcoming generation without the technical know-how to accelerate the



socio-economic development of Nigeria. It will also escalate the level of crime in the society as the dropout children become easy targets for criminal gangs and terrorist organizations thus becoming detrimental to the growth and development of Nigeria. This will result in a future generation that cannot contribute to the social, economic and technological development of Nigeria due to mass illiteracy. Despite the effort made by the government to address the challenges militating against the UBE programme in Taraba State through the introduction SBMC, there is still a large number of out-of-school children in Taraba State which is an evidence of the ineffectiveness of the UBE and it is on this basis of the aforementioned challenges the study is located in the following broad question: What impact does School-Based Management Committee have on basic education effectiveness in Taraba State?

Purpose of the study

The purpose of the study was to establish the school-based management committee (SBMC) and basic education effectiveness in Zing Local Government Area of Taraba. Specifically, it sought to find out;

1. The extent to which SBMC has promoted school-community relationship in UBE schools in Zing Local Government Area of Taraba state
2. Whether school based management committees do promote school community relationship in UBE schools in Zing Local Government Area of Taraba state
3. If school-based management committees improve supervision of instructions in UBE schools in Zing Local Government Area of Taraba state

Research Questions

The following research questions will guide the study:

1. What is the extent to which SBMC has promoted school-community relationship in UBE schools in Zing Local Government Area of Taraba state?
2. To what extent has school based management committees promoted school community relationship in UBE schools in Zing Local Government Area of Taraba state?
3. To what extent has school-based management committees improved supervision of instructions in UBE schools in Zing Local Government Area of Taraba state?

Methodology

The researcher adopted the descriptive survey research design. The pilot study was conducted in Zing Local Government Area of Taraba State. The sample for the study comprised of 120 respondents consisting of 20 principals 50 teachers, 20 parents, 20 community leaders and 10 old students of public secondary schools in Zing LGA drawn from a population of 25 principals, 1200 parents, 2000 old students and 30 community leaders. Simple random sampling technique was used to draw the sample size from the population. Questionnaire was used as instrument for data collection. The validity of the questionnaire was ascertained through expert judgment from the Faculty of Education, University of Jos while the reliability was computed through cronbach alpha. The reliability coefficient obtained was 0.89. Mean score and standard deviation were used to analyse the data collected in the study.

Results

Research Question One: To what extent has school based management committees promoted school-community relationship in UBE schools in Zing Local Government Area of Taraba state?

**Table 1:** Result on the Extent to which School-Based Management Committees Promoted School-Community Relationship in UBE Schools

S/N	Statement	SA	A	U	D	SD	N	Mean	SD	Decision
1	SBMCs have improved the relationship between the school and the community by participating in project execution in the school.	46	53	15	1	5	120	4.12	.954	Agree
2	SBMCs have improved teachers/community partnership in decision making process in the school.	35	63	8	12	2	120	3.98	.957	Agree
3	SBMCs have improved the involvement of stakeholders in the School Development Plan (SDP) in the school	26	64	14	12	4	120	3.80	1.001	Agree
4	SBMCs have improved parents/teachers relationship by involving in inter-school sports competitions.	26	64	6	16	8	120	3.70	1.149	Agree
5	SBMCs have improved the participation of community members in school monitoring.	34	61	13	12		120	3.98	.893	Agree

Table 1 shows the mean and standard deviation result on the extent to which school-based management committees promoted school-community relationship in UBE schools in Zing Local Government Area of Taraba state. The result revealed that all the items have mean scores (\bar{X} 4.12, 3.98, 3.80, 3.70, & 3.98) above the criterion mean of 2.50, which means that SBMCs have improved the relationship between the school and the community by participating in project execution in the school, it has improved

teachers/community partnership in decision making process in the school. the involvement of stakeholders in the School Development Plan (SDP) in the school, parents/teachers relationship by involving in inter-school sports competitions and participation of community members in school monitoring.

Research Question Two: To what extent has SBMC contributed to provision of educational facilities in UBE schools in Zing Local Government Area of Taraba state?

**Table 2:** Result on the Extent to which SBMC Contributed to the Provision of Educational Facilities in UBE Schools

S/N	Statement	SA	A	U	D	SD	N	Mean	Std	Decision
1	SBMCs have contributed in provision of conducive classroom blocks in the school.	30	45	11	27	7	120	3.53	1.250	Agree
2	SBMCs have contributed in equipping libraries in the school.	3	27	9	55	26	120	2.38	1.132	Disagree
3	SBMCs have contributed in provision of apparatus for science laboratories in the school.	6	29	14	45	26	120	2.53	1.216	Disagree
4	SBMCs have contributed in provision of instructional materials in the school.	19	48	20	29	4	120	3.41	1.119	Agree
5	SBMCs have contributed in provision of furniture in the school.	27	52	10	23	8	120	3.56	1.222	Agree

Table 2 shows the mean and standard deviation result on the extent to which SBMC has contributed to provision of educational facilities in UBE schools in Zing Local Government Area of Taraba state. From the result, items 1, 4 and 5 have mean scores above the criterion mean of 3.00, indicating that SBMCs have contributed in provision of conducive classroom blocks in the school, provision of instructional materials and furniture in the schools. Items 2 and 3 have mean

scores below the criterion mean, which means that SBMCs have not contributed much in equipping libraries and apparatus for science laboratories in the schools.

Research Question Three: To what extent has school-based management committees improved supervision of instructions in UBE schools in Zing Local Government Area of Taraba state?

**Table 3:** Result on the Extent to which SBMC Improved Supervision of Instructions in UBE Schools

S/N	Statement	SA	A	U	D	SD	N	Mean	Std	Decision
1	School-Based Management Committees have contributed in ensuring that teachers attend classes regularly in the school.	43	33	14	25	5	120	3.70	1.268	Agree
2	School-Based Management Committees have contributed in monitoring lesson delivery in the school.	32	33	25	30	-	120	3.56	1.136	Agree
3	School-Based Management Committees have contributed by ensuring the use of instructional materials by teachers in the school.	39	32	18	30	1	120	3.65	1.200	Agree
4	School-Based Management Committees have improved the standard of teaching and learning in the school.	22	58	17	22	1	120	3.65	1.010	Agree
5	School-Based Management Committees have contributed by providing examination materials in the school.	13	42	29	29	7	120	3.21	1.107	Agree

Table 3 shows the result on the extent to which SBMC have improved supervision of instructions in UBE schools in Zing Local Government Area of Taraba state. From the result, all the items have mean scores ($\bar{X} = 3.70, 3.56, 3.65, 3.65, \& 3.21$) above the criterion mean of 3.00, indicating that School-Based Management Committees have contributed in ensuring that teachers attend classes regularly, monitoring lesson delivery, ensuring the use of instructional materials by teachers, improved the standard of teaching and learning and provision of examination materials in the school.

Discussion of Findings

Research question one which sought to investigate the extent to which SBMC has promoted school-community relationship in UBE schools in Zing Local Government Area of

Taraba state was analysed. From the analysis of data collected, it was discovered that SBMCs have improved the relationship between the school and the community by participating in project execution in the school, it has improved teachers/community partnership in decision making process in the school. the involvement of stakeholders in the School Development Plan (SDP) in the school, parents/teachers relationship by involving in inter-school sports competitions and participation of community members in school monitoring. This finding is in tandem with the findings of Abba (2023) who discovered that SBMCs have improved the standard of community-school relations in Nigeria.

The findings of the study from the analysis of research two revealed that school-Based



Management Committees have contributed in the provision of conducive classroom block in schools, it has contributed in equipping libraries in schools, it has aided in provision of apparatus for science laboratories in schools and provision of instructional materials in schools and provision of furniture in schools. This finding is in tandem with the findings of Adamu (2015) who discovered that SBMCs play vital roles in the provision of educational facilities in schools in Nigeria.

The results of the analysis of research question three on the extent to which school-based management committees improved supervision of instructions in UBE schools in Zing Local Government Area of Taraba state is analysed. From the analysis of data collected, it was discovered that SBMCs play vital roles in ensuring that teachers attend classes regularly in the school, it has contributed in monitoring lessons delivery in schools, SBMCs have contributed to provision of instructional materials in schools and have improved the standard of teaching and learning in schools. This finding is in agreement with the findings of Abdulmalik (2015) who discovered that the establishment of SBMCs has improved the effectiveness of teaching supervision in UBE schools in Nigeria.

Conclusion

Education is the fulcrum of sustainable development that holds the key to social inclusion. By social inclusion, its meant that equal opportunities should be provided for everyone in the society irrespective of gender, age, religion or ethnicity. It is one of the necessary conditions for advancing the quality of life and freedom of individuals. However, the quality of education, to a large extent, depends on the school effectiveness. School effectiveness is a major concern to all education authorities, policy makers, administrators and teachers

seeking to reform any education system. By school effectiveness, it means the ability of the school system to achieve its intended goals and outcomes particularly in terms of students' learning and development.

From the analysis of data collected, it was discovered SBMCs contribute immensely to the effectiveness of basic education through provision of educational material, supervision of teaching and learning and improvement of school-community. Therefore, it is therefore concluded in this study that there is a positive impact of the establishment of SBMCs on the effectiveness of basic education in Zing LGA of Taraba State.

Recommendations

In view of the findings and conclusions of this study the researcher recommends that:

1. SBMC stakeholders should be exposed to training on school physical facility maintenance inconsonance with the goals and objectives of the education system through strategic adherence to innovative maintenance inspection by instituting standardized physical facilities sustainability and utilization practice to meet the current educational needs of the society.
2. SBMCs should utilize the opportunity of corporate social responsibilities of international donor agencies, philanthropists and private organizations to raise funds for provision capital projects in schools and also intensify enlightenment of the general public concerning SBMCs activities as another avenue for fund raising for the development of the schools.

The implementation of SBMCs should be emphasized in schools as most UBE schools still rely on PTA only for external support.



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