

**ASSESSMENT OF THE RELATIONSHIP BETWEEN SCHOOL-BASED MANAGEMENT COMMITTEE AND COMMUNITY SCHOOL OWNERSHIP OF PUBLIC PRIMARY SCHOOLS IN MAIDUGURI, METROPOLIS, BORNO STATE, NIGERIA**

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**Abstract**

*This study assessed the relationship between school based management Committee (SBMC) and community school ownership of public primary schools in Maiduguri Metropolis Borno State. Correlational research design was adopted for the study. Objectives of the study were to assess the level of community awareness on the role and responsibility of SBMC, level of funding, resources mobilization and level of curriculum implementation. Three (3) null hypotheses were formulated and tested at 0.05 level of significance. The population of the study comprised (5,238 respondents) of 56 SBMC Public schools within the Maiduguri Metropolis. Simple random sampling technique was used to select five (5) 318 respondents of 56 SBMC for the study and thus was in consonance with Research Advisors (2006), Sample size table. The researchers' developed questionnaire titled "Impact Assessment of School Based Management Committee on Community School ownership of public primary school Questionnaire (IASBMCSOQ) was used for data collection." The instrument had been validated by experts, and the instrument had a reliability of Cronbach's alpha value of 0.80. The findings of the study revealed that there was a moderate positive relationship between Community awareness of SBMC responsibilities and school ownership of public primary schools, it also shows that there was a moderate positive relationship between funding of SBMC and school ownership of public primary schools in Maiduguri Metropolis, Borno state. Based on the findings, it was recommended that: SBMC members should take proactive measures to create awareness and make advocacy visits to other Stakeholders.*

**Keywords:** Assessment, School, Based Management Committee, Community, ownership.

**Introduction**

The implementation of the UBE had faced many challenges while basic schools in Nigeria experienced shortage of Infrastructure, as well as committed and quality teachers (Tahir, 2005). Authorities in some of these schools have low esteem in ensuring standard and achievement of School objectives. (Abbas, 2012). Thus, the Conditions for teaching and learning in basic schools were so challenging and required urgent attention. The Condition of UBE schools, had made many regions, States and Communities to become extremely concerned about issues such as the maintenance of ageing facility, protection against Vandalism, the reuse and adaptation of building, upgrading outdated furniture and equipment, managing the use of premises for more than one purpose as well as other related issues pertaining to expenditure.

Effective administration is a sine qua non to the achievement of Organizations' objectives, school inclusive. It is a fact that effective administration of a School is a herculean task because it involves the administration of the human resources (i.e. teachers, non-teachers and pupils/students). Financial resources: physical as well as the materials resources. In a school setting, Issues such as indiscipline of staff and pupils/students, inadequate financial resources, inadequate and decay facilities, inadequate and poor quality teachers, non-commitment of

teachers among other issues are some of the challenges facing schools setting. Ordinary management of school rest on the head's shoulder (i.e. principal in the case of secondary School, head-teacher, in the case of Primary school) supported by staff (teaching and non-teaching). Effective management of a school has however been observed to transcend the level and capacity of head and staff alone. Inevitably, this leads to the new Education reform process of decentralization called SBM, whereby Education authorities devolved some responsibilities to authorities closer to schools (FME, 2015). In order to make the Implementation of the UBE programme bore the effect of this decentralization, the National Council on Education (NCE) in 2006, approved the establishment of School Based Management Committees (SBMC) in all basic schools in the Country. By 2007, the Universal Basic Education Commission (UBEC) issued the guidelines for the Implementation of NCE policy to all States Universal Basic Education Boards (SUBEB) to Implement SBMC in their states. Parents, teachers, Community Members, educational Managers and other Educational stakeholders were all brought together to form a School Based Management Committee (SBMC) and the school head serves as the powerful secretary of the Committee (FME, 2006).

The SBMC were charged with the responsibilities of participating in school planning processes. They are to produce school development plans; oversee the use of resources made available to Schools; Monitor school activities, including pupils' attendance and teacher's absenteeism; share information on the schools with parents, government and civil society Stakeholders. And also encourage broad participation by all stakeholders in school activities; full participation of children and women, in all SBMC activities, and Mobilize Communities for schools' improvement.

The SBMC in Nigeria were to help promote transparency and accountability in school, promote effective monitoring and evaluation of Schools progress enhance effective education service delivery through school governance and improve school governance and school community relationship. They were to promote active Community participation in school development planning, Support schools to achieve their set objectives and mobilize communities to participate in decision affecting the school.

This study was based on Scientific management theory founded by Tayler in 1915 (Manga, 2015). This theory sees administration as a scientific way increasing the productivity of workers. Tayler tried to measure time spent in a work by standardizing the range of body movement needed for the performance of a specific task at a giving time. Lawal (2014) noted that community participated mostly in the donation of materials for the Construction of school facilities, and further stated that there was a significant positive relationship between Community participation and school effectiveness in secondary Schools. Kambuga (2013) reported that Community participation in the ongoing programme took different forms of either cash contribution or labour power Contribution. The nature and extent of Community participation for the majority of local communities in cash, contribution and labour power was generally limited. Villagers were generally not actively involved in decision-making, planning, monitoring and evaluation processes. Takyi, Anin and Asuo (2014) found that inadequate funds, difficult terrain and luke-warm attitude on the part of the Community and stakeholders were the major Challenges adversely affecting Community stakeholders' participation in the process. Ibrahim (2019) reported that lack of adequate funding is some of the major challenges faced by School Based Management Committee in his area of study this was largely attributed to lack of awareness on the roles and responsibilities of SBMCs in the respective communities. Aliyu (2018) discovered that Commitment on the side of the SBMC Members has significantly improved the implementation of Curriculum in SBMCs public Schools in the Communities as a result of prompt monitoring and supervision of teachers' records of work. Similarly, Ezekiel

(2019) reported that there is strong positive relationship between Curriculum implementation and Students academic performance and thus was attributed largely to effective supervision by SBMC members within the selected SBMCs schools in the State. Their schools and facilitate support for the disadvantaged groups within the school community. The roles of SBMCs played in Nigeria were seen as what will take Care of Challenges facing the planning and Implementation of UBE programmes in Basic Schools (UBEC, 2011).

### **Statement of the Problem**

Despite the efforts of education stakeholders particularly schools' administrators towards ensuring effective and efficient management of schools, and the achievements of set objectives, there are issues at stake in Public Schools' Management in Nigeria, which are pointers to the fact that all is not well with the way the schools are managed. These days, indiscipline of students and teachers delay in decision making, lack of accountability in the Management of resources, the poor academic performance of Students, lack of commitment of teachers, inadequate funding, inadequate and decay infrastructural facilities, low standard of education among other problems are prevalent in public schools in Nigeria, which are hindering effective service delivery in most schools.

It may be easier to encourage high enrolment in schools but the possibility of improving school Infrastructure to commensurate with the high increase in enrolment seemed extremely difficult. Increase in enrolment while Infrastructural development remains static may definitely not improve students' achievement and can discourage parents and communities alike from participating in education. This demands the use of strategic Management to overcome the problem.

To this end, the present Study assess the impact of School Based Management Committee on Community awareness of roles and responsibilities of SBMCs funding and level of curriculum implementation.

### **Objective of the Study**

The following objectives were to find out the:

1. Level of Community awareness of school Based Management Committee responsibilities and School ownership of public primary Schools in Maiduguri, Metropolis Borno State.
2. Level of funding of schools by School Based Management Committee and school ownership of public primary Schools in Maiduguri, Metropolis Borno State.
3. Level of curriculum implementation by school Based Management Committee and school ownership of public primary Schools in Maiduguri, Metropolis Borno State.

### **Hypotheses**

The following null hypotheses were tested at 0.05 level of significance:

- H<sub>01</sub>:** There is no significant relationship between level of community awareness of school Based Management Committee responsibilities and school ownership of public primary Schools in Maiduguri, Metropolis Borno State.
- H<sub>02</sub>:** There is no significant relationship between level of funding of schools by School Based Management Committee and school ownership of public primary Schools in Maiduguri, Metropolis Borno State.

**H03:** There is no significant relationship between level of curriculum implementation by school Based Management Committee and school ownership of public primary Schools in Maiduguri, Metropolis Borno State.

**METHODOLOGY**

The study adopted a correlational research design. Correlational survey design is deemed appropriate for this study because it seeks to establish a relationship between the variables of the study; School Based Management Committee (SBMC) and Community school ownership of public primary schools in Maiduguri Metropolis, Borno State. The population, of the study comprised of 5,238 respondents across the 56 public primary Schools within Maiduguri Metropolis. A simple random sampling technique was used to select 318 respondents out of the 56 schools for the Study and this was in Consonance with the research Advisors' (2006) sample size table. The researchers developed a questionnaire titled "School Based Management Committee and Community School Ownership Questionnaire (SBMCSOQ) was used for data collection, the instrument had been validated by experts and the instrument had a reliability coefficient of Cronbach's Alpha Value of 0.80. The data collected for this study was analyzed with Statistical Package for Social Sciences (SPSS) using descriptive statistics of mean and standard deviation and Person's and Product Moment Correlation Coefficient were used to determine the relationship between the Variables. The findings of the study revealed that there was moderate positive relationship between Community awareness of SBMCs responsibilities and school ownership of public primary school, it also shows that there was moderate positive between funding of SBMC and school ownership of public primary in Maiduguri Metropolis Borno State. Based on the findings:

**Results**

**H01:** There is no significant relationship between level of community awareness of SBMC responsibilities and school ownership of public primary schools, in Maiduguri Metropolis

**Table 1:** Summary of correlation coefficient on the relationship between level of community awareness of SBMC responsibilities and school ownership of public primary schools in Maiduguri Metropolis, Borno State

Variable	N	X	SD	df	r	p-value	Remark
Community Awareness	318	15.31	2.61	316	0.425	0.002	rejected
School ownership	318	61.33	9.19				

r= 0.425                      p- value (0.002) < level of sig. (a=0.05)

Table 1 give a summary of Pearson’s Product Moment Correlation Coefficient on the relation between level of community awareness of SBMC’s responsibility and school ownership of public primary schools in Maiduguri metropolis, Borno state. The result of the study revealed that there is moderate positive relationship between level of community awareness of SBMC’s responsibilities and school ownership public primary schools with Pearson’s Product Moment Correlation Coefficient (r=0.425). The result also shows that the relationship is statistically significant because the p- value (0.002) is less than the level of significant (a=0.05). Therefore, hypothesis one is rejected.

**H02:** There is no significant relationship between level of funding SBMC and school ownership of public primary schools in Maiduguri metropolis.

**Table 2: Summary of correlation coefficient on the relationship between level of funding SBMC and School ownership of public primary schools in Maiduguri, metropolis Borno state**

Variable	n	mean	SD	df	r	p-value	Remark
Level of Funding	318	15.46	3.55				
				316	0.554	0.00	rejected
Ho <sub>2</sub>							
School ownership	318	61.33	9.19				
r= 0.554		p- value (0.00) < level of sig. (a=0.05)					

Table 2 give the summary of the Pearson’s product moment correlation coefficient on the relationship between primary schools in Maiduguri metropolis, Borno state. The result of the study revealed that there is positive relationship between level of funding SBMC and school ownership of public primary schools in Maiduguri metropolis, Borno state with Pearson’s product moment correlation coefficient ( $r = 0.554$ ). The result also shows that the relationship is statistically significant because the p- value (0.00) is less that the level of significance ( $\alpha = 0.05$ ) therefore, hypothesis two is rejected.

Ho<sub>3</sub>: there is no significant relationship between level of curriculum implementation by SBMC and school ownership of public primary schools in Maiduguri metropolis Borno State.

**Table 3 Summary of correlation coefficient on the relationship between level of curriculum implementation by SBMC and school ownership of public primary schools in Maiduguri metropolis, Borno State**

Variable	N	X	SD	df	r	p-value	Remark
Curriculum Implementation	318	14.98	2.46				
				316	0.508	0.00	Rejected
Ho <sub>3</sub>							
School ownership	318	61.33	9.19				
r= 0.508		p- value (0.00) < level of sig. (a=0.05)					

Table 3 give the Summary of the Pearson’s product moment correlation coefficient on the relationship between level of curriculum implementation and school ownership of public primary schools in Maiduguri metropolis, Borno state. The result of the study revealed that there is positive relationship between the level of curriculum implementation by SBMC and school ownership of public primary schools in Maiduguri metropolis, Borno state with Pearson’s product moment correlation coefficient ( $r=0.508$ ) the result also shows that the relationship is statistically significant because the p-value (0.00) is less than the level of significance ( $\alpha=0.05$ ) therefore, hypothesis three is rejected.

## Discussion

The result with respect to hypothesis one revealed that there is moderate positive relationship between level of community awareness of (SBMCs) responsibilities and school ownership of public primary schools in Maiduguri metropolis, Borno state. This finding is congruent with the findings of Lawal (2014) who asserted that communities participated mostly in the donation

of materials for the constructions of school facilities as a result of community awareness efforts by SBMC, in the state. Kambuga (2013) also further explained that community participation in the ongoing programme took different forms of either in cash contribution or labour power contribution due to high level of awareness of communities' members in roles and responsibilities of SBMCs.

The result of hypothesis two revealed that there is positive relationship between level of funding by SBMC and school ownership of public primary schools. This agreed with the findings Kambuga (2013) who stated that the nature and extent of community participation for the majority of local communities are in cash contribution, villagers were generally not actually involved in decision making, planning, monitoring and evaluation processes. In the same vein Takyi, Anin and Asuo (2014) found that inadequate funds, difficult terrain and lukewarm attitudes on the part of the community level stakeholders were the major challenges adversely affecting community stakeholders' participation in the process. Ibrahim (2019) also reported that lack of adequate funding is some of the major challenges faced by School Based Management Communities in his area of study, was largely attributed to lack of awareness on the role and responsibilities of SBMC in their respective communities.

The result of hypothesis three revealed that there is positive relationship between level of curriculum implementation by SBMC and school ownership of public primary schools, this is in consonance with Aliyu (2018) who asserted that commitment on the side of SBMC members has significantly improve the implementation of curriculum in SMBCs public schools in the communities as a result of prompt monitoring and supervision of teachers' records of work. Similarly, Ezekiel (2019) reported that there is strong positive relationship between curriculum implementation and students' academic performance and this was largely attributed to effective supervision by SBMC members within the selected schools in the state.

## **Conclusion**

Based on the findings it was concluded that there is positive relationship between level of community awareness of (SBMCs) responsibilities, level of curriculum implementation by SBMC and level of funding by SBMC and school ownership of public primary schools in Maiduguri metropolis, Borno state. School Based Management Committee (SBMCs) have generally been accepted and practiced widely in the entire state, despite the numerous challenges facing the committee in the communities, the committees were still making effective use of different strategies to improve community awareness and participation so as to promote basic school effectiveness in the state. The following need to be looked into by stakeholders:

1. **Stakeholder Engagement and Collaboration:** Counselling can facilitate workshops or sessions aimed at enhancing communication and collaboration between SBMC members, school administrators, teachers, and community stakeholders. This helps in fostering a shared vision and commitment towards effective school management and ownership.
2. **Conflict Resolution:** Given the diverse interests and perspectives within SBMCs and the community, counselling can provide conflict resolution strategies. Mediation sessions can help address conflicts arising from differences in priorities, resource allocation, or decision-making processes, thereby promoting harmony and cooperation.
3. **Capacity Building:** Counselling can play a crucial role in capacity building for SBMC members and community leaders. This includes training in leadership skills, governance practices, financial management, and effective decision-making processes. Such initiatives empower stakeholders to take ownership of the school's development and management.

4. **Community Involvement and Empowerment:** Counselling can promote strategies to enhance community involvement in school affairs beyond the SBMC. This may involve creating awareness programs, parent education sessions, or volunteer opportunities that strengthen the community's sense of ownership and responsibility for the school's success.
5. **Advocacy and Policy Influence:** Counsellors can advocate for policies that support effective SBMC functioning and community involvement in school governance. This might involve lobbying local authorities for resources, advocating for inclusive decision-making processes, or promoting policies that recognize the role of community ownership in enhancing educational outcomes.
6. **Monitoring and Evaluation:** Counselling can support the establishment of mechanisms for monitoring and evaluating the effectiveness of SBMC-community relationships. Regular feedback loops, surveys, and focus group discussions can help identify areas of improvement and ensure that interventions are responsive to the needs of both the school and the community.
7. **Promoting Shared Goals and Values:** Counselling can facilitate sessions that promote shared values and goals between SBMC members and the community. This includes fostering a culture of accountability, transparency, and inclusivity in decision-making processes, which are essential for building trust and sustaining effective partnerships.

### Recommendations

Based on the findings, the following recommendations were made:

1. Government and other stakeholders should embark on more programmes about SBMCs to make advocacy strategies more effective; which will complement the efforts of SBMC members at the local community level.
2. SBMCs on their part should endeavour to work harder in mobilizing members of their communities through persistent and good use of relevant strategies for resources.
3. Government should provide more facilities for SBMC schools and more training to teachers on how to implement the curriculum efficiently and education materials for effective teaching and learning.

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