

INFLUENCE OF SCHOOL-BASED MANAGEMENT COMMITTEES ON THE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN NORTH-CENTRAL ZONE, NIGERIA

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Abstract

This study investigated the Influence of School-Based Management Committees on the Management of Public Secondary Schools in North-Central Zone, Nigeria. The study was conducted with two objectives, among which were to: determine the influence of School-Based Management Committees on Students Enrolment and Retention in Secondary Schools in North-Central Zone, Nigeria; assess the influence of School-Based Management Committees on discipline in Secondary Schools in North-Central Zone, Nigeria. In line with the stated objectives, two research questions and two null hypotheses were established for the study. The study adopted descriptive survey research design. The population of the study was Fifty thousand, two hundred and thirteen (50,213). The sample size was three hundred and eighty four (384) based on research advisors (2006) and proportionate sampling was used to select the sample. The research questions were answered using Statistical Package for Social Science (SPSS) presented in tables and mean scores. The two null hypotheses were tested using One Way Analysis of Variance (ANOVA) at 0.05 level of significance. The findings, among others, revealed that School-Based Management Committees (SBMCs) had little influence on the management of students' Enrolment and Retention in most Secondary Schools in North-Central Zone, Nigeria. Recommendations have been made, which include, among others, that The School-Based Management Committees (SBMCs) members and the school community members should continuously enlighten parents and guardians to improve their understanding of the roles and responsibilities in order to enhance students' enrolment and retention in various secondary schools in the Zone.

Keywords: School-Based Management Committees, Students Enrolment and Retention, School discipline

Introduction

School-Based Management Committee is instituted in secondary schools to draw relevant stakeholders such as the Parent-Teacher Associations (PTAs), Old Students Associations, Communities, Traditional Institutions, Civil Society Organizations to enhance the management of education system for effective achievement of the global education reform goals and objectives in the country. Ayeni and Ibukun (2017), opinioned that School-Based Management Committee is the process of decentralization of power and authority from government to significant stakeholders to perform statutory responsibilities in the administration, monitoring, evaluation and review of educational policies to ensure effective teaching and learning for improved learning outcomes.

In Nigeria, the origin of SBMC system can be traced back to the colonial era when School Management Committees (SMCs) were tasked with school management and fundraising responsibilities. However, their influence waned in the 1980s when the Federal Government assumed control over all schools. In response to the global education reform movement of the 1990s and 2000s, Nigeria formalized the SBMC system. In 2007, the government mandated

the establishment of SBMCs in public primary and secondary schools nationwide (Oko, Nguwasen & EbeleChukwu, 2021).

School-Based Management Committee plays major roles in mobilizing the school administrators, community leaders, religious leaders, teachers and students in raising the awareness of parents, guardians and local communities on the importance of children enrolment and retention of students in the school to complete their education. They also work on how millions of Nigerian children of school age that are out of school can be brought back to school to acquire diverse basic knowledge and skills that will enable them function effectively in the society. UNICEF (2015), defines enrolment as the number of students/pupils enrolled in school out of the total number of school age children. In the other words, enrolment can be referred to the number of children registered in school. Robert (2018), retention refers to students who continued studying until successful completion.

The enrolment of students must be known in order to cater for the students' need in the school. Statistics is a back bone of any serious planning process; data collection is a vital aspect of the functions of State Primary Education Boards and Local Government Education Areas. Retention is more likely to have positive influence when students are not simply held back, but receive specific remediation to address skill and/or behavioural problems and promote achievement and social skills. Robert (2018), opined that the following factors militate against students' retention in schools:

1. They are as Parents Satisfaction, when parents are satisfied, it leads to a strong retention.
2. School-Community Relationship: when there is a good community relationship, members of the community will enroll their children to school and the relationship will produce retention.
3. Teachers' qualification and experienced help to retain pupils.
4. Leadership personality of the head teachers also brings about retention.
5. Location of the school; the location of the school plant brings about retention of pupils.
6. Accessibility of the school; the distance of the school matters. School located near the residential areas attracts more pupils and this increases retention.
7. Provision of free textbooks and uniforms, increase students' enrolment and it also increases retention.

School discipline is a critical element in any educational institution if the students are to benefit from the opportunities offered them to improve the academic achievement in the school. Li, Bi, Willems and Finkenauer (2021), observed that discipline is the term used to describe the policies and procedures institutions use to control students conduct and meet their developmental requirements. It is regarded as an essential component that successfully builds pupils' capacity for self-control. The relationship between discipline and students' academic achievement is a dynamic interplay that significantly influences the overall educational experience. Schools are strongly urged in the present society to foster an atmosphere that is more upbeat and encouraging for every student.

School-Based Management Committee members work with the school authorities to maintain school discipline and manage the behaviour of their students to help their moral, social development and ensure a safe, tolerant and friendly environment for effective teaching and learning to take place in achieving positive educational outcomes in the school. Discipline is the process of training others to abide by rules or a code of behaviour and rectifying disobedience with punishment. Johnson (2019), explains that students' conduct can have a big influence on their social and academic success, especially in secondary school.

Good discipline influences a good image of the school and prepares learner for effective teaching and learning that could improve academic performance of students in secondary schools. Wriston and Duchesneau (2023), emphasis that positive disciplinary policies and practices are stated to be able to enhance kids' overall development in addition to creating safe and inclusive learning environments when they are applied equitably and with a race-equity focus. Slađana and Dušica (2021), asserted that several facets of a student's personality development are impacted by positive discipline. Particular emphasis is placed on the positive discipline's capacity to foster teenagers' self-esteem in the classroom. The SBMCs and school administrators should reinforce positive behaviour to eliminate disruptive behaviour amongst learners because positive behaviour is the key to promote students' academic performance in the school.

Statement of Problems

There are millions of Nigerian children of school age that are still out of school because of low enrolments of students and low retention rates in our secondary schools due to poor awareness of parents and guardians about the utmost importance of children education. The issue of examination malpractice, violence, drug abuse, bullying, lateness, lawlessness, sexual harassment, unwanted pregnancy and cultism that happen in our secondary schools as a result of indiscipline in schools may negatively affect the of students' enrolments and retention.

Objectives

Specifically, this study set to:

1. Determine the Influence of School-Based Management Committees on Students' Enrolment and Retention in Secondary Schools in North-Central Zone, Nigeria; and
2. Assess the Influence of School-Based Management Committees on Discipline in Secondary Schools in North-Central Zone, Nigeria.

Research Questions

The research questions raised for this study are as follows:

1. In what ways do School-Based Management Committees Influence Students' Enrolment and Retention in Secondary Schools in North-Central Zone, Nigeria?
2. How do School-Based Management Committees Influence Discipline in Secondary Schools in North-Central Zone, Nigeria?

Hypotheses

The study formulated and tested the following hypotheses:

Ho₁: There is no significant difference in the opinions of respondents on the influence of School Based Management Committees on Students' Enrolment and Retention in Secondary Schools in North-Central Zone, Nigeria; and

Ho₂: There is no significant difference in the opinions of respondents on the influence of School Based Management Committees on Maintenance of Discipline in Secondary Schools in North-Central Zone, Nigeria.

Methodology

This study used descriptive survey research design. The Population of the study was 50213 comprising of 1817 principals, 37494 teachers and 10902 SBMC Officials in all public secondary schools in the North-Central States. The sample size of the study was 384

respondents, which comprise 27 principals, 278 teachers and 79 SBMC Officials. The instrument used in this study was Structured Questionnaire with Twenty (20) items which were generated on a five (5) point Likert scale. The scale ranges from strongly agreed, agreed, undecided, disagreed and strongly disagreed options. Information collected, through the questionnaire, was analyzed using the Descriptive statistics (frequency, mean scores) to answer the research questions. While Inferential Statistics, One Way Analysis of Variance (ANOVA) was used to test the null hypotheses at 0.05 level of significance.

Data Analysis and Results:

A total number of Three Hundred and Eighty Four (384) copies of questionnaire were distributed and Three Hundred and Seventy-Seven (377) were successfully completed, and returned. Weighed mean was used to answer the research questions. In answering research questions, a mean score of 3.0 was set as a benchmark and above indicated the acceptance.

Research Question One: In what ways do School-Based Management Committees Influence Students' Enrolment and Retention in Secondary Schools in North-Central Zone, Nigeria?

Table 1: Opinions of Respondents on the Influence of School-Based Management Committees on Students' Enrolment and Retention in Secondary Schools in North-Central Zone, Nigeria.

S/N	ITEMS STATEMENT	MEAN	REMARKS
1	Through the efforts of SBMC, parents enroll their children more in this school.	2.00	Disagreed
2	Through the efforts of SBMC, enrolment in science school is very high.	2.30	Disagreed
3	With enhancement of qualified and competent teachers by SBMC, enrolment in rural school is high.	2.26	Disagreed
4	Through efforts of SBMC, enrolment in public secondary schools is high.	3.80	Agreed
5	The efforts of SBMC in providing the needed instructional materials attract more enrolment in this school.	2.06	Disagreed
6	Through mobilization and sensitization workshops by SBMC, retention in this school is high.	2.06	Disagreed
7	Provision of needed instructional facilities by SBMC enhances students' performance and this makes retention in this school high over the years.	3.60	Agreed
8	The supervision of SBMC on regular basis in the school, encourages the retention rate of students.	2.23	Disagreed

9	Through regular meetings between parents and SBMC, retention of students in this school is high.	1.93	Disagreed
10	Provision of needed health facilities by SBMC enhances students' performance and this makes retention in this school high over the years.	2.06	Disagreed
Cumulative Mean		2.43	

Table 1 revealed the view of principals, teachers and SBMC Officials on the Influence of School-Based Management Committees on Students' Enrolment and Retention in Secondary Schools in North-Central Zone, Nigeria. Item 1 was on whether through the efforts of SBMC, parents enroll their children more in this school; with the mean score of 2.00 respondents which indicated disagreed of the statement. Item 2 was to find out if through the efforts of SBMC, enrolment in science school is very high. The item statement was rejected by the respondents with mean score of 2.30. Item 3 was on whether with enhancement of qualified and competent teachers by SBMC, enrolment in rural schools raised up with the mean of 2.26 respondents which disagreed with the statement. Item 4 stated that through efforts of SBMC, enrolment in public secondary schools is high with mean of 3.80 respondents indicated agreement with the statement. Item 5 showed that the efforts of SBMC in providing the needed instructional materials attract more enrolment in this school; with the mean response of 2.06, which disagreed with the statement. Item 6 was to find out if through mobilization and sensitization workshops by SBMC, retention in this school is high; with the mean scores of 2.05 of the respondents which indicated disagreement with the statement. Item 7 stated that provision of needed instructional facilities by SBMC enhanced students' performance and this makes retention in this school high over the years; with the mean response of 3.60 which agreed with the statement. Item 8 stated that the supervision of SBMC on regular basis in the school encourages the retention rate of students with the mean responses 2.23 of the respondents disagreed to the item statement. Item 9 showed that through regular meetings between parents and SBMC, retention of students in this school is high; with mean scores of 1.90 of the respondents who disagreed with the item statement. Item 10 stated that Provision of needed health facilities by SBMC enhances students' performance and this makes retention in this school high over the years; with the mean scores of 2.06 of the respondents who disagreed to the item statement. The cumulative mean of 2.43, which is below the decision mean showed the respondents disagreed with the statements.

Research Question Two: How do School-Based Management Committees influence Discipline in Secondary Schools in North-Central Zone, Nigeria?

Table 2: Opinions of Respondents on the Influence of School-Based Management Committees (SBMCs) on Discipline in Secondary Schools in North-Central Zone, Nigeria

S/N	ITEMS STATEMENT	MEAN	REMARKS
11	Through the efforts of SBMC, discipline among students is maintained in this school.	3.76	Agreed
12	By the efforts of SBMC, discipline between teaching staff and students is maintained.	3.70	Agreed
13	The involvement of SBMC ensures that discipline between non-teaching staff and students is maintained in the school.	3.53	Agreed
14	SBMC in the school ensures that discipline between school management and students is maintained.	3.86	Agreed
15	Through the efforts of SBMC, discipline among teaching staff is maintained.	4.03	Agreed
16	Involvement of SBMC, maintains discipline between principal and staff.	3.90	Agreed
17	Effort of SBMC ensures the maintenance of discipline among the non-teaching staff.	3.76	Agreed
18	Through the efforts of SBMC, discipline between teaching staff and non-teaching staff is maintained.	3.76	Agreed
19	The involvement of SBMC maintains discipline between school and local community.	3.93	Agreed
20	The SBMC maintains discipline between school and the MOE officials in this school.	3.83	Agreed

Cumulative Mean = 3.81

Mean 3.0

Table 2 revealed the views of principals, teachers and SBMC Officials on the Influence of School-Based Management Committees on Discipline in Secondary Schools in North-Central Zone, Nigeria. Item 11 showed that through the efforts of SBMC; discipline among students was maintained in this school; with the mean scores of 3.76 of the respondents who indicated agreed to the statement. Item 12 stated that by the efforts of SBMC, discipline between teaching staff and students was maintained; with the mean responses of 3.70 of the respondents agreed to the statement. Item 13 was to find out if the involvement of SBMC ensured that discipline between non teaching staff and students was maintained in the schools showing the mean scores of the respondents of 3.53 who agreed to item statement. Item 14 stated that SBMC in the school ensures that discipline between school management and students were maintained; with mean scores of 3.86 which was agreed by the respondents. Item 15 stated that through the efforts of SBMC, discipline among teaching staff was maintained had mean score of 4.03 showing respondents' agreement to the statement. Item 16 tried to find out if involvement of SBMC, maintained discipline between principal and staff; respondents agreed with mean scores of 3.90 to the statement. Item 17 showed that effort of SBMC ensured the maintenance of discipline among the non-teaching staff; the respondents agreed to the item statement with

the mean score of 3.76. Item18 stated that through the efforts of SBMC, discipline between teaching staff and non-teaching staff was maintained. The responses of the respondents agreed showing the mean score of 3.76 in response to the statement. Item 19 stated that the involvement of SBMC maintained discipline between school and local community; with the mean scores of 3.93 of the respondents who agreed to the item statement. Item 20 stated that the SBMC maintained discipline between schools and the MOE officials in this school. The respondents' agreement with mean scores of 3.83 in response to the statement. The cumulative mean of 3.81, which is above the decision mean showed the respondents agreed to the statement.

Hypothesis 1: There is no Significant Difference in the Opinions among Principals, Teachers and SBMC Members (Respondents) on the Influence of School Based Management Committees on Students' Enrolment and Retention in Secondary Schools in North-Central Zone, Nigeria

Table 3: Summary of Analysis of Variance (ANOVA) in the Perceptions of Respondents on Influence of School Based Management Committees on Students' Enrolment and Retention in Secondary Schools in North-Central Zone, Nigeria

Source of Variation	Sum of Square	Df	Mean of Square	F-cal	F-critical	P-value	Decision
Between Groups	7.407	2	4.218	6.817	3.190	.001	H0₄ Rejected
Within Groups	464.071	373	2.726				
Total	471.478	375					

As shown in Table 3, if the P-value is less than the level of significance, the hypothesis is rejected, but if otherwise, it is retained. The calculated F-cal (6.817) is greater than the critical value (3.190), while the P-value (.001) is less than the significant level of 0.05, which indicates that there was no significant difference in the perceptions of respondents on Influence of School Based Management Committees on students' enrolment and retention in secondary schools in North-Central Zone, Nigeria. The P-value (.001) is less than the significant level of 0.05, which indicates that the Null hypothesis (**H₀₁**) is hereby rejected. The above result corresponds with the results of the research question one in which the majority of the respondents agreed with the items stated in the research question one. To ascertain the extent of differences of how students' enrolment and retention in secondary school administration, Scheffe's test was employed. Summary of the result is presented in Table 4.

Table 4: Summary of Scheffe's Multiple Comparison Test on the Perceptions of Stakeholders on the Influence of School Based Management Committees on Students' Enrolment and Retention in Secondary Schools in North-Central Zone, Nigeria.

Respondents	N	Mean
Principals	25	22.3421
Teachers	275	23.4192
SBMCs Official	77	13.1733

As indicated in Table 4, the mean score of principals (22,3421) was found to be closer to that of teachers (23,4192), implying that the difference between the two respondents was not significant. However, the mean score of SBMC Officials (13,1733) was lower than that of

principals and teachers. This implies that the SBMC Officials significantly differed in their opinions on the perceptions of other stakeholders on Influence of School-Based Management Committees on students' enrolment and retention in secondary schools in North-Central Zone, Nigeria.

Hypothesis 2: There is no Significant Difference in the Opinions among Principals, Teachers and SBMC Members (Respondents) on the Influence of School Based Management Committees on Discipline in Secondary Schools in North-Central Zone, Nigeria

Table 5: Summary of Analysis of Variance (ANOVA) in the Perceptions of Respondents on Influence of School Based Management Committees on Discipline in Secondary Schools in North-Central Zone, Nigeria.

Source of Variation	Sum of Square	Df	Mean of Square	F-cal	F-critical	P-value	Decision
Between Groups	63.213	2	4.991	3.163	7.910	.067	H₀ Retained
Within Groups	801.681	373	0.319				
Total	864.894	375					

As shown in Table 5, if the P-value is less than the level of significance, the hypothesis is rejected, but if otherwise, it is retained. The calculated F-cal (3.163) is less than the critical value (7.910), while the P-value (.067) is greater than the significant level of 0.05, which indicates that there was no significant difference in the perceptions of the respondents on Influence of School Based Management Committees on Discipline in Secondary Schools in the North-Central Zone, Nigeria. The P-value (.067) is greater than the significant level of 0.05, which indicates that the Null hypothesis (**H₀**) is hereby retained. The above result corresponds with the results of the research question two in which the majority of the respondents agreed with the items stated in the research question two.

Summary of the Findings

The study revealed that:

1. School-Based Management Committees (SBMCs) had little influence on the management of students' Enrolment and Retention in most Secondary Schools in North-Central Zone, Nigeria; and
2. Through the efforts of School-Based Management Committees (SBMCs), were such as discipline among teaching staff, non-teaching staff and students were maintained in most Secondary Schools in North-Central Zone, Nigeria.

Discussion of Findings

The finding of the study showed that School-Based Management Committees did not have major influence on Students' Enrolment and Retention in Secondary Schools in North-Central Zone, Nigeria. This was supported by the aggregate mean of 2.43 obtained from the response of respondents on table 1. In addition, despite the efforts of SBMC, enhancement of qualified and competent teachers by SBMC, parents enrolled their children in schools and children enrolment in science schools was very low. Efforts of SBMC in providing the needed instructional materials attracted more enrolment in schools. Through mobilization and sensitization for workshops by SBMC, retention in schools was high. This was supported by Muhammad (2021), who opines that the problem of dropout has reached epidemic proportions

internationally and has become a global problem confronting the education industry around the world. The Universal Basic Education (UBE) programme of the Federal Government was designed, among other things, to provide the Nigerian child diverse basic knowledge and skills that will enable him/her function effectively in the society within the limit of the child's capacity. This assertion is in conformity with the findings of Muhammad, Bukar and Ali (2025), that SBMCs carried out similar campaign in their community to create awareness on the importance of schooling and the need to enroll children into schools.

The study further shows that inadequate provision of needed instructional facilities by SBMC does not enhance students' performance and this makes retention in schools low over the years. Supervision of SBMC on regular basis in the schools, encouraged the retention rate of students, through regular meetings, the provision of needed health facilities by SBMC enhanced students' performance and this has reduced retention low over the years in the most public owned secondary schools in North-Central Zone, Nigeria. This was supported by Muhammad (2021), who opines that the problem of dropout has reached epidemic proportions internationally and has Result of the study established that School-Based Management Committees influenced discipline in Secondary Schools in North-Central Zone, Nigeria. This is supported by the mean scores of 3.81 obtained from the response of respondents on table 2,

The study showed that the involvement of SBMC maintained discipline between principals and staff, through the efforts of SBMCs discipline between teaching staff and non-teaching staff was maintained and involvement of SBMC maintained discipline between school and local community encouraged in most public owned secondary schools in the North-Central Zone, Nigeria. This was supported by Maina and Jumare (2023), who opined that other acts of indiscipline such as hitting a teacher, cursing or calling other students bad names, inattentiveness in class, going out of school premises without permission, refusal to stay for detention, refusal to clean the grounds as ordered, failure to maintain silence and adhere to time schedules. Such acts of indiscipline were common in most secondary schools in the North-West Zone, Nigeria. This assertion is in accordance with the finding of Onyilibe and Ikediugwu (2020) that SBMC, to a low extent, participate in minimizing drug abuse through monitoring students' activities, controlling examination malpractices by setting up ad hoc committees in school and monitoring of students' departure from school before the closing time through community task force.

Conclusions

Based on the findings of this study, these conclusions are drawn:

School-Based Management Committees (SBMCs) had effectively improved the management of students' enrolment and retention in Secondary Schools in North-Central Zone, Nigeria. Also, with enhancement of qualified and competent teachers by SBMCs, enrolment in rural schools had improved; and School-Based Management Committees (SBMCs) ensured that discipline among students, discipline between teaching staff and students, discipline between school management and students were maintained.

Recommendations

Based on the findings from the study, the following recommendations are hereby put forward:

1. The school-Based Management Committees (SBMCs) members and the school community members should continue to enlighten parents and guardians to improve their understanding of the roles and responsibilities in order to enhance students' enrolment and retention in various secondary schools in the Zone; and

2. The stakeholders should ensure there is involvement of School-Based Management Committees (SBMCs) in ensuring that discipline among teachers, non-teaching staff and students is maintained in various schools in the Zone to create enabling environment for effective teaching and learning to take place.

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