

**THE IMPACT OF SBMC ON THE PROVISION AND MANAGEMENT OF  
INFRASTRUCTURAL FACILITIES IN BAUCHI, BAUCHI STATE**

**BY**

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DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING**

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**APRIL 2019**

## **DECLARATION**

I hereby declare that this work is the product of my research efforts undertaken under the supervision of Professor Bello A. Bello and has not been presented elsewhere for the award of a degree or certificate. All the sources have been duly acknowledged.

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## **CERTIFICATION**

This is to certify that the research work for this dissertation and the subsequent write-up by ISMAILA UMAR KANDA (SPS/14/MED/00051) were carried out under my supervision.

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## ABSTRACT

*This study examined the impact of School Based Management Committee (SBMC) on the provision and management of infrastructural facilities in Basic Education Schools of Bauchi LGEA, Bauchi State. The objectives which are to: (1) examine whether SBMC engages in the provision of infrastructural facilities to Basic Education Schools in Bauchi LGEA, (2) whether or not SBMC influences/has impact on the improvement of schools enrolment and class attendance, (3) whether SBMC organizes training programmes for Bauchi LGEA staff on the effective utilization of the school infrastructural facilities and (4) determine the participation of SBMC in the maintenance of the infrastructural facilities and the problems that hinder SBMC activities towards providing and managing infrastructural facilities in Bauchi LGEA. A survey method was used for this study with a 326 population and the sample size of one hundred and eighty-one (181). Purposive random sampling technique was used in selecting the sample for the study and a questionnaire as the instrument used for data collection. The data collected were analysed using frequencies and simple percentages and documentary analysis was used on school enrolment and class attendance. The outcome of the study revealed that Community members contribute towards the provision and management of infrastructural facilities to the schools and SBMC have a positive impact on the School Enrolment and Class Attendance in Basic Education Schools of Bauchi LGEA. It organizes training programmes for staff on the maintenance of infrastructural facilities, SBMC participates in the maintenance of infrastructural facilities of Basic Education Schools and its officials do not make their policy guidelines known to all members of the community, and often encounter government interference. Thus, it was recommended that the community should be enlightened on the activities of SBMC as this will increase community level engagement in the provision of infrastructural facilities to Schools in Bauchi LGEA. Similarly, Workshops, seminars and symposiums should be organized for members of the SBMC so that they would be enlightened on issues relating to the provision and management of infrastructural facilities in Basic Education Schools. In addition, there should be an enlightenment campaign on the importance of SBMC activities within school and host communities in order to ensure participation by all. Furthermore, SBMC officials should make their policy guidelines known to all the members of the community avoid government interference and maintain consistent policies. This will ensure transparency and instil confidence in the community. This research also recommends that similar work should be done on the activities of PTA, on school facilities, NGOS, on staff development and the maintenance of school infrastructural facilities and vandalization of facilities.*

## **OPERATIONAL DEFINITION OF TERMS**

**SCHOOL BASED MANAGEMENT COMMITTEE:** Refers to the members of the community management who live around the school. They are people who assist the school, have connection in one way or the other and are willing to contribute to the progress of education the school.

**PROVISION:** Is to provide a known liability for a known amount or make preparation in making infrastructural facility available and the struggle made by SBMC members in getting the facilities for a known school.

**MANAGEMENT:** Is the control of judgment and decision to ensure the effective utilization of the facility provided in the school.

**INFRASTRUCTURE:** The physical services, such as buildings, transport, water and power supply, that are needed for the organization, that is the school, to answer its name.

**UPPER BASIC:** The three years between compulsory education schools, that is, between primary six and senior secondary school, 6-3-3-3.

**LOWER BASIC:** The first six years of basic education.

## **LIST OF ABBREVIATIONS**

BLGEA – Bauchi Local Government Education Authority

LGEA – Local Government Education Authority

SBM – School Based Management

SBMC – School Based Management Committee

SEPIP – State Education Program Investment Project

SUBEB – State Universal Basic Education Board

ENR – Enrolment

CAT – Class Attendance

DF – Differences between Enrolment and Class Attendance

ESSPN – Education Sector Support Programme in Nigeria

SPSS – Statistical Package for Social Sciences

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background to the Study**

Education is considered the most effective means of bringing about change that would ensure the accelerated economic growth and national development of any country. One of the issues of great controversy among educators in different institutions of learning today is the issue of the poor state of infrastructural facilities. A school of thought argues that the problem is that of inadequate facilities required for the effective teaching and learning of students that is responsible for the quality of SBMC graduates produced in Nigeria (Umunadi, 2011). The Federal Ministry of Education, Science and Technology in 1985 decided to enhance the academic performance of students in different institutions by equipping the schools with infrastructural facilities. Okoro (1991) pointed out that the facilities, which included buildings, equipment, tools and the school materials available, were inadequate for effective use in SBMC. One of the major problems in the technological institutions in Nigeria is lack of infrastructural facilities. Oranu (1990) revealed that lack of physical facilities is the problem of most institutions of learning in Nigeria.

However, it is evident that the inadequate provision of infrastructural facilities is due to low level of funding educational institutions, particularly SBMC in Nigeria. This made it impossible to actually achieve the aims and objectives of SBMC, as outlined by the Federal Republic of Nigeria (FRN) in the National Policy on Education (NPE) (FRN, 2004). It is also clear that the proper installation of equipment in school workshops cannot be carried out without adequate fund. Consequently, the workshops and laboratories as a means of aiding the teachers of SBMC are not properly equipped for practicals. Nigeria so remains a major defaulter in complying with the UNESCO recommendations that at least 26% of the national budget must be committed

to education. The 2013 Federal Government Budget did not reflect any commitment whatsoever on the part of the government towards improving the fortunes of the education sector. Instead, considering the 2013 budget proposal whose size was a whopping N4.92 trillion or is about 5 per cent bigger than the 2012 budget, this allocation to education reflects completely the opposite. "Allocation to education only increased marginally from 8.43 per cent last year to 8.7 per cent in the 2013 budget (ERC, 2012). Moreover, school facilities give meaning to the teaching process. It is, therefore, an integral part of the overall management of the school. School managers should carry out comprehensive assessment of facilities to determine areas of need. This requires an integrated effort of the all stakeholders, who possess the expertise needed for accurate and up-to-date assessment of all the aspects of school facilities. The actualization of the goals and objectives of education requires the provision, maximum utilization and appropriate management of the facilities.

The School Based Management Committee (SBMC) is a body designed to improve education in both upper and lower basic education in all schools. One important feature of SBMC is that it has to do with the standardization of quality in education in the hands of some selected members to manage the school and has a good link with UNESCO. The aim of SBMC is to increase wider participation of citizens and offer efficiency and accountability in education. This is aptly captured by Agundale and Adelabu (2009):

“In Nigeria the School Based Management Committee was set up to increase citizens’ participation in school management. This is part of the efforts of school reform in Nigeria”

They further elaborated that SBMC is meant for efficiency, accountability, transparency and flexibility. It play a role in decision making regarding the infrastructural facilities of a school

from provision to its maintenance and also enrolment, which at long last affects class attendance. SBMC in Nigeria is established by Government to serve as a bridge between schools and the community they are serving. It is meant to improve the qualitative aspect of basic education and promote good governance. The above objective of SBMC is to some reasonable extent being achieved. This is because the programme has recorded tremendous success.

## **1.2 Statement of the Problem**

School Based Management Committees (SBMCs) have a significant link with the school and the community they serve. SBMCs are made up of local people of different strata who consider the environment within which the school is situated as a base within which they live and have interest in the development of education in the locality. The purpose of SBMC is meant to: involve itself in school governance, monitoring and supervising school activities, stimulating community and government interest to support school improvement and monitoring and communicating issues to the community and to local or state government. SBMCs were established in Bauchi to manage all the basic education schools in the State and extend a helping hand to the administration of both lower and upper Basic Education Schools of Bauchi Local Government Education Authority (BLGEA). This is because it has so many problems that need parents, schools, the community and other members living within the environment to come and intervene. Principally, there are the problems of inadequate infrastructural facilities and the poor funding of education, especially in rural schools. Another problem is the administrative aspect, that is, the management or maintenance of such facilities when available.

Public schools are becoming backward in everything except in the number of students, which is always high. But the facilities available are always low. Another problem is staff and students in



Basic School do not receive comprehensive training on the effective utilization of school facilities. The contribution of community members is very vital especially in providing and maintaining infrastructural facilities. So, the problem here is how we can provide and manage such infrastructural facilities in our LEAs. To come with the solution of the above, Nigeria provided the Education Sector Support Programme in Nigeria (ESSPIN), which serves as SBMC. This dissertation is intended to look at the role of SBMC in the provision and management (the proper utilization of infrastructural facilities of Basic Schools in Bauchi LGEA). SBMC is also concerned with school enrolment and class attendance with the sole aim of improving the two in both the rural and urban centres of public schools

### **1.3 Objectives of the Study**

The following are the objectives of the study:

1. To examine whether SBMC participates in the provision of infrastructural facilities in Basic Education Schools of Bauchi LGEA.
2. To examine whether or not SBMC influences/has impacted on the improvement of schools enrolment and class attendance in Basic Education of Bauchi LEA.
3. To examine whether SBMC organizes training programmes for Bauchi LGEA staff on the effective utilization of school infrastructural facilities.
4. To determine the participation of SBMC in the maintenance of infrastructural facilities in the Basic Education school in the area of the study.
5. To find out the problems that hinder the activities of SBMC in its effort in providing and managing infrastructural facilities in the Basic Education Schools in the area under study.

#### **1.4 Research Questions**

This study has intended to answer the following research questions.

1. Do SBMC participate in the provision of infrastructural facilities to basic education schools in Bauchi LGEA?
2. What is the impact of SBMC on school enrolment and class attendance in Bauchi LGEA?
3. Does SBMC organize training on effective utilisation of infrastructural facilities for staff in Bauchi LGEA?
4. Is SBMC participating in the maintenance of infrastructural facilities of Basic Education Schools of Bauchi LGEA?
5. Is SBMC encountering problems that hinder its activities towards providing and managing infrastructural facilities in Bauchi LGEA?

#### **1.5 Significance of the Study**

The study will be relevant and useful to students, teachers, head teachers, community and the government(s). Students will find the result of the study a treasure that serves to be relevant material of reference to their further researches in their effort of contributing to knowledge. Teachers and head teachers could find the outcome of the study as a guide to them on the roles and relevance of the SBMC to the school in the provision, maintenance and management of the infrastructural facilities in school in support of education to the standard. The result of the study also would benefit SBMC members in creating awareness of their legal roles in participating in school general affairs, be it decision making, budgetary allocation, financial support, facilities provision and maintenance, to mention a few, so as to know that the school is meant to serve the community; likewise government cannot shoulder all school needs but rather requires active participation of the community in taking the school to the achieving end.

Government at all levels will find the study a proposition for policy option, policy making and policy formulation in order to fine-tune the effective requirement of stakeholders in supporting the education sub-sector at the Basic Schools where government spends a lot in education without any immediate impact, rather than a long term outcome in the behaviour of learners and their potentiality whenever they become ready made for the economy. To this effect, policy makers and education planners continue to support the need of all hands on desk in taking education to the Promised Land qualitatively as well as quantitatively in their education planning.

### **1.6 Scope and Delimitation**

This research work is on all public basic education schools within and outside Bauchi metropolis which include the four prominent districts of Bauchi, Galambi, Miri and Zungur with over three hundred basic education schools. This study is limited to the way SBMC plays a role in the provision of infrastructural facilities and how such facilities are being managed or utilized and the area of impacts on the education of basic schools, primary schools and JSS of Bauchi LGEA, from 2008 to 2015. This study did not cover the senior secondary schools in Bauchi LGEA and private schools were not included in this research. Thus, all private schools of any kind and tertiary institutions were also excluded.

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **2.1 Introduction**

This chapter presented the review of related literature relevant to the impact of the school-based management committee on the provision and management of infrastructural facilities of basic education schools of Bauchi LGEA. The study deals with the provision, impacts, management, maintenance, utilization of infrastructural facilities and repairing damaged facilities by SBMC and the problems that hinder its activities in schools of Bauchi LGEA.

### **2.2 Conceptual Framework**

### **2.3 The Provision of Infrastructural Facilities**

Due to the shortage of infrastructural facilities in our schools nowadays, it was recommended by the National Policy on Education Section 12 (104b) Federal Republic of Nigeria (2004), as put forward by Ayeni and Ibukun (2013), who stated that the National Policy on Education allows the close participation and involvement of the communities at the local levels in the administration and management of their school. This has given a legitimate mandate to community-based people to come and participate fully in the management of the school within the local community. The National Council on Education (NCE) in 2006 approved the establishment of SBMC in all primary and secondary schools in Nigeria as part of government's effort to restructure the administrative process and ensure the inclusive participation of stakeholders of the school at the community level with the composition of 10 to 12 people in each school.

The school as an educational institution is basically established for teaching and learning within the framework of the education sector. Educational goals, diverse personnel, curriculum, knowledge, physical facilities, material, students, finance and so on are inputs into the school system with the aim of producing well equipped outputs to ensure that the school is effective, and

efficient. In the performance of its function, the three components of men, money and materials must be harmoniously available and managed.

The provision of school facilities brings about a conducive teaching and learning environment for teachers, students and other staff members to perform their duties effectively. A good school environment fosters desirable behaviour, creativity, a harmonious relationship and problem solving skills among students. In the same vein, the quality and standard of education and output depend on the extent to which school facilities are provided and managed. Hence, Akinsolu, (2004) asserted that the educational curriculum cannot be sound and well operated with poor and bad managed school facilities, which include classroom, laboratory, workshops, libraries, equipment, consumables, electricity, water, visual and audio-visual aids, tables, desks, chairs, playground, storage space and toilets, etc. Managing these facilities pose a major challenge for school administrators, especially in public schools with its continuous increase in student enrolment without a corresponding increase in school facilities.

However, Owuamanam (2005) noted that the inadequacy of infrastructural facilities is one of the major problems facing the Nigerian education system. Nwadiani (2012) is also of the opinion that infrastructural facilities in public schools in Nigeria are inadequate, leading to poor utilization. Studies on physical facilities in public schools have revealed that what is on the ground in most public schools is the recommended bench mark for the provision of infrastructural facilities in these schools. According to Emetarom (2004), educational facilities are material resources in the school which are physical and spatial that will enable teaching and learning and increase the production of results. When compared with other resources, adequate quality and quantities constitute vital inputs for achieving desired educated goals.

According to Asiyai (2012), school facilities include the entire school plant, which school administrators, teachers and students harness, allocate and utilize for the smooth and efficient management of any education and institution. In the school, educational facilities serve as pillars of support for effective teaching and learning, thereby making the process meaningful and purposeful. School facilities include permanent and semi-permanent structures, such as machinery, laboratory equipment, the blackboard, teacher's tools and other equipment as well as consumables. Educational facilities also refer to non-human and non-financial resources, which include all movable and immovable materials, which are used for teaching, learning and other school activities.

#### **2.4 The Impact of School Based Management Committee on School**

According to the Anambra State Government (2012), SBMCs and PTAs are two bodies meant for "Strengthening of school management ownership and accountability." Aloga (2014) stated in the abstract "when the school physical plant is well planned, it will not only enhance good teaching and practice but will also be correct to assert that school plant represent the empirical relevant of the totality of the school environment." On this connection, Asiabaka (2008) added that, "School facilities, constitute the major components of both direct and indirect action elements in the environment of learning.... These facilities play pivotal role in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of the staff and students of the school."

Facilities contribute a lot to the teaching and learning process, as Hinum (1999) sums up "...that the quality of facilities has an impact not only on educational outcomes but on the well-being of students and teachers." So, infrastructural facilities play a pivotal role in the actualization

of educational goals and objectives by satisfying the physical and emotional needs of both the staff and pupils of the school.

#### **2.4.1 The School Based Management Committee (SBMC)**

Adediran and Mohammed (2009) explained Section 52 of National Council on Education (NCE) 2005 that talk about the establishment of SBMC for all schools in Nigeria where it provided guidelines for the establishment of SBMC also stated the composition and tenure for the SBMCs and recommended an SBMC structure for schools in the country. SBMC in Nigeria was established by government to act as a bridge between schools and the communities they serve. It is meant to improve the qualitative aspect of basic education schools and promote good governance. It also serves as a bridge between schools and the community because it is participating in:

1. School development planning.
2. Participating in its decision making
3. Improve learning outcomes.

Therefore, SBMC is the decentralization of authority from the central government to the school level in order to stimulate and sustain improvement. According to Malden, Ogawa and Kranz (1990), School Based Management Committee can be viewed as:

“A formal alteration of governance structures, as a form of decentralization that identifies the individual school as the primary unit of improvement and relies on the redistribution of decision making as the primary means through which improvement might be stimulated and sustained”

SBMC is emphasizing on the education of girls and other marginalized groups of students. It is a new approach that decentralized decision making power in education or administering schools. This is meant to satisfy client needs. SBMC is meant to:

1. Provide an opportunity for community members to make input.
2. It is an opportunity for government to provide better resources.
3. SBMC in the hands of competent persons can be called as an organization that comprises school administrators, teachers, students, community members, such as women, artisans, religious organizations, etc.
4. Be a body for transparent use of educational resources.
5. All stakeholders at the local level will have an opportunity to contribute to the development of education in their locality.
6. SBMC is the only avenue that old and new students of the institution will come together and participate for educational progress.
7. SBMC makes school operate in:  
“Substantial autonomy in terms of adapting and implementing educational content and/or allocating and managing resources.”
8. In SBMC, poorer performing schools may receive greater support to help them to improve.
9. It enhances women participation.
10. It provides guidance and counselling centre for all students.
11. It encourages mothers to visit the school.
12. SBMC provides annual progress report to be submitted to SUBE through its LGEA.



#### **2.4.2 The General Goals of School Based Management Committee**

According to Adebayo and Madupe (2009), in almost all countries of the world, SBMC has the following four goals:

- i) “Increasing the participation of parents and community in school.
- ii) Empowering principals and teachers.
- iii) Building local level capacity and perhaps the most importantly.
- iv) Improving quality and efficiency of schooling thus raising students’ achievement levels.”

The above writers went further and listed the following seven objectives of SBMC, as quoted in Akinsolu and Onibon (2008) to

- i) Engender community’s interest in school in their localities with a view to their assuming ownership of their schools.
- ii) Provide a mechanism for more effective management at the school level.
- iii) Provide a platform on which the community and school pool resources together to enrich school management.
- iv) Provide communities and Local Government Education Authorities (LGEAs) with a new mechanism to demand accountability from school managers (i.e. Head-teachers).
- v) Help the school in the formation of its mission statement and articulation of its vision.
- vi) Provide a legal framework involving stakeholders in planning monitoring and evaluation of education at the school level.
- vii) Provide and update a school development plan on an annual and longer term basis (Akinsolu and Onibon, 2008).

### **2.4.3 How SBMC Promotes School Tone Enrolments and Attendance Inclusive**

The Bauchi State Education Program Investment Project (SEPIP) (2015) manual for SBMC has the following contributions on school tone improvement:-

1. Promote record keeping as regarding class attendance and absenteeism
2. Provide a comprehensive reporting systems which includes notification to parents with respect to their children's performances in school
3. Provide schools with facilities to better manage teaching and learning in schools
4. To maintain and sustain good academic standards
5. To provide a well cultured learning environment
6. To ensure efforts that may lead to the production of well-behaved pupils/students.

This SEPIP manual has further emphasized the child is right to education

1. Every child (male and female) has the right to life and to be allowed to survive and develop.
2. Every child in the school is entitled to a name, family and nationality.
3. Every child should be free to belong to any association according to law.
4. Every child in the school is entitled to protection from any act that interferes with his/her privacy, honour and reputation.
5. Every child in the school will be entitled to adequate rest and recreation (leisure and play) according to his/her age and culture.
6. Every child (male or female) is entitled to receive compulsory basic education and equal opportunity for higher education, depending on individual ability.
7. Every child is entitled to good health, protection illness and proper medical attention for survival, personal growth and development.

8. Every child must be protected from indecent and inhuman treatment through sexual exploitation, drugs abuse, child labour, torture, maltreatment and neglect.
9. No child should suffer any discrimination irrespective of ethnic origin, birth colour, sex, language, religion, political and social beliefs, status or disability. The most relevant subject above is Item Number Six above.

#### **2.4.4 The Roles and Responsibilities of SBMC**

SEPIP (2015) SBMC manual for training guide in Bauchi has listed the following roles and responsibilities for the SBMC as follows:-

1. It collaborates with the community to mobilize parents on the enrolment attendance and retention of children or wards in the school.
2. It also monitors staff attendance at school and effectiveness in curriculum delivery.
3. SBMC supports the head teacher in innovative leadership and the effective management of the school.
4. SBMC also monitors the maintenance of the physical facilities of the school.
5. It assists in the procurement of teaching/learning materials and resources.
6. SBMC also reports to the LGEA on a regular basis on developments in the school.
7. It also serves as a medium of the transmission of skills, knowledge, values and the traditions of the community.
8. It also assists the head teacher in treating discipline and problems in the school.
9. It ensures the security of human/material resources and renders an annual statement of account income, expenditure and identify staff requirements.

However, Roy (2008) has the view that the goal infrastructural development in primary education is to increase school attendance motivation and improve the academic performance of students.

#### **2.4.5 Different Forms of the School Based Management Committee**

There are four models of the School Based Management Committee

1. Administrative control of SBMC:

This SBMC works together with school heads to ensure all the administrative units function effectively.

2. Professional control of SBMC:

This is where school teachers are effectively used in decision making to use their knowledge and skills and the experience they acquire in handling their pupils.

3. Community control of SBMC:

This is where parents are used in deciding what the community should do to maintain good education.

4. Balanced control of SBMC:

This is where decision making authority is shared by parents and teachers.

#### **2.5 The Utilization of Infrastructural Facilities**

School facilities form an integral part of the educational system and are observed as a potent factor to qualitative and quantitative education. According to Akande (1985), learning can occur through one's interaction with the environment. Environment here refers to the facilities that are available to facilitate students' learning outcomes. Such environment includes the library laboratory

information and communication technology (ICT) centre, etc. adequately equipped and properly utilized for efficient and effective learning.

According to Oni (1992), facilities constitute a strategic factor in organizational functioning. This is so because they determine to a very large extent the smooth functioning of any social organization or system, including schools. He further stated that their availability, adequacy and relevance influence efficiency and high productivity. In his words, Farunmi (1997) opined that the wealth of a nation or society could determine the quality of education in that land, emphasizing that a society that has wealth will establish good schools with quality teachers and learning infrastructures that with such students may learn with ease thus, bringing about good academic achievement. Writing on the role of facilities in teaching and learning, Balogun (1982) submitted that no effective science education programme can exist without the availability of the necessary equipment. This is because facilities enable teachers and learners to develop problem-solving skills and scientist attitudes. Ajayi (2009) reiterated that when facilities are provided to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher but individual students will also learn at their own paces. The net effect of this is increased overall academic performance of the entire students.

Faronbi's (2012) study on resource concentration utilization and management as correlates of student's learning outcomes in Oyo states, found that the classroom learning environment in some schools was poor. He cited examples of schools without chalkboard, absence of ceiling some roofing sheets not in place and windows and doors removed among others, a situation which the researcher regarded as hazardous to the healthy living of the learners. The problem of candidates' mass failure in examination will continue until the situation of schools in the country changes for the better. Commenting on why academic achievement is not in vogue in Nigeria, Adesina (1981)

identified poor and inadequate facilities, obsolete teaching techniques, overcrowded classrooms and lack of effective utilization of school facilities, among others, as factors, throwing more light on school facilities provision. In his words, Ojoawo (1990) however noted that certain schools are favoured in the allocation of facilities to students in public examinations. Hallak (1990) stated that in many developing nations certain physical facilities are non-existent and that in those instances, where amenities are available, many are of substandard quality. What is even more alarming is the correlation which observes claim to exist between the quality of facilities and academic performance. Lamenting on the glowing inadequacies of the school facility in our educational industry, Akinkugbe (1994) opined that everywhere you look, primary, secondary, special, technical and tertiary, there is abundant evidence of crippling inertia, criminal neglect and a pervasive decay in values and standards.

Other scholars like Wilcockson (1994), Lawal (1993) and Ajayi (1996) have variously identified the significance of facilities in teaching learning spheres. We can say that the absence or poor (and/or deteriorating) quality and lack of utilization of educational facilities can affect academic performance. Gamoran (1992), however, holding a contrary view noted that facilities, teachers' salaries, books in the library and the presence of science laboratory, had little impact on variation in student's achievement once students' background varieties had been taken into account. This statement connotes that before such student could perform well in the higher educational level, he must have been groomed or cushioned by the availability of resources in his elementary days upon which he now uses a springboard. According to Hallack (1990), facilities form one of the potent factors that contribute to academic achievement in the school system. They include the building's classrooms, accommodations, libraries, laboratories, furniture, recreational equipment, apparatus and other instructional materials. He went further to say that their

availability, relevance and adequacy contribute to academic achievement. He however quickly added that unattractive school buildings and overcrowded classrooms, among others, contribute to poor academic attainment. Describing where these facilities should be located, he ascribed that educational facilities should be located in appropriate places, while the needs of users should be put into consideration.

## **2.6 Participation in the Maintenance of Infrastructural Facilities**

According to New York Science Journal, Asiabaka (2008) said “An aspect of school management that is generally overlooked is facilities maintenance when new building are constructed and taken over by the appropriate authorities practically no attention is paid to the maintenance of such buildings.” She also added to this connection in managing the Asiabaka (2008) has the opinion that there are two methods for faculty management. The first method is the way you plan in ensuring that the facilities are provided from the budget. Such provision should be in line with the educational philosophy of the school. And the second step is the development of broad educational goals. Asiabaka (2008) pointed out that the planning guide for maintaining school facilities should be faculty audits for comprehensive information or inventory on school building and faculty to:

- Assess the building.
- Grounds and equipment.
- Documenting to the findings.
- Recommending service option to increase efficiency.
- Reduce waste and save money

The document further listed the importance of faculty audits to ensure proper maintenance.

- It helps planners, managers and staff to know what is available; its condition, service history maintenance need and location.
- Provide facts not guess work to inform for maintenance and improve school facilities.
- Establish a basic line for measuring facilities and maintenance progress.
- Allow in depth analysis of product life cycles to occur on a routine basis (i.e. measuring actual life versus expected life).

Asiabaka (2008) added that the required information on any school facility should be as follows:-

1. Brand name
2. Model number
3. Serial number
4. Quality and product size
5. Location where the faculty should be
6. Age – manufacturing and the expiring date where necessary.
7. Condition – under which facility should be used e.g. the temperature.
8. Working as purchased
9. Working as it should be.
10. Working as it meets the interest of the user.
11. History of its repair.
12. Evidence of future needs.
13. Recommended service.
14. Estimated remaining useful life.



### 2.6.1 Facility Maintenance

An aspect of school management that is generally overlooked is facilities maintenance. When new buildings are constructed and taken over by the appropriate authorities, practically no attention is paid to the maintenance of such buildings. Several school buildings that are over fifty years old have never undergone renovation or any form of modernization in spite of the changes in the educational system. Facility maintenance is an issue that concerns all the levels of the educational system, ranging from the pre-kindergarten to the tertiary level. Some of these facilities are architecturally obsolete and, therefore, cannot contribute to functional education. Maintaining new buildings and renovating and modernizing old ones require considerable expertise and the commitment of human and material resources. Changes in weather conditions and lack of a maintenance culture are responsible for the aging and deterioration of school buildings, grounds and equipment. School managers and teachers who constantly use school facilities lack knowledge of facilities maintenance planning. Consequently, they fail to integrate facility maintenance into the management of the school. The issue of facility maintenance is haphazardly addressed at all levels of the educational system. Repairs take place only when problems arise due to the breakdown of the existing facility. Facility maintenance entails providing clean and safe environment for teaching and learning. It also involves the provision of adequate facilities for teaching and learning. This type of maintenance should be adopted in the facility maintenance plan. According to Asiabaka (2008), facility maintenance are categorized into four types: -

1. **Preventive maintenance** - This is a type of maintenance carried out on school facilities to avoid breakdown and ensure optimal performance of the facility. Up to date information about the facility is required to serve as a guide for the maintenance team. Preventive maintenance saves cost and time. It is usually an integral part of the management practice

in societies where maintenance culture is well established. Decisions on preventive maintenance are collectively made and implemented.

- 1- **Routine maintenance-** This is carried out periodically as scheduled by the school managers. Facilities may be serviced monthly, quarterly or even annually, depending on the agreed schedule. Manufacturers' guide provides information on the nature and maintenance intervals. School managers comply with these guides to avoid breakdown of the equipment.
- 2- **Emergency Repairs-** This is very common in the management of school facilities in societies where maintenance culture is not well established. It takes place when a facility breaks down and urgent measures or steps had to be taken to remediate the situation. In this regard, collective decision-making may not be possible because there may be limited time to bring together all the necessary individuals to make decisions. It is also expensive because due to lack of maintenance. The extent of damage may demand total replacement of the facility or high cost of repair. In some cases, the breakdown may cause injury or even death to staff and/or students of the school. The resultant effect may be high insurance premium or prevent the use of the facility for teaching and learning until repair has been effected. School managers should proactively develop and implement facilities management plan for addressing facility needs.
- 3- **Predictive Maintenance:** This is the use of computer software to predict equipment failure based on age, user demand and performance measures. In this connection on the maintenance and management of infrastructural facilities, Fenker (2004 in Asiabeka 2008) opined that "facilities management is a process that ensures that buildings and other technical systems support the operations of an organization. It is the application of

scientific methods in the planning, organizing, decision making, coordination and controlling of the physical environment of learning for the actualization of the educational goals and objectives.”

### **2.6.2 The Importance of School Facilities Maintenance**

Edwards (1992) in his study of building conditions, parental involvement and students’ achievement in the district of the Colombia public school system found that students in school buildings they were in poor condition achieved 6% below students in school buildings that were maintained in excellent condition. He concluded that decaying school facilities, damaged electrical fittings, inoperative heating and cooling systems affect the learning of students and morale of staff. Cash (1993) examined the relationship between building condition and student achievement in small, rural Virginia high schools. Students’ scores on achievement tests were 5% lower in school buildings with poorly maintained laboratories, libraries, workshops and classroom furniture. McGruffey (1992) investigated the input of school building age on school achievement in Georgia. He found that proper building maintenance was related to fewer disciplinary problems. He also found that building components that are necessary for effective teaching and learning are usually absent in poorly maintained school buildings, as such buildings lack functional fans, air conditioners, electric lighting and water supply.

Sani (2007) investigated the relationship among school plant construction, utilization, maintenance and school effectiveness in Kebbi state secondary schools in Nigeria. He used stratified sampling techniques to select 26 out of 41 secondary schools deliberate sampling for all principal and proportionate sampling techniques to select 587 out of 850 teachers in the selected schools. He used a combination of WAEC Result analysis format observation inventories and a questionnaire to generate both quantitative and qualitative data. He applied Multiple Regression and Pearson’s

Correlation Coefficient to test his hypotheses. He found that there was a significant positive and high relationship between school plant maintenance and student academic performance, student conduct and school community relationship with calculated values of 99, 98, respectively. Oyedije (1998) maintained that there is a positive relationship between the quality of maintenance and the level of the functionality of the school plant. He identified the significance of school plant maintenance to include:

- a. School plant maintenance makes it possible to have a clean and healthy school environment.
- b. It ensures that school buildings and facilities are kept safe and well protected.
- c. It helps to preserve the aesthetic or beauty of the school environment.
- d. It ensures that school facilities are constantly functioning in good working condition.
- e. It helps to slow down the rate of degradation of facilities and extends their life span.

### **2.6.3 Challenges Regarding Facilities Maintenance at Schools**

There are numerous challenges regarding facilities maintenance at schools. Some of these challenges are as a result of backlogs created by deferred maintenance, for instance, efficient plumbing systems are essential for smooth facility operation, but too often they are overlooked until a problem arises (Westerkamp, 2000). Among other challenges, the following are prominent:

Maintenance Activities are not Documented: Hopkinson (2008) opines that most of the challenges with facilities maintenance stem from poor documentation. Adding to this opinion, PharmOut (2007:6) asserts that documents, such as policies, procedures and work instructions should exist for all maintenance activities. The documentation system must, however, be kept simple. It should indicate what the maintenance staff is going to do and must do exactly as prescribed (Adams, 2008).

Maintenance Plans are not Updated: Howard (2006) is of the opinion that preventive maintenance requires strategic actions for prolonging the life of school facilities components and, as a baseline for planning, facilities managers should prepare and periodically update an inventory of facility components and their conditions. By so doing, the maintenance staff can then better identify maintenance needs, determine their costs and set priorities. Well-structured preventive maintenance, incorporated into ongoing maintenance programmes, therefore, offers the best chance for achieving intended results.

Maintenance Staff is not Properly Trained: A study by Kommunikation (2003) found that schools in many countries are not safe for children due to the neglect of the operation and maintenance of facilities. In addition, there has been a lack of hygiene education for learners. The study also found that if the maintenance staffs are not properly trained and other school personnel lack commitment, an unhealthy physical environment will be created. Lack of proper training becomes evident when compounds and classrooms are not clean; toilets do not work and are kept in poor condition, when there is an absence of convenient hand washing facilities and lack of safe drinking water. These challenges are sometimes compounded by the lack of clean and convenient use of water and sanitation facilities by all learners and staff and the lack of roles for older learners to help and monitor the younger learners in using facilities and maintaining school cleanliness (Smith & Lewis, 2008). According to McCall (1997:4), untrained personnel, including the principal, will allow school facilities to degenerate to a crisis situation. The message sent to learners forced to attend school in shabby, overcrowded buildings is that nobody cares about, nor expect very much from them. Schools therefore have a responsibility to make sure that their maintenance employees receive the necessary training beyond occupational licensure requirements and for cost-effective decisions the school principal and the school governing body

should include appropriate maintenance personnel in considering long-term maintenance needs in addition to initial project costs (Howard, 2006).

**Inadequate Funding for Facilities Maintenance:** The budget allocated for facilities maintenance in schools is usually inadequate. In most cases, the Departments of Education take responsibility for the expenditure of major repairs or the replacement of existing school building components, so that the education process may safely continue (Office of Public School Construction, 2008). Although this might sound responsible, it still poses a challenge because the Department waits until more or excessive damage is done before giving attention to a problematic component of the building. Because of deferral, the repairs become costly (Goldstein, 2007). Preventive maintenance is undoubtedly the best in terms of saving funds for the school and the Department of Education.

**Equipment Documentation is not Readily Accessible:** According to PharmOut (2007), the ideal situation is for all the documentation for equipment to be in the hands of the maintenance staff before maintenance work is carried out. The documentation should include the manufacturer's operation manual, installation manual, service manual, details of the validated state of the equipment, for example, the settings used, any maintenance records, any work instructions or procedures covering the use of the equipment, engineering drawings and process and instrument diagrams. To be able to confront and address the challenges listed above, schools should have a way of approaching facilities maintenance.

## **2.7 The Problems that Hindered the Management Infrastructural Facilities**

The most fundamental problem in facilities management is lack of policy guidelines for infrastructural development in schools. In some schools, there are inadequate classrooms, staff offices, laboratories and workshops, libraries and study areas while in some cases facilities are

adequately provided. This situation arises because Federal, State and Local Governments have failed to establish policy directives on minimum standards in relation to school facilities. While some classes hold under trees and students are exposed to harsh weather conditions, others hold in air-conditioned classrooms. While some others have well equipped laboratories, workshops, libraries and other facilities for effective teaching and learning, others have none, and where they exist, such facilities are poorly equipped. It therefore becomes imperative that the different levels of government should address the issue of development and the implementation of minimum standards for facilities development and management.

Sevgiovanni *et al.* (1980) defined policy as “authoritative communication of expected behaviour for individuals in certain positions under specific conditions”. According to Sevgiovanni *et al* (Ibid), policy agenda should entail an increase in public participation in facilities planning, create and support schools as centres of community that offer school-based support to children to eliminate barriers to success and serve the broader community, improve facilities management, including maintenance and improvement programmes and secure adequate and equitable facilities funding. Policies should direct the actions of school managers. In the absence of policy, facility management is left to the whims and caprices of managers. Schools are formal organizations and all activities, including facilities management, should be in line with laid down rules and regulations derived from overall policy guidelines. The above document further explained:-

1. **Management Practices:** Several individuals occupying managerial positions in schools lack knowledge of management processes and some who possess it fail to put it into practical use in the management of schools. Schools facilities management requires the intermixture of experts in different areas, as stated earlier. This demands that the school

manager should possess the necessary human relations skills to assemble and utilize the relevant individuals within and outside the school for efficient facilities management.

2. **Finance:** Adequate fund is always a problem for managers in all organizations. The school manager therefore is not left out in this problem. However, it is necessary for the manager to look for alternative means of sourcing for funds within and outside the community. Government subvention and funds from all forms of fees and levies are usually inadequate.
3. **Information:** School managers lack qualitative and quantitative information on facilities. Quantitative data involve the nature and condition of existing facilities, the nature of present use and possible future use. Qualitative data involves room configuration, ventilation systems, windows, lighting, access to support facilities, condition of furniture and space for equipment, including specific discipline related requirements. Data collected and analysed should form the bases for facilities management decision making.

According to Asiabaka (2008), “the most fundamental problem in facility management is lack of policy guidelines for infrastructural development in schools. In some schools there are inadequate classrooms, staff offices, laboratories and workshops, libraries, study areas while another problems which hindered the role of SBMC is, lack of effective implementation of SBMC in most of our school as they see it (SBMC) as an intruder to the school secret”. Some challenges or problems SBMC faces are: -

1. Inadequate infrastructure and poor maintenance.
2. Lack of reliable electricity.
3. Inadequate training of staff.
4. Lack of enough technical support.
5. Negative attitude toward SBMC



Hinum (1999) adds that “a number of factors contribute to the maintenance gap’. They include insufficient funds, poor management of funds and estate management and provisions that do not match educational needs. So, the quality and duration of infrastructural facilities depend heavily on financial support, teacher’s maintenance skills, administrative supervision and cooperation with SBMC.

## **2.8 Review of Empirical Studies**

This research is intended to find out the impact of SBMC on the provision and management of infrastructural facilities in Basic Education Schools in Bauchi LGEA. Knowing fully that inspection is part of the function of SBMC, this section reviewed studies that are related to the topic under investigation. Nuhu (2003) carried out a research on school based management strategies involving communities in secondary school administration in Jigawa State. The research design used was descriptive survey. The sample comprised the entire population of the study, which was seventy- seven principals in the area. Four research questions and two hypotheses were used. A structured questionnaire of twenty items was used. Data were analysed using mean and t-test statistics. The findings of the study revealed that principals have a positive perception towards community participation in school administration with a grand mean of 3.62, which was above the criterion mean of 2.50. It showed that communities are actively involved in secondary school administration with a grand mean of 3.76 above the mean of 2.50. It also revealed that strategies, such as employing non-professional staff from the community, the decentralization of administrative power to embrace communities, sharing information and decision making with communities and involving the P. T. A in school disciplinary committee, can be used to involve communities in active administration of secondary schools in Jigawa state.

Eze (1999) also conducted a study on school based strategies for improving community participation in the establishment of secondary schools in Anambra State. The design used in the study was a survey. Three research questions and three hypotheses were used. A representative sample of 78 traditional leaders and 98 town union secretaries ward leaders in Anambra State was randomly selected from the population consisting of 11 the 172 traditional rulers and 187 town union Secretaries ward leaders. A thirty-item questionnaire was used. Mean and standard deviation were used to analyse the data. The findings of the study revealed that organizing inter-community school project development and making parents/ patrons of secondary schools, etc. are some effective strategies for improving community participation. It showed that donations from clubs, age grades, associations, etc. and launching ceremony are popular ways to raise funds. The study equally revealed that inadequate funds, land tenure system, etc. are the major problems encountered by the communities in the establishment of secondary schools.

Mai-Riga (2000) conducted a research study on the influence of community in secondary school administration in Kaduna State. The design used in the study was correlation survey. Three research questions and two hypotheses were used. Proportionate stratified random sampling technique was used. One hundred and forty urban schools and one hundred and fifty-nine rural schools were selected. A population of two hundred and ninety-nine secondary school principals, fifty community leaders and fifty philanthropists and voluntary agencies was drawn from the Roman Catholic Mission, United Evangelical Church and Anglican Communion. A thirty-item questionnaire was used. Percentage was used to answer all the research questions and z-test was used to test the hypotheses. The mean scores of both the negative and positive respondents were compared. The results of the study showed that school administrators were highly supported involving the community in secondary school administration to acquaint the community with

school problems and that the infrastructure and skills available in the school were highly relevant to the needs of the community. It revealed the school authority would be very much appreciate community effort in taking an active part in funding school and the maintenance of its facilities. The findings also showed that there is no significant difference in the roles of principals, as it affects their views on the advisory role of community as a strategy for their involvement in secondary school administration.

Haruna (2014) stated that it is the function of management to plan, shape, supervise and coordinate the activities of the organization. His study examined the impact of SEIMU in the area of inspection and monitoring on the management of secondary education in Jigawa State by considering the role of education to the development of any society or nation at large where he said such a study would help the stakeholders in any place. Guda (2014), in his influence of SBMC on the administration of basic Education schools in Jigawa state, stated that SBMC has brought about significant improvement in raising the quality of Nigeria education schools. This was possible in Nigeria through ESSPIN. It was the SBMC that brought decentralization policies (not monopolizing the power of control), thus democratic principles have increased the level of community participation and equitable success.

He further summarized the role of SBMC as improving educational management, teaching skills and the provision of teaching and learning materials and general infrastructural facilities. Mu'azzam (2009) stated that the level of the commitments of principals and teachers when government moderately increases the allocation of educational resources to schools for learning performance will standardise knowledge for academic achievement. This researcher further elaborated on the approaches to increase performance in secondary schools. There should be seminars for teachers to keep them abreast on the current ways of preparing lesson plans and lesson

conducts. The Ministry of Education should put in place all the machinery to monitor material resources and guarantee their usage in schools.

Osuji (2016) described school resources as synonymous with educational facilities, which include buildings like classrooms, assembly halls, libraries, laboratories, workshops and instructional materials. Affemukhe, *et al* (2004) stated that “One of the most frequent causes of inarticulate education policy is the failure to make provision of adequate trained teachers and insufficient supply of equipment and personnel.” Muazzam (2009) quoted Musaazi (1982) talking on the misplacement of priority where he said “Financial problem of government are a case of funds meant to promote quality education, inadequate supply of human and materials resources for the implementation of education programmes at all levels can adversely affect quality of education.”

## **2.9 Summary and Uniqueness of the Study**

Before the advent of SBMC, there was PTA in Nigeria. Today, both these human groups are working together in our schools with similar mission and vision. Presently, almost all primary and secondary schools have SBMCs that are functional, especially when the World Bank comes in financially to sponsor the training and the incentives attached to the training on how:

- To provide and manage the school infrastructural facilities.
- To ensure financial management with transparency and accountability.
- To make the child benefit from the provided facilities in the school that are meant for him (the child).

When completed, this research work will possibly be the first of its kind that explored the impact of SBMC on the provision and management of infrastructural facilities of Lower and Upper

Basic Education Schools of Bauchi LGEA, which deals with the four Districts of the Bauchi LGA. This is true because proper measures have been taken by the researcher to find out from the SUBEB Zonal Office, World Bank Office in the Ministry of Education and their School Services and, most importantly, the BLGEA that there is no such project on the ground.

## **CHAPTER THREE: METHODOLOGY**

### **3.1 Introduction**

This chapter presents the research design, population and sample population of the study, sample size, sampling technique, data collection instruments, scoring procedure, validation of the instruments, procedure for data collection and the procedure of the analysis.

### **3.2 Research Design**

Bichi (2004) stated that “A research design is a general plan for conducting the research. It is the conceptual framework within which the research is conducted.” A well-developed survey design provides the structure and strategy that controls and vividly describes the investigation. It suggests the population to be studied and the observation to make and how to make them. It also suggests the statistical analysis to use in analysing the data. Thus, for the researcher to gather as much relevant information as possible for the study, a survey method was used to elicit information on the Impact of SBMC on the provision and management of infrastructural facilities in Basic education schools of Bauchi LGEA, Bauchi State, because it was permitted for the researcher to study a small sample and later generalize the findings to the whole population.

### **3.3 Population and Sample**

#### **3.3.1 Population of the Study**

Bichi (2004) defines population in research to mean all the possible objects of a particular type, as defined by the aims and objectives of the study. Bauchi Local Government Education Authority (BLGEA) is the target population of the researcher out of which his accessible population stands to be Bauchi Local Education Authority taken 326 SBMCs of the Lower basic (primary school) and Upper Basic (JSS) Schools from their head-teachers of Galambi, Miri, Zungur and Bauchi. And the spread of the SBMCs under study could be seen in the below Table:

**Table 1: Showing the population of schools based on school type**

Districts of Bauchi LGEA	Primary School (Lower Basic)	Junior Secondary School (Upper Basic)	Total No. of schools in each district
Bauchi Municipal	43	27	70
Galambi District	77	14	91
Miri	71	13	84
Zungur	67	14	81
Total	258	68	326

### 3.3.2 Sample Size

The researcher used a 326 sample of accessible population out of which 181 were considered as his respondents of the observed size recommended by Research Advisor (2006). In such a situation, the researcher studied a sample drawn from the population of study across 326 SBMCs per schools on the basis of the data obtained to make generalizations about the entire populations as the sample has equal characteristics of representation.

**Table 2: Showing the proportionate of the sample**

S/N	Districts	Target Population	Sampled Schools
1.	Bauchi Municipal	70	39
2.	Galambi District	91	51
3.	Miri	84	46
4.	Zungur	81	45
	Total	326	181

### **3.3.3 Sampling Technique**

This study used probability sampling technique of purposive sampling in order to attain a high level of accuracy in the procedure of data collection where the SBMC secretary was used. Bichi (2004) said that probability sampling is the kind of sampling in which every member has an equal and independent chance of being included in the sample. According to Akuezilo (2002), purposive or judgmental sampling is a type sampling where the researcher selects his sample to satisfy his predetermined criteria. He simply hand-picks his sample because to his judgment. They are typical of what he wants. It also allows the researcher using inferential statistics to estimate the extent to which the findings based on sample are likely to differ from what he would found by studying the whole population

### **3.4 Data Collection Instruments**

The instrument for data collection was a self-designed questionnaire, titled The Impact of SBMC in the Provision and Management of Infrastructural Facilities of Basic Education Schools in Bauchi (ISPMIFBESQ). The questionnaire was divided into two parts. Part A seeks information on the personal data of the respondents, while Part B consists of 15 questionnaire items arranged on a four point Likert-scale of: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). Responses for items in Section B was rated positive where the mean score for item was 2.50 and above. Where the mean score was less than 2.50, such responses were considered negative. The 2.50 was arrived at from the rating points of the instrument.

#### **3.4.1 Scoring Procedure**

<b>Degree of Response</b>	<b>Point</b>
Strongly Agree (SA)	4 points,
Agree (A)	3 points,
Disagree (D)	2 points,
Strongly Disagree (SD)	1 point.



However, since each response in the ISPMIFBESQ was weighted 1 to 4, the minimum score was 20 while the maximum score was 80.

### **3.5 Validation of the Instruments**

The validity of an instrument refers to the extent to which an instrument or test measures what it is supposed to measure. The process of validating an instrument is in large part focused on reducing error in the measurement process (Hong, 2002). In order to ascertain the face and content validity of the instruments used to collect data for the study, copies of the impact of SBMC on the provision and management of infrastructural facilities in basic education schools (ISPMIFBESQ) questionnaire was validated by experts in Educational Administration and Planning in Bayero University, Kano. These experts were required to validate the instrument in terms of relevancy, clarity, usability and suitability. Items with poor or ambiguous words were expunged to make the instrument more relevant to the study. Through their comments and suggestions, some of the items of the instrument were modified and given to the researcher's supervisor before a final copy of the version was produced.

#### **3.5.1 Reliability of Instrument**

For the researcher to ascertain the extent to which the instrument measured what it was expected to measure, Pilot testing was conducted using 10% of the population (school heads) that were not part of the main population selected for the research. After collecting the result, Pearson is product Moment correlation (PPMC) as a statistical tool was used. A reliable index of 0.775 was obtained. This test-retest was re-conducted in the second week with similar result obtained.

#### **3.5.2 Procedure for Data Collection**

The researcher employed the services of research assistants with whom he worked with by giving them a brief training on the items in the instrument so as to handle the situation adequately and

peacefully with respondents in order for the instrument to measure what it was expected to measure. A total of 181 questionnaires were distributed and only twelve were missed and 169 retrieved. In addition, primary data was obtained from BLGEA on school enrolment and class attendance and analysed.

### **3.7 Data Analysis Procedure**

For the purpose of analysing the data collected via questionnaire administration, this study employed frequency and percentage counts in Tabulation format with the help of *Statistical Packages for Social Sciences (SPSS)* version 20 on the variables (i.e. the relationship between SBMC and the school infrastructural facilities) over the impact of the provision and management of infrastructural facilities, school enrolment and class attendance as the relative determinants to learning outcomes in the Basic Education Schools of Bauchi LGEA was also used.

## CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

### 4.1 Introduction

This study investigated the impact of SBMC on the provision and management of infrastructural facilities in Bauchi Basic Education Schools of Bauchi LGEA, Bauchi State. This chapter presented and analysed the data gathered through the use of a questionnaire distributed to the respondents and the data generated. One hundred and eighty one (181) questionnaires were distributed but not all were retrieved.

### 4.2 Data Presentation

The instrument used for data collection was basically the questionnaire on the Impact of SBMC on the provision and management of infrastructural facilities in Basic education schools (QISPAMIFBES). A total of 181 questionnaires were distributed but due to unavoidable contingent circumstances, only 169 were dully filled and returned. This means that twelve were lost.

**Table 4.1: Return rate of Questionnaires by Districts**

S/N	Districts	Population	Questionnaires Administered	Questionnaires Returned
1.	Bauchi Municipal	70	39	36
2.	Galambi District	91	51	49
3.	Miri	84	46	41
4.	Zungur	81	45	43
	Total	326	181	169

Source: Field Survey, 2018. NOTE: N = Frequency, % = Percentage, SA = Strongly Agreed, A = Agreed, D = Disagreed, &SD = Strongly Disagreed

### 4.3 Data Analysis

This section shows the background of the respondents, according to level of school, ward Position, SBMC position and ward location as per section A of the questionnaire.

#### 4.3.1 Answer to the research Questions

Research Question 1: Is SBMC engaging in the provision of infrastructural facilities to basic education schools in Bauchi LGEA?

Table 4.2: Engagement of SBMC in the provision of infrastructural facilities

S/ N		SA		A		D		SD	
		N	%	N	%	N	%	N	%
1	Community members contribute towards the provision and management of infrastructural facilities to the school.	41	24.3	108	63.9	11	6.5	9	5.3
2	SBMC ignored community members' contribution towards the provision and management of infrastructural facilities.	13	7.7	56	33.1	91	53.9	9	5.3
3	Community members participate fully during tree planting and school renovation.	11	6.5	109	64.5	40	23.7	9	5.3
4	Communities do as much as possible to provide conducive learning environment in schools.	18	10.7	127	75.1	20	11.8	4	2.4

Source: Field Survey, 2018. NOTE: N = Frequency, % = Percentage, SA = Strongly Agreed, A = Agreed, D = Disagreed, &SD = Strongly Disagreed

Table 4.2 shows the responses as regards the degree to which SBMC engages in the provision and maintenance of infrastructural facilities of Basic Education Schools. 41 (24.3%)

respondents strongly agreed that community members contribute towards the provision and management of infrastructural facilities to the school while 108 (60%) agreed to the statement, (6.5%) disagreed and 9 (5.3%) strongly disagree, respectively. This shows that majority are of the opinion that Community members contribute towards the provision and management of infrastructural facilities.

Moreover, 13 (7.7%) strongly agree that SBMC ignores community members' contribution towards the provision and management of infrastructural facilities while 56 (33.1%) subsequently agree with the statement. Similarly, 91 (53.9%) disagree and 9 (5.3%) strongly disagree with the statement, respectively. This implies that majority are of the opinion that the SBMC does not ignore community members' contribution towards the provision and management of infrastructural facilities.

Similarly, 11 (6.5%) and 109 (64.5%) strongly agreed and agree respectively that community members participate fully during tree planting and school renovation. While 40 (23.7%) disagreed 9 (5.3%) strongly disagree with the statement, respectively. This entails that majority are of the opinion that community members participate fully during tree planting and school renovation.

Furthermore, 4 (2.4%) strongly disagreed that the community does as much as possible to provide a conducive learning environment in schools, while 20 (11.8%) subsequently disagree and 18 (10.7%) and 127 (75.1%) strongly agree and agree, respectively. This establishes that majority are of the opinion that the community does as much as possible to provide a conducive learning environment in schools.

Research Question 2: What was the impact of SBMC on the school enrolment and class attendance in Bauchi LGEA?

Table 4.3.1: Comparing School Enrolment and Class Attendance Two Years Before And During SBMC In Lower Basic of Bauchi L.G.EA.

	2008/2009		2009/2010		D/F		2013/2014		2014/2015		D/F	
	ENR	CAT	ENR	CAT	ENR	CAT	ENR	CAT	ENR	CAT	ENG	CAT
BAUCHI	20,900	19895	25,950	24,720	5,050	4825	33,691	33171	65,182	64,790	31491	31619
GALAMBI	11,340	10,220	13,412	12,200	2,072	1980	15,449	15009	21,290	21,000	5841	5991
MIRI	10,257	9,153	12,704	11,802	2444	2640	21,622	21112	26,469	26,119	4847	5008
ZUNGUR	8,113	7,550	10,178	9,200	2,065	1650	13,638	13124	20,948	20,528	7310	7404
TOTAL	50,610	46,818	62,244	57,922	11,631	11,095	84,400	82,416	133,889	132,437	49,489	50,022

**Source:** Bauchi LGEA

Table 4.3.1. shows that in 2008/2009, there was a difference between school enrolment and class attendance in just one year. There was the enrolment of 50,610 and CAT of 46818 and 3792 pupils that did not attend class after enrolment. And again in 2009/2010, there was the enrolment of 62,224 and class attendance of 57,922. The difference is 4,302. Another serious difference was when the enrolment of 2008/2009 was subtracted from that of 2009/2010 and a difference of 11,631 was found. A similar difference existed in class attendance where the subtraction of 2008/2009 from that of 2009/2010 class attendance gave 11095, which means there is a gap of 530.

Furthermore, the activities of SBMC have shown a positive progress if we compare the 2013/2014 enrolment with that of 2014/2015. There was an increase of 7,642. Then to see another activity of insuring class attendance, we have to subtract 82,416 from 84,400 and have an increase

of only 1,984 in the whole LG EA who did not attend class after enrolment. Similarly, in 2014/2015 we subtracted 132,437 from 133,889 and gave us a difference of only 1,452 who did not attend class after enrolment.

**Table 4.3.2: Comparing School Enrolment and Class Attendance Two Years Before and During SBMC in Upper Basic of Bauchi L.G.E.**

	2008/2009		2009/2010		D/F		2013/2014		2014/2015		D/F	
	ENR	CAT	ENR	CAT	ENR	CAT	ENR	CAT	ENR	CAT	ENG	CAT
BAUCHI	8,217	7,812	8,633	8,433	416	621	10,831	10,730	12,343	12,233	1,512	1,503
GALAMB	1,417	1,341	1,765	1,699	348	358	3,215	3,152	6,273	6,193	3,068	3,041
I												
MIRI	997	862	1,255	1,153	258	291	2,784	2,714	3,602	3,555	818	841
ZUNGUR	1,259	1,092	2,143	1,929	884	837	3,709	3,659	5,953	5,903	2,244	2,244
TOTAL	11,890	11,107	13,796	13,214	1,906	2,107	20,539	20,255	28,171	27,884	7,642	7,629

Source: Bauchi LG EA

Table 4.3.2. shows that in 2008/2009, there was a negative improvement between school enrolment and class attendance. Within one year, there was a gap of 783 who did not attend class after enrolment. And again in 2009/2010, where we have the enrolment of 13,796 and class attendance of 13,214. The difference is 582. Another serious difference is when we subtract the enrolment of 2008/2009 from 2009/2010, we will have a difference of 1906. A similar difference exists in class attendance where we can subtract 2008/2009 and 2009/2010 class attendance and obtain 2,107 which means there is a gap of 201.

On the other hand, the activities of SBMC have shown a positive progress if we compare the 2013/2014 enrolment with that of 2014/2015. We will have an increase of 7,632. Then to see another activity of insuring class attendance, we have to subtract 20255 from 20539 and have only 284 in the whole LGEA who did not attend class after enrolment. Similarly, in 2014/2015 we will subtract 132,437 from 133,889, which gave us a difference of only 1,452 who did not attend class after enrolment.

Research Question 3: Is SBMC organizing training performance for staff on infrastructural facilities in Bauchi LGEA?

**Table 4.4: Organization of training programme for staff by SBMC**

S/N		SA		A		D		SD	
		N	%	N	%	N	%	N	%
5	SBMC official and members organize training workshop for teachers	27	16	96	56.8	43	25.4	3	1.8
6	Training workshops improves teachers capacity	37	21.9	106	62.7	24	14.2	2	1.2
7	SBMC is not concerned with personnel	22	13	82	48.5	52	30.8	13	7.7
8	SBMC activities deals with provision of infrastructure	27	16	86	50.9	43	25.4	13	7.7

Source: Field Survey, 2018. NOTE: N = Frequency, % = Percentage, SA = Strongly Agreed, A = Agreed, D = Disagreed, &SD = Strongly Disagreed

Based on the descriptive results presented in Table 4.9. 27 (16%) respondents strongly agreed that SBMC officials and members organize training workshop for teachers while 96 (56.8%) agreed. Similarly, 43 (25.4%) disagreed and 3 (1.8%) strongly disagree with the



statement. With implication, this shows that majority are of the opinion that SBMC officials and members organize training workshop for teachers. Moreover, 106 respondents with 62.7% agreed that training workshop improves teachers capacity while 37 (21.9%) strongly and keenly agreed. As such, 24 (14.2%) disagreed and 2 (1.2%) strongly disagree with the statement. This implies that majority are of the opinion that training workshop improves teachers' capacity.

Similarly, 22 (13 %) respondents strongly agree that SBMC is not concerned with personnel development while 82 (48.5%) agree to the statement, 52 (30.8%) disagree and 13 (7.7%) strongly disagree, respectively. This shows that majority are of the opinion that SBMC is not concerned with personnel development. Furthermore, 27 (16%) strongly agreed that SBMC activities deal with the provision of infrastructure and 86 (50.9%) agreed to the statement, while 43 (25.4%) disagreed and 13 (7.7%) strongly disagree with it. This shows that majority are of the opinion that SBMC training has improved the performance of staffs on infrastructure facilities.

Research Question 4: Is SBMC participating in the maintenance of infrastructural facilities of Basic Education Schools of Bauchi LGEA?

**Table 4.5: Participation of SBMC in the maintenance of Infrastructural facilities**

S/N		SA		A		D		SD	
		N	%	N	%	N	%	N	%
9	SBMC organizes training on maintenance of infrastructural facilities.	36	21.3	69	40.8	40	23.7	24	14.2
10	Facilities maintenance is the concern of SBMC	31	18.3	117	69.2	16	9.5	5	3
11	Community members voluntarily serve as security members in schools.	29	17.2	88	52	40	23.7	12	7.1
12	SBMC meets regularly to make decision on maintaining school generally.	56	33.1	97	57.4	12	7.1	4	2.4

Source: Field Survey, 2018. NOTE: N = Frequency, % = Percentage, SA = Strongly Agreed, A = Agreed, D = Disagreed, &SD = Strongly Disagreed

Based on the descriptive results presented in Table 4.10. 36 (21.3%) strongly agreed that SBMC organize the maintenance of infrastructural facilities, 69 (40.8%) agreed to the statement and 40 (23.7%) disagreed while 24 (14.2%) keenly and strongly disagreed. This shows that majority are of the opinion that SBMC organizes maintenance of infrastructural facilities. Moreover, 177 (69.2%) agreed that facility maintenance is the concern of SBMC while 31 (18.3%) strongly agreed. Similarly, 5 (3%) strongly disagreed while subsequently 16 (9.5%) disagree with it. This shows that majority are of the opinion that facility maintenance is the concern of the SBMC.

Similarly, 12 (7.1%) strongly disagreed that community members voluntarily serve as security men in school to secure them while 40 (23.7%) disagreed to the statement. As such, 88 (52%) agreed and 29 (17.2%) strongly agree, respectively. This shows that majority are of the

opinion that community members voluntarily serve as security men in school to secure them. Furthermore, 53 (33.1%) strongly agreed that SBMC meets regularly to make decision on maintaining the school generally while 97 (57.4%) agreed to the statement, as such and 12 (7.1%) disagreed while 4 (2.4%) strongly disagree. This shows that majority are of the opinion that SBMC meets regularly to make decisions on maintaining the school generally.

Research Question 5: Is SBMC encountering problems that hinder its activities towards providing and managing infrastructural facilities in Bauchi LGEA?

**Table 4.6: Problems encountered by the SBMC**

S/N		SA		A		D		SD	
		N	%	N	%	N	%	N	%
13	SBMC officials made their policy guidelines known to all members of the community.	35	20.7	11	6.5	110	65.1	13	7.7
14	SBMC upon encountered government interference	49	29	81	47.9	29	17.2	10	5.9
15	SBMC has consistent policies.	18	10.7	20	11.8	117	69.2	14	8.3

Source: Field Survey, 2018. NOTE: N = Frequency, % = Percentage, SA = Strongly Agreed, A = Agreed, D = Disagreed, &SD = Strongly Disagreed

Based on the descriptive results presented in Table 4.11. 11 (6.5%) respondents agreed that SBMC officials make their policy guidelines known to all members of the community while 35 (20.7%) strongly agreed to the statement, 110 (65.1%) disagreed and 13 (7.7%) strongly disagree with the opinion, respectively. This shows that majority are of the opinion that SBMC officials do not make their policy guidelines known to all members of the community. Similarly, 10 (5.9%) strongly disagreed that the SBMC often encounters government interference while 29 (17.2%)

disagreed to the statement, 81 (47.9%) agreed and 49 (29%) strongly agree. This shows that majority were opinion that it often encounters government interference.

Furthermore, 18 (10.7%) strongly agreed that SBMC has consistent policies while 20 (11.8%) agreed to the statement, 117 (69.2%) disagreed and 45 (13%) strongly disagree with it. This shows that majority were opinion that the SBMC does not have consistent policies.

#### **4.4 Summary of Major Findings**

Based on the above results, the following are the summary of major findings:

1. The SBMC participated seriously in the provision of infrastructural facilities to basic education school in Bauchi LGEA of Bauchi state (71.5%);
2. There was a positive impact of the SBMC on the school enrolment and class attendance in basic education schools of Bauchi;
3. The SBMC was organizing training and improve the performance of staff on infrastructural facilities (71.5%)
4. The SBMC was participating seriously in the maintenance of infrastructural facilities of basic education schools in Bauchi (77.3%);
5. SBMC officials do not make their policy guidelines known to all members of the community and often encounter government interference (42.2%).

#### **4.5 Discussion of the Results**

This section provides discussion of the major findings summarized above. It was aimed at finding out the impact of SBMC on the provision and management of infrastructural facilities in basic education schools of Bauchi LGEA, Bauchi State, Nigeria. QISPAMIFBES was

administered and the analyses of the data obtained were presented in Tables 4.1 to 4.9 In accordance with the stated objectives, the findings from the analysis are discussed.

The finding shows that majority of the respondents are of the opinion that community members contribute towards provision and management of infrastructural facilities to the school as 63.9% and 24.3% agreed and strongly agreed, respectively. In addition, 53.9% and 5.3% disagreed and strongly disagreed respectively that the SBMC ignores community members' contribution towards provision and management of infrastructural facilities. Similarly, 64.5% agreed that community members participate fully during tree planting and school renovation. Furthermore, 75.1% agreed that the community does as much as possible to provide conducive learning environment in schools. This shows that the SBMC engages in the provision of infrastructural facilities. This is in accordance with the view of UN in Loah, Adefila and Yusif (2013), who regard community participation as the creation of opportunities to enable all the members to actively contribute to and influence the development process and to share equitably in the fruits of development.

The finding on the impact of SBMC on Basic education provision in Bauchi LGEA, which is Research Question Four of the study, shows that a positive relationship exists between School Enrolment and SBMC activities, indicating that the more enrolment made by SBMC, the higher its relevance in Basic Educational school of Bauchi LGEA. A recognized positive relationship also exists between Class Attendance and SBMC activities. This finding is in line with that of Roy (2008), who is of the view that the goal of infrastructural development in primary education is to increase school attendance motivation and improve the academic performance of students.

The finding shows that majority of the respondents are of the opinion that SBMC officials and members organize training workshop for teachers, as 56.8% and, 42% agreed with the statement. Also, 62.7% agreed that training workshop improves teacher's capacity. However, 48.5% and 13% agreed and strongly disagreed respectively that SBMC is not concerned with personnel development. Furthermore, 50.9% agreed that SBMC activities deal with the provision of infrastructure. This shows that the SBMC organizes training programmes for staff on infrastructural facilities. The finding conforms with the opinion of Ayeni and Ibukun (2013), who both opined that the task of providing quality education for the citizenry is highly demanding and requires a robust capacity of the school management to organize the human and material resources to meet the various needs and challenges.

The finding shows that majority of the respondents are of the opinion that the SBMC participates in the maintenance of infrastructural facilities of Basic Education School of Bauchi LGEA, as 40.8% and 21.3% of them agreed and strongly agreed to it respectively. Also, 69.2% agreed that facility maintenance is the concern of the SBMC. Similarly, 52% strongly disagreed that Community members voluntarily serve as security men in school to secure them. Also, 65.1% of the respondents vividly disagree that major repairs are not carried out by the SBMC, while 47.9% and 29% agree and strongly agree that the SBMC is involved in minor repairs respectively and 69.2% agreed that broken furniture is mostly repaired by the SBMC. This result however is in contrast with the submission of Bakwai, Yisa & Musa (2015), who concluded that the schools community relationship helps in the provision of security to schools.

The findings shows that 65.1% of the total respondents disagreed that SBMC officials make their policy guidelines known to all members of the community. Similarly, 29% and 47.9% strongly agreed and agreed respectively that it often encounters government interference. Lastly, 69.2%

agreed that the SBMC has consistent policies. This finding is in accordance with that of Asiabaka (2008) and Hinum (1999).

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

In this chapter, the summary of the study is presented. Conclusions emanating from the findings are discussed and recommendations based on the findings of the study.

### **5.2 Summary of the Study**

This study has investigated the impact of SBMC on the provision and management of infrastructural facilities in basic education schools of Bauchi LGEA, Bauchi State, Nigeria. To achieve the study objectives, five research questions were formulated in line with the study objectives. The study was divided into five chapters. In Chapter One, which is the introduction, background to the study, statement of the problem, objectives of the study, research questions, significant of the study as well as scope and limitations of the study were discussed.

In Chapter Two, related literature was reviewed. The conceptual framework and empirical review of previous studies were discussed. Chapter Three comprises the methodology used for the study; it consists of research design, population of the study, sample size, sampling techniques, instrument for data collection, validity and reliability of the data collection instruments, data collection procedure and procedure for data analysis.

The instrument used for data collection was basically the SBMC Officials Questionnaire on their impact on the Provision and Management of Infrastructural Facilities in Basic Education Schools. A total of 181 questionnaires were distributed and only 169 were returned duly filled. The result obtained from the questionnaire was used to answer the research questions. Furthermore, Chapter Four consists of data presentation and analysis, summary of findings and



discussion of results while Chapter Five consists of a summary, a conclusion and recommendations.

### **5.3 Conclusions**

This research work was aimed at finding out the impact of SBMC on the provision and management of infrastructural facilities in Basic Education Schools of Bauchi LGEA, Bauchi State, Nigeria. The following conclusion was reached based on the findings of the study:

1. Community members contributed towards the provision and management of infrastructural facilities to Basic Education School in Bauchi.
2. The existence of the SBMC has brought some approaches and strategies, which improved enrolment and class attendance.
3. The SBMC training has improved the performance of staff on the maintenance of infrastructural facilities
4. The SBMC has participated fully in the maintenance and repair of infrastructural facilities of Basic Education Schools of Bauchi LGEA
5. The SBMC encountered problems that hinder its activities towards providing and managing infrastructural facilities of Basic Education provision in Bauchi LGEA

### **5.4 Contribution to Knowledge**

The contributions to knowledge of this study are as follows;

1. This study provides a guide to teachers and head teachers on the roles and relevance of the SBMC to the school in providing, maintenance and management of the infrastructural facilities in school in a bid to standardize the educational process.

2. This study also revealed that the awareness level on the activities of the SBMC in communities are raised. It will also guarantee the confidence of SBMC members in creating awareness of their legal roles in participating in the school general affairs, be it decision making, budgetary allocation, financial support, facilities provision, students enrolment and class attendance and the maintenance of physical facilities, to mention a few, so as to know that school is meant to serve the community.
3. The findings from the study provide for the government at all levels a blueprint in the aspect of policy option, policy making and policy formulation in order to fine-tune the effective requirement of the stakeholders in supporting education sub-sector at the Basic Schools.
4. This study also provides for readers or researchers who may wish to conduct research on the impact of SBMC activities with the literature to be reviewed on the provision and maintenance of infrastructural facilities in relation to SBMC activities in schools.

### **5.5 Limitation of the Study**

This study has some limitations, which include the following:

- Only public basic education schools within and outside Bauchi metropolis, which include the four prominent districts of Bauchi, Galambi, Miri and Zungur, are included in this study. This study did not cover senior secondary schools in Bauchi LGEA and also private schools or tertiary institutions of any kind.

### **5.6 Suggestions for Further Studies**

Based on the findings of the study, the following suggestions are made:

A similar study on the impact of SBMC on the provision and management of infrastructural facilities in basic education schools of Bauchi LGEA, Bauchi State, Nigeria can be conducted on Senior Secondary Schools to see whether it will yield similar results with the present study.

The scope of the study can be widened to include senior secondary schools from other senatorial districts, or make a comparison of any two of the three zones of Bauchi state as a whole or Nigeria in general in order to have a high chance of generalization.

### **5.7 Recommendations Based on the Study**

The following recommendations were made:

- i. The community (the general public) should be enlightened on the activities of the School Based Management Committee (SBMC) as this will increase their level of engagement in the provision of infrastructural facilities to Basic Education School in Bauchi LGEA, Bauchi state.
- ii. There should be an enlightenment campaign on the importance of SBMC activities within the school and the host communities in order to ensure participation by all.
- iii. Workshops, seminars and symposiums should be organized for members of the SBMC, so that they will be enlightened on issues relating to the provision and management of infrastructural facilities in Basic Education Schools.
- iv. Furthermore, SBMC officials should make their policy guidelines known to all members of the community, avoid government interference and maintain consistent policies. This will ensure transparency and instil confidence in the community.

### **5.8 Recommendation(s) for Further Studies**

- i. Research should be conducted on the activities of PTA (Parents Teachers Association) on the provision and management of infrastructural facilities of Basic Education school of Bauchi Local Government Education Authority (BLGEA).
- ii. Research should be conducted on the role of Non-Governmental Organizations (NGOs) on the issues of the provision and management of infrastructural facilities to Basic Education School or the study fellowship to both staff and students in Bauchi zone.
- iii. Research also may be conducted on the proper utilization or vandalization of infrastructure facilities of basic education schools in the Bauchi zone.

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## APPENDIX I

### BAUCHI L.G.E.A BASIC EDUCATION SCHOOLS (Lower Basic)

S/N	Bauchi	S/N	Galambi	S/N	Galambi Cont'd
1.	AdamuJumba	1.	Bagali	44	Kyautar S
2.	Army Children I	2.	Bakal	45	Luti
3.	Army Children Ii	3.	Balanshi	46	Mangam
4	BabbanMutum	4	Baluwa	47	Mushak
5	BakariDukku	5	Bamanu	48	N. W. Jauro
6	Bayara Primary	6	Beru	49	Pau
7	Baba MajiAbubakar	7	Badenga	50	RafinMak
8	Baba Sidi	8	Bidolo	51	Ranga
9	BajmanKogi	9	Bishi	52	Rugankela
10	Bamanu	10	Bijingi	53	R.M. Kadiri
11	Banguri Nomadic	11	DadinKowa	54	Runde
12	BirninGanya	12	Dindima	55	Runde Bin
13	Bornawa	13	Duma	56	R. Nomadic
14	Busala	14	Dungulbi	57	S.Dungulbi
15	Dangikka	15	Dungulbi S	58	ShafDamb.
16	Dr S. Adamu	16	F. Galambi	59	ShafaFul
17	Dawaki	17	F/Guruntu	60	T/Lafiya
18	FadamanMada	18	Felewa	61	Tirwun
19	Fed Low cost	19	Gambiri	62	T/ Gelan
20	Gombe Village	20	Gidadubu	63	T/Salmanu
21	Gen. H. Katsina	21	Gidirgi	64	Turiya
22	Jahun W. Makafi	22	G/ Sayawa	65	U.H. Jubgud
23	Jahun I	23	Gindiri	66	U.M Gelan

24	Kandahar	24	G/Fulani	67	U.S.F.Galmb
25	Kobi	25	Gulawa	68	U.S. Yelwa
26	KofarDumi	26	GuniAjiya	69	U.W.Maiku
27	KofarWase	27	Gwarbilli	70	U/Dalo
28	KofarFada	28	Gaskaram	71	U/Dashi
29	K/ Nasarawa	29	Habli	72	U/Hardo
30	MakMuhdJahun	30	Inkil	73	Warinje
31	Mabuga	31	Jalingo	74	Waya
32	Rariya	32	Jamfelam	75	W/Gauri
33	RiminJahun	33	Jinkiri	76	YadinBichi
34	Sale Manga	34	Jitar	77	Yel/Angas
35	Shad Barrack	35	Kadara		
36	Shafa	36	Kangere		
37	Sa'aduZungur	37	Kanyallo		
38	Tsangayamodel	38	Katsalle		
39	UnguwarBorno	39	Katsinawa		
40	Vocational	40	Kayarda		
41.	Women M. Jahun	41	Kimni		
42.	Wunti	42	Kurwala		
43.	Zannuwa	43	Kwagal		

s/n	Miri	s/n	Miri Cont'd	s/n	Zungur	s/n	Zungur Cont'd
1.	Buli	41	Kuhu Malmo	1.	Bapas	41	Munsal
2.	Buzaye	42	KafinTafawa	2.	Bulawusa	42	Munsallayi
3.	BioshinfielNam di	43	Langas	3.	Basi	43	Natsiranmunsal
4	Birshin Fulani	44	Lushi	4	Bugaje	44	Natsiranmunsal no
5	BirshinGandu	45	Lafiyari	5	Borr	45	Pasha
6	Buzaye	46	Lugge	6	Bangum	46	Ruganbashar
7	Buzaye Nomadic	47	MamuGyantai	7	Burum	47	Ruganmuh'dkusa
8	Bigi	48	Mangas	8	Baluwa	48	Rugangindau
9	BaranGada	49	Miri	9	Bidanga	49	Shingenfulani
10	Bornawa Nomadic	50	NatsiranKundum	10	Birninganye	50	Tudunwadan l/katagum
11	BuliMulang	51	RijiyarMalam	11	Bursala	51	Tamungas
12	Buzaye Nomadic	52	Rugan Mal. Kadri	12	Bajamakogi	52	Targal
13	Durum	53	Rambaya	13	Badagari	53	Unguwar datti
14	Dandango	54	RafinTambari	14	Cpc l/katagum	54	Unguwar falke
15	Dirr	55	S/HanyanMiri	15	Don jarawa	55	Unguwar makama
16	DuminZungur	56	Summu	16	Falla	56	Unguwar kanawa
17	DogonLugge	57	SabonKauran ATBU	17	Girl child centre	57	Wuro mayo
18	Gonli	58	TashanMa'alewa	18	Gungu	58	Wuromagaji
19	Geji	59	Tsohon Kamfanin Miri	19	Gungar	59	Wuro jamel nomadic
20	Gubi	60	Taliyona	20	Gakal	60	Yamrat
21	Gyatai	61	UnguwarKanawa	21	Guruel	61	Yoladoka

22	GejinKasaBazali	62	Ungwar Marina	22	Gosun	62	Yelwanmunsal
23	GyalanHausawa	63	UnguwarHardo	23	Gwambe	63	Yola
24	Gomma Nomadic	64	WuroMagaji Nomadic	24	Gwalun	64	Yuguda
25	Gwallameji	65	Wuntin Dada	25	Gwarambe	65	Zungur kogi
26	GwallaganMaya ka	66	WuntinDodoso	26	Gorunnormadic	66	Zungur dutse
27	Guru	67	YelwamKundum	27	Hamma dada	67	Sabongaringarku wa
28	Hakayafi	68	YalwanMutari	28	Ibr. Mai kafi		
29	Illiti Nomadic	69	YalwanBayara	29	Jamda		
30	Jagur	70	Yalwan Practising Sch	30	Jir		
31	Jangwal	71	Zamfara	31	Juwara		
32	Kundum	72		32	Juwara nomadic		
33	Kusu Yalwan Kagadama	73		33	Kusada		
34	Kumbul	74		34	Kungas		
35	Kuluntum	75		35	Kwanandutse		
36	Kadage	76		36	Lekka		
37	KirbanGabot	77		37	Luda		
38	KirBajalli			38	Laddo		
39	Kusi			39	Musa bayero		
40	KafinYarima			40	Mararraban l/katagum		

**BAUCHI L.G.E.A BASIC EDUCATION SCHOOLS (Upper basic)**

s/n	Bauchi	s/n	Galambi	s/n	Miri	s/n	Zungur
1.	AdamuJumba	1.	Balanshi	1.	Bishi	1.	Juwara
2.	Army Children I	2.	Bishi	2.	Burshin Fulani	2.	LimanKatagum
3.	Army Children II	3.	Dindima	3.	Buzaye	3.	Lekka
4	BabbanMutum	4	Dumi	4	Dandango	4	Luda
5	BakariDukku	5	Gudun Fulani	5	Durum	5	Lushi
6	Bayara	6	GudunSayawa	6	Gubi	6	Mararraban L/Katagum
7	Baba Ma'aji	7	Gwaskwaram	7	Gwallameji	7	SabongariGarkuwa
8	Baba Sidi	8	Inkil	8	Miri	8	WuroJamel Nomadic
9	Dangikka	9	Kangere	9	SabonKaura ATBU	9	YalwanMakaranta
10	Federal Lowcoast	10	Pau	10	Special Edu. Centre	10	Yamrat
11	GarbaMuhdNoma	11	Tirwun	11	Tudun Mai Alewa	11	Yola
12	Games Village	12	TudunGambo	12	Kundum	12	YolaDoka
13	JahunWayanMakafi	13	TudunSalmanu	13	GwallagauMayaka	13	Yuguda
14	Jahun I	14	Kurwala			14	ZungurKogi
15	Kandahar						
16	Kobi						
17	KofarDurmi						
18	KofarWase						
19	Sale Manga						
20	Shadawanka Barrack						
21	Shafa						
22	Women Ed. Model/ Jahun						

23	Zannuwa						
24	Rariya						
25	Vocational						
26	Sa'aduZungur						
27	Gen. UsmanKatsina Unity College						

## **APPENDIX II**

### **QUESTIONNAIRE ON IMPACT OF SBMC ON THE PROVISION AND MANAGEMENT OF INFRASTRUCTURAL FACILITIES IN BASIC EDUCATION SCHOOLS OF BAUCHI LGEA, BAUCHI STATE NIGERIA**

**(QISPMIFBES)**

This questionnaire is aimed at deriving vital information that can assist the researcher in identifying the role of SMBC in the provision and management of infrastructural facilities of Basic Education School in Bauchi LGEA.

You are kindly requested to respond to this questionnaire in all items with honesty and accuracy.

All responses will be treated with full confidentialities.

You are to tick where it is closely related to your own opinion.

## SECTION B

Please tick [✓] or circle [O] the appropriate column within your choice

Notes: SA = Strongly Agree, A = Agreed, D = Disagreed, SD = Strongly Disagree

S/N		SA	A	D	SD
1	Community members contribute towards provision and management of infrastructural facilities to the school.				
2	SBMC ignored community members' contribution towards provision and management of infrastructural facilities.				
3	Community members participate fully during tree planting and school renovation.				
4	Community do as much as possible to provide conducive learning environment in schools.				
5	SBMC official and members organize training workshop for teachers.				
6	Training workshops improves teachers capacity				
7	SBMC is not concerned with personnel				
8	SBMC activities deals with provision of infrastructure				
9	SBMC organizes training on maintenance of infrastructural facilities.				
10	Facilities maintenance is the concern of SBMC				
11	Community members voluntarily serve as security members in schools.				
12	SBMC meets regularly to make decision on maintaining school generally.				
13	SBMC officials made their policy guidelines known to all members of the community.				
14	SBMC upon encountered government interference				
15	SBMC has consistent policies.				
26	SBMC in your school engages in minor repairs only				

Thank you for Responding



# APPENDIX III

## RESEARCH ADVISOR

### Required Sample Size<sup>†</sup>

Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

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