

**INFLUENCE OF SCHOOL-BASED MANAGEMENT COMMITTEE ON
THE EFFECTIVE MANAGEMENT OF JUNIOR SECONDARY
SCHOOLS IN HADEJIA METROPOLIS, JIGAWA STATE, NIGERIA**

BY

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TABLE OF CONTENTS

CONTENTS	PAGE
Title Page	i
Declaration Page	ii
Approval Page	iii
Certification	iv
Dedication	v
Acknowledgements	vi
Table of Contents	vii
List of Abbreviations	viii
Abstract	ix

CHAPTER ONE: INTRODUCTION

1.1	Background to the Study	1
1.2	Statement of the Problem	6
1.3	Objectives of the Study	7
1.4	Research Questions	8
1.5	Significance of the Study	8
1.6	Scope and Delimitation of the Study	10
1.7	Operational Definition of Terms	10

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1	Introduction	11
2.2	Conceptual Framework	11
2.2.1	The Concept of School-Based Management Committee	
2.2.2	The Structure and Objectives of School-Based Management Committee	17
2.2.3	The functions of School-Based Management Committee	21
2.2.4	Decision-Making and Administrative Matters for effective Management of Junior Secondary Schools	26
2.3	Theoretical Framework	31
2.4	Review of Empirical Studies	32
2.5	Summary and Uniqueness of the Study	34

CHAPTER THREE: METHODOLOGY

3.1	Introduction	37
3.2	Research Design	37
3.3	Population and Sample	37
3.3.1	Population of the Study	37
3.3.2	Sample Size	38
3.3.3	Sampling Techniques	39
3.4	Data Collection Instrument	39
3.5	Validation of the Data Collection Instrument	40
3.5.1	Validity of the Instrument	40
3.5.2	Reliability of the Instrument	41
3.5.2.1	Pilot Testing	41

3.6	Procedure for Data Collection	42
3.7	Procedure for Data Analysis	42

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1	Introduction	43
4.2	Summary of Data	43
4.3	Data Analysis	45
4.3.1	Answering Research Questions	45
4.4	Summary of Findings	50
4.5	Discussions	51

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1	Introduction	54
5.2	Summary	54
5.3	Conclusions	55
5.4	Recommendations	56
5.4.1	Recommendations from the Study	57
5.4.2	Recommendations for Further Study	58
	References	59
	Appendices	

DECLARATION

I hereby declare that, this research work titled Influence of School-Based Management Committee on the Effective Management of Junior Secondary Schools in Hadejia Metropolis, Jigawa State, Nigeria has been an original work of my research efforts for the award of Master Degree in Educational Administration and Planning, Faculty of Education, Bayero University, Kano.

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APPROVAL PAGE

This research work titled “Influence of School Based Management Committee” on the Effective Management of Junior Secondary Schools in Hadejia Metropolis, Jigawa State, Nigeria has been read and approved as meeting the requirement for the award of Master Degree in Educational Administration and Planning, Bayero University, Kano.

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DEDICATION

I dedicated this research work to my beloved parents namely Late Malam Umar Yusuf and Malama Hannatu Abdulkadir, and also relatives and family of Late Alhaji Abdulkadir (Baba Ota).

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ABSTRACT

The study investigated the Influence of School-Based Management Committee on the Effective Management of Junior Secondary Schools in Hadejia Metropolis, Jigawa State, Nigeria. The research work adopted descriptive survey design and the population comprises 270 SBMC members and 361 Teaching Staff. Therefore, the sample size of 169 SBMC Members and 196 Teachers were randomly selected based on Research Advisor (2006) for the study. Also, simple random sampling and purposive sampling techniques were employed in selecting the sample as the respondents within the population of the study. Adapted Questionnaire called QISBMCEMJSS was used as an instrument for data collection. The instrument was validated and tested for reliability of coefficient 0.61. The data was analyzed and research questions were answered using simple percentage statistical tool. The findings of the study showed that, since the inception of School-Based Management Committee in Junior Secondary Schools in Hadejia Metropolis, effective management of financial and material resources in Junior Secondary Schools have been improved significantly. Moreover, cordial relationship between school authority and SBMC was rated as very cordial and also decision making and good administration in Junior Secondary Schools have witnessed slight significant improvement. Furthermore, based on the findings, it was recommended that, SBMC members and Teachers should be encouraged with regular seminars and workshops on SBMC policy; mobilization and sensitization programmes should be organized by government through SBMC desk officers to the community members; adequate fund should be provided to maintain the programme; conferences on decision making, good administration and regular professional development should be done regularly to both SBMC desk officers, SBMC members, principals and teachers; also qualified and resourceful school managers and SBMC members should be selected for improving the programme.

LISTS OF ABBREVIATIONS

SBMC – School-Based Management Committee

PTA – Parents-Teachers Association

CBO – Community-Based Organization

CSO – Civil Society Organization

OSA – Old Students Association

NGO – Non-Government Organization

SSE – School Self Evaluation

SDP – School Development Plan

BECE – Basic Education Certificate Examination

NCE – National Council on Education

ESSPIN – Education Sector Support Programme in Nigeria

CHAPTER ONE:

INTRODUCTION

1.1 Background to the Study

The effectiveness and efficiency of any organization is linked up with effectiveness in management. Effective management is a pre-eminent and pre-dominant factor and a prerequisite for any given organization be it profit-making, non-profit-making or service organization since productivity and efficiency of human collective efforts hinged on it. One important principle in management is that no organization could successfully and efficiently flourish if lacks effective management. Thus, the success or failure of any organization is mostly connected with the type of management that operates in the venture. Management by its nature permeates all sources of business. As such it is imperative in all human activities because it functions in all sources of human endeavors. This indicates that human activities whether inside or outside formal setting constantly needs direction, controlling and guidance which mostly are the main functions of management.

Olubadewo (1992) in Janguza (2015) views management as a conscious effort of utilizing resources to meet the goals of an organization. This means resources are very limited and therefore should be systematically used to achieve a purpose. Hence, for any organization to meet the standard there is need for effective management that will shape, direct, organize and integrate collective efforts and scarce available resources towards successful accomplishment of the group set-goals and objectives for which the organization was established. This could entail planning, organizing, motivating and coordinating not only human effort but also the application of the other resources particularly finances and materials.

From the above discussion, effective management can be seen as judicious and knowledge based utilization of human, financial and material resources for the attainment of the organization goals and objectives.

Education as a formal organization is a very complex venture, indeed very vast in size, vital in position, multi-dimensional in function, value-loaded in prospect, technical and goal-oriented in operation. In this light, the management crew that pilots the venture towards effective management for educational goals attainment must be committed, academically and professionally groomed, methodologically fine-tuned and highly motivated workforce and invigorating with concerted efforts. Such qualities will serve as a mechanism to plan, organize, utilize, direct, integrate and supervise the educational activities and scarce resources available to accomplish the loaded goals for which the venture was set-up.

Education as a complex venture needs effective management which implies the practical measures for ensuring the system to work for achieving the goal and objectives for an educational institution. Therefore, management in education operates in educational institutions, it visualizes as a comprehensive effort intended to achieve some specific educational objectives, whereas educational philosophy set the goals, educational psychology explains the principles, educational management describes how to achieve educational objectives and principles. It is concern with both human and material resources which are essential, because the degree success of the management in education of any educational programme depends upon the degree of co-ordination and organization of resources available.

Effective management in education is primarily concerned with proper planning in which the educational goals and objectives are identified, strategies through which such goals could be realized are mapped-out and the resources needed recognized. Furthermore, organization of

activities of all agencies, Boards and schools will be determined, classified and structured not only to avoid over lapping and duplication of efforts but also to harmonize and invigorate concerted efforts towards the same common direction. The diversified and interrelated functions of education Boards, Agencies and Schools have to be coordinated and directed towards providing conducive environment for teaching and learning which intend to make the educational organization particularly educational institutions more functional. More so, effective management in education requires other management functions of staffing, directing, coordinating, budgeting and reporting to be carried out efficiently to ensure effective delivery of available resources and goals attainment. The National policy on Education (2013, Revised) states that “the success of any system of Education is hinged on proper planning, efficient administration and adequate financing”.

To sum it up, effective management of education involves planning, controlling, implementing and monitoring of policies as well as teachers and students activities. It embraces daily management as well as the formulation of short, medium and long-term objectives, policies and strategies in support of the educational goals.

Educational Institutions, Junior Secondary Schools inclusive, occupy an Integral position in Educational management arena where the whole education system and educational super-structures are coordinated and implemented. Educational institutions (schools) system worldwide, cutting across various ideologies, civilizations, philosophies and epochs as well as the nature of organizations fundamentally rely on and effectively is rooted through the schools for a more positively functional outcome oriented approach. This is in line with basically predicted upon the time-tested observation and empirical evidences gathered on the utility of the school in the general success of education system. The schools are therefore central to the effective and successful transmission of the fundamental message and especially the realization of fundamental objectives and goals of the entire education

system(Dauda, 2008). As such, effective management of schools, Junior Secondary Schools inclusive is highly imperative and becoming too complex especially due to the changing educational needs and the scarce available resources for use. Like any other organization, the schools compose of human, financial and material resources, the utilization properly of which results in to accomplishment of predetermined objectives. Schools are full of activities which require constant coordinating, monitoring and harmonizing which effectively and efficiently concerted efforts are vital for successful coordination. Here involvements of educational stakeholders inform of committee or association such as SBMC, PTA, OSA, etc. is a welcome idea in schools management field.

Junior Secondary Schools are form of educational institutions where students of 13-15 years are exposed with basic knowledge, skills and experience after primary education. Junior Secondary Schools are also known as Upper Basic Education Schools.

Junior Secondary Schools education geared toward the following objectives:

- a) Provide the child with diverse basic knowledge and skills for entrepreneurship and skills and educational advancement.
- b) Develop patriotic young people equipped to contribute to social development and the performance of their civic responsibilities.
- c) Inculcate values and raise morally upright individuals capable of independent thinking and who appreciate the dignity of labour; and
- d) Inspire national consciousness and harmonious co-existence irrespective of differences in endowment, religion, colour, ethnic and socio-economic background.

(N.P.E, 2013)

From the above objectives, it is to note that Junior Secondary Schools notably equip, groom and expose students with basic idea and knowledge and also capable of independent thinking

toward educational advancement. They are level of educational system where students form the basis of their specific area of study in advanced schools after writing BECE examination. To this, Junior Secondary Schools required to be effectively managed towards the attainment of such stated basic objectives.

In almost all epochs and civilizations, especially under democratic dispensation the provision and management of all educational institutions, Junior Secondary Schools inclusive is a burden and responsibility shouldered on government alone. But the burden could not single-handedly afford to bear and manage by providing all educational facilities and resources needed for all Junior Secondary Schools. The government stated that:

Education in Nigeria is an instrument “par-excellence” for affecting National development. It has witnessed active participation by non-governmental agencies, communities and individuals as well as government intervention. It is therefore desirable to spell out in clear and unequivocal terms the philosophy and objective that underline its investment in education (NPE, 2004: iii).

Therefore, effective management of Junior Secondary Schools requires a multi-agency approach. There is need to know and understand basic principles of educational management, implementation and management of educational policies and programmes. Government alone is incapable to do this; there is need of support from educational stakeholders and committed professionals along with agencies to supplement the government efforts to ensure that Junior Secondary Schools effectively manage toward educational goals attainment. Effective management of Junior Secondary Schools does not just happen, it requires full commitment of community stakeholders especially in the area of consultation of professionals and support from the local community members both financially and materially to collaborate with government commitment. That is why, government solicits involvement of stakeholders

particularly School-Based Management Committee (SBMC) for effective management of Schools, Junior Secondary School inclusive as stated that:

Schools system and consequently their management and day to day administration shall grow out of the life and social ethos of the community which they serve. Therefore, the administrative machinery for the national education system shall be based on the following cardinal principles:

- i) Shared responsibility for the funding and management of basic education as provided for in the constitution;
- ii) Close participation and involvement of the communities in the administration and management of their schools;
- iii) Effective communication shall be maintained between local communities and the state on the one hand and national machinery for policy formulation and implementation on the other (NPE, 2013: 62)

School-Based Management Committee as an influential stakeholder on education should get involved to ensure effective management of Junior Secondary Schools.

1.2 Statement of the Problem

Management of Junior Secondary Schools in Jigawa State in general and Hadejia Metropolis in particular has been encountered with a number of problems such as lack of active community involvement, poor financial management, inadequate physical materials and facilities, poor funding, improper decision-making and poor administration, students overcrowding and expansion of enrolment and many more problems.

Moreover, many Junior Secondary Schools have been left with poor quality of teaching and learning delivery and failed to provide the basic knowledge and skills as needed, School buildings and other facilities are inadequate. Also, standard of teaching is low, training workshops and other motivations are less, policies and plans are not effectively implemented, sources of fund are less and operating available fund do not reach schools as intended.

Despite the fact that, several efforts have been made by authority concern, to incorporate parents and other community members to actively participate in the management and administration of the Junior Secondary Schools in Hadejia Metropolis but their efforts failed to yield productive result, because very little number of community members developed an interest in the management of public schools. As such the problems of Junior Secondary Schools and indeed their management require interpersonal skills for possible and lasting solutions. It is against the above background that, the National Council on Education (N C E) in an effort to improve UBE programme approved the establishment and Implementation of School Based Management Committee in all Basic Schools level, to serve as a bridge between School and Community towards improving effective management of basic Schools.

Fafunwa (1986) stated that, 'Education is not only as biggest industry but also everybody's business. It is the enterprise that touches the lives of every citizen'. In this view, the study on the "Influence of School-Based Management Committee on the effective management of Junior Secondary Schools in Hadejia Metropolis" is set to determine and provide the lasting solutions of the above problems which will serve as pavement towards improving qualitative teaching and learning delivery in Junior Secondary Schools.

1.3 Objectives of the Study

The objectives of this study are to:

1. Determine the Influence of SBMC on the provision of effective management of financial resources in Junior Secondary Schools in Hadejia Metropolis, Jigawa State, Nigeria.
2. Examine the Influence of SBMC on the provision of effective management of Material resources in Junior Secondary School in Hadejia Metropolis, Jigawa State, Nigeria.
3. Determine the extent of cordial relationship between school authority and SBMC in managing Junior Secondary Schools in Hadejia Metropolis, Jigawa State, Nigeria.
4. Examine the role of SBMC in decision making and good administration in Junior Secondary Schools in Hadejia Metropolis, Jigawa State, Nigeria.

1.4 Research Questions

The research work was based on the following questions:

1. What is the extent of Influence of SBMC on the provision of effective management of financial resources in Junior Secondary Schools in Hadejia Metropolis, Jigawa State, Nigeria?
2. What is the extent of Influence of SBMC on the provision of effective management of Material resources in Junior Secondary Schools in Hadejia Metropolis, Jigawa State, Nigeria?
3. What is the extent of cordial relationship between school authority and SBMC in managing Junior Secondary Schools in Hadejia Metropolis, Jigawa State, Nigeria?

4. What is the role of SBMC in decision making and good administration in Junior Secondary Schools in HadejiaMetropolis, Jigawa State, Nigeria?

1.5 Significance of the Study

The study on the Influence of School-Based Management Committee on the provision of effective Management of Junior Secondary Schools in Hadejia Metropolis will be very significant and a valuable source of information on the available needs to the Hadejia local Education Authority, School Based Management Committee Desk Officers, Junior Secondary Schools Managers (principals) and teachers, community stakeholders on education and also students of educational administration and planning will find it significant.

The study will be significant to the Hadejia Local Education Authority as a responsible figure for the management of schools at the Basic levels. Strategic way to incorporate with communities in order to supplement government efforts and other recent development towards improving teaching and learning process to ensure quality education in Junior Secondary Schools. The study also benefits the authority of having competent, skilled and effective School Managers towards achieving the UBE programme to the citizens.

School Based Management Committee desk officers will benefit from the study through identifying the problems and other issues encountered in the implementation of School Based Management Committees in schools in order to reform, design, and formulate the appropriate policies and plan to overcome the problems. As such desk officers, school authority and also community members will find the study very significant in decision making for good administration mechanism.

The study also will benefit the principals to develop appropriate plans based on educational policies and programmes through School Based Management Committee activities such as school self evaluation (SSE) School Development Plan (SDP). The study will provide

strategies to the school managers toward involving more stakeholders from the communities responsible for participating in key positions on the management of Basic Schools in their respective areas.

Moreover, community stakeholders on education will benefit from the study as a possible means and valuable source of information for close participation and involvement for the management and administration of their schools as passive agents of all school activities.

Finally, the study will be significantly helpful towards adding value to the existing bank of knowledge and understanding of School Based Management Committees particularly to the students and researchers on educational administration and planning field of study and school system in general especially in Hadejia Metropolis, Jigawa State, Nigeria.

1.6 Scope and Delimitation of the Study

The research work focused on the Influence of School Based Management Committee on the effective Management of Junior Secondary Schools in Hadejia Metropolis, Jigawa State, Nigeria. The study covered the entire fifteen Junior Secondary Schools located in Hadejia Metropolis. Therefore, fourteen Junior Secondary Schools were selected in order to make the study manageable.

However, the influence of other Educational stakeholders and committees in other Schools and organizations were not involved.

1.7 Operational Definition of Terms

Metropolis – A large important city.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews some related literature in reference to the study. It highlights on some issues linked-up to SBMC with regard to effective management particularly in Junior Secondary Schools. The review is based on studies relevant to SBMC and its influence as stakeholders in education on the management effectiveness in Junior Secondary Schools for education goals attainment. The chapter also focuses on some indispensable variables related to effective management to collaborate government efforts enshrined in Junior Secondary Schools. The chapter is sub-divided as follows:-

- a) Conceptual framework;
 - i. The concept of School-Based Management Committee
 - ii. Structure and Objectives of School-Based Management Committee
 - iii. The Functions of School-Based Management Committee.
 - iv. Decision making mechanism and good administration in Junior Secondary Schools.
- b) Theoretical framework;
- c) Review of Empirical studies
- d) Summary and uniqueness of the study

2.2 Conceptual Framework

2.2.1 The Concept of School-Based Management Committee

There are various stakeholders influence positively on the effective management of Junior Secondary Schools; these include PTA, CBOs, OSAs, SBMCs and among others. In addition, Individual Donation, Community Based Projects, NGOs (International or Local),

Company Projectsetc. all to supplement government efforts towards educational goals and objectives accomplishment in schools;Junior Secondary Schools inclusive. Many studies demonstrated the link between such stakeholders and provision and also management of schools and education in general the National Policy on Education (2004:11) emphasized that:

Government welcomes the contribution of voluntary agencies, communitiesand private individuals in the establishment and management of basic schools alongside those provided by the state and local governments, as long as they meet the medium standard laid down by the federal government.

In particular, the study focused on the influence of SBMC on the effective management of Junior Secondary Schools in the following perspectives namely: structure and objective of SBMCs regarding good governance for schools in line with codes of conduct and in accordance with the state laws, duties and responsibilities of SBMC; SBMC and Human, financial and material resources management effectiveness; and SBMC as a decision-making mechanism for proper administration in Junior Secondary Schools.

The National Council on Education (NCE) in an effort to improve the Universal Basic Education (UBE) programme approved the policy for the establishment of School Based Management Committee (SBMC) in 2006 at all school levels. The programme is an innovative system which involved school heads, teachers, students and the entire community members particularly the professionals to participate in key positions at the management of the schools towards goal attainment. Using some representatives it is meant to reorganize the expertise and competence of those who work in individual schools to make decision that will improve the learning environment.

The school head as the administrator should be responsible for accountability of every success in the school. He ensures that cordial relationship will be maintained between the school and the community for effective management of the schools; Junior Secondary Schools inclusive. Udor and Akpa (2001) see the role of Principal as someone who keeps things in good running order, discipline students, submit reports, perform whatever clerical work necessary and keep track of students' record. The school administrator must regard the school-community relationship as one of his cardinal responsibilities to create room for close-participation, relationship and involvement of communities at the local level in the administration and management of their schools. For the fact that, community within which the school is situated is the subscriber of all education school provides, the community should take active part in the management of school organization. To this end, SBMC as an influence stakeholder shall be responsible for managing schools at the appropriate level as stated in National Policy on Education (2014) item 141:

School-Based management committees and local government education authorities shall be responsible for the management of schools at the appropriate levels. These bodies shall serve as channels for promptly transmitting information in respect of curriculum, enrolment, quality of educational facilities and such other matters as may be of interest to states/FCT and federal Authorities, and the Boards.

School-Based Management Committee as a concept has been attributed with different meanings. According to Malen, Ogawa and Kranz (1990) School Based Management Committee can be seen conceptually 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 authority as the primary means through which improvement are stimulated and sustained" Meanwhile School Based

Management Committee is an essential link between schools and communities they serve” (Jigawa State School-Based Management Committee (Guidebook 2009:14).

Cheng(1996) views School Based Management Committee as “tasks that are set according to the characteristics and needs of the school itself and therefore school members have much greater autonomy and responsibility for the use of resources to solve problem and carry out effective education activities, for the long term development of the school”. However, Caldwell, and Spinks (1988) in Adebayo and Modupe(2009) SBMC is a “school system of education which there has been decentralized a significant amount of authority and responsibility to make decision related to the allocation of resources within centrally determined framework of goals, policies, standards and accountabilities”.

SBMC to some Principals and Headmasters are tools that tend to erode their power as school administrators because they merely implement decision of the SBMCs (Ogundele and Adelabu, 2009). The wisdom behind the introduction of SBMC is to have a decision making mechanism that would be attending to the need of the school in an effort to decentralize the administrative structure of educational system in Nigeria.

ESSPIN/UKaid (2011) mentioned that School Based Management Committees (SBMCs) are official bodies being established nationwide under government policy to strengthen the link between local communities and their schools are working. SBMCs are made up of volunteer community representatives who are committed to making sure schools make the best use of available resources so that children can learn well. SBMCs held communities to understand what is happening in school and increase community voice and participation in education decision making and school improvement-allowing communities to say how basic schools should be managed, women and children have their own communities to ensure they are fully

involved. SBMCs participate in school development planning and support good management of basic schools. They help Headmasters and teachers to provide the best possible education in child-friendly and self-learning environment. SBMCs challenge bad management and hold Headmasters and teachers accountable for poor performance. SBMCs are not like PTA. SBMCs are at the heart of the partnership between state and school authorities and local communities working to improve the quality of education for all and helping children succeed in a modern society. Moreover, UBEC (2011) defines SBMC as a voluntarily and non-political committee and its membership should not draw any allowance or stipend. SBMC members should be:

- a) Volunteers, who are ready to serve and actively support the school and community and have a keen interest in the development of education in their respective communities.
- b) Residents of the immediate environment/community.

There should be reasonable gender balance in selecting the members of each SBMC. In all cases SBMC members must have shared values and behavior to provide good governance for school in line with codes of conduct and in accordance with state laws.

Furthermore, School Based Management Committee (SBMC) was set up within individual schools to improve and promote education by decision making authority, i.e. decision about the budget, personnel, curriculum and other teaching and learning facilities for effective management towards school goals attainment. It involves the responsibility of the Principals, teachers, parents, pupils and community members in the decision making. It is a system of administration where the school is the primary unit of educational decision-making process, an essential strategy to remedy some administrative problem and challenges and to enhance

quality, access, equity, accountability and better school management towards the attainment of education goals.

SBMC also remain a strong based and channel for cordial school-community relationship with a view to assuming their ownership of the school located within the community. The community in collaboration with Parent-Teachers Association (PTA) in the sensitization and mobilization of parent on enrolment, attendance and retention of their children or wards in schools, serving in the capacity as a medium of transmission of skills, knowledge, values and tradition of the community. It also serves as a reliable capacity for action, planning, policy formulation body, decision-making mechanism and school administration system. SBMC is a school administration involving all educational stakeholders, the role of the school and the host communities to draw up strategies that may lead to the better community understanding of the implication of social, cultural and legislative reforms that will aid the attainment of quality of basic education in the school with a view to enhancing the whole school development, they seek ways of raising funds for the school involving strategic community organs, NGOs, Media, PTAs, Teachers union, Civil Service Organization and among others towards providing professional inputs to enhance the attainment of all schools goals.

In addition, UBEC(2011) stated that, the prime purpose of SBM is to improve the schools, SBMC act as a bridge between school and communities they serve, they contribute to school and planning, advocate on behalf of the school and provide support to school activities. They also supervise the performance of the school and the quality of education provided. It is important to view the development of SBMCs as part of a wide strategy for school improvement. The creation of an SBMC will bring about changes that contribute to better school and better learning. However, combined with other measures such as improved infrastructure and school management, more competent teachers and provision of funds to

cover running cost, the presence of committed community support can enhance accountability and be a powerful contributory factor in improving schools.

The experience of SBMC in Nigeria and elsewhere in the world shows that SBMCs work best where they have material wherewithal to support schools. Membership of the SBMCs must remain voluntary and unpaid, but the provision of funding for schools, remain important factor contributing to school performance. Some improvements can be made by SBMCs leveraging resources from within their own communities in cash or kind, but they are much more effective when the schools have regular access to public funds, which can be used at the discretion of the school management. This remains the case even where the amounts are not large. Therefore, to facilitate school effectiveness, development of SBMCs should wherever possible be accompanied by the provision of funds from the government to cover school running cost. This simple measure will help to make schools more capable of improving themselves in line with their own school development plans and it will make role of the SBMC sustainable.

The Federal Republic of Nigeria(2000) in the implementation guideline of UBEC programme stated that, SBMC is a strategy towards the actualization of accessing education to all and to fulfill the UBE programme working in concert with all tiers of government, Teachers Unions, PTAs, NGOs, CBOs, CSOs, Development partners, the private sectors and all classes of the civil society. Thus, mobilizing the nation's creative energies to ensure that education for all becomes the business of all. This of course will enhance effective performance in the educational sector.

2.2.2 Structure/Composition of School-Based Management Committee

The Jigawa state policy requests that each School-Based Management Committee will be constituted and structured based on representation of the diverse groups with an interest in

improving the learning outcomes of the pupils/students in schools. The SBMC will generally be made up of 12 to 19 people. Membership is done through election. Each group of stakeholders elects who would represent them at the community. In some cases appointments are done by educational, government or student representatives. Usually people who are transparent in their actions and accountable to the community and can communicate effectively are elected (UBEC, 2011)

According to UBEC (2011) the structure of SBMC should be:-

1. One traditional leader;
2. One Head teacher of the schools;
3. Two representatives of Teachers and NUT (male and female)
4. Two representatives of pupils/students (male and female)
5. Two representatives of community (male and female)
6. One representative of old pupils/students;
7. One representative of youths;
8. Two representatives of community based Associations(male and female)
9. Two representatives of PTA (male and female)
10. One representative of Artisan; and
11. Two representatives of Religious organizations (Muslim and Christian where appropriate)

According to the Jigawa state SBMC(Guidebook, 2009:27), potential SBMC members should be:

1. Persons who have keen interest in the development of education in their respective communities.
2. People who have proven integrity.

3. Residence of the immediate environment/community
4. There should be reasonable gender balance in selecting the members of each SBMC

School-Based Management Committee members must have shared values and behavior to provide good governance for schools in line with code of conduct established by the state education laws. The chairman of the community will be the traditional leader, the secretary will be the Head teacher of the school and the treasurer should not be a member of the school administration or a teacher. Moreover, the principal operating as a member of the SBMC should serve for a period of 2 or 3 years. Individual members could be eligible for a second and final term of three years. Each SBMC will have a chairman, vice chairman, secretary and treasurer. All officers of the SBMC shall be elected by the full membership at the first meeting, except the secretary who shall be the Head teacher of the school, the treasurer should not be a member of the school administration nor be a teacher in the school (except in exceptional cases)

SBMCs are expected to meet once or twice a term with the provision that emergency meeting may be summoned when it is necessary to make decision on important issues affecting their schools. SBMC meetings must operate with a quorum of not less than ten members. Also, an agenda for each meeting should be drawn up by the officers of the committee and the secretary should produce brief minutes or action points which will be posted on the school notice board.

2.2.2 Objectives of School-Based Management Committee

The main objectives of SBMCs as stated in the implementation guidelines of School Based Management Committee policy by the Ministry of Education (2005) are :-

- a. Provide mechanism for more effective management at school level.

- b. Provide the Head teacher with various forms of support to enhance the administration of schools;
- c. Provide a platform on which the community and school pool resource to enrich school management
- d. Provide community and Local Government Education Authority with a new mechanism, through which they can demand accountability from school managers (Head Teachers)
- e. Provide a legal framework for involving all stakeholders in the planning, monitoring and evaluation of education at the school level
- f. Provide an update of school development plan on an annual and longer term basis

Furthermore, UBEC (2011) states the other objectives of SBMC as:-

- g. To enhance school-government relationship for effective education service delivery;
- h. To promote mechanism for accountability in the school system. This means ensuring that public officials, community members and voluntary organizations involved in education delivery are answerable for their actions and that there are readiness mechanisms if duties and commitment are not met;
- i. To encourage harmonious relationship between the schools community, LGEA and LGA;
- j. To promote active community participation in school planning, monitoring and evaluation school progress;
- k. To promote and support school to achieve set targets/benchmarks to yield better learning outcomes for children;

- l. To create greater awareness and provide feedback to the larger community on issues that have to do with school governance, management and regulations;
- m. To promote the participation of all groups within the community in decisions affecting schools particularly women and children; and
- n. To facilitate support for the disadvantaged group within the school community;

More so, such mentioned objectives can only be achievable when school and community collaborate effectively and efficiently on teamwork basis, and must follow the legal framework, school rules and regulations and also comply with government policies especially in taking decisions.

2.2.3 The Functions of School-Based Management Committee

Education experts affirm that, the aims of SBMC are to place maximum authority for educational planning, management of personnel and material resources in the individual school centers with accountability towards the creation of suitable environment in which stakeholders can participate and develop their schools (Anderson, 2006; Rodriguez and Slate, 2005; Gamage, 2006; 2003, 1999; Cheng 1996; Marburger, 1991). They also point out that for these purposes, school first is considered as the major decision-making unit. Accordingly, school autonomy in relation to finance and management should be increased and control from the central office should be reduced. The functions/duties of SBMC include:-

- a) Participation in the school planning to produce school development plans;
- b) Monitoring of school activities, including pupils attendance and teacher absenteeism;
- c) Sharing information on the school to parents, government and civil society stakeholders;

- d) Overseeing the use of resource made available to the school;
- e) Mobilizing resources to further support school development activities;
- f) Mobilizing communities for school improvement;
- g) Encouraging broad participation by all stakeholders in school activities;
- h) The full participation of children and women in all SBMC activities.

(UBEC 2011) guideline section (3)

According to Olagboye (2004) management “is the process of planning, organizing, leading and controlling of efforts of organization members and of using all other organizational resources to achieve stated organizational goals” In this light, management entails getting people together to accomplish desired goals and objectives of using available resources efficiently and effectively.

However, in education arena, human, financial and material resources are the major ingredients and tools to determine the effectiveness and performance of all education institutions. Irondi (2009) maintains that educational resources are made up of human, financial and material resources. Flippo (2003) views that resource means anything that can give help or support when needed in order to achieve goals and objectives by an individual or group of individuals or an organization. Thus, education resource according to Flippo(2003) means things that are needed to help or support in achieving educational goals and objectives.

Effective Management of Human Resources

Human resource is an inter-twined concept in the sense that one qualifies the other. Human literally suggests that people are involved and resources imply the qualities which that person possesses. Human resources sometimes called manpower resources, personnel resources or workforce resources. Bello (2003) views Human Resource as the people with different

specialization, capabilities, roles, functions, duties etc. who partake in conducting the affairs of an organization. Meanwhile, Harbinson [2004] describes human resources as the energies, skills talents and knowledge of people which potentially can be applied to the production of goods and rendering of service. He noted that human resources constitutes ultimate basis for the wealth of nations, the wealth of nations can thus be expressed in terms of the development and utilization of human energies, skills and knowledge for useful purpose. Here the quality of people and their content acquired through education training and experience constitute human resources.

However, in education arena, human resources consist of administrative staff, academic staff and auxiliary employees. In other words, human resources include all cadres of staff who perform specific duties aimed at achieving the objectives of the educational institutions. Human resources in school setting comprise the entire staff, both the teaching and non-teaching staff, clerks, researchers and other elements such as students, parents, members of the community, members of the managing or governing body and departmental officials. Adegun (2009) views that human resources means having the right quantity and quality of staff in an organization. So, adequate provision of human resources in Junior Secondary Schools will help to produce quality students and will help to promote good school administration. It is the responsibility of the school and the government to provide human resources to schools.

Effective management of human resources in Junior Secondary School is of vital importance particularly at the present time of economic recession and political dispensation. It calls for selection, recruitment, appointment, hire, retention, development and motivation of the workforce to facilitate the work load and achieve the educational objectives in Junior Secondary Schools. The school heads involved in the process should be provided with adequate facilities for reaching the height levels of achievement and for improving the

professional growth to the maximum. Junior Secondary Schools in order to be effective and efficient have to ensure that they are the right type of people with the right skills in the right places and at the right time for carrying out the various assigned jobs and services.

Moreover, human resources in this context need to be identified, proper selection and recruitment are to be made, demand and supply of services be properly matched and suitable forecasting be made about the future requirements. There are problems of working condition, promotion prospect, appointment and transfer motivation and security career development and so on which have to be handled with sympathy, understanding, equity, fellow feeling and co-operation and also proper sense of commitment, accountability and involvement.

Effective Management of Financial Resources

Financial resources entail money/fund or total income of the organization that is to be properly raised and utilized for organizational goals accomplishment. In school setting, financial resources include school fees, levies, revenue allocated and other incomes that need to be properly utilized to facilitate school activities toward education goals attainment.

Financial resources management deals with efficient and effective management of all money (fund) raised in such a manner as to accomplish the objectives of the organization, Junior Secondary School inclusive. It is the specialized function directly associated with the top management. It involved planning, organizing, controlling and monitoring financial resources in order to achieve organizational objectives. Effective management of financial resources is qualified with sound organizational plan which entails setting objectives, development and evaluated policies, strategies and actions to achieve these objectives. Sound financial management will involve a long-term strategic planning and short-term operation planning.

In every school setting, funds are required to pay staff, purchase materials, provide physical facilities like buildings, laboratories, classroomsetc. The task of financial resources management becomes very crucial to school administrators especially at this time of inadequate funding, high cost of education and inflation. It is among the major functions of school heads, even though some of them are found inadequate in managing financial resources,not because of mismanagement or embezzlement, but because they lack the simple techniques of budgeting and accounting of school funds. Musaaazi (1985) maintains that school budgets are important to the school administration because they provide the following:-

- a) Sources of revenue are identified from the budget.
- b) Areas of need are spelt out.
- c) Helps the school to reconsider their goals.
- d) Helps the school to plan the year work.
- e) It brings together the activities and needs of different units toward the achievement of the school activities.
- f) It guides and helps the school administrator to spend wisely and account properly.

The school Manager should plan and organize all functions concerning handling the activities that have to do with collection of school fees, levies and other dues. Other activities under this function include preparation of school budget, organizing and management of school canteen, securing revenue for the school from other sources, school insurance management and so on (Bello, 2014)

Effective Management of Material Resources

Material resources involve facilities that are used to develop and add values to people. In this context material resources include the physical assets like laboratories, libraries, instructional tools, writing materials, classrooms, offices and other buildings etc. used to develop and promote school administration and students academic performance. The modern age of science and technology has made it possible to equip the educational institutions with various media and material electronics gadgets, including radio, television, computer, projector of many kinds and traditional aids like illustration, models, charts, map etc. but at reasonable prices. Adeogun (2009) notes that, it is the responsibility of school administration and the state government to ensure adequate material resources are made available to the concerned school. This will enable the school to equip their students effectively and produce good performance on the part of both teachers and students.

For every organization or institution basic infrastructure in concrete terms is essential and required for various practical purposes for education goals attainment. As such there must be proper identification of physical resources needs, installation, maintenance and most importantly, proper utilization of such resources. But the material resources must be at the right place and at the right time so that the education goals can be realized without difficulty, duplication and wastage. It is also necessary that physical resources should have adequate flexibility, adoptability and stability for meeting the future needs and conditions. Similarly, other important resources that need effective management in Junior Secondary Schools are additional resources which are mostly based on ideas and ideals. Such resources include curriculum, method of teaching and expectations. Like the individuals, every organization has its own personalities with integrity, its culture and its own values which are unique and influential for the smooth functioning and effective management of the institution for creating motivation and self-pride among individuals. All these create feeling, belongingness

involvement and self-satisfaction among the personnel for working and implementing the programme in educational institution.

To sum it up, Human, financial and material resources are the major ingredients to examine the effective management and performance of the schools at all levels. As such these resources management and utilization is an integral part of the overall management of all education institutions. Education in general is determined by its quality and success by provision of resources, utilization and management at maximum levels.

2.2.4 Decision Making on Administrative Matters for Effective Management of Junior Secondary Schools

Decision making as a mechanism is a procedure of all-pervasive responsibility of management to determine the goals and select available alternatives. The decision makers prefer the alternatives which promise the highest attainment of the desired goals or the least cost of accomplishment. Anao (2005) identified three major characteristics of decision making as follows:-

- a) It almost invariably involves choice among alternatives;
- b) It involves some logical process, that is, it should be capable to some rational analysis; and
- c) It is purposive, that is, it is goal-oriented.

Decision making involves some management functions such as planning, staffing, directing, controlling innovation and representation to determine the future goal attainment. Gamage and pang (2003) defined decision making as the process through which individuals, groups, or organizations, choose courses of action to be acted upon including not only the decision but also the implementation of that decision to take a particular course of action. They explain

that decision produce the policies which lead to established values and guidelines for operational decision. For this reason, they point out that organizational structures are created for empowering them to make decision, relating to the areas or units that come under the purview of the structures or position. Harrison (1975) noted three things on decision making, these are:-

- a) The decision making process;
- b) The decision makers; and
- c) The decision itself.

Moreover, decision making process entails the selection of alternatives and implementation of a course of action that have been developed in response to some needs. The need could be internally or externally motivated and could be related to solving problems or taking advantage of an opportunity.

However, for effective management in schools, decision making is overwhelmingly needed particularly on administration matters in schools towards goals accomplishment. Decision making for effective planning activities which aim at fulfillment of the goals set up in the school system. Such activities include describing the task to be performed, to accomplish certain objectives and assigning these tasks to carefully selected and trained personnel; making the personnel perform efficiently by using the tools provided for them; and coordinate some formal structures (administrative unit, system, office or department) which permit hierarchical (vertical) allocation of responsibilities and communication flow. Administration in schools requires good discipline through rules and regulations and calls for the ability of the administrator to make the right decision to fulfill the required goals. Planning is the process of studying the future and arranging procedure for action.

Decision making in school system could be classified in to three major classes, these are:-

- a) Policy Decisions: - Here policies are guided rules for making decision. It entails determining the nature and mission of the school, identifying magnitude and system of financing, selection of materials and equipment necessary for the achievement of the mission/goals, usually executed by top management or be imposed from outside the school by the controlling body. Policies are often spelt out in a policy manual.
- b) Administrative Decisions: - These refer to day to day management of the organization. Such decisions are mainly related to the resources allocation among competing lines or organizational units (short-term planning and control). It is mainly concerned with the procedures for accomplishment of the set goals in the school system. The way of control, performance evaluation, appointment of personnel on the right kind of job improvement schemes. etc.
- c) Executive Decisions:- These include routine decisions taken by the individual manager in the performance of his tasks. Such tasks like allocation of classes, placement of staff, approval of staff leave, training allowances and transfer of personnel from one job to another etc. This could be sent out in circulars.

Despite the fact that, SBMC in terms of decision making process has drastically reduced the power and authority of the bureaucrats by devolving power and authority as well as responsibility at school level, a genuine partnership should be the best choice of any decision making procedures in a school (Gamage 1996) In this light, the SBMC replaces the supreme power of bureaucrats and school leaders enabling decision making at the school in a collegial atmosphere. The SBMC also replace the authority of the Head-teacher in decision making that enables every SBMC member to have an equal opportunity to contribute to decisions, which are relevant to the interest of the school. Therefore, due to consequent

fostering increase motivation and commitment and appreciation among the decision making bodies based on genuine partnership in participation decision making. It is important to all types of leaders to pay attention to the participation decision making process which can build trust and confidence of school stakeholders towards solid partnership to implement the policies more effectively. Accordingly, facilitating a flexible participatory decision making process should be the most significant responsibility of all school leaders.

The School Manager and School-Community Relationship

The School Manager (Principal) serves as an administrator in Junior Secondary School. He is the highest in order of importance, who takes a leading role in the teaching/learning process. He should consider the values, interests and needs of teachers, students, the immediate community where the school is situated. Akpa (2002) mentions roles of Principal as an administrative figure as follows:-

- a) Curriculum:- the design, development, implementation and evaluation;
- b) The school plant:- the supply and maintenance of school building, furniture, equipment and the teaching-learning material summed up as the space interpretation of the school curriculum;
- c) Finance:- revenue generation, budgeting, expenditure and accountability;
- d) Community relations: - interpreting the work of the school to the immediate community and championing school-community relations for mutual benefits.
- e) The Principal must be well groomed and knowledgeable and also sensitive to the changes in the society that calls for changes in school setting. He is expected to devise more means via which the school community relation in school management could be promoted. He should initiate strategies to draw the interest of community members to

school activities. Principal should consider such functions toward school community relations.

- f) To inform and interpret to the community about the school;
- g) Improving and uniting parents and teachers through PTA meetings;
- h) Rallying community support for the maintenance of the education programme;
- i) Developing awareness to the community on the importance of education in democracy;
- j) Integrating the home, school and the community in improving educational opportunity for all children;
- k) Evaluating the offering of the school and the needs of the children of the community;
- l) Correcting any misunderstanding about the aim and objective of the school;

For successful management, Principal should use his skills to meet up to the fast changing and complex educational priorities. Good cordial relations between school and community should be developed. Essential school climate that supports and encourages progress towards school goals and expectations should be established. Udezue (1988) opines that dynamic leadership involves providing coherence to the school's instructional goals; setting high academic standard, staying informed of policies and teachers problems, making frequent classroom visits, creating incentives for learning and maintaining students discipline. Akpa (2002) stated that Principals are skillful in obtaining political, parental and financial supports for their schools. Shares of responsibilities could help the Principal in his managerial tasks when he involves teachers, students and parents in decision making concerning goals, educational improvement project and programmes and students' achievement.

Implications of School-Based Management Committee on Junior Secondary School

Effective Management

School-Based Management Committee policy on Junior Secondary School management incorporates individuals and groups to the day to day running of school activities. It involves the ability of the Principal as a school manager to realize and sensitive that effective management is a concerted effort. It carries people along shares responsibilities, duties and roles and deliberate on issues together for a logical conclusion. Not all administrators realize that effective management is a concerted effort. The committee members with less knowledge on educational management may find it difficult to initiate educational policies; rather, they may still rely on the Principal to initiate policies and programmes and may bring confusion over determining the best alternative out of available alternatives.

Moreover, mismanagement of resources may result from selfish interest of members. When resources are embezzled with no accountability for resources management, quality and quantity may begin to depreciate leading to the failure of the programme. Educational management is concerned with a wide range encompassing specific areas necessary for functional operations and concerns. Students may feel inferior to challenge their elders, parents and teachers on issues concerning their welfare. This means that some members in the committee may dominate others during decision making.

2.3 Theoretical Framework

The theory which is pinned down for this study is system theory. This theory explains that the existence of different parts which perform different functions in such a way that each part interacts and is independent on the other part. System theory therefore is characterized by input which means components that bring in from environment, process/conversion and output i.e. components or products consumed by the environment. This study is also based on

the system theory which promotes and encourages effective management to perceive the internal and external environmental factors as integrated whole. As such the administrator (school head) must view the human, physical environment and psychological facets of the job as linked to form an integrated whole (Nwachukwu, 1989).

Every system is made up of subsystems and for it to function effectively, the subsystems must function effectively. Therefore, in education the subsystems which include teachers, teaching and learning resources and students must properly be coordinated for the organization to achieve its desired objectives. In addition, Nwankwo (1984) and Zelvys (2004) described system as series of interrelated and interdependent parts such that the interactions of any part affect the whole system.

Moreover, Basic Education can be achieved in concerted with all tiers of government, teachers, unions, PTAs, SBMCs, NGOs, private sector and all classes of civil society. Thus, mobilizing and coordinating the nations creating energies to ensure that education for all becomes the responsibility of all. In reference to the implementation of UBE programme, the inputs are educational resources, while the processes/conversion involves the management effectiveness strategy to transform the output which describe the skills acquired through available human, financial and material resources needed and qualitative output (students) at acquisition of Basic Education.

2.4 Review of Empirical Studies

Bakwai (2014) carried out a research on an assessment of school-community relationship in secondary schools. The study focused on the role of School Based Management Committee (SBMC) in Secondary Schools in Sokoto State. The research design adopted was descriptive survey. The study population consisted of all Principals, Vice Principals, teachers and SBMC members of all Secondary Schools in Sokoto State. The sample of 18 schools and 88

respondents were purposively selected. Questionnaire instrument was used for collecting data. It was validated and tested for reliability of coefficient 0.79. The data was analyzed using simple percentage. Findings revealed that school-community relationship is very important among Secondary Schools in Sokoto State because it helps in information, sharing and dissemination, provision of school facilities, finance, security and in monitoring students' academic progress.

Bagiwa and Salisu (2016) conducted a research on alternative strategies for financing Secondary School Education. The study focused and examined the role of SBMC and Old Boys Association as alternative strategies for financing Secondary School Education in Katsina State for Sustainable National Development. The exploration was a descriptive survey research. The population of the study comprises all science teachers, science students, SBMC and OBA members from nine (9) purposively selected Public Secondary Schools. The sample was 340 (60 science teachers, 120 science students, 90 SBMC and 80 OBA officials) was selected and questionnaire was used for data gathering with reliability of 0.8. Percentage score, mean, standard deviation and ANOVA were employed in the analysis. The result finding showed that the role played by SBMC and OBA will enhance funding of school in areas such as to provide text books in form of donation, construct science laboratories, provide laboratories facilities, renovate classes, organize training programmes, participate in voluntary teaching, sponsor speech and prize giving day and provide scholarship scheme for Sustainable National Development.

Another research was that conducted by Wunti (2012) on the community participation in Primary Education Management in Bauchi State. Survey research approach was used and the study population involved all the people of Bauchi Local Government Area of about 341,758 people according to 2006 census Provisional result. The sample was 2110 which consist 50 Headmasters, 500 teachers and 1,560 parents of students in the school were selected. Self-

designed questionnaire was used in collecting data and data collected was analyzed using frequency and percentage. The result findings revealed that community members desire to participate in such areas as discipline, physical facilities supply, implementation of curriculum and instruction, staff recruitment as well as vocational and teaching religion studies. Also, there is inadequate commitment of the government in stimulating affective participation of the community in the affairs of primary education management in the area of study.

Guda (2014) investigates the influence of SBMC on Basic Education. The purpose of this research work is to look into the influence of SBMC on the administration of Basic Education in Jigawa state. The study applied correlational research design. The population of the study was 198 schools which comprised of conventional primary, Islamiyya, primary and Junior Secondary Schools in the Nine (9) ESSPIN piloted Local Government Education Area in Jigawa State, 198 SBMC members and 198 school Heads. The sample of 161 was randomly selected. Hat and draw method was applied and employed and a stratified sampling technique was also used. Questionnaire was administered as an instrument for data collection. Test-retest was employed to obtain reliability of the instrument through pilot study. The data collected was analyzed using percentage. The finding revealed that parental active participation in the administration of basic education in Jigawa state has improved significantly. Also, physical facilities, instructional materials have significantly improved a little. The pupils' environment attendance and retention have significantly improved.

2.5 Summary and Uniqueness of the Study

Researches on the Influence of School-Based Management Committee had been carried out in relation to different aspects for the improvement of schools at different level and accomplishment of educational objectives in recent decades. In fact there is no research work

to the best knowledge of the researcher that had been carried out on this phenomenon in HadejiaMetropolis in particular and Jigawa state in general.

The study is unique in the sense that, it was set to investigate the Influence of School-Based Management Committee on the effective management of Junior Secondary Schools in Hadejia Metropolisbased on four interconnected elements in relation to school management effectiveness towards conducive learning environment and improvement of students' academic performance. The research work focused ondetermining the influenceof School-Based Management Committee on the provision of effective management of financial resources in Junior Secondary Schools in HadejiaMetropolis; to examinethe Influence of School-Based Management Committee on the provision of effective management of material resources in Junior Secondary Schoolsin HadejiaMetropolis; to determine extent ofcordial relationship between School Authority and School-Based Management Committeein managingJunior Secondary Schoolsin HadejiaMetropolis;and lastly, to examine the role of School-Based Management Committee in decision making and good administration in Junior Secondary Schoolsin HadejiaMetropolis. Similarly, the study highlighted on the School Manager (Principal) and school community relationship and also some implications of School-Based Management Committee in Junior Secondary Schoolsmanagement effectiveness.

The research work employed the use of descriptive survey design and adapted questionnaire was used as a statistical tool for this research work. The chapter review literature related to the study; it discussed extensively on issues that are connected to School-Based Management Committee in reference to effective management of Junior Secondary Schoolsthrough concerted efforts in order to improve learning conducive atmosphere and students' academic performance as the main educational goals at all schools levels. The chapter focused on one independent variable Influence of School-Based Management Committee with particular

reference to effective management of Junior Secondary Schools in HadejiaMetropolis. Some concepts discussed under conceptual framework include; the concept School-Based Management Committee; its structure and objectives; the functions/duties of School-Based Management Committee; the term management; effective management of Human, financial and material resources in Junior Secondary Schools; Decision-making and good administrative matters for effective management of Junior Secondary Schools; theoretical framework; review of empirical studies and lastly summary and uniqueness of the study.

To sum it up, Junior Secondary School is meant to attain the basic education for three years after the completion of primary school education. According to the National Policy on Education (2004) section 4 it shall be free and compulsory. It further stated in section 5 No. 24 that, the Junior Secondary School shall be both prevocational and academic. It shall teach basic subjects which will enable pupils to acquire further knowledge and skills. The Universal Basic Education (UBE) programme made it essential that Primary and Junior Secondary School education obtain universal and compulsory education including adult and non-formal education programmes for adult and out of school youths. School Based Management Committee is a strategy to improve and achieve the UBE objectives.

CHAPTER THREE:

METHODOLOGY

3.1 Introduction

This chapter focuses on the methods and procedures which the researcher used in carrying out this research work based on the objectives of the study. The methodology contains the main components including research design, population of the study, sample size, sampling techniques, data collection instruments, validity of the instrument, reliability of the instrument used in the research work, procedure for data collection and data analysis.

3.2 Research Design

The research work adopted a descriptive survey design. Descriptive survey design gives room for the researcher to investigate and ascertain the views, facts and opinions of the respondents about the events or conditions under consideration. As such the researcher employed the design to have a room to investigate and ascertain the views and opinions of School-Based Management Committee members and teachers on the influence of School-Based Management Committee on the effective management of Junior Secondary Schools in Hadejia Metropolis, Jigawa State Nigeria. Kerlinger (1973) views survey design is aimed at enabling researchers to study large population and small population by selecting samples drawn from the population so as to discover relative incidences, distributions and inter-relation of pedagogical, sociological and psychological variable of a study.

3.3 Population and Sample

3.3.1 Population of the Study

The population of this research work involves Two Hundred and Seventy (270) SBMC members and also Three Hundred and Sixty One (361) Teaching Staffs including N-Power teachers recruited under N-Power programme initiated by the Federal Government of Nigeria in 2017 across fifteen (15) Junior Secondary Schools located in Hadejia Metropolis, Jigawa State. Thus, the table below presents the population distribution of the Schools, SBMC members and teaching staffs involved in the study.

Table 3.1 Population of the Study

S/N	SCHOOLS	NO. OF SBMC MEMBERS	NO. TEACHERS	TOTAL
1.	JSS ABDULKADIR	18	29	47
2.	JSS ADAMU MAJE	18	23	41
3.	JASS BABALE	18	34	52
4.	JASS GARKO	18	29	47
5.	JSS GAWUNA	18	28	46
6.	JSS DEAF (SPECIAL)	18	18	36
7.	JSS HARUNA	18	37	55
8.	JSS KOFAR AREWA	18	28	46
9.	JASS SAMBO	18	34	52
10.	JSS UNGUWA SARKIN RUWA	18	18	36
11.	JSS HAMZA ABDULLAHI	18	15	33
12.	JSS ADAMU ABUBAKAR KWANO	18	18	36
13.	JSS HAJIYA SABUWA SHEHU	18	13	31
14.	JASS SAIS	18	10	28
15.	JSS UNITY FANTA,HADEJIA	18	27	45
	TOTAL	270	361	631

Source: (Hadejia L.E.A Planning Office, 2017)

3.3.2 Sample Size

For the purpose of the study, the sample size of Fourteen (14) schools was randomly drawn from the population based on Krejcie and Morgan (1970). Random sampling technique was

used to draw the sample size of One Hundred and Sixty Nine (169) from the population of Two Hundred and Seventy SBMC Members and also One Hundred and Ninety Six (196) sample size from the population of Three Hundred and Sixty One Teachers based on Research Advisor (2006). Even though the sample of this study has no exact sample size within the tables, but according to Research Advisor (2006) any figure that reaches about 300 as population of the study, the sample of 169 is adequate and also any figure that reaches 400 as population, the sample of 196 is adequate. The table below presents the sample size and guides the sample selection.

Table 3.2 Sample size

CATEGORY	NUMBER	SAMPLE SIZE
SBMC MEMBERS	270	169
TEACHERS	361	196

Source: Research Advisor (2006)

3.3.3 Sampling Technique

The sampling technique used in this research work involved random selection of Fourteen (14) Junior Secondary Schools within the located Junior Secondary Schools in Hađeja Metropolis, Jigawa State. In doing so, hat and draw method was employed and applied by the researcher in order to ensure that all affected schools are given fair and realistic chance of forming part of the sample. Simple random sampling technique was used to select the sample in order to guarantee representation and given fair and realistic chance of forming part of the sample of defined groups in the population.

3.4 Data Collection Instrument

For the purpose of this survey study to be carried out, questionnaire instrument was used as an instrument for data collection. This is based on its suitability in obtaining the accurate information from the subjects as they form a concise population. The questionnaire used is called ‘a questionnaire on the influence of School Based Management Committee on the Effective Management of Junior Secondary Schools’ (ISBMCEMJSS).

The structure of this instrument was adapted from Tasi’u Guda (2014) *Med Educational Administration and Planning*, Bayero University, Kano. The items of the instrument represent selection and modification from the items contained in the instrument. (See Appendix)

As such, the key instrument employed in this survey study was the questionnaire which is featured by the selected response format of a Likert scale. In addition, the questionnaires in this study are two (2) types; the first one was completed by the School Based Management Committee Members while the second one was completed by the Teachers that were selected from the population of the study. Furthermore, each questionnaire contained two major parts. The first part contained the background information and was completed by all respondents. School-Based Management Committee Members completed the second part of the first type of questionnaire, while the Teachers completed the second part of the second type of questionnaire.

3.5 Validation of the Data Collection Instrument

This section explains the validity and reliability of the instrument used in collecting data in this study as follows:-

3.5.1 Validity of the Instrument

In order to determine and establish the validity of the instrument used for this study, beside the first checking done by the researcher to see whether its explicit are understood by the respondents or not, any item that is too obtuse was changed for proper and logical understanding. Observations of the Supervisor of this research work on the validity of the instrument are of the first place. The instruments were given to lecturers in Tests and Management of the Department of Education Bayero University, Kano to refine the items in format and language to make questionnaire simple and accurate. On the basis of their comments certain improvements were made keeping ensuring content validity. All these were done to ensure the accuracy for measuring and reaching the purpose of this research work.

3.5.2 Reliability of the Instrument

To determine and obtain the reliability of the instrument used in this study, test-retest method was used through pilot study which was carried out within the interval of one (1) week.

The pilot testing will not only provide an opportunity to identify confusing and ambiguous language, but also to obtain information on possible patterns of result (Wiersman and Jurs, 2005). Similarly, Burns (1994) points out that “a pilot study can test many aspects of the proposed study.” Pallant (2005) affirms that validity and reliability of an instrument can influence the quality of the data obtained. She clarifies that no matter how good the reports are concerning the reliability and validity of the scales, it is necessary to pilot-test them with intended samples. PPMC was used in measuring the degree of consistency.

3.5.2.1 Pilot Testing

For the pilot testing, two (2) Junior Secondary Schools were selected; these are Junior Arabic Secondary School, Sambo, Hadejia and Junior Secondary School, Gawuna, Hadejia. A total of twenty (20) respondents among SBMC members and teachers were randomly selected. The selected schools been similar to those under study and also having the same SBMC members and teaching staff and also environmental condition. The researcher distributed and retrieved the questionnaires to the SBMC members and teachers with assistance of the Principals of the two (2) schools within an interval of one week. The result was computed using Pearson Product Moment CorrelationCoefficient (PPMC) statistical tool and showed that there is significantrelationship with coefficient 0.61 based on the responses of the respondents.

3.6 Procedure forData Collection

The data collection procedure involved the distribution and administration of the instruments by the researcher and together with the research assistant directly to the School-Based Management Committees members and Teaching staff of the randomly selected Junior Secondary Schools under study in Hadejia Metropolis, Jigawa State. The exercise wasdone within six (6) weeks which consequently enabled the researcher to retrieve the questionnaire test based on the scheduled and prescribed time.

3.7 Procedure for Data Analysis

The data collected were analyzed using simple percentage. Simple percentage was used to show the level of influence of every score in the given distribution.The research questionswere answered and also all items were analyzed in reference to particular research

questions. The data collected were processed and analyzed so as to derive meaning using statistical package for social science (SPSS) version 16.0.

CHAPTER FOUR:

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter includes data presentation and analysis, answering research questions, summary of findings and discussion. The data were collected through adapted questionnaire research instrument (QSBMCEMJSS), presentation and analysis of the data was done in the light of the research questions of the study. Statistical tool of simple percentage was used in analyzing the data.

4.2 Summary of Data

Table 4.1 Distribution of Respondents by Gender

Item	Gender	SBMC Respondents		Teachers Respondents	
		N	Percentage	N	Percentage
Valid	Male	133	78.7	154	78.6
	Female	21	12.4	34	17.3
	No Response	10	5.9	4	2.0
	Total	164	97.0	192	98.0
Missing		5	3.0	4	2.0
Total		169	100.0	196	100.0

The table 4.1 indicates that 78.7% of the SBMC respondents were male and 12.4% were female. While 78.6% of the teachers respondents were male and 17.3% were female. Moreover, 5.9% of the SBMC respondents and 2.0% of the teachers' respondents remained no response whereas 3.0% of the SBMC respondents and 2.0% of the teachers respondents

have failed to return copies of their questionnaires. The result indicates that, both SBMC and teachers respondents were predominantly male.

Table 4.2 School-Based Management Committees' and Teachers' respondents:

Items		SBMC Respondents		Teachers Respondents	
		N	Percentage	N	Percentage
Valid	Chairman	9	5.3	-	-
	Secretary	9	5.3	12	6.1
	Treasurer	9	5.3	-	-
	Member	127	75.1	28	14.3
	Teachers	-	-	148	75.5
	No response	10	5.9	4	2.0
	Total	164	97.0	192	98.0
Missing		5	3.0	4	2.0
Total		169	100.0	196	100.0

The table 4.2 indicates that, 75.1% of the SBMC respondents were members, 5.3% were chairmen, 5.3% also were secretaries, and 5.3% held the position of treasurers. While 75.5% of the teachers' respondents were teaching staff, 14.3% were the SBMC members as teachers' representatives also 6.1% were those who hold the position of SBMC secretaries as Principals of the schools under study. Move over, 5.9% of the SBMC respondents and 2.0% remained no response, whereas 3.0% of the SBMC respondents and 2.0% of the teachers' respondents have failed to return copies of their questionnaires. The result indicates that, majority of the SBMC respondents were members and for the teachers respondents were teaching staff respectively.

4.3 Data Analysis

4.3.1 Answering Research Questions

The four research questions were raised from the research objectives. Therefore, the results are being presented in a form of tables below.

Research Question One: what is the extent of influence of SBMC on the provision of effective management of financial resources in Junior Secondary Schools in Hadejia Metropolis, Jigawa State?

Simple percentage as a statistical tool was used by the researcher to answer this research question.

Table: 4.3 Assessment of the respondents with regard to the provision of effective management of financial resources in Junior Secondary Schools.

Item		SBMC Respondents		Teachers Respondents	
		N	Percentage	N	Percentage
Valid	It is insignificant	47	27.8	43	21.9
	it has made no difference	9	5.3	29	14.8
	It has slight significance	98	58.0	116	59.2
	No response	10	5.9	4	2.0
	Total	164	97.0	192	98.0
Missing		5	3.0	4	2.0
Total		169	100.0	196	100.0

The table 4.3 indicates that, 58.0% of the SBMC respondents stated that there had been slight significant provision of effective management of financial resources in Junior Secondary Schools in Hadejia Metropolis. 27.8% of the SBMC considered the provision is insignificant and 5.3% revealed that it has made no difference respectively. While, 59.2% of the teachers respondents stated that there had been slightly significant provision of the effective management of financial resources in Junior Secondary Schools in Hadejia Metropolis 21.9% of the Teachers respondents considered it insignificant and 14.8% revealed that it has made no difference respectively. Moreover, 5.9% of the SBMC members and 2.0% of the teachers' respondents made no response. Whereas 3.0% of the SBMC respondents and 2.0% of the teachers respondents have failed to return their copies of questionnaires.

The findings presented in table 4.3 indicate that provision of effective management of financial resources in Junior Secondary Schools in Hadejia Metropolis has slight significance improvement as a result of SBMC implementation.

Research Question Two: what is the extent of influence of SBMC on the provision of effective management of material resources in Junior Secondary Schools in Hadejia Metropolis, Jigawa State?

Simple percentage was used by the researcher to answer this research question.

Table 4.4 Assessment of the respondents with regard to the provision of effective management of material resources in Junior Secondary Schools.

Item		SBMC Respondents		Teachers Respondents	
		N	Percentage	N	Percentage
Valid	It is insignificant	34	20.1	47	24.0

	It has made no difference	12	7.1	34	17.3
	It has little significance	108	63.9	107	54.6
	No response	10	5.9	4	2.0
	Total	164	97.0	192	98.0
Missing		5	3.0	4	2.0
Total		169	100.0	196	100.0

The Table 4.4 indicates that, 63.9% of the SBMC respondents assessed that there had significant improvement on the provision of the effective management of material resources in Junior Secondary Schools in Hadejia Metropolis. 20.1% assessed that it is insignificant and 7.1% assessed it has made no difference. While, 54.6% of the teachers respondents assessed that provision of effective management of material resources has significance improvement 24.0% assessed that it is insignificant and 17.3% assessed that it has made no difference respectively. Moreover, 5.9% of the SBMC respondents and 2.0% of the teachers' respondents made no response. Whereas 3.0% of the SBMC respondents and 2.0% of the teachers respondents have failed to return their copies of questionnaires.

The findings presented in table 4.4 indicate that, material resources management effectiveness has little significant improvement as a result of SBMC implementation.

Research Question Three: What is the extent of cordial relationship between school authority and SBMC in the management of Junior Secondary Schools in Hadejia Metropolis, Jigawa State?

A simple percentage statistical tool was used by the researcher to answer this research question.

Table 4.5 Assessment of the respondents with regard to the cordial relationship between school authority and SBMC in the Management of Junior Secondary Schools.

Item		SBMC Respondents		Teachers Respondents	
		N	Percentage	N	Percentage
Valid	It is not cordial	12	7.1	5	2.6
	It is cordial	49	29.0	95	48.5
	It is very cordial	93	55.0	88	44.9
	No response	10	5.9	4	2.0
	Total	164	97.0	192	98.0
Missing		5	3.0	4	2.0
Total		169	100.0	196	100.0

The table 4.5 indicates that, 55.0% of the SBMC respondents assessed that, cordial relationship between school authority and SBMC is very cordial, 29.0% assessed that it is cordial and 7.1% assessed that it is not cordial. While, 48.5% of the teachers respondents assessed that, the relationship is cordial, 44.9% assessed it is very cordial and 2.6% assessed that it is not cordial respectively. Moreover, 5.9% of the SBMC respondents and 2.0% of the teachers respondents made no response. Whereas 3.0% of the SBMC respondents and 2.0% of the teachers respondents have failed to return their copies of questionnaires.

The findings presented in table 4.5 indicate that, the relationship is very cordial to the SBMC respondents, but it is cordial to the teachers' respondents in relation to SBMC implementation.

Research Question Four: What is the role of SBMC in decision making and good administration in Junior Secondary Schools in Hadejia Metropolis, Jigawa State?

Simple percentage statistical tool was used by the researcher to answer this research question.

Table 4.6 Assessment of the respondents with regard to the role of SBMC in decision making and good administration in Junior Secondary Schools.

Item		SBMC Respondents		Teachers Respondents	
		N	Percentage	N	Percentage
Valid	It is insignificant	26	15.4	25	12.8
	It is not significant	17	10.1	30	15.3
	It is very significant	111	65.7	133	67.9
	No response	10	5.9	4	2.0
	Total	164	97.0	192	98.0
Missing		5	3.0	4	2.0
Total		169	100.0	196	100.0

The table 4.6 indicates that, SBMC respondents of 65.7% assessed that, the role of SBMC in decision making and good administration in Junior Secondary Schools is very significant, 15.4% assessed it is insignificant and 10.1% assessed that it is not significant. While, teachers' respondents with 67.9% assessed that, the role of SBMC in decision making and good administration in Junior Secondary Schools is very significant. 15.3% assessed it is not significant and 12.8% assessed that it is insignificant respectively. Moreover, 5.9% of the SBMC respondents and 2.0% of the

teachers' respondents made no response, whereas 3.0% of the SBMC respondents and 2.0% of the teachers respondents have failed to return their copies of questionnaires.

The findings presented in table 4.6 indicate that, decision making and good administration are very significant in relation to the role of SBMC and its implementation.

4.4 Summary of Findings

The findings are summarized as follows:-

1. The findings from the implementation of School Based Management Committee 58.0% of the SBMC respondents and 59.2% of the teachers' respondents revealed that, the provision of effective management of financial resources in Junior Secondary Schools in Hadejia Metropolis has been slightly improved significantly.
2. 63.9% of the SBMC respondents and 54.6% of the teachers' respondents revealed that, the effective management of material resources in Junior Secondary Schools witnessed little significant improvement.
3. The cordial relationship between schools authority and SBMC in managing schools rated very cordial with 55.0% of the SBMC respondents and it is cordial to the teachers' respondents with 48.5%.
4. After the implementation of SBMC in Junior Secondary Schools, the decision making and good administration became very significant with 65.7% of the SBMC respondents and 67.9% of the teachers respondents.

4.5 Discussions

The purpose of this study is to examine the Influence of School Based Management Committee on the effective management of Junior Secondary

Schools in Hadejia Metropolis, Jigawa State. In particular, the study sought to examine the Influence of School Based Management Committee on the management effectiveness in Junior Secondary Schools with respect to the following perspectives: provision of effective management of financial resources in Junior Secondary Schools, provision of effective management of material resources in Junior Secondary Schools, cordial relationship between school authority and SBMC in managing Junior Secondary School and lastly the role of SBMC in decision making and good administration in Junior Secondary Schools.

The data were collected and analyzed according to research questions using simple percentage. The findings of the analysis showed that, there is significant improvement in managing Junior Secondary Schools resulting from the implementation of School Based Management Committee in Junior Secondary Schools in Hadejia Metropolis, Jigawa State.

From the above analysis, the findings were discussed as follows:-

Findings obtained in table 4.3 revealed that, majority of the SBMC members and teachers that responded agreed that, the provision of effective management of financial resources has slight significant improvement resulting from the implementation of SBMC in Junior Secondary Schools. Emphasizing the significance of management effectiveness of financial resources in schools, Bagiwa and Salisu (2016) conducted a research on the role of SBMC and Old Boys as alternative strategies for financing Secondary schools Education in Katsina State for National Development and endorsed that, the role played by SBMC and OBA will enhance funding of schools in areas such as to provide text books informs of donation, construct science laboratories, provide laboratory

facilities, renovate classes, organize training programmes, participate in voluntary teaching, sponsor speech and prize giving day and provide scholarship scheme for sustainable National Development

The computed findings in table 4.4 revealed that, resulting from the implementation of SBMC, majority of the School Based Management Committee members and teachers that responded agreed that, the provision of effective management of material resources in Junior Secondary Schools witnessed little significant improvement. Corroborating the view above, Bakwai (2004) carried out a research on the assessment of School community relationship in secondary school. The role of SBMC in secondary schools in Sokoto State endorsed that, the role of SBMC in schools helps in the provision of school facilities towards quality teaching and learning delivery. Again, Wunti (2012) investigated the community participation in primary education management in Bauchi State and observed that community members need to participate in supplying physical facilities for learning conducive atmosphere improvement in primary schools. Guda (2014) investigated the influence of SBMC on the administration of Basic Education in Jigawa State, and disclosed that physical facilities and instructional materials have improved little.

The finding in table 4.5 revealed that, majority of the School Based Management Committee members and teachers that responded agreed that, the cordial relationship between schools authority and SBMC is significantly cordial even though SBMC members responded very cordial while teachers responded as cordial. Bakwai (2014) carried out a research on the assessment of school community relationship in secondary school. The role of SBMC in secondary school in Sokoto State endorsed that, the school community relationship helps in

information sharing and dissemination and monitoring students' academic progress. Guda (2014) investigated the Influence of SBMC on the administration of Basic Education in Jigawa State, reflected that parental active participation in the administration of Basic Education in Jigawa State has improved significantly for better basic education goal attainment.

The findings in table 4.6 indicates that, majority of the School Based Management Committee members and teachers that responded agreed that, the role of SBMC in decision making and good administration in managing Junior Secondary Schools is very significant resulting from the implementation of SBMC. In this view, Guda (2014) investigated influence of SBMC on the administration of basic education in Jigawa State; the findings revealed that parental active participation in the administration of basic education has improved significantly. Supporting this study, Gyang (2008) examined School Based Management Committee as an essential tool for decision making in the management of Junior Secondary Schools, as cited in Journal of Educational Research and Development, Faculty of Education A.B.U Zaria, she concluded that, SBMC policy involves the participation of all stakeholders in the decision making process in the management of Junior Secondary Schools which will promote and support the Principals leadership role and to also supplement in the funding of education.

CHAPTER FIVE:

SUMMARY,

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter includes summary and conclusion of the study. It also carries recommendations which comprise recommendations from the study and recommendations for further studies.

5.2 Summary

This study investigated the influence of School Based Management Committee on the Effective Management of Junior Secondary Schools in Hadejia Metropolis. The study focused on four research objectives from which four research questions were formulated to guide the study towards achieving the objectives.

Chapter two reviewed related literature based on the conceptual framework, SBMC with reference to management effectiveness in Junior Secondary Schools. These issues discussed under the conceptual framework include; SBMC, its structure and objectives, its functions in reference to effective management of human, financial and material resources; decision making mechanism for proper administration in Junior Secondary Schools in Hadejia Metropolis. It also consists of theoretical framework; review of empirical studies and also summary and uniqueness of the study.

Therefore, methodologically, the study adopted a descriptive survey design as the research design of the study. Population of the study, sample size, sampling technique, data collection instruments, validity of the instruments, reliability of the

instruments, data collection procedure and procedure for data analysis of the study were all discussed in detail.

Moreover, chapter four of this research consists of data presentation and analysis. The research questions were answered using statistical tool of simple percentage and data were analyzed in reference to the statistical package for social science (SPSS) 16.0 versions. Also, summary of the findings as well as discussions of the findings of the study have been presented. Lastly, summary, conclusion and recommendations based on the findings were presented in chapter five.

5.3 Conclusions

In the light of the research objectives, data analysis and findings of the study, it reveals that, the policy for the implementation of School Based Management Committee as a strategic way to improve the Universal Basic Education (UBE) programme at all schools level through close participation and involvement of community members at the local level in the administration and management of their schools along with all encountered problems have brought drastic improvements in school management arena particularly in Junior Secondary Schools in Hadejia Metropolis. It indicates that, effective management of available financial resources and plan for other strategic sources of funding through sound plan, setting objectives, development and evaluated policies to achieve educational goals have significantly improved.

Similarly, the findings further showed that maintenance and utilization of available material resources, supplying of physical materials and facilities to promote and support schools to achieve set targets to yield better learning atmosphere of schools and learning outcomes for students have improved little. Moreover, accountability

mechanism of available resources in schools and monitoring of school activities in the school system for better quality teaching and learning delivery have slightly improved.

Importantly, schools community relationship as a reliable capacity for action planning through concerted effort to supplement government effort for effective education service delivery have been rated very cordial. Additionally, the findings indicated that, decision making mechanism involving administrative planning activities which aim at the fulfillment of the set up goals in the school systems to promote and support the Principals' leadership style has also significantly improved. In a nutshell, School Based Management Committee in Junior Secondary Schools has been set up and also education as well as school effectiveness has been improved. It is clear that, SBMC as an essential strategy remedies some administrative problems and enhances quality, access equity, accountability and better school management towards the attainment of educational goals in Junior Secondary Schools in Hadejia Metropolis, Jigawa State.

Similarly, effective management of schools, is concerned with wide range of activities necessary for functional operation and entails initiating policies and programmes and commitment of stakeholders particularly professionals and resources in education. As such, the findings showed that it is not geared to ascertain the influence of other committees and stakeholders such as PTA, OSA, CBO, NGOs regarding the effective management of Junior Secondary Schools and other institutions.

5.4 Recommendations

In the light of the findings and conclusion of the study, the following recommendations are made:

5.4.1 Recommendations from the study

Based on the findings, it is recommended that:

1. Based on the findings, Government should provide adequate fund to the schools for the maintenance of physical materials and facilities to improve schools atmosphere and students learning outcomes. Therefore, school financial plan should be developed and evaluated through standard criteria of transparency, accountability and efficiency.
2. Based on the findings, Government in collaboration with School-Based Management Committee should provide adequate teaching/learning materials and resources to enrich school management. Also monitoring should be done to ensure the resources are properly maintained.
3. The study indicates that, School-Based Management Committee members should continue to support the principal in school development planning, building and utilization of resources through cordial relationship.
4. Based on the finding, It is recommended that, for effective administration Junior Secondary Schools, conferences and seminars on decision making, good administration, regular professional development should be regularly done for both School-Based Management Committee members, Principals and teachers, SBMC Desk officers. This would catapults the active participation of community members in the management of Junior Secondary Schools in Hadejia Metropolis, Jigawa State
5. It also recommended that, the School Managers (Principals) should be qualified, experts and skillful in handling the schools and utilization of available resources and also to ensure that the representatives of the School-Based Management Committee from both community and schools should be experts, professionals and resourceful for

better management effectiveness in Junior Secondary Schools in Hadejia Metropolis, Jigawa State.

5.4.2 Recommendations for Further Studies

The following recommendations were made:-

1. The study is limited to Hadejia Metropolis; therefore similar investigation on a wider scale in this direction should be carried out.
2. Further study should be conducted to investigate other committees and education stakeholders which determine their influence on the school management effectiveness.
3. The study focused on Junior Secondary Schools; therefore study should be carried out on other educational institutions on their effective management.

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