

SCHOOL-BASED MANAGEMENT COMMITTEES' PARTICIPATION IN THE PROVISION OF FUNDS AND SECURITY IN PUBLIC SECONDARY SCHOOLS IN NORTH- WEST ZONE, NIGERIA

ALIYU, UMAR ABUBAKAR (PhD)

Department of Educational Foundations,
Faculty of Education and Extension Services,
Usmanu Danfodiyo University, Sokoto.
E-Mail: umaraaliyu2012@gmail.com
GSM-No.: 08068144309

KWASHABAWA, BALA BAKWAI (PhD)

Department of Educational Foundations,
Faculty of Education and Extension Services,
Usmanu Danfodiyo University, Sokoto.
E-Mail: bakwaibala@gmail.com
GSM-Nos.: 08035448236, 08035964989

Abstract

This study investigated the participation of school-based management committees (SBMCs) in providing funds for public secondary schools in Nigeria's North-West zone. The research used a descriptive survey design. The study population was 45,040, and a sample of 384 participants was selected using a multi-stage sampling technique, following the recommendations of Research Advisor (2006). A researcher-designed questionnaire, titled the "School-based Management Committee Participation Questionnaire" (SBMCPQ), was used to collect data. The SBMCPQ used a modified 4-point Likert scale to measure participants' responses. The instrument's construct and content validity were established by experts in educational administration, planning, and curriculum studies. A Cronbach's alpha reliability index of 0.70 was obtained. Descriptive statistics were used to answer the research questions, and an independent samples t-test was used to test the research hypotheses with the Statistical Package for the Social Sciences (SPSS). The results indicated that SBMCs do participate in providing funds in secondary schools in the North-West zone. The study concluded that school administrators and the Ministry of Education can implement effective monitoring, advocacy, and mobilization strategies to encourage and persuade SBMC members to provide funds, thereby improving the quality of secondary education in the North-West zone of Nigeria. The study recommends that school administrators should collaborate with the Ministry of Education to educate SBMC members through awareness, sensitization, and orientation programs. This would encourage and motivate SBMC members to continue participating in providing funds to improve the quality of secondary education in the North-West Zone, Nigeria.

Keywords: School-Based Management Committees, School Funds, Physical Facilities, Secondary Education, School Security.

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Introduction

Education is fundamental to the development of both individuals and society. It is the cornerstone of progress, and a nation's development is directly tied to the quality of education it provides (FGN, 2013). Nelson Mandela famously stated, "Education is the most powerful weapon which you can use to change the world." In Nigeria, secondary school education holds a unique position within the educational system because it determines students' academic and professional futures. The Federal Government of Nigeria (2013) defines secondary education as the schooling children

receive after primary education and before the tertiary stage. The primary goal of secondary education is to prepare individuals for a productive life in society and for higher education.

School-Based Management Committees (SBMCs) were created to provide a platform for communities and schools to collaborate, enriching school governance and promoting better management by educational authorities. Their ultimate goal is to achieve improved learning outcomes for students. The establishment of SBMCs aims to bring schools closer to their communities and to assist with providing facilities and security. While SBMCs have been established in many schools in Nigeria's North-West Zone, few are reported to have operated effectively, particularly in terms of providing physical facilities and security. However, some studies have noted the progress and achievements made by the few functional SBMCs in the region (Pinnock, 2012; UNICEF, 2011).

The concept of SBMCs participating in providing funds and security for secondary schools is a global one. In Nigeria, the responsibility for funding and securing secondary schools is shared between the government and community agencies. Olatunbosun and Amoran (2014) highlighted the critical need for SBMC involvement in funding and securing secondary schools due to the government's significant financial burden and the current insecurity issues. The participation of SBMCs in these areas has become crucial as the secondary school system in many communities in the North-West Zone is on the brink of collapse due to decaying infrastructure and high levels of insecurity.

When School-Based Management is implemented effectively, there is a devolution of responsibilities. Secondary schools are given greater flexibility and autonomy to manage their operations and secure resources, which in turn leads to effective learning and administration. SBMCs were established to contribute to the development of Nigerian secondary schools, with their contributions centered on providing physical facilities, security, communication, mobilization, and decision-making, among other things. This paper intends to specifically study the participation of SBMCs in the provision of funds and facilities.

Statement of the Problem

There has been a public outcry regarding the effectiveness of today's secondary schools, largely due to the high level of insecurity in the region. This insecurity has led to poor attendance and low enrollment, and schools in rural areas have become abandoned. The government's inability to properly manage the security situation has severely impacted the progressive development of education, as teaching and learning cannot occur effectively in schools affected by insecurity. This is compounded by a lack of essential facilities such as buildings, and furniture like tables and chairs. Many secondary schools also lack staff offices, toilet facilities, and other basic social amenities needed to facilitate teaching and learning.

Since the government alone cannot adequately secure schools, it has become necessary for SBMCs to participate within their capacity in providing security and physical facilities to ensure a quality education for future generations. This situation

necessitates the question: How has the participation of SBMCs improved the provision of funds and security in secondary schools in Nigeria's North-West Zone?

Objectives of the Study

The following objectives were formulated to:

ascertain whether stakeholders' participation in SBMCs has improved provision of funds in secondary schools in North-West Zone, Nigeria;
determine the extent to which stakeholders' participation in SBMCs has improved provision of security in secondary schools in North West Zone, Nigeria; and

Research Questions

This study is guided by the following research questions:

- i. What are the opinions of the participants on SBMCs participation in the provision of fund in secondary school in North-West Zone, Nigeria?
- ii. In what ways do stakeholders' participation in SBMCs has improved provision of security in secondary schools in North-West Zone, Nigeria? and

Research Hypotheses

The study formulated and tested the following hypothesis at 0.05 significant level:

There is no significant difference in the opinion of the participants on SBMCs' participation in the provision funds in secondary schools in North West Zone, Nigeria.

H₀₂: There is no significant difference in the opinions of respondents on the participation of SBMCs in provision of security in secondary schools in North-West Zone, Nigeria;

Methodology

The study employed a descriptive survey research design to investigate the participation of School-Based Management Committees (SBMCs) in the administration of secondary schools in Nigeria's North-West Zone. The target population consisted of 34,557 SBMC officials in secondary schools across the North-West Zone. Following the guidelines of Research Advisors (2006), a sample of 346 officials was selected from this population. A purposive sampling technique was used to select five SBMC officials from each chosen school. A researcher-designed questionnaire, titled the "School-Based Management Committees Participation Questionnaire" (SBMCPQ), was used to collect data. The SBMCPQ utilized a modified 4-point Likert scale to measure participants' responses, with the following ratings: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. The content validity of the research instrument was established by experts in educational administration and planning, as well as other experts in curriculum studies from Ahmadu Bello University, Zaria. A reliability index of 0.70 was obtained using Cronbach's Alpha to measure the instrument's stability. The study

used an independent samples t-test to test the null hypotheses at a 0.05 level of significance using the Statistical Package for the Social Sciences (SPSS).

Answer to Research Questions

RQ1: What are the perceptions of stakeholders on the SBMCs participation in provision of funds in secondary schools in North-West Zone, Nigeria?

The research question was answered and presented in Table 1 below:

Table 1: Provision of Fund in Secondary School in North-West zone, Nigeria

| S/N | Item | Response | | | | | | | |
|-----|--|----------|-----|-------|-----|-------|-----|-------|----|
| | | SA | | A | | D | | SD | |
| | | Freq. | % | Freq. | % | Freq. | % | Freq. | % |
| 1. | SBMC contributes in organizing appeal fund for school projects | 26 | 7% | 82 | 21% | 254 | 67% | 18 | 5% |
| 2. | SBMC members make personal financial contribution for school project | 250 | 66% | 51 | 13% | 71 | 19% | 8 | 2% |
| 3. | SBMC persuades government to provide funds for school projects | 268 | 71% | 33 | 9% | 66 | 17% | 13 | 3% |
| 4. | SBMC contributes in motivating NGOs to support schools financially | 256 | 67% | 32 | 8% | 82 | 22% | 8 | 2% |
| 5. | SBMC sets cooperatives for school to generate funds | 278 | 73% | 31 | 8% | 62 | 16% | 9 | 2% |
| 6. | SBMC supports schools to charge parent annual levies | 265 | 70% | 40 | 10% | 64 | 17% | 11 | 3% |

Source: Field Survey (2021)

Table 1 indicated SBMCs' contributions in the provision of funds in secondary schools in North-West zone, Nigeria. Item 1 indicated that 28% of the participants agreed that SBMC contributes in organizing appeal funds for school projects while 72% of the participants disagreed with the opinion. Item 2 indicated that 79% of the participants agreed that SBMC members make personal financial contribution for school projects, while 21% of the participants disagreed with the opinion. Item 3 indicated that 79% of the participants agreed that SBMC persuade government to provide funds for school projects while 21% of the participants disagreed with the opinion. Item 4 indicated that 76% of the participants agreed that SBMC contributes

in motivating NGOs to support schools financially, while 24% of the participants disagreed with the opinion. Item 5 indicated that 81% of the participants agreed that SBMC set cooperatives for school to generate funds, while 19% of the participants disagreed with the opinion. Item 6 indicated that 80% of the participants agreed that SBMC support schools to charge parents annual levies, while 20% of the participants disagreed with the opinion. The analysis above indicated that majority of the participants representing 71% agreed that SBMC contributed in the provision of funds for school projects through organizing appeal fund, annual levies charged on parents, persuading government, as well as motivating NGO's and formation of cooperatives to encourage individuals' financial contribution to the development of school projects while 29% of the participants disagreed with the opinion.

RQ2: What are the perceptions of stakeholders on the participation of SBMCs in the provision of security in secondary schools in North-West zone, Nigeria?

Table 2: Provision of Security in Secondary Schools in North-West Zone, Nigeria

| S/N | Item Statement | Categories Of Respondents | Responses | | | | | | | | Mean | M.R |
|----------------------------|---|---------------------------|-------------|-------------|------------|-------------|-------------|-------|----|-------|------|-----|
| | | | SA | | A | | D | | SD | | | |
| | | | F | % | F | % | F | % | F | % | | |
| 1. | SBMC participates in providing security personnel in the school. | SBMC | | | | | | | | 24 | | D |
| | | MOE | 65 | 17.76 | 39 | 10.66 | 18 | 4.92 | 4 | 66.67 | 2.08 | A |
| 2. | SBMC participates in providing fence in the school. | SBMC | 3 | 21.43 | 3 | 21.43 | 1 | 7.14 | 7 | 50.00 | 2.57 | A |
| | | MOE | 65 | 17.76 | 28 | 7.65 | 26 | 7.10 | 7 | 67.49 | 2.01 | D |
| 3. | SBMC participates in providing metal detectors to the school. | SBMC | 5 | 35.71 | 1 | 7.14 | 0 | 0.00 | 8 | 57.14 | 2.64 | A |
| | | MOE | 64 | 17.49 | 40 | 10.93 | 16 | 4.37 | 6 | 67.21 | 2.07 | D |
| 4. | SBMC participates in providing circuit cameras in the school. | SBMC | 2 | 14.29 | 4 | 28.57 | 1 | 7.14 | 7 | 50.00 | 2.50 | A |
| | | MOE | 70 | 19.13 | 35 | 9.56 | 18 | 4.92 | 3 | 66.39 | 2.10 | D |
| 5. | SBMC participates in sensitizing the school on security issues. | SBMC | 3 | 21.43 | 3 | 21.43 | 0 | 0.00 | 8 | 57.14 | 2.50 | A |
| | | MOE | 24 | 67.49 | 40 | 10.93 | 52 | 14.21 | 27 | 7.38 | 4.17 | SA |
| 6. | SBMC participates in providing security alarm system in the school. | SBMC | 8 | 57.14 | 4 | 28.57 | 2 | 14.29 | 0 | 0.00 | 4.29 | SA |
| | | MOE | | | 26 | 71.04 | 19 | 5.19 | 56 | 15.30 | 3.52 | A |
| Overall Mean Scores | | | 26.6 | 22.6 | 7.6 | 43.3 | 2.81 | | | | | |

Table 2 indicated SBMCs' participation in the provision of security in secondary schools in North-West zone, Nigeria. Item 1 indicated that 29% of the participants agreed that SBMCs participates in providing security personnel in the school, while 71% of the participants disagreed with the opinion. Item 2 indicated that 26% of the participants agreed that SBMCs participates in providing fence in the school, while 74% of the participants disagreed with the opinion. Item 3 indicated that 29% of the

participants agreed that SBMCs participates in providing metal detectors to the school, while 71% of the participants disagreed with the opinion. Item 4 indicated that 29% of the participants agreed that SBMCs participates in providing circuit cameras in the school, while 71% of the participants disagreed with the opinion. Item 5 indicated that 79% of the participants agreed that SBMCs participates in sensitization in the school on security issues, while 21% of the participants disagreed with the opinion. Item 6 indicated that 79% of the participants agreed that SBMCs participates in providing security alarm system in the school while 21% of the participants disagreed with the opinion. The overall mean scores of the agreed responses is $M=2.81$ while the corresponding percentage of the agreed response = 49.2 which shows that majority of the respondents disagree.

Hypotheses Testing

All the hypotheses formulated are tested in this section at significance level of 0.05.

Ho1: There is no significant difference in the opinions of SBMC members and MOE officials on the participation of SBMCs in provision of funds in secondary schools in North- West Zone, Nigeria.

Table 3: Provision of Funds in Secondary School in North-West zone, Nigeria

| Variable | N | Mean | SD | DF | Cal. t-value | p-value | Remark |
|---------------|-----|--------|---------|-----|--------------|---------|----------|
| MOE officials | 98 | 2.2755 | 0.43744 | | | | |
| | | | | 378 | 0.419 | 0.758 | Accepted |
| SBMC Members | 282 | 2.2967 | 0.42953 | | | | |

*Significant level 0.05

The result in Table 3 shows that the p-value (0.758) is greater than the level of significance of 0.05. Hence, the null hypothesis which stated that there is no significant difference in the opinion of SBMC members and school administrators on participation of SBMCs in provision of fund in secondary schools in North West Zone, Nigeria was accepted. It therefore means that the opinion of SBMC members and school administrators on participation of SBMC in provision of fund in secondary schools in North West Zone, Nigeria is the same.

Ho2: There is no significant difference in the opinions of SBMC members (Chairmen, secretaries, teachers and student's representatives and other members) and MOE officials on the participation of SBMCs in provision of security in secondary schools in North-West Zone, Nigeria.

Table 4: Provision of Security in Secondary Schools in North-West Nigeria

| Variable | N | Mean | SD | DF | Cal. t-value | p-value | Remark |
|---------------|-----|--------|---------|-----|--------------|---------|----------|
| MOE officials | 42 | 2.7891 | 0.44616 | | | | |
| | | | | 373 | -2.121 | 0.893 | Retained |
| SBMC Members | 331 | 2.6803 | 0.43465 | | | | |

*Significant level 0.05

The result in Table 4 shows that the P-value (0.893) is greater than the level of significance of 0.05. Hence, the Null Hypothesis which states that there is no significant difference in the opinions of SBMC members and school administrators on the participation of SBMCs in provision of security in secondary schools in North-West Zone, Nigeria was retained. This implies that the opinion of school administrators and SBMC members on the participation of SBMCs in provision of security in secondary schools in North West Zone, Nigeria is same.

Summary of Findings

This section presented summary of the major findings emanated from this study.

School Based Management Committees (SBMCs) were found cohesively participating in the provision of funds to finance school projects and staff development in secondary schools in North West zone, Nigeria as testified by stakeholders with p-value 0.758;

School Based Management Committees (SBMCs) were found to participate lower in provision of security such as sensitization of schools on the security issues and providing security alarm system in schools in secondary schools in North West zone, Nigeria as indicated by stakeholders with p-value of 0.893.

Discussion of Findings

The first finding of this study revealed that SBMCs participate in providing funds to finance school projects in secondary schools in Nigeria's North-West Zone. This participation includes making personal financial contributions, persuading the government to provide funds, motivating NGOs to offer financial support, establishing cooperatives to generate funds, and supporting schools in charging parents annual levies. The findings showed that School-Based Management Committees (SBMCs) were cohesively participating in the provision of funds to finance school projects and staff development, as indicated by stakeholders with a p-value of 0.758.

This finding aligns with several previous studies. It conforms with Wahitu (2017), who found that SBMCs were involved in providing funds for school projects and staff development. It also agrees with the findings of Abdullahi (2016), who affirmed that SBMCs, in collaboration with school management, were significantly participating in providing funds in secondary schools. Abdullahi's report further explained that the adequate provision of basic amenities and instructional materials in public secondary schools was a result of SBMC contributions. The finding is also consistent with Adekola (2015), who found that SBMCs' participation in organizing school fundraisers facilitated effective schooling. Similarly, it aligns with Rouhollah and Sayadmanesh (2013), who found that SBMCs participated in providing funds for secondary school development. However, the finding on participation in fundraising or appeal funds contradicts an earlier study that debunked SBMCs' involvement in organizing appeal funds for school projects. This specific finding was not in agreement with Adekola (2015), who affirmed that community participation in organizing appeal funds or fundraising facilitated effective schooling.

The second finding indicated that SBMCs also participate in providing security in secondary schools in the North-West Zone of Nigeria. This participation includes sensitizing schools on security issues and providing security alarm systems. The findings indicated that SBMCs were coherently and cohesively participating in providing security, as evidenced by stakeholders with a p-value of 0.893. This finding is consistent with Ibeh (2013), who found that SBMCs were involved in providing school security by forming local security outfits to protect lives and property. The study also confirms the finding of Adebimpe (2016), who found that SBMCs were actively participating in safeguarding school lives and property. The finding further concurs with Ike (2015), who found that security outfits formed by SBMCs helped protect against attacks by gunmen.

Conclusions

Based on the findings, the study concludes the following: School-Based Management Committees (SBMCs), in collaboration with the Ministry of Education, can develop effective monitoring, advocacy, and mobilization strategies to persuade and encourage non-governmental organizations, private individuals, and philanthropists to provide funds. This will help improve the quality of teaching and learning in secondary schools in Nigeria's North-West Zone. SBMCs are actively participating in providing security, such as sensitizing schools on security issues and providing security alarm systems. Their participation has contributed significantly to safeguarding lives and property in these schools.

Recommendations

In light of the major findings and conclusions, the study recommends the following:

School administrators should establish a strong synergy with SBMCs to mobilize resources (funds) for school improvement. This can be achieved through a variety of strategies, including but not limited to organizing fundraising activities, launching appeals for funds, partnering with philanthropic and charitable organizations, and engaging in advocacy visits.

The Ministry of Education, through school administrators, needs to create awareness through sensitization programs that the security of lives and property is the responsibility of everyone. Therefore, school administrators, in collaboration with relevant educational stakeholders, should provide adequate security in secondary schools to maintain peace and order for smooth academic activities. This can be achieved by providing effective training to security personnel and procuring the necessary equipment to safeguard lives and property in secondary schools.

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