

School Based Management Committee and Quality Education in basic Schools in Ilorin Metropolis, Kwara State

Yusuf Adedayo Abdulkareem

Department of Educational Management,
Faculty of Education,
University of Ilorin, Ilorin.

Mustapha, Adam Ishola

Department of Educational Management,
Faculty of Education,
University of Ilorin, Ilorin.

Email: Adamibnmustapha80@Gmail.Com

Yusuf Suleiman

Department of Educational Management and Counselling,
Faculty of Education,
Al-Hikmah University, Kwara State, Nigeria

Abstract

The study investigated school based management committee and quality education in basic schools in Ilorin metropolis. The researcher employed descriptive survey of correlational type for the study. Random sampling technique was used to select 10 public basic schools and 100 participants from the five Local Government Areas that constitute Ilorin Metropolis. The researcher designed Questionnaire titled “School Based Management Committee and Quality Education Questionnaire (SBMCQEQ)” were used to elicit relevant data from the sampled respondents. Two research hypotheses were formulated and tested using Pearson product moment correlation statistics. The results of the findings revealed that significant relationships exist between School based management committee and quality education in Ilorin metropolis basic schools. Recommendations were made in the light of the findings that effort should be made by parents to help teachers at home in playing the role of a semi-teacher through effective monitoring of the progress of their wards. Also, every member of the community should give education top most priority and be fully involved towards ensuring quality education in basic schools.

Keywords: School Based Management, Basic School, Kwara State

Introduction

Education in Nigeria is a veritable instrument for national advancement. Thus, the quality of education of any nation to a very large extent determines the development and status of such nation. As a man nourishes his heart to be alive, a nation must equally cater for her educational system to keep it alive technologically, economically, politically and socially to ensure quality products. To this ends, schools are envisioned not only as centre of academic excellence, but also institutions where parents with the desire to inculcate high moral standards on the wards have the opportunity to do so. True to the dream of basic schools goal actualization, young men and women who are not only academically competent, but also morally upright were involved in the management of schools to inculcate moral value and enhance educational quality. The involvements of the community in the management of basic schools potentially stimulate community development (Kontagora, Watts, Allsop, 2018;Lappin, 2001; Universal Basic Education Commission, 2012). To this end, government set up a National Educational Policy Implementation Committee to translate the policy into workable blue prints for the restoration of SBMC in basic schools to provide a platform for basic school administrators to engage in lobby with other key stakeholders to collectively resolve contentious issues that are be delving the school.

Over the past decades, the students' accomplishments and quality standard have continued to dwindle at the alarming rate in basic schools. This may not be disconnected with the fact that students were not administered by a crop of competent men and women who served as members of school management board that divorced from political and bureaucratic interference. Administration of basic schools in Nigeria is becoming very tedious for head teachers due to increase in enrolment, paucity of materials,irregularpayment of teachers' salaries and inadequate provision of teaching facilities.poor quality, public education has been consistently linked to the strings of failure by Nigerians to attain its full development(Babajide, 2001; Lawal, 2015). These problems seem difficult as they made teachers to develop lackadaisical attitude toward their fundamental pedagogical tasks. Consequently, quality education is sacrificed and standard depreciated. Hence, it become imperative for the school based management committee to involve staff in decision making process, students' personnel services and provision of infrastructures for smooth running of basic schools administration especially in the contemporary time when economic depression has adversely affected the financial status of both federal and state government.

The need to inspire quality consciousness in school operation and management for the provision of quality education gave birth to community participation in school management (Dhuo, 2009; Uko, Umosen& Caleb, 2015).School based management committee is an essential link between schools and the communities they served. It has been subjected to plethora of definitions by different scholars, researchers and experts. It involves the decentralization of authority from the government to the

school level (Callidwell, 2003). It is also seen as formal alteration of governance structures, a form of decentralization that identify the individual school as the basic unit of improvement and relies on the redistribution of decision making authority as the primary means through which improvement are sustained and stimulated. Similarly, school based management committee is described as the interaction between the school and the community aimed at bringing about mutual understanding and cooperation for the purpose of bringing up citizens that will be useful to their communities and the society at large. Both the school and the community relate for mutual understanding and cooperation ensure that educational objectives are achieved. School Based Management Committee are voluntary groups made up of people who represent the school, community and may include pupils, teachers, parents, community leaders as well as other community based groups interested in education. Since government cannot single handedly finance basic education, the School Based Management Committee are involved (Toner &Hattwick, 2001; Yaro, Arshad&Salleh, 2016).

However, government has been the major source of financing basic education and School Based Management Committee made various attempt to contribute towards education. This issue of financing education represents a great concern to the school base management committee considered the importance to the education of their children. It was against this background that the present study focused on the relationship between School Based Management Committee and quality education in Ilorin Metropolis Basic Schools.

Literature Review

Studies indicate that limited studies have been conducted on school management using various parameters assess it. For instance, Cheng's (2006) study established that School Based Management Committee is an important factor that can be used to ensure efficiency and effectiveness in education system. The study concluded that various relevant agencies in education should see to the development of the school to ensure quality education in every ramification of the school system. According to the study conducted by Babajide (2001),he concluded that for schools to be effective, strong partnership must exist between the Head teacher, the teachers, pupils, parents, traditional rulers, old students association, religious leaders and artisans.

Oyedele (2009) concluded that school based management committee should be taken seriously by all concerned stakeholders because it is a decentralized form of administration with 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 is intended to move education forward especially at the basic level through a combined efforts of the government, community, teachers and the students or pupils. Fowomola (2010)

established that school based management committee encouraged community participation and boost demand for quality education services. He was emphatic that it represents community interest and serves as voluntary group which comprises community leaders, market women, artisans, school head teachers, teachers, pupils and religious leaders. In Nigeria, School based management committee is a form of community involvement in school governance, based on regulation which elected but voluntary membership. Certainly the intention behind SBMC is to implement democratic participatory decision making. SBMC is made up of a range of local people involved in the management and administration of schools in order increase community involvement in provision of quality and effective education at basic level.

According to Dakar Framework of Action (2000), the experienced of past decades has underscored the need for better governance in education system in terms of efficiency, accountability, transparency and flexibility so that they can respond more efficiently to the diverse and continuously changing needs of learners. Although observations have shown albeit erroneously that some managers particularly head teachers see the role of SBMC as a relegation of school authority, but in reality SBMC promotes institutional autonomy, quality inputs, outcomes and learning environment. Wasley (2004) confirmed that education is likely to be more successful if educators viewed community participation in schools not as necessary evils, but as potentially powerful partners in community of learners. In educational systems, recognition is accorded to school based decision makers and managers potential to enhance the quality of education.

Furthermore, Fowomola (2010) posited that school based management committee encourages community participation and boost demands for quality education services. Besides, it represents community interest and voluntary group which comprises community leaders, market women, artisans, school head teachers, teachers, pupils and religious leaders. Globally, SBMC is becoming increasingly popular movement in contemporary time to enhance effective service delivery. The study conducted by Ibrahim (2012) affirmed that School Based Management Committee promotes accountability and transparency in school management, students discipline and teachers commitment to work. It is fundamental and imperative to incorporate SBMC in basic schools so that qualitative education will be provided. All children have the right to education as specified in the constitution, while the government has the responsibility to ensure that all pupils receive quality education regardless of their family's ability to pay. Also, Akinsolu and Onibon (2001) identified five rationale behind school management committee to include increase the participation of parents and community in school; improve quality and efficiency of schooling, thus raising students achievement levels; provide a platform through which the community and schools pull resources together to enrich the school management;

building local level capacity, and engage community interest in school in their localities with a view to their assuming ownership of the school.

Moreover, research conducted by Faisal (2009) established that quality in education can only be assured if there are good conditions of service, conducive environment. This assertion is supported by the work of Oyewole (2008), who found that quality education is centered on excellence, purpose, value and levels of their attainment from the perspectives of the stakeholders. He concluded that quality is the degree of excellence to which a product or service fits the purpose it is meant to serve. Charter Quality Institute (2010) observed quality as the totality of product or service qualities that reflect its ability to satisfy stated or implied needs of the stakeholders and general society while the study of Asari (2006) established that quality denotes desirable characteristics in output of goods and services as well as processes that makes and delivers those output in ways that please customers. It is a standard which must be met in order to give quality products and services. McShane and Glinow (2000) view quality as creating an environment where educators, parents, government officials and community representatives collaborate to provide students with the needed resources to meet current academic and societal need.

Arikewuyo (2004) concluded that if quality in education is to be judged by both its ability to enable the students perform well in standard examinations and relevance to needs of the student, community and society as a whole should all be involved in the management of both primary and secondary education in Nigeria and that quality serves as determination of graduations based on students standards of excellence beneath which mark inferiority imposed, induced and defined superiority. Based on the above definitions of quality, terms such as excellence, purpose, requirements and values feature eminently and these describe the aspirations which an organization strives towards. The need to inspire quality consciousness in school operators and managers for the attainment of total quality assurance in schools, and a turnaround in education effectiveness gave birth to the concept of community participation in school management.

Obafemi (2003), policy makers believe that to improve education policies it is important to go beyond and move from classroom teaching level to school organization level and reform the structural system and management style of school. In Nigeria, the School Based Management Committee was setup to increase citizen participation in school management. These are a part of the school effort of school reform in Nigeria. The experience of the past decade has underscored the need for better governance of education system in terms of efficiency, accountability, transparency and flexibility so that they can respond more effectively to the diverse and continuously changing need of learners. Reform of educational management is urgently needed to move from highly centralized standard and command driving

forms of management to more decentralized and participatory decision making, implementation and monitoring at lower level of accountability.

Lastly, observations have shown albeit erroneously, that some school managers particularly head teachers see the role of School Based Management Committee as the relegation of school autonomy., whereas School Based Management Committee is to promote the autonomy of schools (Chukwumah, 2015; Elmelegy, 2015). Therefore, school member have much greater autonomy and responsibility for the use of resources to solve problems and carry out effective education activities, for long term development of schools.

Purpose of the Study

1. To examine the relationship between school community relation and quality education in Ilorin Metropolis Basic schools;
2. To investigate the effectiveness of school base management committee in Ilorin metropolis basic schools.

Research Hypotheses

Ho: There is no significant relationship between school based management committee and quality education in basic schools in Ilorin Metropolis.

Ho₁: there is no significant relationship between school community relation and teacher effectiveness in basic schools in Ilorin metropolis.

Methodology

The study adopted descriptive survey research design. The population of this study comprised 62 public basic schools in Ilorin Metropolis Area of Kwara State. Thus, in this study 10 public basic schools were selected using simple random sampling technique. Besides, six teachers, two administrative staff and two executives of parents' teacher association were equally selected randomly from each of the basic schools thereby bringing the total number of respondents for the study as 100.

Instrumentation

The instrument for data collection was researcher designed questionnaire titled "School Based Management Committee and Quality Education Questionnaire (SBMCQEQ)". The questionnaire was divided into two sections. Section A and B. Section A consists of personal data of the respondents such as school name, sex, educational qualification and working experience, While Section B contained structured statements on School Based Management Committee and quality education in Basic Schools in Ilorin metropolis". The responses were rated using 4 points likert scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D) respectively. The research instrument was given to the Lecturers in the Department of

Educational Management for proper perusal, vetting, observation and assessment to determine both content and face validity of the instrument. To ascertain the reliability of the instrument, a test-re-test method was adopted by administering 20 copies of the questionnaire to teachers, administrative staff and Parents’ Teachers’ Association executives of one of the schools that were not included in the samples used for the study within an interval of two weeks. The questionnaire was found to be reliable with the reliability coefficient of 0.89

Procedure for Data Collection and Analysis

The researcher’s in partnership with three trained research assistants administered the questionnaire to the selected teachers, administrative staff and PTA executives in each of the sampled schools. The researcher ensures that the entire questionnaires were properly answered and collected back on the spot for analysis. The data gathered for the study were statistically analyzed using Pearson product moment correlation statistics to test the hypotheses formulated at 0.05 level of significance (Guetterman, Creswell & Kuckartz, 2015; Sekaran & Bougie, 2016).

Results

Hypotheses Testing

HO: There is no significant relationship between school based management committee and quality education in Ilorin metropolis basic schools..

Table 1: Correlation Analysis of School Based Management Committee and Quality Education

Variables	No	\bar{x}	SD	D.F	Cal. rvalue	p-value	Decision
School Based Management Committee	100	5.23	2.52	98	.938	.195	Ho: rejected
Quality Education	100	7.85	3.45				

Table indicated that the calculated r-value of .938 was greater than the p value of .195 at 0.05 level of significance. Thus, the null hypothesis which stated that there was no significant relationship between schools based management and quality education was rejected. Therefore, there was significant relationship between school based management committee and quality education in Ilorin metropolis basic schools.

HO₁: There is no significant relationship between school community relation and quality education in Ilorin Metropolis Basic Schools.

Table 2: Correlation Analysis of School Community Relation and Teachers Effectiveness

Variables	N \bar{x}	SD	D.F	Cal-value	P value	Decision
School	100	4.12	2.35			
Community Relation				98	.897	.195
Quality Education		100	5.58	3.45		

Ho₁:
rejected

Table 5 indicated that calculated r-value of .897 was greater than the p-value of 0.195 at 0.05 level of significance. Thus, the null hypothesis which stated that there was no significant relationship between school community relation and quality education was rejected. Therefore, there was significant relationship between school community relation and quality education. This implies that school community relation plays a crucial role in determining the teachers’ effectiveness.

Discussion

The findings of the main hypothesis revealed that there was a significant relationship between schools based management committee and quality education in Ilorin metropolis basic schools, Kwara state. This connotes that when the parents, community leaders, artisans, parents and religious leaders work in partnership with schools quality learners, students, contexts and environment will be actualized. The findings agreed with Spring (2015) that school based management committee enhanced effective allocation of resources within centrally determined framework of goals, policies, standards and accountability. Burkelt (2000) revealed that schools do not exist in a political vacuum and school leaders should see that an effective home school partnership in education process is developed. Fowomola (2010) corroborate the findings and that School Based Management Committee encourages community participation and boosts demand for quality education services. Okendu (2012) equally affirms that effective interaction between the town and gown enhances quality in educational service delivery. Active involvement of parents, communities and relevant educational stakeholders in basic education improve quality and efficiency of schooling thereby raising students’ achievement level. Therefore, to improve education standard, educators, parents, government officials and community representative must collaborate to produce students with the resources needed to meet current and future academic and societal needs.

The findings of the operational hypothesis tested revealed that there was a significant relationship between school community relation and quality education in Ilorin Metropolis basic school, Kwara state. Therefore, there was significant relationship between school community relation and quality education. This implies that school community relation plays a crucial role in determining the teachers’ effectiveness.

Burkelt (2000) affirmed that schools do not exist in a political vacuum and the administrators should see that an effective home school partnership in education process is developed. Fowomola (2010) corroborated the findings and that school based management committee encourages community participation and boosts demand for quality education services. Also, Okendu (2012) equally affirms that effective interaction between the town and gown enhance quality in educational service delivery.

Conclusion

The quality of educational system is an important task and the success depends on the cooperation of all the stakeholders in the sector especially the home, teacher, students, non-governmental organizations, ministry of education and most importantly school based management committee. The paper concluded that school based management committee enhances quality education service delivery.

Recommendations

Based on the findings of the study, the following recommendations were made:

- Concerted efforts should be made by parents to assist teachers domestically by playing their roles as semi teachers through effective monitoring of the progress of their wards at school.
- Seminars, conferences and workshops should be periodically organized for teachers and school administrators for effective and qualitative service delivery in the school system.
- Provision of structured and infrastructural facilities should be joint responsibilities of both the government and the school based management committee bodies.
- There should be a national policy on school based management committee and effectively implemented.

References

- Adegbesan, S.O. (2011). *Establishing quality assurance in Nigerian educationSystem: Implications for Educational Managers*. Lagos: Mystery Publishers.
- Afizal, M. A. (2009). *Quality control, quality assurance and improvement*. Retrieved 7th September, 2019 from <http://www.scribd.com/quality-control-quality-assurance-improvement>.
- Ajayi, T. &Adegbesan, S. O. (2007).*Quality assurance in teaching profession*.A Paper Presented at a Forum on Emerging Issues in Teaching Professionalism in Nigeria (14-16 Of March), Akure, Ondo State.
- Asari, M. (2006).*Classroom, climate, pupils aspiration and capacity building*.Lagos: Key Publishers.
- Arikewuyo, M.O. (2004). *Effective funding and quality assurance in theeducational system*. A Paper Presented at the 1st National Conference of The Institute of Education, OlabisiOnabanjo University. Between 10th-15th of September, 2004.
- Arikewuyo, M.O. (2004). *Effective funding and quality assurance in theNigerianeducational system*.Akure: Maley Press.
- Burket, T. (2013).*Monitoring, evaluation and management information systemsin education development project*.M.Sc. Thesis, Department of Education, University of Twente, Enscheda.
- Charter Quality Institute (2010). *Introduction to quality*.Retrieved 29th August, 2019 from www.thecqi.org.
- Cheng, K. (2006). *Involvement of school based management committee in basicschools*. New York: Wisdom Publishers.
- Chukwumah, F. O. (2015). Developing Quality Strategic Plan in Secondary Schools for Successful School Improvement. *Journal of Education and Practice*, 6(21), 136-144.
- Elmelegy, R. I. (2015). School-based management: An approach to decision-making quality in Egyptian general secondary schools. *School Leadership & Management*, 35(1), 79-96.

- Federal Ministry of Education (2009). Community participation in quality assurance in education below tertiary. *Journal of Internal Education*, 1 (2), 20-33.
- Fowomola, B. (2010). *School based management committee and quality assurance in Nigeria*: Paper Presented at the Workshop on Universal Basic Education (UBE) Organized by Kwara State Ministry of Education, Ilorin.
- Guetterman, T., Creswell, J. W., & Kuckartz, U. (2015). Using joint displays and MAXQDA software to represent the results of mixed methods research. *Journal of Social Sciences*, 69(2), 145-175.
- Oyedele, F. (2009). *From quality control to quality assurance: A Panacea for quality education in Nigeria schools*. Paper Presented at the Third Annual Conference of the National Association of Educational Administration and Planning Held at University of Benin Between 10th To 12th Of August, 2001.
- Kontagora, H. L., Watts, M., & Allsop, T. (2018). The management of Nigerian primary school teachers. *International Journal of Educational Development*, 59, 128-135.
- Lappin, A. (2001). *Community involvement in basic schools*. Harlow: Longman Press.
- Lawal, B. Z. (2015). An exploration of school-community participation in the administration of public secondary schools in Katsina state, Nigeria. *International Journal of Physical and Social Sciences*, 5(2), 112.
- Madumere, O. (2003). *Basic principles of control*. Ibadan: University Press.
- Okendu, B. (2012). *Quality assurance in Nigeria tertiary education*. Zaria: Arabs Publisher.
- Obafemi, B.M. (2009). *Impact of school based management committee in ensuring quality education*. Paper Presented at the International Conference of the Nigeria Association for Educational Management Administration and Planning (NAEP). Held at University of Lagos (24-27 Of September).
- Oyewole, O. (2008). *Quality imperatives in education for the achievement of Nigeria vision 20 2020*. A paper delivered at National Education Summit, Abuja, Nigeria.
- Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill building approach*. John Wiley & Sons.

Uko, E. S., Umosen, A. O., & Caleb, E. E. (2015). Administrators' resource management practices and teachers' job performance in secondary schools in Eket Education Zone of AkwaIbom State, Nigeria. *International Journal of Innovative Education Research*, 3(20), 13-20.

Universal Basic Education Commission (2012). *Guidelines for quality assurance in basic education in Nigeria*. Abuja: UBEC.

Yaro, I., Arshad, R., & Salleh, D. (2016). Education stakeholder's constraints in policy decisions for effective policy implementation in Nigeria. *British Journal of Education, Society & Behavioural Science*, 14(1), 1-12.