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School-Based Management Committees as Correlates of Effective Administration in Public Secondary Schools in Benue and Nasarawa States, Nigeria

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ABSTRACT
This study investigated school-based management committees as correlate of effective administration in public secondary schools in Benue and Nasarawa States, Nigeria. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. Correlational research design was adopted for the study. The population consisted 12,580 SBMC members in 740 public secondary schools in Benue and Nasarawa States, Nigeria. A sample of 629 SBMC members from 37 public secondary schools in Benue and Nasarawa States of Nigeria was used for the study. Multistage sampling procedure: purposive sampling, proportionate stratified sampling and simple random sampling was used to select the sample for the study. Two sets of questionnaire were used for data collection titled "School-Based Management Committees Questionnaire (SBMCQ)" and Effective Administration Questionnaire (EAQ)" with a reliability coefficient of 0.85 and 0.93 respectively. A total number of 629 copies of the questionnaire were taken to the field and administered to the respondents. Pearson Product Moment Correlation was used to answer the research questions and to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that school-based management committees have significant strong positive correlate with provision of funds and provision of infrastructural facilities in public secondary schools in Benue and Nasarawa States, Nigeria. It was concluded that school-based management committees have significant strong positive correlate of effective administration in public secondary schools in Benue and Nasarawa States, Nigeria. It was therefore, recommended among others that the government should strengthen and formally empower School-Based Management Committees through clear funding guidelines, periodic grants and accountability frameworks. This can be achieved by integrating SBMCs into school financial planning and monitoring systems. The expected result is improved resource mobilization, reduced funding gaps and enhanced financial sustainability of public secondary schools.

Keywords: school-based management committees, administration, provision of funds, provision of infrastructural facilities

INTRODUCTION

Effective school administration is acknowledged as essential for fostering quality education, resource efficiency and student success. However, challenges such as inadequate funding, poor infrastructure, weak decision-making and limited stakeholder involvement persist. Even in advanced countries like the United States and the United Kingdom, issues such as bureaucratic inefficiencies and inequitable resource distribution seems to affect school administration (United Nations Educational, Scientific and Cultural Organization, UNESCO, 2022). In Nigeria, particularly in Benue and Nasarawa States, these challenges appears to manifest in dilapidated school facilities, irregular teacher supervision and ineffective policy implementation. Weak administrative structures in public secondary schools could contribute to declining educational standards, poor student performance and inadequate community participation. Strengthening the role of the School-Based Management Committees (SBMCs) may address these issues by fostering participatory governance, enhancing accountability, improving decision-making and mobilizing resources (United Nations Educational, Scientific and Cultural Organization, UNESCO, 2017). Thus, empowering SBMCs could enhance the effectiveness of school administration, ensuring better educational outcomes in Nigeria's public secondary schools.

School-Based Management Committees (SBMCs) are collaborative bodies established to decentralize educational governance, involving key stakeholders such as parents, teachers, community members and school administrators in decision-making processes to enhance school management and accountability (ActionAid Nigeria, 2021). In Nigeria, the National Council on Education initiated the SBMC policy in 2006 to promote community participation in school administration (Federal Ministry of Education, 2018). SBMCs are tasked with responsibilities including policy formulation, financial oversight and the development of School Development Plans to improve educational quality (Adekunle, 2022). By fostering local engagement, SBMCs aim to address specific educational needs within communities, thereby contributing to the effective school administration.

Administration refers to the systematic coordination of resources, policies and personnel to achieve institutional goals and ensure the smooth operation of schools (Bush, 2018). It involves strategic planning, leadership, decision-making and accountability to foster a conducive learning environment. According to Bua (2020), effective administration encompasses both managerial and instructional leadership, requiring school leaders to align institutional objectives with national education policies while promoting teacher motivation and student success. An efficiently administered school fosters discipline, accountability and transparency, which are essential for sustainable educational development (Leithwood, Sun, & Pollock, 2017). Additionally, effective administration ensures optimal utilization of human and material resources to enhance school performance and students' outcome.

Effective administration is critical in addressing challenges such as inadequate infrastructure, poor teacher performance and weak governance structures (Olorisade, 2019). Educational administrators ought to implement policies that promote equity, inclusivity and efficiency in school administration (Olorisade, 2019). Participatory administration strategies, such as School-Based Management Committees (SBMCs), improve decision-making and enhance school administration by involving key stakeholders (Abulencia, 2018). Moreover, effective administration requires continuous monitoring, evaluation and policy adjustments to address emerging challenges in education (UNESCO, 2019). Without sound administrative structures, schools may struggle with inefficiencies, leading to declining academic performance and poor students engagement. Therefore, effective administration in public secondary schools can also be fostered through strong human resource management, continuous teacher professional development, curriculum implementation and review, discipline management, efficient communication and information management, strong school–community relationships and regular supervision and evaluation of instruction. For emphasis in this study, fostering effective administration in public secondary schools is focused on provision of funds and provision of infrastructural facilities.

Provision of funds refers to the financial resources allocated for the effective operation of schools, covering expenses such as teacher salaries, instructional materials, infrastructural maintenance and extracurricular activities (UNESCO, 2019). Adequate funding ensures the sustainability of quality

education, improves student learning outcomes and enhances overall school administration (Ololube, 2018). In public secondary schools in Benue and Nasarawa States, limited financial resources seems to lead to inadequate facilities, poor remuneration for teachers and insufficient teaching materials, negatively impacting school administration. A weakened School-based management committees (SBMC) exacerbates these challenges by failing to mobilize resources, secure government subventions, or encourage community participation in school funding (Olorisade, 2019). The lack of financial oversight and planning within an ineffective SBMC could result in misallocation of funds, delays in project implementation and an overall decline in the quality of provision of infrastructural facilities.

Provision of infrastructural facilities entails the availability, maintenance and upgrading of school buildings, classrooms, laboratories, libraries and other physical structures necessary for effective teaching and learning (Leithwood, Sun, & Pollock, 2017). Schools with adequate infrastructure promote better academic performance, teacher productivity and student engagement (Bush, 2018). However, many public secondary schools in Benue and Nasarawa States suffer from deteriorating infrastructure, including leaking roofs, overcrowded classrooms and inadequate laboratory and library facilities (Olorisade, 2019). A structurally deficient SBMC could fail to advocate for improved infrastructural development, lacks the capacity to engage with relevant authorities and does not effectively coordinate community support for infrastructure projects.

Statement of the Problem

Administration is a fundamental pillar for ensuring quality education, fostering students' achievement and maintaining institutional efficiency in public secondary schools worldwide. However, in many developing nations, including Nigeria, concerns have been raised by United Nations Educational, Science and Cultural Organisation about the effectiveness of administrative practices in public secondary schools (UNESCO, 2022). In Nigeria, educational stakeholders, including policymakers, teachers, parents and community leaders, have expressed concerns about the persistent administrative inefficiencies in public secondary schools. These concerns revolve around issues such as inadequate funding and poor infrastructural development. Despite the establishment of SBMCs to enhance school governance, many public secondary schools seem to face administrative lapses, raising doubts about the effectiveness of these committees in achieving their intended objectives.

In Benue and Nasarawa States, the researcher has observed several worrisome issues regarding the administration of public secondary schools. Many schools experience poor infrastructural maintenance, inadequate provision of learning resources and irregular disbursement of funds. These issues raise concerns about the extent to which SBMCs contribute to effective school administration in the study area. To address these challenges, various efforts have been made by relevant stakeholders, including government agencies, non-governmental organizations (NGOs) and donor agencies. Policies have been enacted to strengthen the role of SBMCs in school administration and training programmes have been organized to equip committee members with the necessary skills for effective governance (Federal Ministry of Education, 2018). Despite these efforts, the problems of ineffective administration persist, leading to suboptimal learning conditions for students and poor management outcomes. Given the persistent administrative challenges in public secondary schools in Benue and Nasarawa States, there is a need to investigate the correlation between SBMCs and effective administration in public secondary schools in Benue and Nasarawa State, Nigeria.

Purpose of Study

The purpose of the study was to investigate school-based management committees as correlate of effective administration in public secondary schools in Benue and Nasarawa States, Nigeria. Specifically, the study sought to;

1. determine correlation between school-based management committees and provision of funds in public secondary schools in Benue and Nasarawa States, Nigeria.
2. ascertain correlation between school-based management committees and provision of infrastructural facilities in public secondary schools in Benue and Nasarawa States, Nigeria.

Research Questions

The following research questions guided the study.

1. What is the correlation between school-based management committees and provision of funds in public secondary schools in Benue and Nasarawa States, Nigeria?
2. What is the correlation between school-based management committees and provision of infrastructural facilities in public secondary schools in Benue and Nasarawa States, Nigeria?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. School-based management committees has no significant correlation with provision of funds in public secondary schools in Benue and Nasarawa States, Nigeria.
2. School-based management committees has no significant correlation with provision of infrastructural facilities in public secondary schools in Benue and Nasarawa States, Nigeria.

RESEARCH METHOD

Correlational research design was adopted for the study. The population consisted 12,580 SBMC members in 740 public secondary schools in Benue and Nasarawa States, Nigeria. A sample of 629 SBMC members from 37 public secondary schools in Benue and Nasarawa States of Nigeria was used for the study. Multistage sampling procedure: purposive sampling, proportionate stratified sampling and simple random sampling was used to select the sample for the study. Two sets of questionnaire were used for data collection titled "School-Based Management Committees Questionnaire (SBMCQ)" and Effective Administration Questionnaire (EAQ)" with a reliability coefficient of 0.85 and 0.93 respectively. A total number of 629 copies of the questionnaire were taken to the field and administered to the respondents. Pearson Product Moment Correlation was used to answer the research questions and to test the null hypotheses at 0.05 level of significance. The decision rule for rejecting or not rejecting the null hypothesis was based on the comparison between the p-value (the probability that the observed correlation occurred by chance) and the level of significance (α). Where the p-value was ≤ α, the null hypothesis (H_0) was rejected. Meaning there was enough evidence to conclude that a significant correlation existed between the two variables. Where the p-value was > α, the null hypothesis (H_0) was not rejected. Meaning there was not enough evidence to conclude that a significant correlation existed between the two variables.

RESULTS

Research Question 1: *What is the correlation between school-based management committees and provision of funds in public secondary schools in Benue and Nasarawa States, Nigeria?*

Table 1: Correlation Between School-Based Management Committees and Provision of Funds in Public Secondary Schools in Benue and Nasarawa States, Nigeria

Variables	N	r	Decision
School-Based Management Committees	598		
		0.86	Strong Positive Correlation
Provision of Funds	598		

The result in Table 1 shows correlation between school-based management committees and provision of funds in public secondary schools in Benue and Nasarawa States, Nigeria. The result revealed that the correlation coefficient of 0.86 falls within 0.70 to 0.99 which indicate a strong positive correlation. This implies that there is a strong positive correlation between school-based management committees and provision of funds in public secondary schools in Benue and Nasarawa States, Nigeria.

Research Question 2: *What is the correlation between school-based management committees and provision of infrastructural facilities in public secondary schools in Benue and Nasarawa States, Nigeria?*

Table 2: Correlation Between School-Based Management Committees and Provision of Infrastructural Facilities in Public Secondary Schools in Benue and Nasarawa States, Nigeria

Variables	N	r	Decision
School-Based Management Committees	598	0.89	Strong Positive Correlation
Provision of Infrastructural Facilities	598		

The result in Table 2 shows correlation between school-based management committees and provision of infrastructural facilities in public secondary schools in Benue and Nasarawa States, Nigeria. The result revealed that the correlation coefficient of 0.89 falls within 0.70 to 0.99 which indicate a strong correlation. This implies that there is a strong positive correlation between school-based management committees and provision of infrastructural facilities in public secondary schools in Benue and Nasarawa States, Nigeria.

Hypothesis 1: School-based management committees has no significant correlation with provision of funds in public secondary schools in Benue and Nasarawa States, Nigeria.

Table 3: Significant Correlation Between School-Based Management Committees and Provision of Funds in Public Secondary Schools in Benue and Nasarawa States, Nigeria

Variables	N	r	Df	*P*	Decision
School-Based Management Committees	598	0.86	596	0.000	Significant Strong Positive Correlation
Provision of Funds	598				

The result in Table 3 shows significant correlation between school-based management committees and provision of funds in public secondary schools in Benue and Nasarawa States, Nigeria. The result revealed that $r = 0.86$; $df = 596$; p-value $= 0.000 < 0.05$. Since P-value was less than 0.05, the null hypothesis which states that school-based management committees have no significant correlation with provision of funds in public secondary schools in Benue and Nasarawa States, Nigeria was rejected. This implies that school-based management committees have significant strong positive correlation with provision of funds in public secondary schools in Benue and Nasarawa States, Nigeria.

Hypothesis 2: School-based management committees have no significant correlation with provision of infrastructural facilities in public secondary schools in Benue and Nasarawa States, Nigeria.

Table 4: Significant Correlation between School-Based Management Committees and Provision of Infrastructural Facilities in Public Secondary Schools in Benue and Nasarawa States, Nigeria

Variables	N	r	Df	*P*	Decision
School-Based Management Committees	598	0.89	596	0.000	Significant Strong Positive Correlation
Provision of Infrastructural Facilities	598				

The result in Table 4 shows significant correlation between school-based management committees and provision of infrastructural facilities in public secondary schools in Benue and Nasarawa States, Nigeria. The result revealed that r = 0.89; df = 596; p-value = 0.000 < 0.05. Since P-value was less than 0.05, the null hypothesis which states that school-based management committees have no significant correlation with provision of infrastructural facilities in public secondary schools in Benue and Nasarawa States, Nigeria was rejected. This implies that school-based management committees have significant strong positive correlation with provision of infrastructural facilities in public secondary schools in Benue and Nasarawa States, Nigeria.

DISCUSSION OF FINDINGS

The first finding revealed that school-based management committees have significant strong positive correlation with provision of funds in public secondary schools in Benue and Nasarawa States, Nigeria. This finding suggests that active community participation enhances schools' financial capacity. The finding is justifiable because SBMCs serve as bridges between schools and communities, facilitating fundraising, monitoring fund utilization and attracting external support. This finding aligns closely with Oyetunji (2022), who found a significant positive relationship between SBMC involvement and funding adequacy in public secondary schools in Kwara State, attributing improved funding to SBMCs' mobilization and management roles. Similarly, Abubakar and Gana (2023) found that SBMCs were moderately effective in mobilizing financial resources in Niger State, especially for school management needs. These studies relate to the present study by empirically confirming that SBMC functionality contributes directly to funding outcomes, although the study forementioned were conducted in different states; the present study extends this evidence by demonstrating a stronger correlation across Benue and Nasarawa states, thereby reinforcing that SBMCs significantly improve fund provision regardless of local context. Within the boundaries of the study, it is found that school-based management committees have significant strong positive correlation with provision of funds in public secondary schools in Benue and Nasarawa States, Nigeria.

The second finding revealed that school-based management committees have significant strong positive correlation with provision of infrastructural facilities in public secondary schools in Benue and Nasarawa States, Nigeria. The finding indicates that schools with active SBMCs are more likely to experience improvements in physical learning environments. This finding is justified because SBMCs often coordinate community labor, advocate for government intervention and oversee infrastructure projects such as classrooms, toilets and fencing. Ogunyemi and Oni (2023) revealed a significant positive impact of SBMC activities on infrastructural development in Ogun State, identifying classroom renovation and facility provision as key areas of contribution. Likewise, Agbo and Ugwoke (2020) found that SBMCs in Enugu State actively supported the construction of school buildings and provision of furniture and water

facilities. These studies relate to the present research by empirically demonstrating SBMCs' infrastructural roles, although they focused on single states. The present study builds on them by showing that this relationship is not only impactful but also strongly correlated across Benue and Nasarawa States, thus broadening the geographical and empirical scope. Within the boundaries of the study, it is found that school-based management committees have significant strong positive correlation with provision of infrastructural facilities in public secondary schools in Benue and Nasarawa States, Nigeria.

CONCLUSION

This study established that, school-based management committees have significant strong positive correlation with effective administration in public secondary schools in Benue and Nasarawa States, Nigeria. This implies that school-based management committees have significant strong positive correlation with provision of funds and provision of infrastructural facilities in public secondary schools in Benue and Nasarawa States, Nigeria.

RECOMMENDATIONS

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

3. The government should strengthen and formally empower School-Based Management Committees through clear funding guidelines, periodic grants and accountability frameworks. This can be achieved by integrating SBMCs into school financial planning and monitoring systems. The expected result is improved resource mobilization, reduced funding gaps and enhanced financial sustainability of public secondary schools.
4. The Parent Teachers Association should collaborate closely with SBMCs in planning, funding and supervising infrastructural projects through joint committees and transparent contributions. This cooperative approach will improve school facilities, enhance learning environments and foster shared ownership of school infrastructure development.

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