

AN ASSESSMENT OF CHALLENGES MILITATING AGAINST EFFECTIVE IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT COMMITTEE IN PUBLIC BASIC SCHOOLS IN FEDERAL CAPITAL TERRITORY, ABUJA, NIGERIA

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ARTICLE INFO.

Keywords: Basic education, SBMS programme Schools.

Abstract

The study assessed the various challenges militating against effective implementation of school-based management committee in Public Basic Schools in Federal Capital Territory, Abuja, Nigeria. Research design of this study was descriptive survey. The population of the study comprises all the head teachers, and teachers in the one hundred and forty three (143) Basic schools across the territory, Abuja. The sample size for the study was 59 head teachers and 241 teachers selected from the basic schools using a simple random sampling techniques. The instrument for data collection was the structured questionnaire developed by the researcher titled "School-Based Management Committees (SBMCs) of Basic schools Questionnaire (DFPQ)". The questionnaire is developed on four (4) point rating scale provided for the respondents to choose from, they are: Strongly Agree (SA) – 4, Agree (A) - 3, Disagree (D) – 2, Strongly Disagree (SD)- 1. The instrument was considered suitable by the experts for the study after the corrections. To ascertain the reliability of the instrument, the questionnaire was administered to ten (10), head-teachers and ten (10) teachers for trial-testing Basic schools not part of the sampled schools. A reliability estimate was computed using Cronbach Alpha reliability coefficient which gave the value of 0.95. The mean and the standard deviation was used to analyze the research question posed for the study. The study disclosed that the challenges militating against effective implementation of school-based management committee (SBMS) in Public Basic Schools in Federal Capital Territory, Abuja, Nigeria includes; inadequate funding, poor supervision, corruption, poor participation of parents, insecurity problems, poor road network to schools, poor capacity building for implementer and poor

implementation of SBMS policies. Based on this findings, the paper suggests the following measures; Increment in the funding of SBMS programme in the Federal Capital Territory Abuja by the government and private institutions. Government should and stakeholder should ensure accountability in the finances of the SBMS programme in the Federal Capital Territory Abuja by improving monitoring and evaluation of the programme. Government should create more awareness of the SBMS programme to draw the attention of the parents and stakeholders participation and involvement by directly involving them in the programme management at the local level. Government should ensure constant capacity building programme for the implementer of the SBMS programme to improve the quality of management and administration.

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1.0 Introduction

In Nigeria, School-Based Management Committees (SBMCs) are established by state governments in order to bridge the gap between government schools and communities. SBMCs are meant to create a sense of community ownership in the development of schools and education centres, and improve learning outcomes. SBMCs are intended to contribute to development, planning and decision-making at the school level to improve learning outcomes. SBMCs are voluntary groups, made up of people who represent the school and community which will include pupils, teachers, parents, community leaders as well as other community-based groups interested in education. SBMCs are expected to meet regularly and organise activities to improve the way schools operate and support the state government's responsibility of ensuring quality education for all (**School-Based Management Committee (Sbmc) Policy Guideline** 2017).

School-Based Management Committees (SBMCs) are established by government to act as a bridge between schools and the communities they serve. The School-Based Management Committee was set up to increase citizen participation in school management (Ogundele & Adelabu, 2009). SBMCs are intended to contribute to school development planning and decision-making at the school level for improved learning outcomes. SBMCs are voluntary groups made up of people who represent the school community and they include students, teachers, parents, community leaders as well as other community-based groups interested in education (Chika, Onuora, & Sam 2021). School Based Management Committee takes its root from the School Based Management. The idea of having School Based Management Committee, to oversee the management of schools is an important aspect of educational reform globally. It is a channel for bringing resources from community into school, a way of getting a better flow of government resources to schools, as well as the linkage between government, school and community (Maina, Mohammed.& Adeola 2020; UBEC, 2011). Essentially, they are to ensure schools, learning centres, governments, and parents meet school needs and increase the community's contribution in improving the quality of education, acting as a bridge between schools and the communities they serve (Ogunode, Mohammed, & Abubakar 2022).

The goal of the SBMC policy is to improve learning outcomes and create a sense of community participation and ownership in the development of schools. Its objectives are: Provide avenues for all stakeholders to participate actively in school governance in order to improve service delivery, access, equity, and learning outcomes for learners; Promote community interest in the school system and make communities aware of their responsibilities in supporting the education of all; Create greater awareness and provide feedback to the wider community on issues that have to do with school governance, management, inclusion, regulations, and learning outcomes; Encourage a harmonious relationship between the school, community, LGEAs, LGA officials and state education agencies, thereby creating links between the government and local communities; Facilitate and support disadvantaged groups and

those with special needs within the community to have access to education; to raise the level of pupil enrolment, retention, attendance, completion and transition across various levels of basic and post-basic education; Provide communities with the capacity and mechanisms to demand accountability and transparency from duty bearers in the education sector; Promote and support schools to achieve set targets/benchmarks for better learning outcomes and more effective management; Provide the mechanism and framework for direct funding to schools, with SBMCs having oversight functions on expenditures by the school management and Encourage SBMCs, local communities, philanthropists and other stakeholders to engage in resource mobilisation for improvement (**School-Based Management Committee (Sbmc) Policy Guideline 2017**).

In Federal capital Territory Abuja, Nigeria, the School-Based Management Committees (SBMCs) was implemented to improve the quality of basic education in the Territory. The School-Based Management Committees (SBMCs) was adopted as one of the strategical programme to improve the management and quality of basic education schools in Federal Capital Territory, Nigeria. The implementation of the School-Based Management Committees (SBMCs) in all the basic education school in FCT seem to be facing a lot of challenges. These challenges are militating against the full implementation of the School-Based Management Committees (SBMCs) in the UBE schools across FCT. This study seeks to investigate the likely problem militating against implementation of School-Based Management Committees (SBMCs) in the basic schools in FCT.

1.2 Purpose of the Study

The purpose of the study is to assess the challenges militating against effective implementation of school-based management committee in Public Basic Schools in Federal Capital Territory, Abuja, Nigeria. The specific objectives include;

1 To find out the challenges militating against effective implementation of school-based management committee in Public Basic Schools in Federal Capital Territory, Abuja, Nigeria.

1.3. Research Questions

This research question was raised to guide the study.

1 What is the challenges militating against effective implementation of school-based management committee in Public Basic Schools in Federal Capital Territory, Abuja, Nigeria?

2.0 Method

Research design of this study was descriptive survey. The study was carried out in FCT, Abuja, Nigeria. The population of the study comprises all the head teachers, teaching and non-teaching staff in the one hundred and forty three (143) Basic schools across the territory, Abuja. The sample size for the study was The sample size for the study was 59 head teachers and 241 teachers selected from the basic schools using a simple random sampling techniques. The instrument for data collection was the structured questionnaire developed by the researcher titled "School-Based Management Committees (SBMCs) of Basic schools Questionnaire (DFPQ). It was arranged in three sections. Section one consists of an introductory letter to the respondents to complete the questionnaire. Section two, consists of information to the respondents on their status. While section questionnaire contains twenty two items (19). The questionnaire is developed on four (4) point rating scale provided for the respondents to choose from, they are: Strongly Agree (SA) – 4, Agree (A) - 3, Disagree (D) – 2, Strongly Disagree (SD)- 1. The instrument was face validated by three experts, two from Educational Administration and Planning, in the Department of Educational, University of Abuja. The experts were requested to study the suitability and relevance of the instrument in line with the purpose of the study and the research questions as well as the appropriateness of the rating scale. Both the items and rating scale were studied by these experts. Corrections were made which were later effected by the researcher in line with their observations. The instrument was considered suitable by the experts for the study after the corrections.

To ascertain the reliability of the instrument, the questionnaire was administered to ten (10), head-teachers and ten (10) teachers for trial-testing Basic schools not part of the sampled schools. A reliability estimate was computed using Cronbach Alpha reliability coefficient which gave the value of 0.95. This value indicates that the instrument was reliable. The responses for each item of the research questions were tallied and weighted using four (4) point rating scale. The total weighted frequencies were used to determine the mean scores for each item. Mean scores from 2.50 was considered accepted while any mean scores below 2.50 was considered rejected. The mean and the standard deviation was used to analyze the research question posed for the study.

3.0 Data Analysis

Research Question One

1. What is the challenges militating against effective implementation of school-based management committee in Public Basic Schools in Federal Capital Territory, Abuja, Nigeria?

Table 1: Analysis of responses on the Challenges Militating against Effective Implementation of School-Based Management Committee in Public Basic Schools in Federal Capital Territory, Abuja, Nigeria.

S/N	ITEMS	X	SD	DECISION
	Inadequate funding	3.45	0.99	Agree
	Poor supervision	2.68	0.76	Agree
	Corruption	3.04	0.92	Agree
	Poor participation of parents	2.59	0.72	Agree
	Insecurity	3.01	0.90	Agree
	Poor road network to schools	3.18	0.93	Agree
	Poor capacity building for implementer	3.22	0.97	Agree
	Poor implementation of SBMS policies	3.09	0.92	Agree
	Total Mean	3.03		Agree

Table 1 revealed the views of respondents on challenges militating against effective implementation of school-based management committee in Public Basic Schools in Federal Capital Territory, Abuja, Nigeria. The result obtained disclosed the following; inadequate funding (item 1, $x = 3.45$), Poor supervision (item 2, $x = 2.68$), corruption (item 3, $x = 3.04$), Poor participation of parents (item 4, $x = 2.59$), insecurity problems (item 5, $x = 3.01$), Poor road network to schools (item 6, $x = 3.18$), Poor capacity building for implementer (item 7, $x = 3.22$) and Poor implementation of SBMS policies (item 8, $x = 3.09$). Table one shows that based on the sectional mean of 3.03, respondents agreed that the challenges militating against effective implementation of school-based management committee in Public Basic Schools in Federal Capital Territory, Abuja, Nigeria includes; inadequate funding, poor supervision, corruption, poor participation of parents, insecurity problems, poor road network to schools, poor capacity building for implementer and poor implementation of SBMS policies

3.1 Discussion of Findings

The result collected showed that inadequate funding, poor supervision, corruption, poor participation of parents, insecurity problems, poor road network to schools, poor capacity building for implementer and poor implementation of SBMS policies are the challenges militating against effective implementation of school-based management committee in Public Basic Schools in Federal Capital Territory, Abuja, Nigeria. The result is in agreement with the findings of Ogunode, and Chijindu, (2022) that discovered that inadequate funding, poor supervision, misappropriation and corruption and insecurities problems are some of the problems facing the implementation of the SBMS programme in Nigeria. Also, Chika, Onuora, and Sam, (2021) and Universal Basic Education Commission. (2011) listed poor monitoring

and evaluation, low parent participation, poor training programme implementation and corruption as the challenges facing the implementation of SBMS programme in Nigeria.

3.2 Conclusion and Recommendations

The assessed the challenges militating against effective implementation of school-based management committee in Public Basic Schools in Federal Capital Territory, Abuja, Nigeria and the study disclosed that the challenges militating against effective implementation of school-based management committee in Public Basic Schools in Federal Capital Territory, Abuja, Nigeria includes; inadequate funding, poor supervision, corruption, poor participation of parents, insecurity problems, poor road network to schools, poor capacity building for implementer and poor implementation of SBMS policies.

Based on this findings, the paper suggests the following measures;

1. Increment in the funding of SBMS programme in the Federal Capital Territory Abuja by the government and private institutions.
2. Government should and stakeholder should ensure accountability in the finances of the SBMS programme in the Federal Capital Territory Abuja by improving monitoring and evaluation of the programme.
3. Government should create more awareness of the SBMS programme to draw the attention of the parents and stakeholders participation and involvement by directly involving them in the programme management at the local level.
4. Government should ensure constant capacity building programme for the implementer of the SBMS programme to improve the quality of management and administration.

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