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EVALUATING THE IMPACT OF SCHOOL-BASED MANAGEMENT COMMITTEES ON INFRASTRUCTURE DEVELOPMENT IN JUNIOR SECONDARY SCHOOLS IN YOBE STATE, NIGERIA

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Abstract

This study evaluates the impact of school-based management committees on infrastructure development in junior secondary schools in Yobe State, Nigeria. Two research questions and two hypotheses were formulated and tested at a 0.05 level of significance. A structured questionnaire was used to collect relevant data from the respondents. The population of the study was 1503 comprising Teachers and members of School-Based Management Committees (SBMC). The sample size of the study was 350 and a random sampling technique was employed using lucky dip to select 12 participating schools for this study. The research questions were answered using mean and standard deviation and a t-test was used to analyze the hypotheses at 0.05 level of significance. The finding of this study established that there is no significant difference between the teachers and members of SBMC on the challenges and strategies of SBMCs in the provision of infrastructure at Yobe State Junior Secondary School. The study established that There was no significant difference between the mean rating of teachers and members of SBMC on the roles of SBMCs in the provision of infrastructure Yobe State Junior Secondary School. This study recommended that SBMCs at the school level should endeavor to work hard in mobilizing members of their communities. Sanctions

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and punishment for the non-involvement of SBMC in the school's activities like monitoring and evaluation, supervision of school activities, and School administrators should continue to work hard and maximize their efforts in trying to make their SBMCs more organized, enlightened and highly mobilized.

Keywords: Role, Effect and Teachers' and School-Based Committees

INTRODUCTION

Education is the process by which the community seeks to open its life to all the individuals within it and enable them to take their part in it. It attempts to pass on to these individuals its culture including the standards by which it would have them live. Education is also seen as an equalizing parameter because of its empowerment capabilities (Obiozor**,** 2010). Khattri, Ling and Jha (2012) opined that a well administered education would equip individuals with the capacity to understand and adapt to new problems and changing situations and make them inventive, self-reliant and resourceful. The educational system in Nigeria is delineated into different levels, namely pre-primary, primary, secondary, and tertiary levels (Federal Republic of Nigeria (FRN, 2013).

Ayeni and Bamire. (2022) stated that the intention is to contribute to school development planning and decision making at the school level for improved learning outcomes. School-Based Management Committees *(*SBMCs) are made up of a range of local people involved with their school. SBMCs work to increase communities' involvement with education, and to help improve the quality and effectiveness of schools. The author also believed that SBMC provide a way of helping the education authorities to listen to what adults and children want from schools, and a way of increasing the contributions of everyone in the local area to making education work well. SBMCs 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. SBMCs meet regularly and organize activities to improve the way schools operate and support the government's responsibility of ensuring quality education for all The Universal Basic Education (UBE) aimed at eradicating, illiteracy and Poverty. It also aimed at providing equal opportunity for every child regardless of gender, background or physical ability (FRN, 2011). In spite of the laudable projections of the aforementioned education policy guidelines, the reality on ground appears to be widely

acknowledged that the public provision of basic education in Nigeria seems to be in a state of crisis. The widespread systemic failure in many public examinations appears to suggest that these basic schools are not able to produce literate, numerates, self-reliant pupils, particularly in Northern Nigeria.

The specific roles which have effect on the SB of SBMC which shall be emphasized include:

School-Based Management Committees (SBMCs) play a pivotal role in improving educational infrastructure in junior secondary schools. One of the key functions of SBMCs is fundraising and making financial contributions. According to Mulikat and Isaac (2017), SBMCs are instrumental in mobilizing resources from the community, including both cash and in-kind donations. This financial support is crucial for meeting the immediate and recurrent expenses of schools, which often struggle with inadequate funding from government sources. Without these contributions, many schools would face significant challenges in maintaining and improving their facilities, which are essential for creating a conducive learning environment.

Mobilizing community support is another critical role of SBMCs. By engaging parents, local businesses, and other stakeholders, SBMCs foster a sense of ownership and involvement in school projects. This collective effort not only raises necessary resources but also strengthens the relationship between schools and their communities, creating a more supportive environment for students (Ndukwe, 2018). When community members feel invested in their local schools, they are more likely to contribute time, effort, and resources, which can lead to more successful and sustainable infrastructure projects.

Monitoring and evaluation are essential functions performed by SBMCs to ensure the success of school infrastructure projects. SBMCs are responsible for overseeing construction and renovation works to ensure they meet required standards and are completed on time (Eze, 2019). This role involves regular inspections and assessments, providing accountability and transparency in the use of funds and resources allocated for infrastructure development. Through effective monitoring and evaluation, SBMCs can identify potential issues early and take corrective action to keep projects on track.

Advocacy and liaison are important roles where SBMCs serve as intermediaries between the school and external stakeholders, such as government agencies and non-governmental organizations. They advocate for additional resources and support to address

infrastructure needs, leveraging their position to influence policy and funding decisions (Owolabi & Babalola, 2018). This role ensures that the school's infrastructure needs are communicated effectively to those who can provide the necessary support. By building strong relationships with external stakeholders, SBMCs can secure the funding and resources needed to improve school facilities.

Resource allocation and management are critical to the effectiveness of SBMCs. They are responsible for the prudent management of funds and resources, ensuring that they are used efficiently and transparently (Adewale, 2017). Effective resource management by SBMCs helps in maximizing the impact of available funds, ensuring that the most critical infrastructure needs are addressed first. By prioritizing projects and carefully managing resources, SBMCs can make significant improvements to school facilities even with limited budgets.

Maintenance and repairs are ongoing responsibilities of SBMCs to ensure the longevity and functionality of school facilities. Regular maintenance and prompt repairs prevent the deterioration of infrastructure, providing a safer and more conducive learning environment for students (Benson, 2018). This proactive approach helps in maintaining high standards of school facilities over time. By keeping facilities in good condition, SBMCs can prevent small issues from becoming major problems that are more costly and time-consuming to fix.

Planning and decision-making are processes where SBMCs play an influential role. They are involved in the development of plans for new infrastructure projects and the prioritization of existing needs (Chukwuma, 2019). Their involvement ensures that the projects are well-thought-out, feasible, and aligned with the overall goals of the school and community. By participating in planning and decision-making, SBMCs can ensure that infrastructure projects meet the specific needs of their schools and are completed in a timely and efficient manner.

Capacity building and training are vital for enhancing the effectiveness of SBMCs. Providing training opportunities for SBMC members and other stakeholders builds their skills and knowledge, enabling them to contribute more effectively to infrastructure development and management (Ogundele & Adelabu, 2017). This role ensures that SBMCs have the necessary expertise to fulfill their responsibilities effectively. By investing in

capacity building, SBMCs can improve their ability to manage resources, oversee projects, and advocate for their schools, leading to better outcomes for students and communities.

Nwankwor (2018) mentioned the effective participation in the overall learning outcomes of pupils and students thus; (ii) Effective participation in school development planning process; (iii) Networking with other stakeholders, promoting partnerships and inclusion of women and children towards improved quality and inclusive education; (iv) Resource mobilization for school improvement; (v) Community sensitization towards ensuring improved enrolment of pupils/students, retention, completion and transition; (vi) Providing support and motivation for teachers and learners; (vii) Collaboration with local communities to provide safety for teachers, learners and school property and (viii) Oversight functions on funds allocation and utilization for school improvement.

Mulikat and Isaac (2017) examined the impact of SBMC grants on girls' enrollment, completion, and performance in Bauchi State junior secondary schools. Their study revealed that SBMCs performed several critical roles in supporting educational infrastructure and student success. These roles included fundraising and making financial contributions both in-kind and in cash. These contributions were essential in meeting the immediate and recurrent expenses of the schools, which, in turn, positively influenced girls' enrollment, completion rates, and overall academic performance. The active involvement of SBMCs in financial matters ensured that schools had the necessary resources to provide a conducive learning environment, thereby enhancing educational outcomes for girls in Bauchi State.

Effects of SBMC on School Infrastructures.

Olajide, (2021) commented that SBMCs act is a bridge between schools and the communities they serve. They contribute to school planning, advocate on behalf of the school, and provide support for the school activities. They also exercise oversight of the performance of the school and the quality of education provided. It is important to view the development of SBMCs as part of a wider strategy for school improvement. Some improvement can be made by SBMCs leveraging resources from within their own communities in cash or kind, but they are much more effective when the school have regular access to public funds, which can be used at the discretion of the school management. (FRN, 2011). Ajayi (2007) posited that school facilities are those things which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds

what is possible when they are not provided. Physical facilities are the fundamental factors in better learning and achievements of the students.

The state of infrastructural decay in many secondary schools in Nigeria is a manifestation of poor maintenance of school physical facilities. Ahmed (2007) revealed that in most of the nation's secondary schools, teaching and learning takes place under a most un-conducive environment, lacking the basic materials and thus hindered the fulfillment of educational objectives. However, it is the responsibility of the school-based management committee to ensure that there is adequate and proper maintenance of classroom space and other learning facilities to enable the teaching-learning process take place without any hitches. The school–based management committee program is put in place to ensure that the facilities are used efficiently and effectively.

Statement of the Problem

In Yobe State, Nigeria, the quality and availability of educational infrastructure in junior secondary schools have been a persistent challenge. Despite various government efforts to improve the education sector, many schools continue to struggle with inadequate facilities, which adversely affects the teaching and learning environment. School-Based Management Committees (SBMCs) have been introduced as a strategy to involve local communities in the management and development of schools. However, there is limited empirical evidence on the effectiveness of SBMCs in addressing the infrastructural deficits in junior secondary schools in Yobe State.

This study seeks to evaluate the impact of SBMCs on the development of educational infrastructure in these schools. It aims to understand whether the involvement of SBMCs has led to significant improvements in the availability and quality of school facilities. By examining the roles, activities, and effectiveness of SBMCs, this research will provide insights into the impact of SBMCs on school infrastructure in Yobe State.

Purpose of the Study

The main purpose of the study was to evaluating the impact of school-based management committees on infrastructure development in junior secondary schools in Yobe State, Nigeria. Specifically, the study sought to:

1. Identify the roles of School-Based Management Committees in the provision of infrastructure in Junior Secondary School in Yobe state.

2. Determine the effects of School-Based Management Committees in the provision of infrastructure Junior Secondary School in Yobe state.

Research Questions

1. What are the roles of School-Based Management Committees in the provision of infrastructure in Junior Secondary School in Yobe State?
2. What are the effects of School-Based Management Committees in the provision of infrastructure Junior Secondary School in Yobe State?

Hypotheses

H_{01}: There is no significant difference between the mean responses of the teachers and members of SBMC on the role of SBMC in the provision of infrastructure in Yobe state junior secondary

H_{02}: There is no significant difference between the mean responses of teachers and members of SBMC on the effects of SBMC in improving school infrastructure in Junior Secondary School in Yobe state. Nigeria

METHODS

The research design for this study was descriptive survey. According to Uzoagula (2011) descriptive research is a type of research that provides information on facts, opinion and attitude of persons regarding or relating to an education problem and or event. The study was carryout in Yobe state, Nigeria. Yobe state lies between the longitude of 12^0-degree North and latitude of 11^0 degree 30 minutes east of the Greenwich meridian. The state covers an estimated land area of 47,153 square kilometers. It is bounded by four states which include Bauchi, Borno, Gombe and Jigawa state. Yobe State has a population of 2,321,591 as per the national head count of 2006. The population of this study is made up of 789 teachers and 714 members of School-Based Management Committees (SBMC) which make the total of 1503 from 39 junior secondary schools in Potiskum Educational Zonal office. The sample size for this study was 350 and random sampling techniques was adopted by lucky dip to select 12 participating schools for this study. The instrument for data collection for this study was structured questionnaire. The statistical tool used to answer the two research questions was descriptive statistics (mean and standard deviation), While a t-test was used to test the null hypotheses at a 0.05 level of significance.

RESULTS

Research Question 1: What are the Roles of the School-Based Management Committee (SBMC) in the provision of infrastructure in junior secondary schools in Yobe State?

Table 1: Mean Response of Respondents on the roles of SBMC in the provision of infrastructure in Junior Secondary schools in Yobe state

S/N	Item	$\bar{X}$T	$\bar{X}$SBMC	$\bar{X}$G	SD	Remark
1	SBMC Provide additional classes.	3.96	3.96	3.96	1.02	Agree
2	They renovated classes.	4.31	4.35	4.33	1.00	Agree
3	The partner with organization to provide ICT centre for the school.	3.42	3.37	3.40	1.32	Undecided
4	SBMCs play a vital role in separating female toilet from male toilet.	4.25	4.03	4.15	1.17	Agree
5	SBMCs mobilize funds from well-to-do members of the society to fund classroom project.	3.97	3.98	3.97	1.23	Agree
6	SBMCs contribute in the provision of staffroom in the school.	3.66	3.63	3.65	1.21	Agree
7	SBMCs ensure that school libraries are properly utilized and maintained in such a way that will encourage the students to learn under a conducive atmosphere	2.39	2.29	2.39	1.21	Disagree
8	They supervised, evaluate and recommend the activity of the school	3.43	3.72	3.55	1.23	Agree
9	SBMC mobilize and create awareness about the important of school and increase the attendance of wards in our school.	4.28	4.22	4.25	1.13	Agree
10	SBMCs create good relationship between school teacher and community members.	4.22	4.20	4.21	1.11	Agree
11	SBMCs ensure that classrooms are well maintained in a school.	2.17	2.17	2,17	1.39	Disagree

Keys: XT = Teachers mean, XSBMC = School-Based Management committee's members, Xg = Grand mean and SD=Standard deviation.

Table 1 shows the mean responses and standard deviation of SBMC Members and Teachers on the roles of School-Based Management Committees (SBMCs) in the provision of infrastructure. The respondents out of eleven items on the table agree with eight items, showing that SBMC play a vital role in providing educational infrastructure such as additional classes, renovation works, separating female toilet from male toilet, mobilization for funds, contributes in the provision of staff room, supervision, evaluate and recommend school activities, create awareness about importance of School-Based Management Committee and create good relationship between school teachers and community

members. The respondents disagreed with the following two items; SBMCs ensure that school libraries are properly utilized and maintained in such a way that encourages the students to learn under a conducive atmosphere and that SBMCs ensure that classrooms are well maintained in schools. They are also uncertain on one item, on either, SBMCs partner with organization to provide ICT centre for the school

Research Question 2: What are effects of School Basic Management Committees in the provision of infrastructure in Junior Secondary School in Yobe state?

Table 2: Shows Mean Response and Standard Deviation of Teachers and SBMC Members on Effects of School-Based Management Committee in the Provision of Infrastructure in Junior Secondary schools in Yobe state.

S/N	Item	X_T	X_{SBMC}	X_g	SD	Remark
1	SBMC members contribute to building partnership, increasing voice and demand for better education service delivery.	3.81	3.76	3.79	1.33	Agree
2	SBMC contribute a lot in providing toilet in the school premises	4.08	4.06	4.07	1.22	Agree
3	SBMCs ensure that repair of school buildings are not delayed to avoid a total breakdown	3.92	3.90	3.92	1.30	Agree
4	Public schools with inefficient SBMCs are confronted with the problem of poor maintenance of physical facilities	3.76	3.74	3.75	1.29	Agree
5	The renovation work was not done proper because of financial problem	3.25	3.23	3.24	1.55	Undecided
6	SBMCs establish good network and build cordial relationships with other bodies with interest in education	3.41	3.42	3.41	1.43	Agree
7	SBMCs ensure that financial expenditure is made as laid down by the government	2.51	2.55	2.52	1.48	Undecided
8	SBMCs mobilize fund from individual to built toilet in the school	3.10	3.09	3.09	1.44	Agree
9	SBMCs mess used the receive fund on other project inset of toilet as specified	2.25	2.28	2.26	1.18	Undecided
10	Through the use of SBMC our classes was renovated	4.17	4.21	4.19	1.24	Agree

Keys: XT = Teachers mean, XSBMC = School-Based Management committee's members, Xg= Grand mean and SD = Standard deviation.

Table 2 shows the mean responses and standard deviation of Teachers and SBMC Members on the effects of School-Based Management Committees (SBMCS) in the provision of infrastructure in junior secondary schools in Yobe State. The respondents

agree with seven items out of ten which indicate that SBMC members contribute to building partnerships, increasing voice and demand for better education service delivery, contribute in providing toilet in the school premises, ensuring that repair of school buildings are not delayed to avoid a total breakdown, Public schools with inefficient SBMCs are confronted with the problem of poor maintenance of physical facilities, establish good network and build cordial relationships with other bodies with interest in education, solicit for fund from individual and school classes were renovated through SBMC. The respondents were uncertain on three items such as, the renovation work was not done properly because of financial problems, SBMCs ensure that financial expenditure is made as laid down by the government and SBMCs missed use the received fund on other project instead of toilet as specified.

H_{o1} There is no significant difference between the mean responses of the teachers and members of SBMC on the role of SBMCs in the provision of infrastructure in Yobe State Junior Secondary School.

Table 3: Shows the t-test analysis of the mean responses of teachers and Members of SBMCs on the Role of SBMC in Improving School Infrastructure in Junior Secondary School in Yobe State.

	N	$\bar{x}$	SD	df	t	p-value	Remark
Teacher	197	3.82	0.58				
				340	0.662	0.515	**Accepted**
SBMC	145	3.64	0.73				

Table 3 shows the value for test significant difference between the teachers and members of SBMC on the roles of SBMCs in providing infrastructure Yobe State Junior Secondary School. The t- value of 0.662 was obtained with an associated exact probability value of 0.515. Since the associated probability of 0.515 was greater than 0.05 set as a level of significance, the null hypothesis which stated that there will be no significant difference in the mean responses of the teachers and members of SBMC on the role of SBMCs in the provision of infrastructure in Yobe state junior secondary school is accepted. Hence, there is no significant difference in the mean responses of the teachers and members of SBMC on the role of SBMCs in the provision of infrastructure in Yobe State Junior Secondary School.

Hypothesis 2

H_{02} There is no significant difference between the mean responses of teachers and members of SBMCs on the effect of SBMCs in improving school infrastructure in Junior Secondary School in Yobe state, Nigeria

Table 4 shows the t- test analysis of the mean responses of teachers and members of SBMCs on the Effectiveness of SBMCs in Improving School Infrastructure in Junior Secondary School in Yobe State, Nigeria

	N	$\bar{x}$	SD	df	t	p-value	Remark
Teacher	197	3.43	0.66				
				340	0.99	0.001	**Accepted**
SBMC	145	3.43	0.64				

Table 4 shows that a t-value of 0.99 was obtained with a P-value of 0.001, which is less than the 0.05 level of significance set for this study. Therefore, the null hypothesis is accepted. This indicates that the associated probability of 0.001 being less than the 0.05 significance level means that there is no significant difference in the mean responses of teachers and members of SBMC regarding the effectiveness of SBMCs in providing infrastructure in Yobe State junior secondary schools. Consequently, there is no significant difference in the mean responses of teachers and members of SBMC regarding the challenges faced by SBMCs in the provision of infrastructure in Yobe State junior secondary schools.

DISCUSSION

The findings of the study revealed the critical role of School-Based Management Committees (SBMCs) in the development and maintenance of educational infrastructure in junior secondary schools. Ndukwe (2018) and Mulikat and Isaac (2017) asserted that SBMCs are instrumental in mobilizing financial resources from the community, ensuring schools can meet immediate and recurrent expenses. By engaging parents, local businesses, and other stakeholders, they foster a sense of ownership and involvement, enhancing community support and sustainability of projects. SBMC also oversees construction and renovation works, ensuring adherence to standards and timely completion and act as intermediaries to advocate for additional resources from external stakeholders (Owolabi & Babalola, 2018). Effective resource management by SBMCs maximizes the impact of available funds (Adewale, 2017), while their role in regular maintenance and repairs ensures

the longevity and functionality of school facilities. Chukwuma (2019) and Ogundele and Adelabu (2017) opined that the involvement of SBMCs in planning and decision-making ensures that projects are well-aligned with school and community needs and capacity building initiatives enhance their effectiveness in infrastructure development.

The findings reveal that School-Based Management Committees (SBMCs) significantly enhance educational service delivery by fostering partnerships, amplifying community voices, and demanding better educational standards. According to Mulikat and Isaac (2017), SBMC members play a crucial role in improving school infrastructure, such as providing toilets and ensuring timely repairs to prevent the deterioration of school buildings, thus maintaining a conducive learning environment. In contrast, public schools with inefficient SBMCs often face poor maintenance of physical facilities. Furthermore, effective SBMCs establish robust networks and cordial relationships with other education-focused organizations, enhancing their capacity to solicit funds from individuals, which are then used for essential renovations, such as the refurbishment of school classrooms (Adewale, 2017). These efforts collectively ensure that schools operate efficiently and provide a better educational experience for students.

CONCLUSION

The study concludes that SBMCs are crucial in enhancing and maintaining school infrastructure. They play a vital role in fundraising, mobilizing community resources, and filling funding gaps left by insufficient government allocations. By engaging parents, local businesses, and stakeholders, SBMCs foster community ownership and support, ensuring the sustainability and relevance of infrastructure projects. Their responsibilities in monitoring, evaluation, and advocacy secure additional resources and ensure accountability in project execution. Efficient resource management by SBMCs maximizes the impact of funds, prioritizes critical improvements, and maintains a conducive learning environment through regular maintenance and repairs. Their involvement in planning ensures alignment with school and community needs, and capacity-building initiatives enhance their effectiveness. Strengthening SBMCs is thus essential for improving infrastructure and the educational environment in Yobe State's junior secondary schools.

Recommendations

Based on the findings, the following two recommendations are proposed:

1. **Strengthening Capacity Building Programs for SBMC Members**: To enhance the effectiveness of School-Based Management Committees (SBMCs), it is crucial to implement comprehensive capacity-building programs. These programs should focus on equipping SBMC members with essential skills in resource management, project monitoring and evaluation, fundraising, and community engagement. By enhancing their capabilities, SBMCs will be better positioned to mobilize resources efficiently, oversee infrastructure projects, and ensure sustainable development of school facilities.
2. **Enhancing Government Support and Collaboration with SBMCs**: To address the funding gaps and improve infrastructure development in junior secondary schools, it is recommended that the government increases its support for SBMCs through financial grants and technical assistance. Additionally, fostering stronger collaboration between SBMCs, government agencies, and non-governmental organizations can facilitate the pooling of resources and expertise. This partnership approach will help to secure additional funding, streamline project implementation, and ensure that infrastructure improvements align with the specific needs of schools and communities in Yobe State.

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