Influence of School Based Management Committees (SBMC) on School Administration of Senior Secondary Schools in Aba Education Zone, Abia State

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Abstract
The study investigated the influence of school based management committee (SBMC) on school administration of secondary schools in Aba Education Zone, Abia State. A descriptive survey design was adopted for this study. A sample of 385 teachers and principals from the sampled Local Government Areas emerged from a population of 1857, giving 24% sampled representation. 20 schools were randomly selected for the study with a 25-item researcher made questionnaire instrument which includes two sections were structured by the researcher to generate data for answering three research questions and testing the hypotheses. Mean and standard deviation were used to answer the research questions. The study revealed among others that the school based management committees asserted much influence in the administration of secondary schools in Aba Education zone. The study concludes that school based management committee contributed to the educational development of schools through funding and enhancement of teaching and learning in schools. The study recommends that the government should expedite action to ensure that school based management committee be instituted in all the public schools as a matter of urgency in order to harness the benefits the committee has been enrolled to provide the public schools.

Key words: School based management, Management committees, School administration.


Introduction
There has been the quest for quality assurance delivery in the educational system across the globe. Quality assurance has led to series of reforms within the educational system. One of such reforms and strategy is the introduction of school based committee in schools system. This is because of the anticipated roles that people expect the committee would play in the administration of the schools especially, because of current conflicts and crises in the educational system, where students in their general numbers have taken to various maladaptive behaviours that have resulted to high risky school climate. The capacity of the schools to raise the kind of youths that will benefit the society has reduced drastically looking at various antecedents such as mobility of the various governments to provide adequate support systems in terms of funding and provision of facilities for the actualization of the educational objectives. The above views, created the attendant need for the full participation of communication system in the school administration. The school based management committee (SBMCs) identified their problems and liaise with both the school and other non-government organizations to proffer solution to the problems of the facilities in the form of school plants, teaching instructional materials, funds, supervision and control of students’ behaviour problems within the school as well as complementing the efforts of government in
Man mandated all basic education schools in the country to set up a school based management committee (SBMC) comprising of adults and youths to assist in both planning and the management of the located schools (FME, 2005). School based management committees are envisaged as the proof of community involvement and partnership for quality basic education delivery. In recognition of the crucial role of stakeholders in basic education institution host communities, the setting up and proper functioning of SBMC is very central to the attainment of an all inclusive process of basic education administration and management and the successful implementation of the Universal Basic Programme in Nigeria (Ememe, 2014).

School based management committee was instituted in the United Kingdom, Australia and Canada. The establishment of school based management committee programme has been implemented and currently being developed in a number of countries including Hong Kong (China) as an outcome of educational reforms process (Anukam Okunamiri and Ogbonna, 2010). The majority of the SBMC projects in the current World Bank portfolio are in Latin America, Bangladesh, Guatemala, Honduras, India, Mexico and Srilanka (World Bank, 2007). That goes on to show that school based management committee has always been in existence as pre-existing condition for effective school management.

In Nigeria, SBMC started prior to the pervasive government takeover of school but was not fully developed for a meaningful input to be felt in the schools. However, it continued to be effective in Kano State, flourishing creativity on literacy Ministry of Education 2012 and challenges effective cooperation of SBMC (Ogundele and Adelabu, 2009). It is very important to understand experiences among SBMC members in view of the positive roles they play in committees, boards and organizations. This is sequence to the policy guideline directive handed down by the National Council on Education (NCE), that mandated all basic education schools in the country to set up a school based management committee comprising of adults and youths to assist in both planning and management of the school and provide a conducive environment to the local community where the school is located (UNICEF/FME, 2005).

However, within about twelve years of implementation of SBMC at basic education level in Nigeria, introduction regarding the experience of its members became sketchy as available literature pertains and implementation strategies (Akinola as cited in Ememe, 2004; Agueni and Ibukun as cited in Bakwai, 2013).

 Strikes in Nigeria prolonged the regime of poor quality education due to failure of schools to provide basic opportunities or learning due to the poor state of infrastructure in the school with its inadequate training for teachers and unencouraging incentives to motivate teachers to improve on their effectiveness and grossly contributing to the great concern of low or failing standard, reinvigorated the quest for a functional school based management committee in the public schools (Ememe, 2014). Based on this, the National Council of Education in 2005 reinvigorated the national case for the school based management committee as an intervention strategy, to raise the dwindling standard of education in the country, with assertion that government alone cannot bear the cost of providing quality education in the every expanding education sector, without the active involvement of the private sector.

Writing on the caption school based management committee, Daily Independent news of 4th April, 2013 to the rescue of basic education, reported that the emergence of school based management culture was due to the observed lack of positive school cultures in the public schools against the phenomenon obtainable in the private schools where parents and communities were more involved in the school decision making. It is an initiative meant to improve buttom-up education planning and management in order to facilitate improvement in educational gravity, participation and efficiency.

Twelve years after the reinvigorated call and the approval of the national committee on education, many schools failed to embrace the call and it has been empirically felt in terms of development of school plant, provision of other resources as anticipated by the council. School based management committee is a way of forcing
individual schools to take responsibility for what happens to the children under the jurisdiction and attending their school. The concept suggest that when individual schools are charged with the total level of serving the need of the children in attendance of that particular school, the school personnel will develop programmes that are more cogent because they know the students and their needs (Ogundele and Adelabi, 2009).

School based management committee in Nigeria vary according to each zone and state policies but the goals typically include: increasing the participation of parents and communities in the schools; empowering school administrators and teachers; building local level capacity; improving quality and efficiency of basic schools and perhaps most importantly, providing equity and equality in access to basic education.

This study is however linked to Pearson’s social system and organization theories as cited in Peretomade (2002). It is a social system defined as the plurality of individual actor interacting with each other in a situation which has at least physical or environmental aspects in chosen as school is a social intervention designed to serve the needs of the society and individuals that make it up. In the words of Jones as cited in Kiragu et al (2013), no school has ever operated in a vacuum apart from the society it serves. This underscores the fact that a social system involves individuals interacting among themselves in a particular environment.

According to Ememe (2014) school based management committee are essential link between schools and community they serve. School based management committees are made up of range of local people involved with their school. SBMCs work to increase community involvements with education and to help improve the quality and effectiveness of schools. They 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 make education work well.

Abia State school based management committee policies is that for schools to be effective, strong partnership must exist between the head teachers, the teachers, pupils, parents, SBMC members and the members of the wider community. It also highlights that the way in which school based management committees are selected and organized can contribute to building partnership, increase voice and demand for better education delivery through active participation.

As part of its functions, the SBMC has a responsibility to use its collective knowledge, skills and experience to help the school to develop. That accountability to assess how well the schools are doing and report on this to the wider community. A key role activity for the SBMC is keeping the school development plan under view. Once the school has idea of its strength and weaknesses, it can decide on priorities for improvement and development. All needs cannot be addressed at the same time and will take longer time to deal with others. Some weaknesses such as poor lesson planning are beyond SBMC to deal with. The SBMC members include the head teacher, with agreement of the wider stakeholder draw up the list of priorities with a focus on what is really achievable. Experience shows that this point produces a “shopping” list of the physical needs of the school or an adhoc list of activities. It is important to keep a focus on the impact of what the school does. To help do this, when completing the step, the SBMC needs to think in a systematic way about improving the following, levels of pupil enrolment and attendance; quality of lessons; communications between schools and community; pupil welfare (level of pupil enrolment and attendance); quality of lessons (sometimes described as conducive classrooms/ adequate teaching and learning materials; more effective teachers; communication between schools and community (sometimes described as shared management and pupils welfare (sometimes described as safe, welcoming and secure environment for boys and girls).

Bogunjoko (2013) assert that SBMC is a continuous circle of planning and implementation, so once one year plan has been implemented and funds accounted for, planning can start for the next year. The process begins again by briefly reviewing whether the goal of improving students’ achievement remains the same and then moving to the school self evaluation. It is hoped that there will be some significant changes when the school evaluates performance, as a result of the year’s effort to improve. This is also a good
time to discuss the various stakeholder groups how happy they have been with their involvement in the entire process. Whatever the source of funding, the money coming into the school will have to be managed well. The management of such funds is the responsibility of both the head teacher and the school based management committee, it is important to ensure the correct amount is paid for items purchased and that money is spent accordingly to make the best of the funds that are available. There should be clarity on who has financial authority, what limits are set and who does what. Financial management can be seen as having a member of stages such as; planning the use of funds; assessing bank accounts; holding the cash; spending the money; recording the transactions and reporting the accounts.

The individuals responsible for each of these stages should be identified and this information should be shared to the community. The responsible individuals should follow basic accounting rules, maintain clear unambiguous records and ensure that their activities are open to outside scrutiny. Information should be openly available to the wider community about the school project and plan for the expenditure. Accurate account should be kept and publicized whenever possible more than one person should be involved in any transactions. Recording of transactions should be done to avoid miss-ups and machivacies.

Osoba as cited in Ememe (2004) said that not all members of SBMC should be involved in the day-to-day management of school finances. As a result, SBMC should set up sub-committees in conjunction with the head teacher who will provide oversight of school finances. The task of the financial committee will be determined by the SBMC but should include one person from the sub-committee who should be appointed as treasurer.

The SBMC should agree to designate two members of the sub-committee in addition to the school head will be signatories to the school bank account, in all cases, payments and cheques will need to be signed by two out of the three signatories. Kiragu et al (2013) stated that once monitoring information has been collected, the SBMC will need to meet with the head teachers, the local school support officers, parents and the wider community to agree on which improvement is realistic. They will also need to agree on actions to be taken if targets for improvement are not met. For instance, if teachers have been absent a lot, it may take some time for this situation to improve. Target to improve the situation should not need to be realistic and achievable in the time frame. Teachers may need some encouragement to reach agreed target. They are often motivated by praise and recognition as well as by rules and supervision.

The Old Student Association/Alumni can play a vital role in SBMC. Their interest mainly is to ensure quality education, safe and friendly learning environment, increase enrolment, retention, completion and transaction, quality of teachers, capacity building/development of school managers. The active participation of women and children in SBMC in Abia State activities shall be promoted to achieve equity (all children learning to the best of their ability). These can be achieved by promoting measures such as making provisions for women representations in some specific committees of the SBMC, encourage parents and husbands to allow women to partake in major decisions that affect them, establish guidance and counselling mechanisms in schools and training the SBMC members on the importance and relevance of women and children in SBMC activities (Bogunjoko, 2013).

Bakwai (2013) state that SBMC work best where the decentralization (strategy to improve education by transferring significant decision-making authority and resources from states and local government areas to individual schools) process has the following features: envisioning, capacity development, delegating responsibilities, sharing information, evaluating, reward system and resource to support school development plans.

Federal Government Policy on Education (2007) state that the SBMC shall be established in non-public schools in Nigeria within the framework of the national school based management (SBM) model and in accordance with the state as approved by honorable commissioner for education or the Federal Capital Territory (FCT) education authorities as the case may be. The governance structure of school based management committee shall be defined as:

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SBMC shall be constituted based on representation of a diverse groups with interest in improving the learning outcomes of pupils and students in schools:

- The membership of SBMC shall be between eight (8) and twenty (20) as may be specified in each state of FCT SBM policy. The groups that they represent shall nominate the School Based Management Committee membership. The lower limit is to cater for schools in localities (particularly in rural areas and among migrating communities) with low population.
- There should be reasonable gender balance in the composition of the SBMC. An attempt should be made in achieving at least 40% female inclusion in the SBMCs. This along with other strategies will strengthen the inclusive decision making mechanism.
- In secondary schools, students particularly in the higher classes should be represented as a strategy for developing their capacity in the decision-making process. It is because of these needs or problems that the standing call is being carried out to determine the influence of school based management committee on school administration of senior secondary schools and to improve secondary school plants and to have an overall educational development in Aba education zone.

Statement of the Problem

A continuous cry of concern for a regime of falling standard in education in Nigeria especially in Aba Education Zone is occasioned by the lack of needed school plants and other facilities, inadequacy of other school resources like instructional materials and equipments, low quality and quantity of teachers, lack of teachers motivation (non-payment of teachers salaries) and other incentives as problems of maladaptive behaviour of secondary school students irrespective of the approval and clarion call of the schools by the National Council on Education to establish community based management committees in the respective schools with the charge to intervene for a better and improved quality of management necessitated this study.

Objective of the study

The main objective of the study is to determine the specific roles school based management committees play in the administration of secondary schools in Aba Education Zone.

Research Questions

1. To what extent does school based managed committee have influence in teaching and learning process in senior secondary schools in Aba Education Zone?
2. To what extent does school based management committee influence the financing of the senior secondary schools in Aba Education Zone?
3. To what extent does SBMC involved in the administration of senior secondary schools in Aba Education Zone?

Hypotheses

1. There is no significant difference between the mean rating scores of male and female teachers on the influence of SBMC in teaching and learning process in the senior secondary schools in Aba Education Zone.
2. There is no significant difference between the mean rating scores of male and female teachers on the extent to which SBMC influence the financing of senior secondary schools in Aba Education Zone.
3. There is no significant difference between the mean rating scores of the male and female teachers on the administration of senior secondary schools in Aba Zone.

Materials and Method

The study adopted descriptive survey design. This method involved participants or non participant observation as well as a self-structured questionnaire. The study consisted of 9 Local Government Area with 97 senior secondary schools and a total population of 1857 teachers and the principle study sampled of 365 male and female teachers drawn using proportionate random sampling technique in 20 senior secondary schools. A 20 item questionnaire has made up of two parts. Part-one-sample the demographic data of the respondents while part-two were structured using four point scale of modified Likert format indicating: Very Great Extent (VGE)= 4 point, Great Extent (GE)= 3
point, Low Extent (LE)=2 point and Very Low Extent (VLE)=1 point and all the independent variables SBMC and educational development. The dependent variables were the mean scores of the entire independent variables. The data was analyzed using a mean rating and standard deviation for answering the research questions. The responses were weighted using a point rate scale. The criterion march was 2.50. Any mean score between 2.50 was accepted while mean score below 2.50 was rejected. t-test was used to test the hypotheses at 0.05 level of significance. 

**Results and Discussion**

**Research Question 1:** To what extent does school based management committee influence financing of senior secondary schools in Aba Education Zone?

Table 1 shows the mean scores and the standard deviation scores of the respondents as well as decision taken on the influence of SBMC in financing education in Aba Education Zone. This reveals that both the respondents agreed that SBMCs influence in educational financing is in the area of mobilizing funds from various sources for school projects. Principals and teachers also differ in their opinions on their providing in aids with principals mean (Xp) = 2.6 and teachers (xt)= 2.45. The result presented may be unconnected to the actual fact that schools in Aba Education Zone has not fully embraced the call for the establishment of SBMC in their secondary school system, meaning that their potentials are not fully harnessed for educational development as it relates to funding.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item statements</th>
<th>Xp</th>
<th>Sdp</th>
<th>Dec</th>
<th>Xt</th>
<th>Sdt</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does School Based Management Committee (SBMC) give loan to senior secondary schools for administrative wellbeing of the schools?</td>
<td>1.65</td>
<td>1.40</td>
<td>Reject</td>
<td>2.38</td>
<td>1.12</td>
<td>Reject</td>
</tr>
<tr>
<td>2</td>
<td>Does SBMC help the senior secondary schools by providing grant in aid?</td>
<td>2.6</td>
<td>1.12</td>
<td>Accept</td>
<td>3.0</td>
<td>2.45</td>
<td>Reject</td>
</tr>
<tr>
<td>3</td>
<td>Does SBMC help in mobilizing funds from various sources for projects?</td>
<td>3.15</td>
<td>1.29</td>
<td>Accept</td>
<td>3.05</td>
<td>1.25</td>
<td>Accept</td>
</tr>
<tr>
<td>4</td>
<td>Does SBMC buy vehicles and donate to the schools?</td>
<td>2.9</td>
<td>1.41</td>
<td>Reject</td>
<td>1.91</td>
<td>1.26</td>
<td>Reject</td>
</tr>
<tr>
<td></td>
<td>Overall mean</td>
<td>2.26</td>
<td>1.29</td>
<td></td>
<td>2.51</td>
<td>1.45</td>
<td></td>
</tr>
</tbody>
</table>

**Research Question 2:** To what extent does SBMC have influence in teaching and learning process in the senior secondary schools in Aba Education Zone?

Table 2 shows mean scores and standard deviation score of principals and teachers on the influence of SBMC in enhancing teaching and learning process in schools. Overall mean analysis shows that SBMC actually enhances teaching and learning process in the senior secondary schools where they are operational. From the table, the principals are of the opinion that the SBMC enhances teaching and learning through their series of supervisory activities on teachers to ensure they are complying with the provisions of the curriculum and scheme as well as through monitoring the teachers towards issuing adequate assignments to the students on a routine basis. Teachers on their own accepted that SBMC enhances teaching and learning processes in schools only through supervisions, controlling students’ movement during classes and ensuring that adequate assignment is given to the students.

**Research Question 3:** To what extent does SBMC involved in the administration of senior secondary schools in Aba Education Zone?

Results above show that SBMC are involved generally in different areas. This is because the observed mean of both principals and teachers responses fall within the limits of the expected. From the table, the respondents reject the fact that SBMC punishes teachers when they default in school, they also reject the fact that SBMC organizes seminar or workshop for training and development of the teachers in schools. Also respondents rejected the fact that encouraging principal or teacher conflicts in schools as well as helping government in paying teachers’ salaries and allowances. However, they agree/accept the facts in items 13-14 as well as in 17-18 respectful.
Table 2: Mean and standard deviation of respondents responses on the influence of SBMC in teaching and learning in the senior secondary schools in Aba Education Zone (n=365).

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item statements</th>
<th>$X_p$</th>
<th>$SD_p$</th>
<th>Dec</th>
<th>$X_T$</th>
<th>$SD_T$</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>SBMC subsidizes for teaching overtime/salaries of teachers in their schools.</td>
<td>1.85</td>
<td>1.29</td>
<td>Reject</td>
<td>1.88</td>
<td>1.27</td>
<td>Reject</td>
</tr>
<tr>
<td>7</td>
<td>SBMC supervise the teachers on daily basis to ensure that they teach especially according to the scheme or curriculum</td>
<td>2.8</td>
<td>1.15</td>
<td>Accept</td>
<td>3.15</td>
<td>1.29</td>
<td>Accept</td>
</tr>
<tr>
<td>8</td>
<td>SBMC provide writing and reading materials for students</td>
<td>2.2</td>
<td>1.15</td>
<td>Reject</td>
<td>2.37</td>
<td>1.13</td>
<td>Reject</td>
</tr>
<tr>
<td>9</td>
<td>SBMC helps in controlling students movement in school during classes (truancy)</td>
<td>2.05</td>
<td>1.20</td>
<td>Reject</td>
<td>2.82</td>
<td>1.13</td>
<td>Accept</td>
</tr>
<tr>
<td>10</td>
<td>SBMC ensures that teachers give adequate assignments to the students</td>
<td>2.9</td>
<td>1.18</td>
<td>Accept</td>
<td>2.96</td>
<td>1.21</td>
<td>Accept</td>
</tr>
<tr>
<td></td>
<td>Overall mean</td>
<td>2.36</td>
<td>1.19</td>
<td></td>
<td>2.64</td>
<td>1.21</td>
<td></td>
</tr>
</tbody>
</table>

**Discussion**

Result showed clearly that SBMC do not directly provide funding either by granting loans, providing grant in aids or through personal contributions but through mobilizing funds or attracting sponsorship or projects from governmental, nongovernmental and other donor agencies for the development of educational or school plants and administration of the senior secondary schools, thereby creating positive development in the schools. This finding is intended with Kiragu, Kingoria and Migosi (2013) which assert that the involvement of SBMC in schools creates positive development for their schools. It is also in line with World Bank Report (2007) which emphasized that SBMC ensures that schools provide the social and economic benefit that are more responsive to the priorities and values of these in local communities.

The result findings also revealed that SBMC enhances teaching and learning effectively through series of supervising activities provided for by their influence and responsibilities. This finding corroborated with Ilemura (1990) who opined that SBMC become aware of educational problems such as enrolment, poor attendance to school by teachers’ and students’ as well as academic performance of students and begin to realize key disincentives to schooling.

Table 3: Mean and standard deviation of respondents on the involvement of SBMC in the administration of senior secondary schools in Aba Education Zone (n=365)

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item statements</th>
<th>$X_p$</th>
<th>$SD_p$</th>
<th>Dec</th>
<th>$X_T$</th>
<th>$SD_T$</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>SBMC punishes teachers when they default</td>
<td>1.45</td>
<td>2.1</td>
<td>Reject</td>
<td>1.54</td>
<td>1.32</td>
<td>Reject</td>
</tr>
<tr>
<td>12</td>
<td>SBMC helps in monitoring and supervising teachers academic activities in schools</td>
<td>2.9</td>
<td>0.8</td>
<td>Accept</td>
<td>3.28</td>
<td>1.56</td>
<td>Reject</td>
</tr>
<tr>
<td>13</td>
<td>SBMC advertises the school for better enrolment into the government schools</td>
<td>2.8</td>
<td>0.6</td>
<td>Accept</td>
<td>3.28</td>
<td>1.56</td>
<td>Accept</td>
</tr>
<tr>
<td>14</td>
<td>SBMC takes decision on how the school should be run</td>
<td>3.25</td>
<td>1.5</td>
<td>Accept</td>
<td>2.85</td>
<td>0.76</td>
<td>Accept</td>
</tr>
<tr>
<td>15</td>
<td>SBMC organizes seminars or workshop for training and development of the teachers in schools</td>
<td>2.05</td>
<td>0.9</td>
<td>Reject</td>
<td>1.82</td>
<td>1.36</td>
<td>Reject</td>
</tr>
<tr>
<td>16</td>
<td>SBMC helps in the employment of adhoc staff as the need arises</td>
<td>2.8</td>
<td>0.6</td>
<td>Accept</td>
<td>3.0</td>
<td>1.0</td>
<td>Accept</td>
</tr>
<tr>
<td>17</td>
<td>They provide security of life and properties of the schools</td>
<td>3.1</td>
<td>1.2</td>
<td>Accept</td>
<td>3.2</td>
<td>1.4</td>
<td>Accept</td>
</tr>
<tr>
<td>18</td>
<td>SBMC encourages principals’ or teacher conflict in the school.</td>
<td>1.55</td>
<td>1.9</td>
<td>Reject</td>
<td>3.21</td>
<td>1.4</td>
<td>Reject</td>
</tr>
<tr>
<td>19</td>
<td>They help the government in paying teachers’ salaries or allowances</td>
<td>1.75</td>
<td>1.5</td>
<td>Reject</td>
<td>1.4</td>
<td>1.8</td>
<td>Reject</td>
</tr>
<tr>
<td></td>
<td>Overall mean</td>
<td>2.47</td>
<td>1.22</td>
<td></td>
<td>2.61</td>
<td>1.28</td>
<td></td>
</tr>
</tbody>
</table>
The finding also is in support of other empirical studies carried out by some scholars. Kiragu et al (2013) in a study of prospects and challenges of SBMC in public secondary schools in Murang in South district Kenya discovered that SBMC introduction in the administration of the school, leads to the delivery of quality education, through ensuring proper time management, improved curriculum, proper supervision, creation of social unity and conducive school climate, reduction of conflicts between principals and teachers and great focus on learning as well as increasing teachers’ motivation and commitment to work. This is also in line with Fowomola (2013) assertion that SBMC contributes to school development, planning and decision making at the school level for improved learning outcomes. This reports corroborates with an online daily independent report of 4th April, 2013 which credited Omoyele of inferring that the institution of SBMC in Lagos State, pupils now perform better in their academics than before because of their commitment in ensuring that teacher sit up, be dedicated and committed to their duties; indicating that SBMC enhances teaching and learning very effectively.

The findings of the study of Kiragu et al (2003) posited that the introduction of SBMC is a way of addressing the current crisis in management of secondary schools, bringing about accountability, commitment by teachers in discharging their duties effectively in the use of resources, timely coverage of syllabus, delivery of quality education, improved efficiency and reduce need for supervision among other prospects.

This study is also in line with Federal Ministry of Education (2005) which highlighted that SBMC are projected to empower schools to engage in programmes involving long and short time school development plans to enhance whole school development especially in improving the school through facilities development. The researcher however believe that with the participation of SBMC in decision affecting schools, there will be a sense of ownership and commitment to the decisions and situation that involve the progress and development of the schools as a property of the society or community. Conclusion

The study’s investigation on the influence of SBMC in Aba Education Zone emerged findings that both principals and teachers agreed to the fact that SBMC contributes to the educational development of the schools through educational financing and enhancement of teaching and learning in the senior secondary schools. The study also has cleared the doubts about the relevance of SBMC in the scheme of senior secondary school administration and so government may decide to enforce the establishment of the initiative in schools where it has not been adopted due to the enormous influence SBMC play in both financing, administration and in enhancing teaching and learning.

Recommendations

The study recommended based on the result that:

1. Government should expedite action to ensure that SBMC are instituted in all the public schools as a matter of urgency to be able to harness the benefits the committee has been enrolled to provide in our public schools.
2. Principals should allow the free operation of the committee based on their teams of references.
3. SBMC in order to achieve to achieve the required effectiveness should spell out some attendant benefits for each member in the course of their duties. This could be in form of sitting allowance which should be specified for a recommended times per term. Actions in these regard is most likely to yield greater result especially in the attainment of goals and expected outcomes.

References


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