

## **INFLUENCE OF SCHOOL-BASED MANAGEMENT COMMITTEES' ACTIVITIES ON THE MANAGEMENT OF PUBLIC SENIOR SECONDARY SCHOOLS IN NIGERIA**

**BY**

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### **Abstract**

*This study examined influence of school-based management committees on management of public senior secondary schools in south-west Nigeria. Two objectives were developed to guide study: examine SBMCs' Activities on maintenance of physical facilities in public senior secondary schools in south-west, Nigeria; and assess SBMCs' Activities on management of financial resources in public senior secondary schools in south-west, Nigeria. The objectives formulated were in line with research questions and hypotheses. The study adopted descriptive survey research design. The population of the study consisted of 2,280 principals, 64,009 teachers, 30,702 SBMCs' members and 3,389 inspectors making a total of 100,380 respondents. A sample of 384 respondents was randomly selected for the study, while questionnaire was the instrument used for data collection. The reliability coefficient values of 0.760 and 0.781 were obtained using Cronbach Alpha. The research questions were answered using descriptive statistics such as mean and standard deviation, while the hypotheses were tested using inferential statistics such as ANOVA at 0.05 level of significance. The findings showed that SBMCs engaged in the maintenance of physical facilities through regular inspection and periodic repairs of the broken and depleted facilities and SBMCs provide funds to augment the government's investment in education. The study recommended that SBMCs should intensify efforts at raising funds through cooperate social responsibility and international donors for the development of the schools.*

**Keywords: School-Based, Management and Committees**

### **Introduction**

In Nigeria, public deliberations frequently focus on educational standards. The public dissatisfaction gets deeper, following the annual release of the West Africa Senior School Certificate Examination Results. Students' performances do not appear to match government and parental investments. Stakeholders are concerned with the continual fall in the standards of education. To them, it is questionable whether or not teachers in secondary schools, who are the most important factors in the management of schools and in the quality of a child's education, are competent to teach effectively (Verspoor, 2008). This indicates the need for collective collaborations among stakeholders in strengthening their efforts to resuscitate the declined education standards.

The School-Based Management Committees (SBMCs) have been created as mechanisms to provide platforms for communities and schools to work together to enrich school governance, and promote improved management by education authorities, towards the achievement of better learning outcomes for children in basic education schools. The importance of establishing SBMCs among other things is to bring schools closer to their communities. Though the SBMCs have been established in many schools in Southern Nigeria, only few are reported to have operated effectively. Some related studies have indicated the progress and achievement so far made by the few functional SBMCs in Nigeria (Pinnock, 2012; and UNICEF, 2011).

In Nigeria, the Ministry of Education (MOE) supports the operations of SBMC basically through the Education Sector Support Programme in Nigeria (ESSPIN). The development partners, as well as Non-Governmental Organizations (NGOs), have made several efforts to make school-based management committee efficient and effective (UBEC, 2011). One area of school level management activities that stands out relates to partnerships and collaborations between the school and the community. Usually, it takes the combined efforts and contributions of stakeholders involved in the process to work towards making the school systems functional.

The administration of education in Nigeria was assigned to various education body, they perform management functions such as supervising, inspecting, monitoring, coordinating, controlling, directing and planning for the education system at the federal, state and local levels (UBEC, 2011). The educational bodies include the Ministry of Education, Teachers Service Commission (TESCOM), Universal Basic Education Commission (UBEC), and National Board for Technical Education (NBTE), National Universities Commission (NUC), Nigerian Research Education Development Council (NERDC), National Commission for Colleges of Education (NCCE) and Joint Consultative Committee on Education (JCCE) (UBEC, 2011). Despite the existence of these bodies, school management is still confronted with many challenges such as: infrastructure problem, poor school management and supervision, politicization of education, bureaucracy and administrative bottlenecks which have greatly affected the quality of education in Nigeria. This study attempts to investigate the influence of School-Based Management Committees' Activities on the Management of public senior secondary schools in south-west, Nigeria.

It is observed that mandating the implementation of SBMC Activities in Nigeria schools was designed to become a starting point for improving the quality of national education and students' achievements. However, it appears to be a general problem that facilities in most Nigeria public schools especially in Western part of Nigeria are confronted with poor maintenance, dilapidated and inadequate to provide quality education service delivery.

In Nigeria, issue of inadequate funding has over the years been a major challenge in the education system and this has resulted in the inability of schools to meet the recent educational demands of the society. Even though the private sector is involved in the funding of education in Nigeria, much is still expected from the sector. It is envisaged that members of SBMC will donate money, facilities/equipment, and provide services for schools, which will improve the state of infrastructural facilities, improve the

quality of education, reduce dropout rate, as well as improve the retention rates in schools.

### **Concept of School Based Management Committee**

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 (UBEC, 2011). It is also an initiative, meant to improve the bottom up decision in educational planning and management, so as to facilitate improvement in the quality of education and efficiency. It is aimed at moving secondary education forward through combined effort of government, community, teachers and children, as well as broadening the existing gap between schools and communities where they exist and operate (Pinnock, 2012). Put simply, it is the voice of the communities in schools' governance.

### **Literature Review**

#### **Theoretical Framework**

There are several theories existing in educational administration and planning. In this research, the theory which would be considered most appropriate is system theory. Duwigho (2004) posited that system theory involves a model of energetic input-output system in which the energetic returns, that is the output is reactive to the system. Peretomode (2001) also supported that a system is a group of inter-dependent elements acting together to accomplish a predetermined purpose. The system theory is related to the present study because school is a system and school-based management committees are sub-systems within the school which interact and interrelate as part of the "whole". The level of performances or effectiveness of school-based management committees in the school administration are directly related to the output of the school. This means that if school-based management committees are effective, the output of the school will be of high standard. But if school-based management committees within the school are ineffective, it also results in poor product and poor achievement of set goals of the school system. This is because of the concept of interdependence and inter-relatedness of this theory.

#### **Influence of School-Based Management Committees' Activities on Maintenance of School Physical Facilities in Secondary Schools**

The findings of the study conducted by Nwankwo (2007) on facility acquisition and maintenance in secondary schools revealed that most school facilities in public secondary schools are in deplorable conditions before the advent of SBMCs. According to him, one of the main reasons for current situation is that the education sector, particularly infrastructure are neglected during the military regime for approximately 20 years. The situation has been exacerbated by the fact that most of the facilities that have been constructed in recent years are of low quality and lack good maintenance culture. They have been badly built because of poor procurement practices, poor supervision of construction, poor workmanship, the use of poor materials and political interference.

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 programme is put in place to ensure that the facilities are used efficiently and effectively.

Verspoor (2008) also argued that SBMCs are instrumental in the provision and maintenance of physical facilities in schools and thus should be accompanied by reforms that aim at a more efficient use of available facilities. He emphasized that one of the areas where SBMC's funds are utilized in Nigeria is in provision and maintenance of school physical facilities. He argued that in dealing with physical facilities, school-based management committees' members have to bear in mind where to house the educational program, the population to be served by the facilities and also ensure the maintenance of the facilities to meet current educational demands. However, it should be noted that SBMCs have tremendously improved the maintenance of physical facilities in most secondary schools in Nigeria.

### **Influence of School-Based Management Committees' Activities on Management of Financial Resources in Secondary Schools.**

An investigation by Asyago (2005) on challenges facing management of secondary schools in Machakos District, Kenya, indicated that PTA/SBMC funds were directed towards financing recurrent expenditures in secondary schools such as purchase of stationeries and other running cost. This emphasized the important of PTA/SBMC in funding in Nigeria. Martins (2011) supported that that non-governmental organization is an association registered under the societies registration act, public trust act and the companies act with general body, executive, paid staff and volunteers. Since the financing of education is a joint responsibility and involves the private sector, a good school administrator must avail himself the opportunity of involving any of the NGOs in the state in funding his school in any form. Thus, every school principal should learn how to blow his trumpet and execute his school projects. Consequently, a study conducted by Khadijat, Mulikat and Isaac (2017), on impact of SBMCs grants on girls' enrolment, completion and performance in Bauchi State Junior Secondary Schools also revealed that SBMCs performed several roles such as fund raising and making financial contributions in kind and cash to meet immediate and recurrent expenses of the school. Suleiman and Bawa 2009 also supported this fact by emphasizing in the findings of a study conducted in five states on SBMCs, that though SBMCs are inaugurated in schools, but they are not functional due to lack of financial resources and inadequate skills required for the SBM to set up. This means the funds provided by SBMCs are inadequate to provide capital projects such as libraries, laboratories and other capital intensive infrastructure in the schools.

### **Purpose of the Study**

1. To examine School-Based Management Committees (SBMCs) Activities on maintenance of school physical facilities in public senior secondary Schools in South-West, Nigeria
2. To assess School-Based Management Committees (SBMCs) Activities on management of financial resources in public senior secondary schools in South-West, Nigeria

### **Research Questions**

1. Do School-Based Management Committees' (SBMCs) have any Activities on maintenance of physical facilities in public senior secondary schools in South-West, Nigeria?
2. What are the School-Based Management Committees (SBMCs) Activities on management of financial resources in public senior Secondary schools in South-West, Nigeria?

### **Research Hypotheses**

1. There is no significant difference in the opinions of Principals, Teachers, SBMC members and Inspectors on the influence of School-Based Management Committees (SBMCs) Activities on maintenance of school physical facilities in public senior secondary schools in South-West, Nigeria.
2. There is no significant difference in the opinions of Principals, Teachers, SBMC members and Inspectors on the influence of School-Based Management Committees (SBMCs) Activities on management of financial resources in public senior secondary schools in South-West, Nigeria.

### **Methodology**

This study adopted a descriptive survey. This design is appropriate for this study, which collected data from public senior secondary school principals, teachers, SBMC members and inspectors in order to determine the influence of school-based management committees' activities on management of public senior secondary schools. However, fifty four (54) public senior secondary schools were selected for the study, with a total population of 100,380 respondents (2,280 principals, 64,009 teachers, 30,702 SBMCs' members and 3,389 inspectors). The Research Advisor (2006) sampling size distribution table was used to select 384 respondents from 54 public senior secondary schools as sample for the study. However, purposive sampling technique was used to select 54 public senior secondary schools in south-west, Nigeria. The researcher used simple random sampling technique of balloting to select 54 principals, 200 teachers, 118 SBMC members and 12 inspectors from the entire population. The instrument used for data collection is a structured questionnaire titled "Influence of School-Based Management Committees' Activities on the Management of Public Senior Secondary Schools Questionnaire" (ISBMCAMPSSSQ) comprised 20 items were separated into two sections. Ten items on maintenance of physical facilities while the other ten on management of financial resources. The items were structured on a five point rating scale of strongly agree, agree, undecided, disagree and strongly disagree.

The instrument was validated by experts in educational administration and planning. The Cronbach Alpha was used to obtain the reliability coefficients of 0.760 and 0.781 respectively. The instrument was personally administered to respondents by the researcher. Data collected were analyzed using relevant descriptive and inferential statistics. Descriptive statistics such as mean and standard deviation were used to answer the research questions, while inferential statistics such as ANOVA (Analysis of Variance) was used to test all hypotheses at 0.05 level of significance, to determine the differences in the opinions of the respondents. The Statistical Package for Social Science (SPSS) version 2.0 was used to facilitate data analysis.

## Results

### Research Question 1

Do School-Based Management Committees' (SBMCs) have any Activities on maintenance of physical facilities in public senior secondary schools in South-West, Nigeria?

**Table 1: Opinion of Respondents on SBMCs Activities on Maintenance of School Physical Facilities in Public Senior Secondary Schools in South-West, Nigeria**

S/N	ITEMS	Respondents	S	A	U	D	S	Me	Std.D
			A				D	an	v
1	Maintenance of physical facilities through SBMCs has tremendously improved teachers' quality of teaching	Principals	3	29	11	8	3	3.39	0.998
		Teachers	1	61	77	38	1	3.10	0.985
		SBMC	1	41	40	23	3	3.15	1.001
		Members	7	8	3	1	7	3.58	0.669
		Inspector	-				-		
2	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	Principals	3	32	6	9	4	3.39	1.071
		Teachers	1	88	40	43	1	3.24	1.089
		SBMC	5	46	31	22	4	3.22	1.087
		Members	1	4	7	1	9	3.25	0.669
		Inspector	0				-		
3	Regular and prompt maintenance of physical facilities by SBMCs prolong the facilities' life span	Principals	5	32	5	7	5	3.46	1.128
		Teachers	2	73	63	33	1	3.31	1.029
		SBMC	1	51	32	17	0	3.36	1.034
		Members	1	2	-	9	7	3.00	0.739
		Inspector	1				1		
4	SBMCs ensure that repair of school buildings are not delayed to avoid a total breakdown	Principals	7	25	4	7	1	3.19	1.388
		Teachers	3	59	43	42	1	3.20	1.261
		SBMC	4	42	25	26	2	3.29	1.163
		Members	1	2	6	4	2	2.83	0.718
		Inspector	7				8		
5	SBMCs always ensure that broken chairs and tables are quickly repaired	Principals	6	19	10	16	3	3.17	1.145
		Teachers	2	46	60	50	1	3.08	1.166
		SBMC	7	40	32	23	7	3.33	1.102
		Members	1	2	4	6	6	2.67	0.778

		Inspector	7							
			-							
6	SBMCs ensure that laboratory facilities are well utilized through regular inspection to the laboratory	Principals	5	21	15	9	4	3.26	1.085	
		Teachers	1	47	70	52	1	3.00	1.082	
		SBMC	7	31	40	28	2	3.14	1.085	
		Members	1	1	5	2	5	2.17	1.193	
		Inspector	3				3			
			1							
7	SBMCs ensure that for efficient service delivery, the servicing of school equipment are not delayed until they breakdown	Principals	1	20	14	7	2	3.57	1.075	
		Teachers	1	36	64	52	2	3.00	1.186	
		SBMC	2	17	43	24	0	3.14	1.221	
		Members	8	1	5	5	1	2.50	0.798	
		Inspector	2				1			
			3			1				
			-							
8	SBMCs ensure that the maintenance of major school facilities are carried out in school on a monthly basis	Principals	8	20	10	8	-	3.67	0.911	
		Teachers	1	54	55	67	8	3.02	1.044	
		SBMC	6	34	37	32	4	3.14	1.029	
		Members	1	2	5	2	3	2.50	1.087	
		Inspector	1							
			-							
9	Public schools with inefficient SBMCs are confronted with the problem of poor maintenance of physical facilities	Principals	8	22	10	12	2	3.41	1.108	
		Teachers	2	30	75	55	1	2.96	1.142	
		SBMC	5	18	39	30	5	3.14	1.221	
		Members	2	1	6	5	8	2.67	0.651	
		Inspector	3				-			
			-							
10	SBMCs ensure that sporting facilities are well maintained in order to promote physical health and mental fitness of the students	Principals	1	9	9	14	7	3.41	1.019	
		Teachers	5	60	66	45	7	3.10	1.107	
		SBMC	1	36	32	31	9	3.04	1.143	
		Members	7	3	8	1	-	3.17	0.577	
		Inspector	1							
			0							
			-							

**Source : Field Work (2019)**

Table 1 above indicated that majority of the respondents from item 1 – 10 accepted in line with decision mean that SBMCs actively engaged in the maintenance of physical facilities in public senior secondary schools in south-west, Nigeria. These physical facilities include buildings, hostels, chairs, laboratories, libraries, field, classroom etc. It was also revealed that maintenance of physical facilities through SBMCs has tremendously improved teachers' quality of teaching. 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.

**Research Question 2:** What are the School-Based Management Committees (SBMCs) Activities on management of financial resources in public senior Secondary schools in South-West, Nigeria?

**Table 2: Opinion of Respondents on SBMCs Activities on management of financial resources in Public Senior Secondary Schools in South-West, Nigeria**

S/N	ITEMS	Respondents	SA	A	U	D	SD	Mean	Std.Dv
11	SBMCs provide funds to support school management in providing facilities such as classrooms, laboratories, libraries etc	Principals	19	7	11	15	2	3.48	1.328
		Teachers	23	45	70	48	14	3.06	1.133
		SBMC	14	31	36	30	7	3.12	1.126
		Members	-	3	8	-	1	3.08	0.793
12	SBMCs ensure that public schools are adequately funded in order to improve the quality of education delivery	Principals	15	7	9	14	7	3.20	1.433
		Teachers	24	47	43	13	2	3.10	1.130
		SBMC	9	34	19	8	1	3.12	1.047
		Members	-	3	3	5	1	2.58	1.165
13	SBMCs support school management with funds to augment the payment of teachers' salaries	Principals	15	13	14	11	3	3.56	1.160
		Teachers	14	62	77	42	5	3.19	0.932
		SBMC	9	32	44	24	9	3.07	1.044
		Members	-	2	6	4	-	2.83	0.718
14	Adequate funding of schools by SBMCs is an important step in reducing the burden of education on parents and students	Principals	19	9	12	11	3	3.57	1.340
		Teachers	10	69	64	44	13	3.10	1.022
		SBMC	6	40	38	29	5	3.13	1.017
		Members	-	4	4	4	-	3.00	0.853
15	Additional funding of school by SBMCs will reduce the government's investment on education	Principals	16	9	10	14	5	3.31	1.385
		Teachers	14	70	66	42	8	3.20	0.982
		SBMC	5	38	38	22	15	2.97	1.093
		Members	-	3	8	1	-	3.17	0.577
16	SBMCs funding of public schools has tremendously impacted on school image and the level of patronage	Principals	17	12	9	12	4	3.48	1.342
		Teachers	24	48	76	45	8	3.19	1.028
		SBMC	7	33	37	29	12	2.95	1.085
		Members	-	1	10	1	-	3.00	0.426
17	The volume of funds made available by SBMCs in public schools will determine how the	Principals	17	17	12	7	1	3.76	1.148
		Teachers	19	57	70	49	5	3.18	1.005
		SBMC	7	33	43	22	12	2.97	1.113
		Members	-	2	10	-	-	3.17	0.389

	educational objectives can be achieved	Inspector							
18	Funds provided by SBMCs are judiciously utilized by school management	Principals	17	13	9	13	2	3.56	1.269
		Teachers	18	80	65	24	13	3.33	1.018
		SBMC	17	40	37	17	7	3.36	1.083
		Members	-	2	8	2	-	3.00	0.603
		Inspector							
19	SBMCs continuously provide funds for training and retraining of teachers in order to improve their quality of teaching	Principals	17	9	15	12	1	3.54	1.209
		Teachers	22	69	51	48	10	3.22	1.086
		SBMC	9	36	36	32	5	3.10	1.024
		Members	-	3	3	6	-	2.75	0.866
		Inspector							
20	SBMCs provide fund for procurement of stationeries and other teaching and learning materials to aid effective teaching and learning activities	Principals	18	7	14	12	3	3.46	1.313
		Teachers	31	52	65	39	13	3.24	1.132
		SBMC	13	26	53	20	6	3.17	1.007
		Members	-	2	4	6	-	2.67	0.778
		Inspector							

**Source: Field Work 2019.**

Table 2 above showed that majority of the respondents from item 11 – 20 accepted in line with the decision mean that SBMCs provide funds to augment government investment in the management public senior secondary schools in South-West, Nigeria. SBMCs provide funds to support school management in providing facilities such as classrooms, laboratories, libraries etc. SBMCs provide fund for procurement of stationeries and other teaching and learning materials to aid effective teaching and learning activities

### Hypotheses Testing

**Ho1:** There is no significant difference in the opinion of Principals, Teachers, and SBMC's members and inspectors on the influence of School-Based Management Committees (SBMCs) Activities on maintenance of school physical facilities in public senior secondary schools in South-West, Nigeria.

**Table 3: Summary of Analysis of Variance (ANOVA) in the Opinions of Respondents on the School-Based Management Committees (SBMCs) Activities on Maintenance of Physical Facilities in Public Senior Secondary Schools in South –West, Nigeria**

Status	Sum of Square	Df	Mean of Square	F	Prob	F-critical	Decision
Between Groups	503.065	3	167.688	4.555	.004	2.84	Rejected
Within Groups	13989.894	380	36.816				
Total	14492.958	383					

**Source: Field Work 2019.**

As shown in Table 3, if the Prob value is less than the level of significance the hypothesis is rejected, but if otherwise it is retained. The calculated F-value (4.555) is greater than critical 2.84, while the Prob value (0.04) is less than the significant value of 0.05 which indicated that there is significance difference in the opinions of respondents on School-Based Management Committees (SBMCs) Activities on maintenance of school physical facilities in public senior secondary schools in South-West, Nigeria. The Prob value (0.04) is less than the significant value of 0.05 which indicated that Null hypothesis 1 is hereby rejected.

**Ho2:** There is no significant difference in the opinions of Principals, Teachers, SBMC members and inspectors on the influence of School-Based Management Committees (SBMCs) Activities on management of financial resources in public senior secondary schools in South-West, Nigeria.

**Table 4: Summary of Analysis of Variance (ANOVA) in the Opinions of Respondents on the School-Based Management Committees (SBMCs) Activities on Management of Financial Resources in Public Senior Secondary Schools in South-West, Nigeria**

Status	Sum of Square	Df	Mean of Square	F	Prob	F-critical	Decision
Between Groups	685.103	3	228.368				
				7.274	.000	2.84	Rejected
Within Groups	11929.522	380	31.393				
Total	14492.958	383					

**Source: Field Work 2019.**

As shown in Table 4, if the Prob value is less than the level of significance the hypothesis is rejected, but if otherwise it is retained. The calculated F-value (7.274) is greater than critical 2.84, while the Prob value (0.00) is less than the significant value of 0.05 which indicated that there is significance difference in the opinions of respondents on School-Based Management Committees (SBMCs) Activities on management of financial resources in Public Senior Secondary Schools in South-West, Nigeria. The Prob value (0.00) is less than the significant value of 0.05 which indicated that Null hypothesis 2 is hereby rejected.

### Discussions of Findings

This study was carried out to examine influence of school-based management committees (SBMCs) activities on the management of public senior secondary schools in south-west, Nigeria. The discussions were presented based on the hypotheses tested. Seven hypotheses were tested using Analysis of Variance (ANOVA) at 0.05 level of significance. Four hypotheses were rejected and three were retained in line with the decision rule that if the P-value is less than the level of significance the hypothesis is rejected, but if otherwise it is retained.

The summary of ANOVA on table 3 indicated that the P-value (.004) is less than 0.05 level of significance. This means that there was significance difference in the opinions of respondents on School-Based Management Committees (SBMCs) Activities on

maintenance of school physical facilities in public senior secondary schools in South-West, Nigeria. Consequently, the null hypothesis one was rejected. To back this up, the descriptive mean on table 1 items 1-10 which sought the opinions of respondents on SBMCs Activities on maintenance of school physical facilities in public senior secondary schools in south-west, Nigeria showed that majority of the respondents accepted that the maintenance of physical facilities through SBMCs have tremendously improved teachers' quality of teaching.

Also, SBMCs have equally ensured that school libraries, toilets, laboratories, sporting facilities, equipment and classrooms were properly utilized and maintained in such a way that will encourage the students to learn under a conducive atmosphere. This outcome necessitated the rejection of the null hypothesis one and this implies that School-Based Management Committees actively engaged in the maintenance of physical facilities in public senior secondary schools. This is in support of Verspoor (2008) who opined that SBMCs are instrumental in the provision and maintenance of physical facilities in schools and thus SBMCs should be accompanied with reforms that can further enrich the efficient use of available of facilities. The finding of this study is related to a research conducted by James (2016), on evaluation of activities of school-based management committees in secondary schools in Zaria and Giwa Education Zones in Kaduna State.

Its research finding revealed that there is a significant difference in the opinions of respondents on the influence of School-Based Management Committees (SBMCs) in ensuring good learning environment for students in secondary schools in Zaria and Giwa education zones in Kaduna State. Consequently, the null hypothesis was rejected with P- value .003 is less than 0.05 level of significance. The finding of the present study also tallied with the finding of Adedokun (2011), whose research on maintenance of facilities revealed that education has a significant impact on maintenance culture in the country. He opined that in dealing with physical facilities, school-based management committees' members have to bear in mind the maintenance of the physical facilities to meet current educational demands. This necessitates the need for SBMCs to inculcate innovations in the maintenance of physical facilities in secondary schools in order to meet recent educational demands of the society. Ajayi (2000) equally supported that the involvement of SBMCs in the maintenance of physical facilities in the school system is an attempt to boost teachers' job performance and achievement of educational objectives. This assertion is also in tandem with the conclusion of James (2016), who submitted that SBMC's school improvement is a reflection of effective maintenance of learning environment and security of the school.

Table 4 showed that the computed P-value (.000) is less than 0.05 level of significance. This means that significant differences existed in the opinions of respondents on School-Based Management Committees (SBMCs) Activities on management of financial resources in public senior secondary schools in South-West, Nigeria. Consequently, the null hypothesis two was rejected. In view of the above, the observed response mean on table 2, items 11 – 20 revealed that majority of the respondents accepted that SBMCs provide funds to support school management in providing facilities such as textbooks, uniforms, stationeries etc, and funds provided by SBMCs are judiciously utilized by school management. This outcome necessitated

the rejection of the null hypothesis two which implies that School-Based Management Committees provide financial resources in public senior secondary schools. The finding of the present study is in line with the view of Asyago (2005), who acknowledged that PTA/SBMC funds were directed towards financing recurrent expenditures in secondary schools such as purchase of stationeries and other running cost. The result of this study is also in tandem with the finding of a research conducted by Dede (2016), on assessment of funding and management in public secondary schools in Gashua'a and Nguru Education Zones, Yobe State, Nigeria. Its research finding indicated that there is significant difference in the opinions of principal, teachers, M.O.E officials and PTA/SBMC on how government funding and managing the public secondary Schools in Gashu'a and Nguru Educational Zones, Yobe State. Consequently, its null hypothesis was rejected where P- value .003 is less than 0.05 level of significance. The outcome of the present research is also related to an investigation conducted by Khadijat, Mulikat and Isaac (2017), on impact of SBMCs grants on girls' enrolment, completion and performance in Bauchi State Junior Secondary Schools. Their research findings indicated that SBMCs performed several roles such as fund raising and making financial contributions in kind and cash to meet immediate and recurrent expenses of the school. This means the funds provided by SBMCs are inadequate to provide capital projects such as libraries, laboratories and other capital intensive infrastructure in the schools.

### **Conclusion**

Improving secondary education is not only the duty of the school principal, but all stakeholders in the school system. The school-based management committee (SBMC) is established by the government to support the efforts of school authorities in ensuring effective school administration and contributing to the overall improvement of the school for goals attainment. However, the findings of the study revealed that school based management committees (SBMCs) actively involved in the maintenance of physical facilities in secondary schools, though maintenance impact has not been felt due to inadequate skills and wrong maintenance approach put in place by the SBMCs. The finding also showed that SBMCs have been effective in mobilizing funds from communities to support school development, but the funds are inadequate and they have not been able to act as an alternative mechanism of reducing government's financial burden in providing free education, as larger parts of school expenses are being taken care by the government.

### **Recommendations**

In view of the findings and conclusions of this study the researcher recommends that:

1. SBMC stakeholders should be exposed to training on school physical facility maintenance in consonance with the goals and objectives of the education system through strategic adherence to innovative maintenance inspection by instituting standardized physical facilities sustainability and utilization practice to meet the current educational needs of the society.
2. SBMCs should utilize the opportunity of corporate social responsibilities of international donor agencies, philanthropists and private organizations to raise funds for provision capital projects in schools and also intensify enlightenment of the general public concerning SBMCs activities as another avenue for fund raising for the development of the schools.

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