

INFLUENCE OF PRINCIPALS' MANAGEMENT STRATEGIES AND IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT COMMITTEE IN BASIC SCHOOLS IN NORTH CENTRAL NIGERIA

Hauwakulu, SABA

*Department of Early Childhood Care and Education,
Niger State College of Education, Minna
Email: hauwaks64@gmail.com*

Abstract

This study is titled 'Influence of Principals' Management Strategies and Implementation of School-Based Management Committee in Basic Schools in North-Central Nigeria'. Descriptive survey design was used for this study. Two research questions were asked which were: What is the influence of principals' decision-making strategies and resource mobilization strategies on implementation of SBMC in basic schools in North central Nigeria. The population of the study was 70,241 with sample size 1,517. The instrument used to collect data were self-deigned questionnaire that contained 5 items each making a total of 10. The reliability of the instrument was ascertained using a split-half method to determine consistency of the results and reliability indexes was 0.75. Mean and standard deviation as well as linear regressions were used for data analysis. The findings from this study revealed that there was significant relationship between principals' management strategies of decision making, resource mobilization and implementation of School-Based Management Committee in north-central Nigeria. Hence, the two hypotheses were rejected. It was recommended that principals should continue to involve youths, women associations and SBMC members in their management strategies to mobilize resources and contribute to the development of basic schools through effective and sustainable implementation of School-Based Management Committees in North-Central Nigeria.

Keywords: Influence, Principals' Management Strategies, Implementation, School-Based Management Committee and Basic Schools.

1.0 Introduction

Education has remained a social process in capacity building as well as a way of maintaining societies for decades. It is regarded as a weapon for acquiring skills, relevant knowledge and habits for surviving in today's changing world. That is why education all over the world is viewed as a tool for national development. Different programmes, policies and reforms have been introduced into the education sector in Nigeria over the years that included Universal Primary Education (UPE) in 1976, Universal Basic Education (UBE) in 1999 and School- Based Management Committee

(SBMC) in 2006. Ogbaji (2010) opined that Nigeria like many other countries view education as a process through which the society assists the younger generation to understand the heritage of their past, participate productively in the present as well as contribute to the future.

Before SBMC in Nigeria and prior to the introduction of both the Islamic and Western systems of education in the country, the phenomenon of child training and child education depended heavily on the members of the immediate community. That was because in traditional African society 'a child is the child of all' (Fafunwa, 1974 in

Kanau, & Haruna, 2013). Nevertheless, the school head was responsible for all the decisions taken about the school without consultation with the community. The idea of having School- Based Management Committee to oversee the management of basic schools is an important aspect of educational reform not only in Nigeria but globally and the principal is the school head that oversees the implementation of all the educational programmes introduced into the school. More so, the idea of SBMC was introduced in order to facilitate the implementation process of Universal Basic Education (UBE), so the National Council on Education (NCE) at its 52nd Meeting in Ibadan Oyo State in 2005 approved the policy memorandum establishing SBMCs in all primary schools in the country thus making it mandatory for every school in Nigeria to establish an SBMC. Accordingly in 2006, it mandated the establishment of School-Based Management Committees (SBMCs) in all basic schools in the country (Oduwaiye, & Bakwai, 2015).

The overall goal of SBMC policy is to improve learning outcomes and create a sense of community participation and ownership in the development of schools. This is in accordance with the National Policy on Education (NPE) section 12 (104b) (FRN, 2014) which allows close participation and involvement of the communities at the local level in the administration and management of their schools. The initiative was meant to improve decision-making in educational planning and management of Basic Schools. According to the trainee's manual for implementing SBMC, this was also to facilitate improvement in the quality of education and efficiency in basic schools and that is the reason decentralization, devolution, autonomy, accountability and responsibility is the basis of reform

programmes in education (Adam, & Mier, 2012).

The importance of the management of basic education cannot be over emphasized. The Universal Basic Education (UBE) which is a scheme aimed at providing free, quality, functional and compulsory education to all Nigerian children from primary to the junior secondary school level (JSS1-3) is commendable. According to Federal Republic of Nigeria (2012), the basic schools are situated in the communities; so invariably, the communities remain the pivots of basic education delivery since all schools domiciled in the communities belong to them. It is stated in According to Universal Basic Education Commission (UBEC, 2012) that the first batch of the UBE programme (lower basic) was enrolled in 2000/2001 academic session and the upper basic in 2006/2007. Today, the rise of the authority of schools and other institutions of learning including basic schools at different policy-making levels is related to the effectiveness of these schools and the definite principle accepted globally.

The principal being the head of the school is very vital to the success of any programme introduced into the school. The principal's role includes developing, implementing, and evaluating the programs within the school. The principal runs the school as well as responsible for creating a conducive teaching and learning atmosphere for the teachers and learners. The success of any school programme whether public or private therefore, depends largely on the extent to which individual talents and efforts of all stake holders are harnessed by the principal towards achieving the stated objectives of the school. Again, when the principals possess effective management strategies, it would go a long way to help in implementation of school programmes

which apparently would exert on a variety of influence on teachers, students and the entire school community and make SBMC more effective and sustainable in view of the recent global development in education.

However, management of education has remained an area that has posed challenges in the entire educational system due to implementation failures among others. That is why principals' management strategies of decision making and resource mobilization strategies in this study are considered very important in implementing school programmes like SBMC. SBMC is all about stakeholders' involvement in the central decision making of the school and the community in which the school is sited. It is against this background that this study was aimed at investigating the influence of principals' management strategies and implementation of school-based management committee in basic schools in North-Central Nigeria.

1.1. Statement of the Problem

The implementation of SBMC in basic schools by the principals has been bedeviled by many challenges emanating from the devolution of power from central to the school level which is the main idea of the programme. The principal used to be the sole decision maker in the school system where as the teachers and community members were hardly given the chance to have a say in decision making and other activities in school governance. The introduction of SBMC was seen as a step towards making the schools become more relevant to the communities in which they are situated by involving the latter into the decision-making process.

However, the principals became skeptical with the feelings that SBMC has come to usurp their powers based on the fact that decisions and ownership of the schools now rests with SBMC of which the principal is a

member while the traditional ruler of the community is the chairman. The change in status quo means the principal has to contend with community members who now form membership of SBMC and more often are found to be illiterates and possess low administrative skills to run a school. That is why this study aimed to examine the strategies the principals use in order to determine which of them are mostly relevant to the implementation and success of SBMCs in basic schools in north central Nigeria. Based on the above reasons, this study aimed at investigating the influence of principals' management strategies and implementation of school-based management committee in basic schools in North-Central Nigeria.

1.2. Research Questions

For the purpose of this study, the following research questions were asked:

1. What is the influence of principals' decision-making strategies on implementation of SBMC in basic schools in north central Nigeria?
2. What is the influence of principals' resource mobilization strategies on implementation of SBMC in basic schools in north central Nigeria?

1.3. Hypotheses

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

H₀₁: There is no significant relationship between principals' decision-making strategies and implementation of SBMC in basic schools in north central Nigeria

H₀₂: There is no significant relationship between principals' resource mobilization strategies and implementation of SBMC in basic schools in north central Nigeria.

2. Methodology

Descriptive survey was used for this study. Survey design was used because it permits the researcher to study small sample and later generalize the findings to the whole population. According to Federal Republic of Nigeria, (2016), the population of this study is 70 241 comprising of 2 812 principals, 27 739 teachers and 39,690 SBMC members in North Central Geo-Political Zone of Nigeria. The sample size for this study was 1 517 which consisted of 126 principals, 490 teachers and 901 SBMC members. The sample of principals was determined using 10% while 5% was used to select sample for teachers and SBMC members as was justified by Nwana (1981) who opined that if the population is few hundreds, a 40% or more sample was considered adequate for the study; if many hundreds, a 20 % and if a few thousand a 10% will do, and if several thousands, a 5% or less sample shall be considered as adequate and representative of the population. The sampling procedure adopted for the study was multistage using proportionate, simple random and stratified sampling techniques. The respondents were grouped into states to ease the use of simple random as they were selected proportionately.

For the purpose of data collection for this study, a self-designed research instrument was developed by the researcher. The instrument was titled, Principals' Management Strategies Questionnaire (PMSQ). The (PMSQ) was made up of two sections. The instrument contained five (5) structured items to answer research questions on principals' management strategies. The instrument was rated on a four-point modified Likert-rating scale ranging from: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) while responses in section 'C' which is on the

level of implementation of SBMC was rated as FI=Fully Implemented, FI= Fairly Implemented, RI=Rarely Implemented and NI= Not Implemented.

The face, content and construct validity of the instrument was ascertained subjecting some items to modifications. In order to ascertain the reliability of the instrument, a pilot test was conducted in 10 public Junior Secondary Schools in Kwara State which is not part of the sample states consisting of 100 respondents. It consisted of 10 principals, 40 teachers and 50 SBMC members. The researcher opted for split half method and Cronbach Alpha was used to determine internal consistency of the instrument and reliability indexes of 0.75 which implied the instrument was reliable. The data collected for this study was analyzed using descriptive and inferential statistical analyses. The research questions were answered using mean and standard deviation while linear regression was used to test the hypotheses.

3. Results

For the research questions, a mean score of 2.5 and above indicated positive response and acceptance of the item while a mean score below 2.5 indicated negative response and rejection of the item. On the other hand, a hypothesis is accepted when the p-value is less than 0.05 level of significance while an hypothesis is rejected when the p-value is greater than 0.05 level of significance. However, the statistical Package for Social Sciences (SPSS) software was used for data analysis.

Research Question One: What is the Influence of Decision-Making Strategies on Implementation of SBMC in Basic Schools in North-Central Nigeria?

Table 1: Influence of Principals' Decision-Making Strategy on Implementation of SBMC in Basic Schools in North-Central Nigeria

S/N	Items	4	3	2	1	Mean	S.D	Decision
1	Recognises the contributions of SBMC members in decision making in the school	256	185	96	79	3.00	0.63	Agreed
2	Involves teachers in decision making about the school.	346	205	49	16	3.43	0.91	Agreed
3	Involves SBMC members in decision making about the school	150	262	80	124	2.71	0.71	Agreed
4	Allows contribution from women representatives on decisions about the school.	220	143	236	17	2.92	0.81	Agreed
5	Allows contributions from students' representative in decision making.	123	226	131	136	2.55	0.61	Agreed
Sectional Mean/Standard Deviation						2.92	0.73	Agreed

Source: Field Survey, 2021

Table 1 shows the influence of Principals' decision-making strategy on implementation of SBMC in basic schools in North-Central Nigeria with a sectional mean of 2.92 and standard deviation of 0.73. Analysis shows that all the items were agreed on by the respondents with mean scores ranging between mean scores of 2.55 to 3.43 showing that principals' decision-

making strategy has influence on implementation of SBMC in basic schools in North-Central Nigeria.

Research Question Two: What is the Influence of Principals' Resource Mobilization Strategy on Implementation of SBMC in Basic Schools in North-Central Nigeria?

Table 2: Influence of Principals' Resource Mobilization Strategy on Implementation of SBMC in Basic Schools in North-Central Nigeria

S/N	Item	4	3	2	1	Mean	S.D	Decision
1	Encourages parents towards funding of school activities.	346	205	49	16	3.43	0.61	Agreed
2	Encourages SBMC members to fund school projects.	150	262	80	124	2.71	0.75	Agreed
3	Involves women association in contributing to funding of school activities.	212	159	65	180	2.65	0.67	Agreed
4	Involves old students of the school in contributing to school activities	151	225	128	112	2.67	1.08	Agreed

5	Community members with various skills also contribute to school activities.	222	100	214	80	2.75	1.01	Agreed
Sectional Mean/Standard Deviation						2.84	0.82	Agreed

Source: Field Survey, 2021

Table 2 shows the responses of respondents on influence of principals' resource mobilization strategy on implementation of SBMC in basic schools in north-central Nigeria. The mean of the response's ranges from 2.6 to 3.4 with aggregate mean of 2.84 and standard deviation of 0.82 which indicated there was agreement among the respondents on the items stated.

Hypotheses Testing

Hypothesis One: There is no significant relationship between principals' decision-making strategy and implementation of SBMC in basic schools in north-central Nigeria.

Table 3: Summary of Linear Regression Analysis on Relationship between Principals' Decision-Making Strategy and Implementation of SBMC in basic schools in north-central Nigeria

Model	Unstandardized Coefficients		Standardized Coefficients	R Square	T	Sig.	Decision
	B	Std. Error					
1	(Constant)	1.09	.125	0.04	8.80	0.00	Rejected
	Decision	.185	.034				

Source: Field Survey, 2021

From table 3, the t-value 5.46 and the P-value is 0.00 at 0.05 levels of significance. Since the p-value is less than the level of significance set for study (0.05). The hypothesis was therefore rejected. This implies that there was significant relationship between principals' decision-making strategy and implementation of SBMC in basic schools in North-Central Nigeria. The standardized coefficients Beta

was 0.21 which translates to 22 % level of implementation of SBMC in relation to principals' decision-making strategies in basic schools in North-Central Nigeria.

Hypothesis Two: There is no significant relationship between principals' resources mobilization strategy and implementation of SBMC in Basic Schools in North-Central Nigeria.

Table 4: Summary of Linear Regression Analysis on relationship between Principals' resource mobilization and the implementation of SBMC in basic schools in north-central Nigeria

Model		Unstandardized Coefficients		Standardized Coefficients	R Square	T	Sig.	Decision
		B	Std. Error	Beta				Rejected
1	(Constant)	1.20	.125		0.03	9.67	0.00	
	Resources	.158	.034	0.18		4.61	0.00	

Source: Field Survey, 2021

From table 4, the t-value is 4.61 and the P-value is 0.00 at 0.05 levels of significance. Since the p-value is less than the level of significance set for study (0.05), the hypothesis was therefore rejected. This implies that there was significant relationship between principals' resource mobilization strategy and the implementation of SBMC in basic schools in North-Central Nigeria. The standardized coefficients Beta was 0.18 when which translates to 18.6% level of implementation of SBMC in relation to principals' resource mobilization strategy strategies in basic schools in North-Central Nigeria.

Summary of Major Findings

The findings from this study revealed the following:

1. The findings from this study revealed that there is significant relationship between principals' management strategy of decision making and implementation of SBMC in basic schools in north central Nigeria. The hypothesis was therefore rejected.

2. The findings from this study revealed that there is significant relationship between principals' management strategy of resource mobilization and implementation of SBMC in basic schools in north central Nigeria. The hypothesis was therefore rejected.

3.2 Discussion of the Findings

The findings from this study revealed that there is significant relationship between principals' management strategy of decision making and implementation of SBMC in basic schools in North-Central Nigeria. The hypothesis was therefore rejected. The finding was similar with that of Anikweze (2011) which found that leadership of SBMC permitted equitable representation of stakeholders like staff, students and community members and that there is good relationship among members of SBMC and satisfactory decision-making process in the schools. In agreement with this study also was a study by Khalid, Amal and Abu-Romi (2015) which revealed that schools that use School Based Management (SBM) have recorded improvement in organizational structure and participation in decision making as well as budget management while teachers are more satisfied with their work. In addition, Mbon (2017) concluded that school heads' decision-making styles have significant influence on teachers' task performance.

On resource mobilization, it was revealed that the principals involve the communities through SBMC members, women associations, parents and old students in funding school activities and programmes to

bring about realization of implementation of SBMC in basic schools in north-central Nigeria. This is in agreement with finding of Joyce, John and Joash (2013) which found that SBM addressed management crisis in schools, improve accountability, make teachers committed in discharging their duties and lead to efficient use of resources. A study by Bala and Yusuf (2016) also indicated that SBMC resource mobilization advocacy strategies are related to infrastructural development in basic schools. Also, similar to this study was a study by Vallimah and Daud (2016) which revealed that the more effectively the principals played their roles, the more effective the school vision and mission were implemented and the more human resources would be efficiently managed.

4.0 Conclusion

Based on the findings from this study, it was concluded that the principals of basic schools in north central Nigeria through their managerial strategies, do involve SBMC members, teachers, old students, artisans, youth leaders, secretaries, treasurers, and women representatives in decision-making strategies to enhance effective management and realization of implementation of SBMC. Also, from the responses of the respondents in this study, it is hereby concluded that principals of basic schools in north central Nigeria through their managerial strategies do involve the community through SBMC members, women associations and old boys/girls in funding school activities and programmes to bring about realization of implementation of SBMC. Thus, communities now take ownership of their schools as they contribute by mobilizing resources to develop basic schools in north central Nigeria.

4.1 Recommendations

The following recommendations were therefore made:

- The principals should continue to involve SBMC members in various committees to enhance their participation in decision-making process towards achieving effective implementation of SBMC in basic schools in north central Nigeria.
- Through the SBMC, the principals should continue to involve women associations and old boys/girls of the school in funding activities and programmes to sustain SBMC resource mobilization.

References

- Adam, E. N. & Meir, M. (2012). The equity consequences of school-based management. *International Journal of Educational Management*, 20(2), 116-126.
- Anikweze, M. C. (2011). *An evaluative survey of the effectiveness of School-Based Management Committees in the federal capital territory*, Abuja: FCT education planning and management division, education secretariat.
- Bala, B. B. & Yusuf, A. (2016). School-based management committee strategies and infrastructural development in basic schools. *International Journal of Tropical Educational issues*, 1(1), 96-115.
- Federal Republic of Nigeria (2016). *Nigeria digests of education statistics: 2014-2016*. Federal Ministry of Education, Abuja.

- Federal Republic of Nigeria (2014). *National Policy on Education*. Nigerian Educational Research and Development Council, Abuja.
- Federal Republic of Nigeria (2012). *Trainees' manual for training of school-based management committees on whole school development project*. Federal Ministry of Education, Abuja.
- Joyce, W. K., John, O. K. & Joash, A. M. (2013). School-based management prospects and challenges: A case of public secondary schools in Murang'a South District, Kenya. *International Journal of Asian Social Science*, 3(5), 1166-1179
- Kalid, A., Amal, M. & Abu-Romi, K. (2015) School-based management: Arab education system in Israel. *Journal of Educational Administration* 54(2): 191-208
- Kanau, A. A. & Haruna, M. J. (2013). Towards promoting community participation in education in Nigeria. *Academic Journal of Interdisciplinary Studies*, 2(7), 214-225.
- Mbon, U. F. (2017). Head-teachers' managerial behaviour and teachers task performance in public primary schools in Calabar –South Local Government Area, Cross river state, Nigeria. *Global Journal of Educational Research*, 16(2), 46-58.
- Nwana, O. C. (1981). *Introduction to educational research*. Heinemann educational books (Nig. Ltd).
- Oduwaiye, R. O. & Bakwai, B. (2015). The role of School-Based Management Committee in the improvement of girl-child participation in basic education in north-west Nigeria. *Journal of Education Foundations and Development*.6, 80-95.
- Ogbaji, U. A. O. (2010). Development of primary education in Nigeria. The military and civilian regimes compared (1966-1983). *Journal of Women in Colleges of Education, Eastern Zone (WICE)*, 2(1), 22-34.
- Universal Basic Education Commission (UBEC, 2012). *Developing school-based management committees trainees manual* (FME/UNICEF)
- Vallimah, S. V. & Daud, K. (2015). The implementation of school-based management policy, An exploration. *Global Conference on Business & Social Science-2014, GCBSS-2014*, 15th & 16th December, Kuala Lumpur.