



Assessment of School Based Management Committees' Involvement in Managing Public Primary Schools in Maiduguri Metropolis, Borno State, Nigeria

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Abstract

The study assessed school based-management committees' (SBMCs') involvement in Managing public primary schools in Maiduguri Metropolis Borno State, Nigeria. The objectives of the study were to assess: SBMCs' involvement in provision of educational resources; maintenance of educational resources and SBMCs' involvement in maintenance of discipline among pupils in public primary schools in Maiduguri Metropolis, Borno State, Nigeria. Three research questions were answered. Survey research design was adopted for the study. Simple random sampling technique was used to select 19 head teachers out of the population of 39 head teachers of public primary schools in Maiduguri Metropolis, Borno State. Questionnaire was used for data collection. The questionnaire was validated and pilot tested. The validity index yielded a coefficient of 0.78, while the reliability index yielded a coefficient of 0.72. Mean and standard deviation were used to analyze the data. The findings of the study revealed that there were passive SBMCs' involvement in the provision of educational resources, there were active SBMCs' involvement in the maintenance of educational resources, as well as active involvement in maintenance of discipline among pupils in public primary schools in Maiduguri Metropolis Borno State, Nigeria. Based on the findings of the study, it was recommended that government should create awareness to enlighten parents, alumni, community leaders, religious leaders on the importance attached to SBMCs involvement in provision and managing educational resources as well as maintenance of discipline among pupils in public primary schools in Maiduguri Metropolis, Borno State, Nigeria.

Keywords: Assessment, School-based management committee, Involvement, Public primary schools, Pupils.

Introduction

Children are the great assets to be supported through qualitative education for the development, positive future and hope of any nation. It is quality and type of education provided to a child determines the level of progress of any nation. According to Nonye, Chinelo, and Ada Sam (2021) education is the process by which the community seeks to open its life to all the individuals within it and enable them to take their part in it. It attempts to pass on to these individuals its culture including the standard by which it would have them live.

Federal Republic of Nigeria (2014) stipulated that primary education is the type of education given in institutions for children age 6-11 plus. In Nigeria. The objectives of primary education included: achieving permanent literacy and numeracy and ability to communicate effectively; laying a sound basis for scientific and

reflective thinking; giving citizenship education as a basis for effective participation in and contribute to the life of the society; molding the character and develop sound attitude and morals in the child; developing in the child ability to adapt to the child changing environment; give the child opportunity for developing manipulative skills that will enable the child function effectively in the society. Also providing the child with basic tools for further educational advancement, including preparation for trades and crafts of the locality.

Considering these goals, primary education can be described as a springboard which prepares child to confront other levels of education and to be successful in his

entire educational career. The aspiration and desire for such qualitative education call for involvement and intervention of various stakeholders to contribute their quarter and



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play a positive and consequential role towards administration and management of the system, Management and administration of education is now a collaborative and joint responsibility of various stakeholders beyond individual's effort, this is because, production of knowledge deals with numerous components such as pupils, teachers, non-teaching staff, involvement of parents as well as educational resources and how they are managed and utilized. In this connection Federal Republic of Nigeria (2014) encouraged participation and involvement of individuals, non-governmental organizations, parent-teacher association, alumni as well as immediate communities to impose themselves and take part in monitoring and supervision of the effectiveness and efficiency of educational process.

On these basis, the Nigeria National Council of Education set up a framework called School-based management committee (SBMC) policy in 2006 to decentralize authority from the government and exhibit collaborative effort of running the system, also, the Council stressed out that all schools should establish SBMCs to ensure participation of communities in the management at each school.

The Objectives of SBMC shall be to: promote and support schools to achieve set targets and benchmarks to yield better learning outcome and effective management of schools; provide mechanism and framework for direct funding to schools for school improvement with SBMCs having over-sight functions on expenditures by the SBMCs school management; encourage SBMCs to reach out to philanthropies and other stakeholders to engage in resource mobilization for school improvement; encourage stakeholders to create safe, friendly and conducive learning environment for all learners; provide all stakeholders with opportunities to develop their capacities in order to enhance their performance within the SBMC system; provide a legal framework for involving all stakeholders, to participate in the planning, monitoring and evaluation of educational outcomes at school levels; promote community interest in the school system and make the communities alive to their responsibilities in supporting the education of all children; provide avenue

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for all stakeholders in order to participate actively, improved, access, equity and learning outcomes for learners (Ayeni and Bamire, 2022)

SBMC are meant to include 12 to 19 members including traditional leaders and members of civil society organizations, faith-based organizations, parent-teacher associations and alumni associations. SBMCs expected to meet regularly and organize activities to improve the way schools operate and support government in her effort of ensuring responsive education is achieved. Essentially, they are to ensure schools, learning centers, governments, and parents provided schools' needs and increase the community contribution in improving educational standard (Ayeni and Ibukun, 2013).

Maina, Mohammed and Adeola (2020) stressed out that facilities in most Nigeria schools are confronted with poor maintenance, dilapidated and insufficient to provide sound education. However, issues of inadequate funding have been a huge challenge to education system and caused incapacitation of schools to meet educational goals.

Even though the private sector is involved in the funding of education in Nigeria, much is still expected from the stakeholders. It is envisaged that the members of SBMC will take part in monitoring, supervising, provide teaching and learning facilities as well as physical infrastructures. This situation has increased the call by experts to institutionalize school administration by engaging concerned bodies that will strengthen primary education in Nigeria (Nonye, Chinelo, and Ada Sam, 2021).

It is believed that effective management of schools is a huge and herculean task because, it involves the administration of human, financial, physical as well as material resources. In a school setting, issues related to discipline of pupils and inadequate teaching and learning resources, inadequate and decay infrastructures, such as classrooms, libraries, laboratories, staff offices, make the attainment of educational goals and objectives difficult to achieve. Ideally, the administration and management of educational organization is a responsibility vested on head teachers in primary schools and principals in secondary



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schools. Thus, researchers observed that effective management of primary schools has gone beyond the ability of a head teacher and teaching staff in a school system. This is because the activities of teachers and pupils cannot develop beyond the cognizance of the heads. Different countries such as the United States of America (USA), Canada, Australia, Brazil, New Zealand, Uganda, Thailand, Argentina, Mexico, Qatar, Kenya, Iran, Indonesia, Senegal, all are experimenting SBMCs but with different objectives (Matthew, 2020).

The researchers observed that public primary schools in Maiduguri Metropolis are faced with dwindling pupils' achievement which could be attributed to a factors like poor management of the system, supervision and monitoring of teachers and pupils maintenance of discipline, inadequate provision of educational resources, and poor maintenance, of the resources, there is no gainsaying that proper management and effective administration are the kingpin for efficiency of educational process in Maiduguri Metropolis, Borno State. The researchers however observed that despite effort been made by the government, there is still need for other stakeholders to offer a helping hands both in cash and kind considering the fact that head teachers in primary schools derive all the educational inputs by the government and philanthropies, whereas no one can deny that these inputs which are expected to facilitate to ensure qualitative education are in short supply, upon all, the present ones exist in deplorable condition and necessitate a pressing need for the involvement of SBMC in the provision of inputs, monitoring of the procured infrastructures, and maintenance of discipline among pupils. It is from this background that the researchers assessed SBMCs' involvement in managing public primary education in Maiduguri Metropolis, Borno State, Nigeria.

Statement of the Problem

Primary education is the most crucial and basic foundation of upcoming developmental milestones of any child in the globe. Qualitative education is determined and facilitated by numerous components and factors that each complement one another such as quality and quantity of physical

educational infrastructures, provision and maintenance of teaching and learning materials, as well as maintenance of discipline among others. The researchers however observed that parents, communities, philanthropies, and alumni participation in the management of primary education system was to a low extent. It is therefore, realized by the government that the establishment of SBMC to education system is of utmost importance and to be saddled with the responsibility of participation in the management of schools of all aspects, so as to complement the effort of government in smooth process of primary education in Maiduguri Metropolis Borno, State, Nigeria. It is from this background that the study assessed whether school based management committee are involved in managing public primary schools in Maiduguri Metropolis, Borno State, Nigeria?

Objectives of the Study

The objectives of this study were to:

1. Assess school based management committees' involvement in provision of educational resources for pupils in public primary schools in Maiduguri Metropolis, Borno State, Nigeria.
2. Assess committees' involvement in maintenance of educational resources in public primary schools in Maiduguri Metropolis, Borno State, Nigeria.
3. Assess school based management committees' involvement in maintenance of discipline among pupils in public primary schools in Maiduguri Metropolis, Borno State, Nigeria.

Research Questions

The following research questions were answered:

1. What is the level of school-based management committees' involvement in provision of educational resources in public primary schools in Maiduguri Metropolis, Borno State, Nigeria?
2. What is the level of school-based management committees' involvement in maintenance of educational resources in public primary schools in Maiduguri Metropolis, Borno State, Nigeria?
3. What is the level of school-based management committees' involvement in maintenance of discipline among



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pupils in public primary schools in Maiduguri Metropolis, Borno State, Nigeria?

Literature Review

Akpan (2014) stressed that secondary school principals in Cross-Rivers State perceived that parents being part of school based management committee are to some extent participate in school management exercises. The rationale behind their participation in the management of schools is, to ensure that the goals of secondary education has been achieved. The principals assert that SBMCs partnering with the schools to improve students discipline, and are highly involved in working with school authorities to maintain school discipline. However, the finding revealed that SBMCs were highly involved in school development projects which shall include provision of teaching and learning materials to enable pupils to obtain better education and the teachers to effectively discharge their task of meeting the curriculum contents. However, the SBMCs are monitoring and supervising school infrastructures, so as to ensure all the facilities are in good shape.

Oko, Nguwasen and Ebelechukwu (2021) conducted study on the extent of school based management committee's involvement in public secondary school administration in Abuja, Nigeria. The findings indicated that SBMCs are participating in monitoring and supervising students' affairs to maintain and ensure discipline, so as to bring about uninterrupted teaching and learning process in the schools with a mean score of 2.57 which is greater than 2.49 mean score. The findings revealed that SBMCs participation in supervision of constructions and infrastructures maintenance in the schools was low with a mean score of 2.44. However, the result showed that SBMCs were involved in disciplinary actions against erring teaching and non-teaching staff of the school for improved school administration with a mean of 2.66.

Maina, Mohammed and Adeola (2020) stressed out that the mean score of 3.39 implies that public secondary school principals in Nigeria perceived SBMCs' involvement in supervision and maintenance of physical infrastructures has tremendously improved education process, also, a mean

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score of 3.39 indicated that principals believed that school based management committee ensure school libraries are promptly utilized and maintained in such a way that encourage both teaching and learning to take place under a conducive atmosphere. However, regular and prompt maintenance of physical facilities by SBMCs prolong the facilities life span with a mean score of 3.44, while rehabilitation of school buildings and repair of furniture's are not delayed to avoid a total breakdown. The principals equally believed that the members of SBMCs are involved in provision of stationeries and other teaching and learning materials to aid effective teaching and learning with a mean score of 3.46.

Lazwardi (2018) maintained that the most important role of school based management committee is the management of school components of the school itself which included management and supervision of students, supervision of educational facilities and infrastructural facilities. He noted that infrastructural facilities are supporting facilities that can support the process of activities in any organization including education and school units. The management and supervision can affect the success of an activity process for a smooth performance of the organization concerned, this is so because management of infrastructures is very influential and essential and understanding the concept of infrastructure helps broaden the horizon of how to play a role in planning, using and evaluating existing infrastructures so that it can be utilized optimally to achieve the goals of organization itself. According to Lazwardi (2018) teachers are the most important component in an educational institution because, it is he who is the driving force and an agent of change as he educates, directs, guides and evaluates his students. He contended that school based management committees' role of management of students can be interpreted as an effort to regulate students starting from the students entering school until they graduate from school, also, management of students is a service that focuses on monitoring their activities, and service in the classroom and outside the classroom.

Opadeye (2021) revealed that the governing boards of public secondary school in Oyo



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State of Nigeria ensure adequate and enough provision of infrastructures such as classrooms, libraries, laboratories for effective teaching and learning process, also, there is proper maintenance and monitoring of the resources in the schools. However, the schools' governing boards always take immediate measures towards repairing damaged facilities. However, the school governing board set an internal committee to keep them update about the state of infrastructures to enable them proffer prompt attention to this position of infrastructures to ensure both teachers and students operating the system in a smooth and conducive atmosphere. The principals emphasized fencing of the school compound for the safety and security of staff and students as well as the facilities.

Eyarefe and Oresajo (2018) maintained that it is obvious that school facilities play prominent role in enhancing teaching and learning in the classrooms and school environment leads to better students' academic performance in the junior secondary schools. These facilities do not just make themselves available in the school system but, someone provide them, either government at the various tiers of governance, individual or group of individuals as donations among others, hence government alone cannot provide all the schools facilities and cannot even run the school's administration single handedly. This is what brought about the establishment of SBMCs in the public schools throughout the country. The committee is equally charged with the responsibility of procurement maintenance of educational inputs. According to Thompson and Akinfolarin (2018) that the principals and teachers revealed that school-based management committee in Ondo State public secondary schools, Nigeria inspecting school facilities for the safety of teachers and students with a mean score of 2.70, also the committee provides first aid kits in the school for temporary treatment of ill teachers and students with a mean of 2.58. The principals stated that SBMCs participate in maintaining discipline and to ensure school rules and regulations are integrated with school policy. They also ensure that punishment is fair and consistently applied on he or she who violated laid down rules

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and regulations governing the school with a mean score of 3.05. However, the finding indicated that the principals believed that the SBMCs members encouraging teachers to be strict on student's permission before leaving school ground and educate students on good moral behavior with a mean of 2.85.

In the similar vein, Eboatu, Ezeugbour and Arinze (2018) whom study revealed that the principals agreed that SBMC members in Anaocha local government area of Anambra State, Nigeria ensure that facilities are maintained in the schools with a mean score of 2.63. The committee have not contributed in provision of infrastructures like water and electricity supply with a lowest mean score of 2.38 which is less than 2.50 level of acceptance. The finding indicated that SBMCs make provision for books in libraries and help provide equipment in the school laboratories with a mean score of 2.63.

Methodology

The research design adopted for the study was survey research design. Survey design is appropriate to assess school based management committees' involvement in provision of educational resources; maintenance of educational resources; and maintenance of discipline among pupils in public primary school in Maiduguri Metropolis, Borno, State Nigeria. Cohen Manion and Morrison (2009) observed that survey design is used to measure, describe and generalize issues on collecting data, it is possible to generalize findings that are representative of the whole population. Simple random sampling technique was used to select a sample of 19 head teachers out of the population of 39 head teachers, this selection is in line with the assertion of Cohen, Manion and Morrison (2009) that simple random sampling technique will enable the researchers to give equal chance to each member of the population under study equal chance of being selected and the probability of a member of the population being selected will be unaffected by the selection of other members of the population. Self-structured questionnaire was used for data collection. The instrument was validated and pilot tested. The validity index yielded a coefficient of 0.78 while the reliability index yielded a coefficient of 0.72.



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Data collected was analyzed using mean and standard deviation. The upper levels of the decision rule ranging from 3.0 to 2.50, this implies that any item score ranging between the stated intervals were decided as accepted, while the lower levels of the decision rule were from 2.49 downward which were decided as rejected.

Results

Research Question 1: What is the Level of School Based Management Committees' Involvement in Provision of Educational Resources in Public Primary Schools in Maiduguri Metropolis, Borno State, Nigeria?

Table 1: Head teachers' Response on School Based Management Committees' Involvement in Provision of Educational Resources in Public Primary Schools in Maiduguri Metropolis, Borno State, Nigeria.

S/N	Items	Mean	Std.	Comments
1.	SBMC provided textbooks for pupils to guarantee effective teaching/learning.	2.54	0.92	Accepted
2.	SBMC provided teaching aids such as chalkboards, photos, and slates to guarantee effective teaching/learning.	2.16	0.53	Rejected
3.	SBMC provided audio/audio-visual resources for pupils to guarantee effective teaching/learning.	2.05	0.72	Rejected
4.	SBMC provided recreational materials for pupils to guarantee effective teaching/learning.	1.98	0.82	Rejected
5.	SBMC provided stationeries for pupils to guarantee effective teaching/learning.	2.62	0.87	Accepted
6.	SBMC lease with philanthropies to ensure more classrooms are erected in the schools.	2.05	0.86	Rejected
7.	SBMC contributed seating infrastructures in classrooms.	2.05	0.86	Rejected
8.	SBMC lease with philanthropies to ensure that libraries/laboratories are built and stocked with facilities.	2.24	0.88	Rejected
9.	SBMC created enabling environment to ensure adequate electricity/water supply in the schools.	2.16	0.53	Rejected
10.	SBMC collaborate with philanthropies to ensure provision of pharmaceutical/non pharmaceutical health care infrastructures.	2.52	0.92	Accepted
	Grand Mean	2.24	0.79	Accepted

Source:(Field Study, 2022).

Table one revealed the mean of 2.54 which implies that SBMCs provided textbooks for pupils as donation, while mean score of 2.16 indicated that head teachers were of the opinion that SBMCs were not involved in provision of teaching aids which included chalkboards, photos, and slates to public primary schools. However, the head teachers noted that SBMC did not provide ICT resources for pupils in the schools with a mean score of 1.98, while a mean score of 2.62 indicated that SBMCs were involved in

the provision of stationeries for pupils. Similarly, a mean score of 2.05 revealed that there was no participation of SBMCs in the erection of more classrooms in the schools and provision of seating infrastructures. The finding similarly revealed that SBMCs were not involved in building libraries and laboratories with a mean of 2.24. However, the mean score of 2.16 indicated that SBMC created enabling environment to ensure adequate electricity and water supply for teachers' and pupils' utilization. Though a



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mean score of 2.52 also revealed that SBMCs participated in the provision of pharmaceutical and non-pharmaceutical health care infrastructures in public primary schools in Maiduguri Metropolis, Borno State. The total grand mean of 2.24 indicated that SBMCs involvement in provision of educational resources to pupils

in public primary schools in Maiduguri Metropolis was low.

Research Question 2: What is the Level of School Based Management Committees' Involvement in Maintenance of Educational Resources in Public Primary Schools in Maiduguri Metropolis, Borno State, Nigeria?

Table 2: Head teachers' Response on School Based Management Committees' Involvement in Maintenance of Educational Resources in Public Primary Schools in Maiduguri Metropolis, Borno State, Nigeria.

S/N	Items	Mean	Std.	Comments
1.	SBMC ensure that provided textbooks for pupils are judiciously utilized, so as to guarantee effective teaching/learning.	2.64	0.92	Accepted
2.	SBMC ensures that provided teaching aids such as chalkboards, photos, and slates judiciously utilized, so as to guarantee qualitative teaching/learning.	2.62	0.91	Accepted
3.	SBMC ensures that provided audio/-visual ICT resources for pupils are judiciously utilized, to ensure effective teaching/learning	2.62	0.91	Accepted
4.	SBMC ensures that provided recreational materials for pupils are judiciously utilized in other to ensure effective teaching/learning.	2.58	0.88	Accepted
5.	SBMC ensures that provided stationeries for pupils are judiciously utilized in other to guarantee teaching/learning.	2.58	0.88	Accepted
6.	SBMC ensures that erected classrooms are judiciously utilized by the schools.	2.73	0.99	Accepted
7.	SBMC ensure judicious utilization of provided seating infrastructures in classrooms.	2.69	0.93	Accepted
8.	SBMC ensure judicious utilization of the libraries/laboratories by the schools.	2.69	0.93	Accepted
9.	SBMC ensure judicious utilization of the provided electricity/ water supplied in the schools.	2.54	0.84	Accepted
10.	SBMC ensure judicious utilization of pharmaceutical/non-pharmaceutical health care infrastructures provided.	2.54	0.84	Accepted
	Grand Mean	2.62	0.9	Accepted

Source:(Field Study, 2022).

Findings from table two revealed that the head teachers believed that SBMCs monitor and ensure that the provided textbooks for pupils are judiciously utilized with mean score of 2.64, while a mean score of 2.62 indicated that SBMCs ensure that provided teaching aids such as chalkboards, photos, and slates are judiciously utilized. The result however revealed that there is proper monitoring and maintenance of provided

ICT resources for pupils to ensure judicious utilization with a mean of 2.62, also, a mean score of 2.58 indicated that SBMCs ensure that provided recreational materials and stationeries provided for pupils are judiciously utilized. However, mean score of 2.73 showed that SBMCs ensure that erected classrooms are properly utilized by the schools. Mean score 2.69 implies that the head teachers believed SBMCs monitor and



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ensure that seating infrastructures in classrooms, libraries and laboratories by the schools are properly utilized. While mean score of 2.54 implies that SBMCs ensure judicious utilization of the provided electricity and water supplied in the schools, also a mean score of 2.54 indicated that the head teachers agreed that SBMCs monitor to ensure that provided pharmaceutical and non-pharmaceutical health care infrastructures are judiciously utilized. The

grand mean of the responses revealed a mean score of 2.62, this implied that SBMCs actively and highly participated in the maintenance of educational resources.

Research Question 3: What is the Level of School Based Management Committees' Involvement in Maintenance of Discipline among Pupils in Public Primary Schools in Maiduguri Metropolis, Borno State, Nigeria?

Table 3: Head teachers' Response on School Based Management Committees' Involvement in Maintenance of Discipline among Pupils in Public Primary Schools in Maiduguri Metropolis, Borno State, Nigeria.

S/N	Items	Mean	Std.	Comments
1.	SBMC monitors pupils to maintain peaceful atmosphere during school's hours.	2.99	0.97.	Accepted
2.	SBMC and ensures that pupils attend school punctually.	2.86	0.92	Accepted
3.	SBMC formed counseling committee to curtail immorality among pupils.	2.86	0.92	Accepted
4.	SBMC considers suspension of pupil as a disciplinary strategy.	2.62	0.84	Accepted
5.	SBMC considers expelling pupil as a severe disciplinary action.	2.62	0.84	Accepted
	Grand Mean	2.79	0.89	Accepted

Source:(Field Study, 2022).

Results from table three revealed that the respondents believed that SBMCs monitor pupils to maintain peaceful atmosphere during school hours with 2.99 mean score. The finding similarly revealed that SBMCs monitor and ensure that pupils attend school punctually. Also, SBMCs formed counseling committee to curtail immorality among pupils with 286 mean score, However, the respondents noted that SBMCs consider suspension of pupil as a disciplinary strategy and expelling pupils as a severe disciplinary action with a mean score of 2.62. The total grand Mean of the responses is 2.79, this implied that SBMCs were highly involved in the maintenance of discipline among pupils in public primary schools in Maiduguri Metropolis, Borno State.

Discussion

The study assessed school-based management committees' (SBMCs') involvement in managing public primary schools in Maiduguri Metropolis Borno State and three research questions were

answered. Findings of research question one revealed that there were low and passive participation of SBMCs in the area of provision of educational resources as shown in the table though, the SBMC actively participating in provision of textbooks for pupils' utilization, stationeries as well as provision of pharmaceutical and non-pharmaceutical health care infrastructures. This finding confirmed with the findings of Eboatu, Eze, Ezeugbour and Arinze (2018) who found out that the principals agreed that SBMC members in Anaocha local government area of Anambra State, have not contributed in the provision of infrastructures like water and electricity supply with a mean of 2.38. The finding indicated that SBMCs make provision for books in libraries and help provide equipment in the school laboratories with a mean score of 2.63. This finding is not in congruent with that of Opadeye (2021) who found that the governing boards of public secondary school in Oyo State of Nigeria ensure adequate provision of infrastructures



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like classrooms, libraries, laboratories for effective teaching and learning process.

Findings of research question two indicated that SBMC is actively involved in the maintenance of educational resources. The results revealed that SBMC monitor how provided textbooks, teaching aids such as chalkboards, photos, slates as well as audio/audio-visual ICT resources provided are properly utilized. However, the study found out that SBMC ensure judicious utilization of recreational materials and stationeries provided for pupils, also SBMC ensure that newly erected classrooms and seating infrastructures in classrooms are properly utilized and maintained, while the SBMC officials oversee effective utilization of libraries and laboratories, pharmaceutical and non-pharmaceutical health care infrastructures. These findings corroborated with the findings of Thompson and Akinfolarin (2018) which maintained that both principals and teachers inspect school facilities to ensure that teachers and students utilized them for quality teaching and learning process in Ondo State public secondary schools.

The findings of this study agree with Maina, Mohammed and Adeola (2020) who found out that principals perceived that school based management committee plays' a substantial role in school library administration. In the same vein, the findings of this study supported by the findings of Opadeye (2021) who affirmed that school governing board set an internal committee to keep them update about the state of infrastructures to enable them proffer prompt attention to the position of infrastructures to ensure both teachers and students operating the system in a smooth and conducive atmosphere.

Results of research question three indicated that there was effective and active participation of SBMC to maintain discipline among pupils in public primary schools in Maiduguri Metropolis, Borno State. The results revealed that SBMC monitors pupils' attitude to maintain peaceful atmosphere in schools, also the committee monitors to ensure that pupils attend school punctually. The results however indicated that SBMC formed counseling committee to curtail immorality among pupils, while suspension and

expelling are considered as severe disciplinary actions against erring. The findings of this study were in line with the findings of Oko, Nguwasen and Ebelechukwu (2021) as well as Thompson and Akinfolarin (2018) whose results indicated that SBMC are participating in monitoring and supervising students' affairs to maintain and ensure discipline to bring about uninterrupted teaching and learning in Abuja secondary schools, Nigeria.

Conclusion

Based on the findings of this study, it can be concluded that there has been passive and low involvement of SBMCs in provision of educational resources. Additionally, there has been active involvement of SBMCs in the area of maintenance of educational resources and maintenance of discipline among pupils in public primary schools in Maiduguri Metropolis, Borno State, Nigeria.

Recommendations

The following recommendations were made based on the findings of this study:

1. Administrators from Maiduguri local education authority should create awareness to enlighten parents, alumnae, community leaders, religious leaders on importance of SBMCs involvement in managing public primary education in Maiduguri Metropolis, Borno State, Nigeria.
2. School Based-management committee should prioritize provision of educational resources as a major objective to be achieved, considering the fact that no teaching and learning process can be perfect without adequate educational inputs.
3. School Based-management committee should imbibe a culture of monitoring and maintenance of provided educational resources, this is because no matter the level of availability and adequacy of educational resources, it will be obsolete if there is no proper maintenance.
4. School-based management committees should prioritize maintenance of discipline among pupils, so as to ensure enabling environment for effective teaching and learning to take place.



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