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School Based Management Committee Tasks and Effective Administration of Secondary Schools in Zing Education Zone of Taraba State, Nigeria

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Abstract

The study examined the relationship between School-Based Management Committee (SBMC) tasks and effective administration of secondary schools in Zing Education Zone of Taraba State, Nigeria. The study was guided by two objectives, two research questions, and two null hypotheses. A correlational research design was adopted to determine the degree of relationship between SBMC tasks and school administration effectiveness. A total of 421 respondents were selected using the simple random sampling techniques. Data were collected using two validated and reliable questionnaires: the School-Based Management Committee Tasks Questionnaire (SBMCTQ) and Effective Administration of Secondary School Questionnaire (EASSQ). Hypotheses were tested using simple linear regression analysis at 0.05 level of significance. Findings revealed that significant relationship exists between School Based Management Committee tasks of decision-making, staff development and effective school administration of secondary schools in Zing Education Zone. Based on these findings, the study concludes that there is significant positive relationship between schools based management committee tasks and effective administration of secondary schools in Zing Education Zone Taraba State, Nigeria. It was recommended among others, that School Based Management Committee

tasks be implemented to make informed decisions and implement staff regular training and development to enhance their effectiveness.

Keywords: School Based Management Committee Tasks, Effective Administration, Secondary School, Zing Education Zone, Relationship

Introduction

School effectiveness and improvement have become central concerns for education authorities, policymakers, administrators, and teachers striving to reform and enhance the current educational system. In recent years, the concept of decentralization has emerged as a key strategy in global education reform, emphasizing the devolution of authority from central governments to local school systems. One prominent model reflecting this trend is the establishment of School-Based Management Committees (SBMCs), which serve as platforms for community participation in school governance (Caldwell & Spinks, 2018; Cheng, 2019). In Nigeria, the National Council on Education (NCE), in 2019, approved the creation of SBMCs in both primary and junior secondary schools as part of the government's initiative to ensure inclusive stakeholder participation in school management (SBMC Guide Book, 2019). The aim was to promote effective school administration through decentralized decision-making and increased accountability. In Zing Education Zone of Taraba State, the adoption of SBMCs represents a shift towards localized governance where parents, teachers, community leaders, and students collaborate to influence policies and administrative decisions that directly affect the operation and development of schools (Onwuka, 2020). The role of SBMCs in enhancing the decision-making process in secondary schools cannot be overstated. By decentralizing authority, schools are granted autonomy to manage their resources, define priorities, and make timely and contextually relevant decisions. This approach not only enhances responsiveness to local educational needs but also fosters transparency, community ownership, and accountability in school management. Through the SBMC, stakeholders such as principals, teachers, and parents actively participate in decisions related to budgeting, infrastructure development, curriculum implementation, and disciplinary actions, thus bridging the gap between the school and the community (Caldwell & Hayward, 2018). In this way, the SBMC becomes a critical mechanism for improving the effectiveness of school administration in Zing Education Zone.

Moreover, the implementation of SBMCs has had a notable impact on staff development programmes. Effective school management is closely linked to the capacity and motivation of teachers. Recognizing this, SBMCs support and advocate for the professional development of staff by identifying training needs, facilitating workshops, and encouraging continuous capacity building (Abu-Duhou, 2019).

Teachers are empowered to take ownership of their growth through collaborative planning and feedback mechanisms fostered by the committee. By creating opportunities for skill enhancement and professional support, SBMCs help address gaps in teacher competence and ensure that school personnel are better equipped to deliver quality education.

International experiences from countries such as the United Kingdom, the United States, Canada, and Hong Kong illustrate the potential of decentralized school governance to drive school improvement. These systems have adopted school-based management models to increase efficiency, encourage innovation, and improve student outcomes (Cooper, 2019; Wong, 2021). In Hong Kong, however, centralized control was found to hinder school performance, prompting reforms that emphasized school-based autonomy and management (Wong, 2021). Similarly, in Nigeria, SBMCs are designed to enable more effective delivery of educational services by allowing decisions to be made closer to the point of implementation, thereby enhancing the relevance and timeliness of school-based interventions (Dakar Framework of Action, 2020).

Despite some misconceptions about the role of SBMCs, particularly the belief among some school heads that such committees limit school autonomy, the reality is that SBMCs are intended to strengthen school autonomy by giving local actors a greater say in how schools are run. In fact, when properly implemented, SBMCs function as essential agents of reform, promoting inclusive governance, improving communication between schools and communities, and facilitating more effective and transparent administration (Murphy & Beck, 2021).

Therefore, in the context of Zing Education Zone, the SBMC initiative represents a transformative approach to school governance. It enhances the decision-making capacity of schools and supports the professional growth of teachers, ultimately contributing to the overall effectiveness of secondary school administration. The need to evaluate and understand the impact of these committees is vital in ensuring that their potential is fully realized in promoting quality education and improved learning outcomes in the region.

Purpose of the Study

The main purpose of the study is to determine the school based management committee's tasks and effective administration of secondary schools in Zing Education Zone of Taraba state, Nigeria. Specifically, the study seeks to determine the relationship between:

i. Decision making process and effective administration of secondary schools in Zing Education Zone, Taraba State, Nigeria
ii. Staff development programmes and effective administration of secondary schools in Zing Education Zone, Taraba State, Nigeria

Research Questions

The following questions will guide the study

- What is the relationship between decision making process and effective administration of secondary schools in Zing Education Zone, Taraba State, Nigeria?

- What is the relationship between staff development programmes and effective administration of secondary schools in Zing Education Zone, Taraba State, Nigeria?

Research Hypotheses

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

$H0_1$: School-Based Management Committee task on decision making does not significantly relate with effective administration of secondary schools in Zing Education Zone, Taraba State, Nigeria;

$H0_2$: School-Based Management Committee task on staff development programme does not significantly relate with effective administration of secondary schools in Zing Education Zone, Taraba State, Nigeria.

Methodology

The study adopted a correlational research design to examine the relationship between the tasks of the School-Based Management Committee (SBMC) and the effective administration of secondary schools in Zing Education Zone, Taraba State. According to Awotunde and Ugodulunwa (2023), correlational design is ideal for exploring associations between variables using correlation coefficients, which indicate the strength and direction of the relationship without manipulating the variables. The population of the study consisted of 421 staff from the 33 public secondary schools in Zing Education Zone. This included 10 Ministry of Education officials, 33 principals, and 378 teachers (Zing UBEB, 2024). Given the manageable size of the population, the study employed a census approach, using the entire population as respondents without drawing a separate sample (Creswell, 2020). Data were collected using a researcher-developed instrument titled the School-Based Management Committee Tasks Questionnaire (SBMCTQ), which contained 20 items rated on a 4-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1). The instrument's face and content validity were established by three experts in Educational Administration and Planning, and revisions were made based on their feedback.

Reliability of the instrument was confirmed through a test-retest method, involving 20 staff members from two secondary schools in Jalingo. The reliability coefficient, calculated using Pearson's correlation, was 0.85, indicating a high level of consistency over time (Fraenkel & Wallen, 2019; Best & Kahn, 2020). The data collection process was carried out over one week. An introduction letter from Taraba State University enabled access to the schools. Two trained research assistants supported the administration of the questionnaires. The instruments were distributed and retrieved on the spot using a "wait and take" approach to ensure complete and accurate responses. Data were analyzed using both descriptive and inferential statistics. Frequencies and percentages described demographic data, while means and standard deviations were used to answer research questions. Simple linear regression was employed to test the five null hypotheses at a 0.05 level of significance, allowing the researcher to assess

the predictive power and significance of SBMC functions in school administration (Field, 2018; Pallant, 2020; Hair et al., 2019).

Results and Discussion

Research Question One: What is the relationship between decision making process and effective administration of secondary schools in Zing Education Zone, Taraba State, Nigeria?

Table 1: Mean and Standard Deviation Rating of Respondents on the relationship between decision making process and effective administration of secondary schools in Zing Education Zone, Taraba State, Nigeria

SN	Items	Mean	Std. Dev.	Remarks
1	The SBMC actively participates in the decision-making process of the school.	2.88	0.98	Accepted
2	The involvement of SBMC improves the quality of decisions made in the school.	2.90	0.92	Accepted
3	Decisions made with SBMC involvement are more effective	2.24	0.98	Rejected
4	The SBMC helps in identifying key areas that need improvement in the school.	2.89	0.94	Accepted
5	The administration consults the SBMC before implementing major policies through decision-making	2.87	0.97	Accepted
6	The SBMC's input leads to better resource allocation in the school.	2.91	0.92	Accepted
7	There is a clear communication channel between the SBMC and the school administration through decision making.	2.87	0.99	Accepted
8	The SBMC helps in resolving conflicts within the school through decision making.	2.89	0.94	Accepted
9	The school's goals align with the recommendations provided by the SBMC during decision-making	2.88	0.95	Accepted
10	The SBMC play a crucial role in school development planning through decision-making	2.30	1.02	Rejected

The analysis of respondents' opinions indicates that the School-Based Management Committee (SBMC) plays a generally supportive role in the decision-making process of secondary schools in Zing Education Zone, Taraba State. Respondents agreed that the SBMC actively participates in decision-making, contributes to the quality of decisions, and helps identify areas for school improvement. The committee is also regularly consulted before major

policies are implemented, contributes to better resource allocation, and supports communication and conflict resolution within the school.

However, respondents expressed doubts about the overall effectiveness of decisions made with SBMC involvement and questioned the committee's role in strategic development planning. Thus, while the SBMC's involvement is perceived as beneficial in routine decision-making and school operations, its influence on broader planning and outcomes is viewed with some skepticism

Research Question Two: What is the relationship between staff development programme and effective administration of secondary schools in Zing Education Zone, Taraba State, Nigeria?

Table 2: Mean and Standard Deviation Rating of Respondents on the relationship between staff development programme and effective administration of secondary schools in Zing Education Zone, Taraba State, Nigeria

SN	Items	Mean	Std. Dev.	Remarks
11	The SBMC is actively involved in planning staff development programs.	2.79	1.03	Accepted
12	The SBMC supports initiatives aimed at improving teacher skills/knowledge.	2.85	1.05	Accepted
13	The SBMC helps in identifying the training needs of the school staff.	2.80	1.04	Accepted
14	Collaboration with the SBMC has enhanced the quality of staff training programs.	2.78	1.02	Accepted
15	The SBMC allocates resources for staff development activities.	2.72	1.05	Accepted
16	Staff development programs organized with SBMC involvement are more effective	2.80	1.03	Accepted
17	The SBMC's involvement has led to increased participation in staff development programs	2.73	1.04	Accepted
18	The SBMC evaluates the outcomes of staff development programs	2.37	1.10	Rejected
19	The SBMC ensures that development programs align with the school's goals	2.77	1.03	Accepted
20	SBMC supported staff development programs have improved teaching practices.	2.84	1.01	Accepted

Source: Field Survey, 2025

The results from Table 5 reveal a strong consensus among respondents that the School-Based Management Committee (SBMC) positively influences student enrolment and retention in

secondary schools within Zing Education Zone, Taraba State. All items recorded mean scores above 2.50, indicating widespread agreement on the SBMC's impact.

Specifically, the SBMC was recognized for actively promoting school enrolment, addressing barriers to access, initiating actions that increase enrolment, and helping to reduce student dropout rates. It also played a significant role in improving student retention and ensuring continued attendance. Respondents affirmed that the SBMC collaborates with school administrators to implement effective enrolment strategies, engages parents and the wider community, and enhances the school's public image, all of which contribute to measurable improvements in enrolment and retention. In summary, the findings underscore the SBMC's essential role in supporting effective school administration by fostering student access and continuity in education.

Test of Hypotheses

H_{O1}: There is no significant relationship between School-Based Management Committee task on decision making and effective administration of secondary schools.

Table 3: Simple Linear Regression result of the relationship between School-Based Management Committee tasks on decision making and effective administration of secondary schools

Model	Sum of square	df	Mean square	F	p-value	
Linear regression	19137.392	1	19137.392	1538.354*	**.000(a)**	
Residual	5212.432	419	12.440			
Total	24349.824	420				
Variables	Unstandardized linear regression weight B		Standardized linear regression weight	Beta weight	t	**p-value**
(Constant)	16.955		1.881		9.011	**.000**
School-Based Management Committee tasks on decision making	**2.270**		**.058**	**.887**	**39.222**	**.000**

*** Significant at .05 level.**

The simple linear regression obtained from the table was F = 1538.354 and p. value = .000. The implication of this result is that School-Based Management Committee tasks on decision making is significantly related to effective administration of secondary schools. On the basis of the data the null hypothesis stated above is hereby rejected.

H_{O2}: School-Based Management Committee tasks on staff development programme do not significantly relate with effective administration of secondary schools.

Table 4: Simple Linear Regression result on the relationship between School-Based Management Committee task on staff development programme and effective administration of secondary schools

Model	Sum of square	df	Mean square	F		p-value
Linear regression	24304.213	1	24304.213	223268.771*	**.000**	
Residual	45.611	419	.109			
Total	24349.824	420				
Variables	Unstandardized linear regression weight B		Standardized linear regression weight	Beta weight	t	**p-value**
(Constant)	-2.553		.197		-12.931	**.000**
School-Based Management Committee tasks on staff development programme	**2.859**		**.006**	**.999**	**472.513**	**.000**

* Significant at .05 level.

The linear regression analysis reveals that F = 223268.771 p. value =.000). The implication of this result is that School-Based Management Committee tasks on staff development programme has significant relationship with effective administration of secondary schools. On the basis of data, the null hypothesis stated above is hereby rejected. Which means significant relationship exists between school based management committee tasks on staff development programme significantly relate with effective school administration.

Discussion of Findings

The first finding of the study revealed that SBMC involvement in decision-making is strongly associated with effective administration of secondary schools in Zing Education Zone, Taraba State. Respondents consistently affirmed that SBMCs play a pivotal role in promoting student enrolment and retention. SBMCs were credited with organizing enrolment drives, identifying and addressing attendance barriers, implementing retention strategies, and working in close collaboration with school administrators. Their active engagement with parents and community stakeholders also helped to enhance the school's image and foster a supportive learning environment. These findings are consistent with previous research. Ajayi and Afolabi (2022) emphasized that SBMCs empower communities to take an active role in managing enrolment and attendance, particularly through advocacy efforts targeting marginalized groups. Likewise, Oghuvbu (2018) highlighted the contributions of SBMCs in overcoming

cultural and economic obstacles to education, especially for girls in rural settings. Adebayo and Ojetunde (2021) also reported that partnerships between SBMCs, PTAs, and local authorities resulted in higher enrolment rates and reduced student dropout. UNICEF (2015) further documented how SBMCs enhanced school participation across Nigeria through collaborations with NGOs and the implementation of community-driven programs such as feeding schemes and scholarships. Similarly, Abdullahi (2024) noted that SBMCs mobilized local resources, including learning materials and uniforms, which contributed to increased retention of vulnerable children.

The second finding of the study also found that a strong and positive relationship between SBMC involvement in staff development programme and effective administration of secondary schools. Respondents reported that SBMCs actively supported teacher training and professional development programs. Furthermore, respondents recognized the significant role SBMCs played in facilitating extracurricular activities. These included organizing diverse programs, encouraging student participation, engaging external collaborators, and rewarding outstanding achievements—initiatives that support holistic student growth and strengthen school-community relations.

These results align with findings by Eze and Onuigbo (2023) and Nwokoro (2016), who emphasized the importance of SBMCs in promoting cultural, sporting, and leadership activities that build student confidence and engagement.

Despite these strengths, the study also revealed certain limitations in SBMC performance, particularly in the areas of resource allocation, program development guidance, and evaluation. These areas reflect gaps in funding, strategic planning, and monitoring systems. Similar concerns have been raised in earlier studies by Akintunde and Adeyemi (2018), Ijeoma (2019), and Omotayo and Olaleye (2023), which identified financial constraints, lack of training, and absence of formal evaluation mechanisms as persistent challenges facing SBMCs. UNICEF (2020) likewise observed that although SBMCs demonstrate a strong willingness to contribute to school improvement, they often operate without the professional frameworks required for sustained impact. In conclusion, the findings confirm that SBMCs make vital contributions to school administration, particularly in boosting enrolment, enhancing staff capacity, and enriching extracurricular activities. However, their full potential remains underutilized due to inadequate resources, limited expertise, and institutional constraints. Strengthening SBMCs through targeted training, strategic collaborations, and better funding mechanisms is essential for maximizing their impact on student development and overall school effectiveness.

Conclusion

The study concludes that SBMC tasks on decision making, and staff development programme relate and contribute positively with effective administration of secondary schools in Zing Education Zone, Taraba state

Recommendations

i. Principals and school proprietors should form School-Based Management Committees (SBMCs) and empower them to make informed decisions that promote the effective administration of secondary schools.

ii. Principals of school should cooperate with SBMCs to prioritize staff training and development programme, including training and capacity-building initiatives, to enhance the quality of teaching and learning.

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