

The Role of School Based Management and Students' Academic Performance in Secondary Schools in Owo Local Government Area of Ondo State, Nigeria

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Abstract

The perceived inadequacies in the decentralization of administrative power and authority to the school-based management committee seems to hamper quality education service delivery and is partly responsible for the relatively low level of students' academic performance in Nigerian public secondary schools. This study therefore examined the key roles performed by the school-based management (SBM) in the aspects of decision-making, physical plant planning, school-community relations, coordination of academic program and policy intervention, as well as implication of these key roles on students' academic performance in secondary schools in Owo Local Government, Ondo State, Nigeria. The study adopted the descriptive survey research design. Respondents comprised 99 key members of the SBM randomly sampled from nine public secondary schools. Data were collected using School Based Management Questionnaire [SBMQ] and Students' Academic Performance Inventory [SAPI]. Two research questions and one hypothesis guided the study. Data were analyzed using percentage, mean and multiple regression analysis. The result indicated that the school-based management committee made moderate contributions in all the different dimensions of the key roles that are performed in secondary schools. The result further revealed that a combination of the key roles of SBM jointly accounted for 28.6% (0.286) contribution to students' academic performance at < 0.05 . The study concluded that the School Based Management Committee (SBMC) made a moderate contribution to the school management which accounted for a low contribution to the students' academic performance; limited contributions of the SBMC were also recorded in the award of school projects, capacity training of teachers and selection of students' textbooks. It was recommended that the Government through the Ministry of Education should reinvigorate SBM practice and prioritize the significant inputs of the school-based management committee to enhance the quality of decision-making and mobilize adequate resources for infrastructural development and support for teachers' capacity training to improve the quality of teaching-learning process for better academic performance of students in public secondary schools.

Keywords: School based management, decision-making, physical plant planning, school-community relations, policy intervention, academic performance.

1. Introduction

Education is a social service which places high demand on government's resources; this underscores the need to decentralize the management of the education system by involving other key stakeholders in the school-based management in order to achieve efficiency and the overall goals of the secondary education system. The idea of School Based Management (SBM) encompasses the devolution of administrative power and authority from the central government to the school level which empowers the School Based Management Committee (SBMC) with the capacity to engage in shared decision-making, policy formulation, planning process and policy intervention for the purpose of improving the school governance, quality of education service

delivery, and students' academic performance and fulfill the educational objectives in secondary schools.

The School Based Management Committee is made up of 12 to 19 members spread across key stakeholders in each school, namely the Parent-Teachers Association (PTA), Old Students Association, Communities, Traditional Institution, Civil Society Organizations, Faith-Based Organizations, Local Education Office, and other professional and social institutions (Ayeni & Ibukun, 2013; Universal Basic Education Commission, 2011). This synergy is necessary because a virile and responsive school-community relationship and stakeholders partnership in school management is a building block for a sustainable quality assurance in education.

In Nigeria, prior to the decentralization of the control of the education system, the entire authority and administration of the education system was vested in the Ministry of Education at the Federal and State levels which maintained control over decisions regarding educational policy, budget and institutional operations. However, the increasing demand for education services placed pressure on government's finances and it became evident that the central government could not solely control the school system; there were inconsistencies in the implementation of the education policies and shortage of educational resources in educational institutions which among others include shortage of qualified teachers, dilapidated infrastructure, inadequate instructional materials, poor motivation and weak supervision which hampered the quality of education service delivery and resulted in dwindling academic performance.

The perceived inadequacies in the central government control of the school system led to the growing interest and demand of stakeholders involvement in the school management and the recognition being accorded the decentralization of education services to smaller administrative units such as the school districts, and school boards and more recently school based management committee which has potential to bring improvement in the quality of decision-making, school management, education service delivery and students' academic achievement in secondary schools.

The decentralization of education decision-making process and administrative power to the SBMC will no doubt engender community's interest in school ownership, encourage active and wider participation of education stakeholders in the school management and pooling of resources to assist the school in proffering solution to the shortage of educational resources, strengthening the monitoring and evaluation of academic programs in order to achieve educational objectives and improve students' academic achievement in secondary schools.

2. School Based Management (SBM) and Decision – making process

School Based Management (SBM) is the decentralization of authority from the central government to the school level (Caldwell, 2005). The SBM combines the efforts of principals, teachers, parents, students, and other members of the school community as the primary unit of stimulating and sustaining improvement in the school system. Decision-making is a conscious choice made between two or more competing alternatives. This requires the participation and collaboration of members of the SBM in decision-making, particularly those involving community orientation and mobilization, negotiation, consultation, conflict resolution, building ownership and commitment of the members of the community to school development.

Decision-making is a shared responsibility among the school community members and teachers which enhances constructive professional learning community and improvement in the teaching and learning process. The involvement of the SBM in decision-making will no doubt lead to wider and greater ownership of the school by members of the community, diversity of views and expertise as inputs to decision-making, development of more inclusive partnerships among teachers and parents. Ayeni (2010) mentioned that the emphasis being placed on the role of school-based management committee will encourage school principals and members of the community to pay special attention to resource inputs, efficient and transparent use of resources, increased participation of stakeholders in decision-making process for better institutional management and improved outcomes for the learners (sound knowledge, skills, attitude, values and effective citizens).

2.1 School Based Management (SBM) and Physical Plant Planning

The need for physical plants in the school system cannot be over-emphasized. Adeyemi (2006) referred to school plant planning as the process of management, construction, utilization and maintenance of school facilities to ensure goal achievement. Charis (2001), Dimmock (2004) and Adegoke (2005) agreed that the school plants include permanent structures like the site, the administrative building, examination hall, classrooms, workshop, libraries, laboratories and learning equipment while the semi-permanent structures include the educational system itself.

The school plant planning requires maximum cooperation of the SBM with the combined teamwork by the school principal, teachers, students and other school personnel and the community in order to ensure effective utilization and maintenance of the school plant for smooth operation of the school system. The SBM can mobilize members of the community who are experts in building construction (architects and engineers) to offer professional advice on the planning and development of school infrastructure.

The role of physical plants in effective administration and instructional management particularly at the secondary school level cannot be underestimated. Abdulkareem (2003), Ijaduola (2008), and Abayomi (2009) remarked that the general condition of the school facilities appears to be the basis upon which many parents make their initial judgments about the qualities of education service delivery and students' academic performance.

Ijaduola and Agbajeola (2009) argued that the quality and quantity of the educational facilities available within an educational system have a positive relationship with the standard and quality of the educational system. Schools that maintained well planned physical plant and excellent SBM practice had higher students' academic performance (Adepoju & Akinwunmi, 2001). However, Fafunwa (2010), stated that there is a big gap in quality, resulting from large numbers of students in crowded classrooms, using inadequate and obsolete equipment and with disillusioned teachers. These combined deficiencies perhaps constituted a major gap in the quality of learning infrastructure, thus, many challenges bear on teaching and learning that prevent the education system from getting the best out of its efforts to achieve the required level of attainment in teaching and learning activities in secondary schools.

2.2 School Based Management (SBM) and Coordination of Academic Programs

In Nigeria, the government's top policy priority for the secondary education system is to ensure equitable access and quality improvement in education of its citizens through the involvement of the SBMC in the coordination of secondary education programs in order to ensure that all children complete the secondary education program without any gender disparity. The SBMC helps in the inter-linkage of efforts of relevant stakeholders/human resources in the community and school for effective operation and achievement of the broad and specific goals of secondary education (Okam & Bozimo, 2004).

The SBMC being a significant organ plays a major role in advocating for effective participation and contribution of members of the community to the school programs which enables the school management to develop positive learning culture, maintain discipline and achieve better academic performance. This also helps in motivating both the community members and teachers to use their creativity and initiative as necessary inputs towards enhancing effective teaching – learning process for the accomplishment of educational goals.

2.3 School Based Management (SBM) and School-Community Relations

The school-community relation is a two-way symbiotic collaboration between the school management and members of the community to provide educational resources for the improvement in the teaching-learning activities and students' academic performance. The SBMC contribute to school development by encouraging different socio-cultural organizations and other prominent members of the community to make useful contributions to enhance the development of the school and quality education for the learners since the school is regarded as a social organization and the community asset and means of training the young ones to become responsible citizens in the society.

Effective school-community relationship will no doubt strengthen institutional management and school effectiveness; promote community strong commitment to the provision of adequate teaching and learning materials/facilities, conducive working environment, staff and students welfare, and cordial interpersonal relationship; effective curriculum implementation and quality learning outcome in secondary schools (Ayeni, 2010).

Ugwuanyi (2003) carried out a study on strategies for involving the community in secondary school administration in Nsukka Education Zone, Enugu State. The finding revealed that principals have positive perceptions towards community participation in school administration; the community assisted the school in the employment of non-professional staff, information sharing and enforcement of discipline.

Abraham and Ememe (2012) investigated effective school-community relations as a key performance indicator (KPI) of secondary school administrators in Aba South District, Nigeria. Findings revealed that communities employed teachers in core subjects, built libraries and donated land for the school facilities which improved school administrators' and teachers' effectiveness in secondary schools. Bakwai (2013) investigated the roles of school community relationships in the development of secondary education in Zamfara State. Findings revealed that school-community relations enhanced teachers' effectiveness, students' discipline, teachers' welfare, curriculum planning, sharing and dissemination of information, provision of school facilities, and financing

of the school projects.

2.4 School Based Management (SBM) and Policy Intervention

Policy intervention is the positive response/actions taken by the school based management to address major challenges that could hinder the effective operation of the school system and thereby creating a conducive working environment that would motivate both the teachers and students alike for greater performance for the purpose of achieving the educational goals and school success. Policy intervention recognizes the noble role of the School Based Management (SBM) in fostering the school-community relations and coordination of the education program, and improving the quality and efficiency of education service delivery.

The study by Ayeni (2014) on principals and parents partnership for sustainable quality assurance revealed that the PTAs were adequately involved (65%) in the development of school policies and work plan, selection of students' textbooks, and monitoring and evaluation of educational programs. The involvement of the PTA in school governance enhanced policy initiatives, holistic implementation, monitoring and evaluation of educational programs which promote continuous prevention of defects in the school management, learning resources, curriculum delivery and students' learning achievement in secondary schools.

2.5 School Based Management (SBM) and Students' Academic Performance

Academic performance is the extent to which students have demonstrated commitment to the acquisition of content knowledge and skills during teaching-learning process and achieve short or long-term educational objectives through the scores or grades obtained in the teacher-made test, terminal examinations and external examinations such as the West African Senior School Certificate Examinations (WASSCE), the Senior School Certificate Examinations conducted by National Examinations Council (NECO-SSCE) among others (Ayeni & Amanekwe, 2018).

The level of students' academic performance also depends to a great extent on the availability of learning resources which are expected to be provided by parents and the school management. The SBMC being a vital organ in the secondary school administration is expected to mobilize the parents through the PTA forum and encourage other relevant stakeholders to support the school in the provision of instructional materials, science equipment, library books, construction of school buildings, capacity training of teachers and employment of part-time teachers to fill educational gaps and improve students' academic performance.

In a study conducted by Otieno (2012) on determinants of students' poor performance in public secondary schools of Kwale County, Kenya discovered that poor capital investment in terms of provision of science education resources, lack of support from parents, low teacher morale, substandard internal evaluation, poor administration and leadership contributed to poor academic performance of students. In an attempt to check poor performance, the government of Kenya through the Ministry of Education in collaboration with other stakeholders such as the SBMC embarked on curriculum review and on-the-job training of science teachers to improve subject mastery, curriculum implementation and supervision in secondary schools.

3. Statement of the Problem

The role of stakeholders in the management of the secondary school education system cannot be over-emphasized. Despite the efforts made by successive government and other stakeholders in the education sector to reform the management of secondary school education in Nigeria through the decentralization of administrative power and authority to the school based management committee, the quality of education service delivery has not been able to yield the desired result as evident in the level of dilapidation of school infrastructure, inadequate learning resources and delay in decision-making which seem to hinder the quality of education service delivery and achievement of educational goals in secondary schools.

The perceived inadequacies in the operation of the secondary education system has perhaps been responsible for the relatively low level of students' academic performance which is often below 50% passes at credit level in five subjects, including English Language and Mathematics in the West African Senior School Certificate Examinations between 2015/2016 and 2017/2018 sessions. It was against this backdrop that this research study was undertaken to investigate the level of contribution of the SBM in decision-making, physical plant planning, coordination of academic programs, school-community relations and students' academic performance in public secondary schools using Owo Local Government Area of Ondo State as a case study.

3.1 Research Questions

The following research questions were raised to guide the study.

1. What is the level of SBM contribution to the components of decision-making, physical plant planning, coordination of academic programs, school-community relations and policy intervention in secondary schools in Owo Local Government Area of Ondo State?
2. What is the level of students' academic performance in secondary schools in Owo Local Government?

3.2 Research Hypothesis

The following hypothesis was formulated to guide the study.

1. There is no significant relationship between school-based management practices and students' academic performance in secondary schools in Owo Local Government.

4. Research Method

This study adopted the descriptive research design of the survey type, which allows the collection of data from samples that have a true representation of the population. The target population comprised 551 teachers in the 18 public secondary schools in Owo Local Government Area of Ondo State, Nigeria.

The sample size comprised 99 key members of the school management made up of nine Principals, 27 Vice principals, 27 HODs, nine PTA Secretaries, nine Guidance Counselors, nine Registrars/Record Officers, and nine Staff Secretaries were randomly selected from nine randomly sampled schools which represented 50% of the existing 18 public secondary schools in Owo Local Government Area.

Data were collected using self-developed instruments titled “School Based Management Questionnaire (SBMQ), and Students’ Academic Performance Inventory (SAPI). The SBMQ questionnaire had 25 items which sought information on decision-making, physical plant planning, coordination of academic programs, school-community relations and policy intervention. The SAPI was used to collect students’ performance in WASSCE conducted between 2015/2016 and 2017/2018 academic sessions. The instrument utilized a 4-point likert rating scale classified as: Always (A), Often (O), Seldomly (S) and Never (N) with the values of 4, 3, 2, and 1 respectively.

The instrument was validated by two experts in the Department of Educational Management, Adekunle Ajasin University, Akungba Akoko. This ascertained the face and content validity of the questionnaire items constructed for the study. Test retest method was used to ensure the reliability of the research instrument administered at two weeks intervals in two secondary schools outside the schools sampled for the study in Owo Local Government. Pearson’s Product Moment Correlation (PPMC) was used to determine the reliability coefficient of 0.74 which confirmed the suitability of the research instrument constructed for the study.

The questionnaires were administered personally by the researcher and one research assistant on the respondents in the sampled public secondary schools in Owo Local Government Area of Ondo State. The questionnaires were retrieved immediately after completion the same day. This method enabled the researcher to achieve 97% rate of return, which implied that 96 out of 99 participants responded to the questionnaire. The research questions were answered using Frequency counts, Percentage and Mean which were rated as Low (< 2.5), Moderate ($\geq 2.5 < 3.5$) and (High ≥ 3.5) while the hypothesis was tested at 0.05 level of significance using Multiple Regression Analysis.

5. Results

Research Question One: What is the level of SBM contribution to the components of decision-making, physical plant planning, coordination of academic programs, school-community relations, and policy intervention in secondary schools in Owo Local Government?

The research questions were answered descriptively using frequency counts, percentage and mean score while the research hypothesis was tested at 0.05 level of significance using Multiple Regression Analysis. The results were presented in Tables 1 – 8, and Figure 1.

Table 1: School Based Management (SBM) Involvement in Decision-making Process

S/N	ITEMS		A	O	S	N	$\bar{x}$
1.	The SBM is involved in the identification of the school needs.	F	41	52	3	-	3.40
		%	42.7	54.1	3.1	-	
2.	The SBM is involved in generating solutions to the schools needs/problems.	F	33	59	4	-	3.30
		%	34.4	61.5	4.1	-	
3.	SBM is involved in the selection of preferred solution to the school needs.	F	46	45	5	-	3.43
		%	47.9	46.9	5.2	-	
4.	SBM is involved in the implementation of decisions to solve school problems.	F	58	33	5	-	3.55
		%	60.4	34.4	5.2	-	
5.	The SBM is involved in the evaluation and review of the school success.	F	56	29	10	1	3.46
		%	58.3	30.2	10.4	1.0	
Percentage/Grand Mean		F	234	218	27	1	3.43

The analysis of data presented in Table 1 on the level of SBM involvement in decision-making process indicated in the Mean Scores that the SBM is mostly involved in the selection of the preferred solution to the school needs, implementation of decisions to solve the school needs/problems, evaluation and review of the school success. However, the SBM is least involved in the identification of the school needs and generating solutions to the identified needs/problems. The grand mean of 3.43 implied that the SBM is moderately involved in decision-making processes in secondary schools in Owo Local Government Area of Ondo State, Nigeria.

Table 2: School Based Management (SBM) Contribution to Physical Plant Planning

S/N	ITEMS		A	O	S	N	$\bar{x}$
1.	The SBM is involved in the design of the school master plan.	F	29	56	10	1	3.18
		%	30.2	58.3	10.4	1.0	
2.	SBM is involved in the needs assessment of physical projects.	F	21	61	11	3	3.04
		%	21.9	63.5	11.5	3.1	
3.	The SBM is involved in the award of school projects.	F	28	39	26	3	2.96
		%	29.2	40.6	27.1	3.1	
4.	The SBM is involved in the monitoring of the school physical projects.	F	31	44	16	5	3.05
		%	32.3	45.8	16.7	5.2	
5.	SBM is involved in the evaluation and review of the school physical projects.	F	35	39	17	5	3.08
		%	36.5	40.6	17.7	5.2	
Percentage/Grand Mean			144	239	80	17	3.06

The data presented on Table 2, revealed the level of SBM contribution to the physical plant planning as reflected in the highest Mean Scores recorded in the design of the school master plan, and evaluation and review of the physical projects. However, the least contribution of the SBM is recorded in the needs assessment, award of school projects and monitoring of the physical projects. The grand mean of 3.06 implied that the SBM is moderately involved in physical plant planning in secondary schools in Owo Local Government Area of Ondo State.

Table 3: SBM Contribution to the Coordination of Academic Programmes

S/N	ITEMS		A	O	S	N	$\bar{x}$
1.	The SBM is involved in the setting of the school educational goals.	F	55	31	7	3	3.44
		%	57.3	32.3	7.3	3.1	
2.	The SBM is involved in the recruitment of part-time teachers.	F	58	23	13	2	3.43
		%	60.4	24.0	13.5	2.1	
3.	The SBM is involved in the capacity training of teachers.	F	53	23	17	3	3.31
		%	55.2	24.0	17.7	3.1	
4.	The SBM is involved in the selection of students' textbooks.	F	50	29	9	8	3.26
		%	52.1	30.2	9.4	8.3	
5.	The SBM is involved in the evaluation and review of teaching and learning activities/students' performance.	F	53	32	8	3	3.41
		%	55.2	33.3	8.3	3.1	
Percentage/Grand Mean			269	138	54	19	3.37

The analysis of data presented in Table 3, revealed the level of SBM contribution to the

coordination of academic programs as reflected in the highest Mean Scores recorded in the setting of educational goals, recruitment of part-time teachers, evaluation and review of teaching and learning activities, and students' performance; the least contribution of the SBM is recorded in the capacity training of teachers and selection of students' textbooks. The grand mean of 3.37 implied that the SBM is moderately involved in the coordination of academic programs in secondary schools in Owo Local Government Area of Ondo State.

Table 4: School Based Management Contribution to School-Community Relations

S/N	ITEMS		A	O	S	N	$\bar{x}$
1.	SBM collaborate with the community to raise funds for the school projects.	F	59	31	4	2	3.53
		%	61.5	32.2	4.2	2.1	
2.	The SBM mobilized the community to provide classrooms for the schools.	F	64	22	8	2	3.54
		%	66.7	22.9	8.3	2.1	
3.	The SBM mobilized the community to donate library resources/science equipment.	F	59	25	8	4	3.45
		%	61.5	26.0	8.3	4.2	
4.	The SBM mobilized the community to support students' and teachers' welfare.	F	59	26	7	4	3.46
		%	61.5	27.0	7.3	4.2	
5.	The SBM mobilized the community to support students' discipline.	F	64	25	4	3	3.56
		%	66.7	26.0	4.2	3.1	
Percentage/Grand Mean			305	129	31	15	3.51

The data presented in Table 4, revealed the level of SBM contribution to the school-community relations as reflected in the highest Mean Scores recorded in the collaboration of the SBM with the community to raise funds for the school projects, provision of classrooms and support students' discipline; the least contribution of the SBM is recorded in the provision of library resources/science equipment, and supporting students' and teachers' welfare. The grand mean of 3.51 implied that the SBM is moderately involved in the coordination of academic programs in secondary schools in Owo Local Government Area of Ondo State.

Table 5: School Based Management and Policy Intervention

S/N	ITEMS		A	O	S	N	$\bar{x}$
1.	The SBM give quality advice to improve school administration.	F	49	37	10	-	3.41
		%	51.0	38.5	10.4	-	
2.	SBM makes inputs to the formulation of school policies, rules and regulations.	F	43	46	7	-	3.38
		%	44.8	47.9	7.3	-	
3.	The SBM supports the principal in the settling of disputes among staff.	F	38	32	20	6	3.06
		%	39.6	33.3	20.8	6.3	
4.	SBM supports principals in enforcement of school rules and regulations.	F	46	41	8	1	3.38
		%	47.9	42.7	8.3	1.0	
5.	The SBM serves as checks and balances for the school administration.	F	44	43	6	3	3.33
		%	45.8	44.8	6.3	3.1	
Percentage/Gran Mean			220	199	51	10	3.31

The analysis of data presented on Table 5, revealed the level of SBM policy intervention as reflected in the highest Mean Scores recorded in the quality of advice to improve school

administration, relevant inputs to the formulation of the school policies, enforcement of school rules and regulations, and checks and balance for the school administration; the least contribution of the SBM is recorded in the settling of disputes among staff. The grand mean of 3.31 implied that the SBM is moderately involved in policy intervention in secondary schools.

Table 6: Weighted Average of the key roles performed by the School Based Management

S/N	Variables	Responses					
			A	O	S	N	$\bar{x}$
1	Decision-making process	Freq.	234	218	27	1	3.28
		%	44.0	43.3	9.0	3.7	
2	Physical plant planning	F	144	239	80	17	2.26
		%	17.9	25.1	21.7	35.3	
3	Coordination of academic programme	F	269	138	54	19	2.08
		%	12.1	25.4	20.3	42.2	
4	School-community relations	F	305	129	31	15	2.98
		%	27.5	52.0	11.1	9.4	
5	Policy intervention	F	220	199	51	10	3.31
		%	45.8	41.5	10.6	2.1	
	Percentage/Gran Mean	F	952	724	192	52	2.78
		%	49.6	36.5	15.5	22.6	

The data presented on Table 6, revealed the weighted average of the level of SBM contribution in secondary schools; the highest Mean Scores were recorded in the policy intervention, school-community relations and decision-making process while the least contribution of the SBM was recorded in the physical plant planning and coordination of academic programs. The grand mean of 2.78 implied that the SBM made a moderate contribution in secondary schools in Owo Local Government Area of Ondo State.

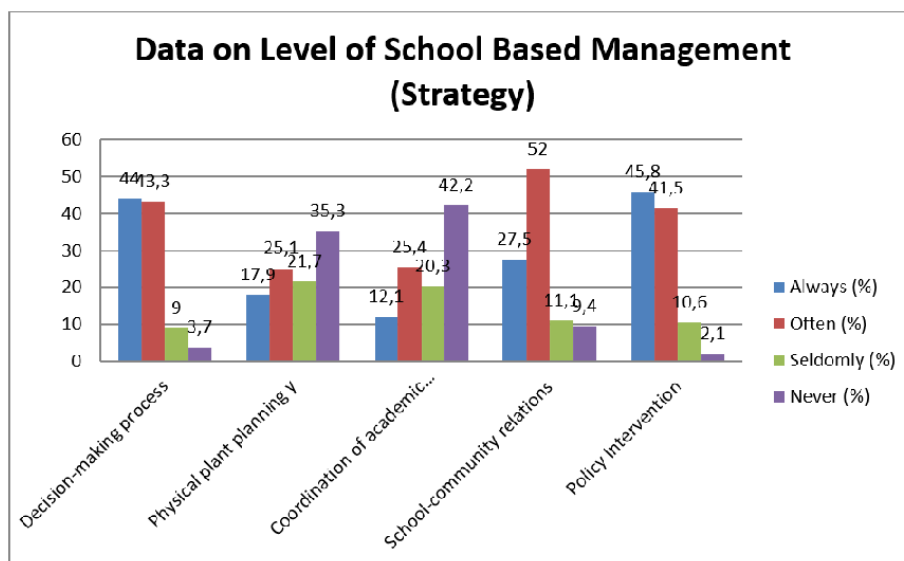


Figure 1: Bar Chart on the Level of School Based Management in Secondary Schools

The bar chart presented in Figure 1 showed the level of school based management as reflected in the percentage points of contributions in the following components: decision-making process, physical plant planning, coordination of academic program, school-community relations and policy intervention. The percentage range indicated that the SBM contributed always (32.2% to 50.3%), Often (30.9% to 52.3%), Seldomly (4.7% to 14.8%) and Never (2.0% to 6.7%) in secondary schools in Owo Local Government Area of Ondo State.

Research Question 2: What is the level of students' academic performance in secondary schools?

Table 7: Analysis on Students' Academic Performance in WASSCE 2015/2016 - 2017/2018

Academic sessions	No. of candidates registered	No. of candidates with 5 credits including English Language & Mathematics	No. of candidates with 5 credits including either English Language or Mathematics	No. of candidates with 5 credits without English Language & Mathematics	No. of candidates with less than 5 credits
2015/2016	560	144	319	88	9
2016/2017	605	321	212	64	8
2017/2018	712	395	190	110	17
Total	1877	860	721	262	34
Percentage		45.82%	38.41%	13.96%	1.81%

The data presented in Table 7 indicated that out of 1,877 secondary school students who registered for WASSCE from 2016 to 2018, only 860 students representing 45.82% had credits in a minimum of five subjects including English language and Mathematics, 38.41% of the students had 5 credit passes including either English language or Mathematics while 13.96% had 5 credits without a credit pass in English language and Mathematics, and 1.81% of the students had less than five (5) credits in Owo Local Government Area of Ondo State.

HO₁: There is no significant relationship between School Based Management and Students' Academic Performance.

Table 8: Multiple Regressions of School Based Management and Students' Academic Performance

Model	B	Std. Err	Beta	T	Sig.	R	R ²	F
(Constant)	3.047	.017	-	176.146	.000			
Decision-Making Process	.364	.095	.719	3.848	.000	.534 ^a	.286	149.632
Physical Plant Planning	.004	.075	.006	.047	.962			
Coordination of Academic Program	-.164	.103	-.324	-1.591	.112			
School-Community Relations	.160	.091	.327	1.758	.079			
Policy Intervention	-.102	.116	-.197	-.878	.380			

a. Dependent Variable: *Students' Academic Performance*

The result of analysis on table 8 showed that $R = .534$; $R^2 = .286$; and $p = .000$. This indicates that there is a significant relationship between school-based management and students' academic performance. This indicated that the variables of SBM (decision-making process, physical plant planning, coordination of academic program, school-community relations and policy intervention) have a predictive significant relationship on academic performance ($\beta = .364, .004, -.164, .160$ and $-.102$, $t = 3.848, .047, -1.591, 1.758$ and $-.878$; $p < 0.05$). Hence, the formulated null hypothesis of no significance relationship between school-based management and students' academic performance was rejected.

6. Discussion

The data presented in Tables 1 – 5 indicated that the school based management committee made a high contribution in the area of school-community relations (Mean=3.51), and recorded moderate level of contributions in decision-making (Mean=3.43), physical plant planning (Mean=3.06), coordination of academic programs (Mean=3.37) and policy intervention (Mean= 3.31). Specifically, the result revealed that the SBMC contributed mostly in the recruitment of part-time teachers, mobilizing the community to raise funds for the school projects, provision of classrooms, support the school in the enforcement of rules and regulations to ensure students' discipline, and evaluation and review of students' performance. This implies that a combination of the key roles performed by the school-based management committee have a positive influence on students' academic performance. The findings corroborate Abraham and Ememe (2012) who investigated effective school-community relations as a key performance indicator (KPI) of secondary school administrators in Aba South District, Nigeria and found that communities employed teachers in core subjects, built library and donated land for the school facilities which improved school administrators' and teachers' effectiveness in secondary schools. The finding also lends credence to Bakwai (2013) who investigated the roles of school community relationship in the development of secondary education in Zamfara State and found that school-community relations enhanced teachers' effectiveness, students' discipline, teachers' welfare, curriculum planning, sharing and dissemination of information, provision of school facilities and financing of the school projects.

The short-comings in the SBM contributions were noticeable in the least involvement in the identification, assessment and generation of solutions to the school needs, award of school projects and monitoring of the physical projects, capacity training of teachers and selection of students' textbooks, provision of library resources and science equipment, supporting students' and teachers' welfare, and settling of disputes among staff. This result is in line with previous findings by Otieno (2012) on determinants of students' poor performance in public secondary schools of Kwale County, Kenya that poor capital investment in terms of provision of science education resources, lack of support from parents, low teacher morale, substandard internal evaluation, poor administration and leadership contributed to poor academic performance of students.

The result of analysis of data presented in Table 8 revealed that decision-making ($\beta = 0.719$), school-community relations ($\beta = 0.327$) and coordination of academic programs ($\beta = 0.324$) had the highest values and positive contributions to students' academic performance while policy intervention ($\beta = 0.197$) and physical plant planning ($\beta = 0.006$) had the least contribution to students' academic performance at < 0.05 . This result conforms with the findings of Ayeni (2014) on principals and parents partnership for sustainable quality assurance that the PTAs were adequately involved

(65%) in the development of school policies and work plan, selection of students' text books, and monitoring and evaluation of educational programs.

The analysis of data in table 8 also showed that the coefficient of joint correlation (R) between the role of SBM and students' academic performance is 0.534, while the coefficient of determination R^2 is 0.286. This implies that a combination of the key roles of the SBMC jointly contributed 28.6% ($R^2 = .286$; $p = .000$) to students' academic performances, which could be inferred that the SBM contribution partly accounted for the 45.82% level of students' academic success presented in Table 6 which reflected the level of credit passes in a minimum of five subjects including English language and Mathematics in the West African Senior School Certificate Examinations. This implied that the combination and joint contribution of the key roles of the school based management have limited positive relationship with the standard and quality of education service delivery which predicts students' academic performances. This finding further supports the earlier assertion by Ayeni (2014) that the involvement of the PTA in school governance enhances policy initiatives, holistic implementation, monitoring and evaluation of educational programs which promote continuous prevention of defects in the school management, learning environment, curriculum delivery and students' learning achievement in secondary schools.

7. Conclusion

The outcome of the study clearly indicated that the school-based management made moderate contributions to decision-making, school-community relations and policy intervention, which have positive influence on students' academic performance. However, there were limited contributions of the SBMC to the physical plant planning in the award of school projects, and coordination of academic program in the area of training of teachers and selection of students' textbooks; therefore, there is the need to foster the roles of the SBMC in order to strengthen institutional management and enhance quality education service delivery and achieve better academic performance of students in public secondary schools.

Based on the findings of the study, the following recommendations were made:

1. Government should give more recognition to the school-based management in the award of school projects to enable the SBMC mobilize resources to assist government in the infrastructural development and create conducive learning atmosphere for better academic performance of students in public secondary schools.
2. The Ministry of Education should prioritize the significant inputs of the school-based management committee in the capacity training of teachers and selection of students' textbooks in order to improve the quality and coordination of academic programs for better academic performance of students in public secondary schools.
3. School principals should maintain symbiotic working relationships with the SBMC in order to generate robust discussion and innovative ideas for the development of quality improvement policy that will stimulate, guide and sustain the efforts of the school management to achieve better educational resource inputs, process and output in secondary schools.

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