



School Based Management Committee Roles and Facilities Maintenance as Correlates of Teachers' Effectiveness

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Abstract

This study investigated School Based Management Committee (SBMC) roles and facilities maintenance as correlates of teachers' effectiveness in public primary schools in Ondo State, Nigeria. The study employed the descriptive research design of the survey type and ex-post facto research design. The data used were collected through questionnaire instrument titled: School Based Management Committee Roles and Facilities Maintenance Questionnaire (SBMCRFMQ) and a pro forma to obtain the academic performance of pupils in their common entrance examination for 2017/2018 and 2018/2019 academic sessions. The research questions were answered using descriptive statistics. Pearson Product Moment Correlation was used to test the hypotheses at 0.05 level of significance. The result revealed that there was a significant relationship between SBMC roles and pupils' academic performance. It was recommended that Parents and immediate community should be encouraged to be more involved in the schools' day to day administration and school facilities maintenance as this would help enhance the academic performance of their wards.

INTRODUCTION

Primary education is seen as the foundation of formal education, it can be described as the most essential component in the echelon of educational system of every nation. Primary school education also helps in the formation of a child's personality, prepares the mind of the child for higher academic pursuits and provides learner with the fundamentals of reading, writing, skill acquisition, information and attitudes necessary for proper adjustment in the society (Nigeria, 2014).

Maintained that; for primary education to be the bedrock of educational system, it must bring to the learners elementary and general knowledge of science, by teaching them to use and operate scientific objects and gadgets so that they may be conversant with such foundational knowledge as they advance to other levels (Umoh, 2006). In order to give primary school education the focus, the National Policy on Education states the goals and objectives of this level as to: inculcate permanent literacy, numeracy and the ability to communicate effectively; lay a sound basis for scientific, critical and reflective thinking; promote patriotism,

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sound basis for scientific, critical and reflective thinking; promote patriotism, fairness, understanding and national unity; instill social, moral norms and values in the child; develop in the child the ability to adapt to changing environment; provide opportunities for the child to develop life manipulative skills that will enable the child function effectively in the society within the limits of the child's capability (Nigeria, 2014).

A careful consideration of the goals and curriculum content brings to the fore the need for a well-balanced and result-oriented teaching and learning process as well as interaction between and among pupils, teachers, school heads and other stakeholders (Aryasutha et al., 2025; Asril et al., 2023; Engkizar, Jaafar, Alias, et al., 2025; Engkizar et al., 2025; Kassymova et al., 2025; Oktavia et al., 2023; Putri et al., 2021). Some of such organized and structured interactions among others are maintenance of school facilities to ensure productive climate and culture, parent school community involvement put in place to ensure parental involvement in their child's learning and so forth. This is necessary because primary education is observed to be a very vital component of Nigerian education system that deserves handling with great care and caution. The solidity of primary education to a very large extent, determines the difference between success and failure of subsequent educational levels. This implies that the coordination of primary education has impact on the quality of outputs which are also an input for secondary education.

Primary schools thrive on effective interrelationships within it and with its relevant publics. The school requires a lot of human, materials, physical facilities and financial resources for building the capacity of the education system to be able to deliver high quality and relevant curriculum to learners. Consequently, the School-Based Management Committee (SBMC) is recognized as a viable tool for promoting effective community participation, commitment, transparency, accountability, supportive services and best practices in school planning, management, monitoring and evaluation of performance of school administrators, teachers and learners to ensure quality service delivery and learning outcomes (Ayeeni & Bamire, 2022).

Maintenance of school facilities ensure that the school presents safe and secure learning environments. Assert that creating and ensuring school building safety revolve around the physical maintenance of buildings (Ahmad et al., 2025; Garba et al., 2021; Paul, 2024). This implies the repair, replacement and general upkeep of buildings, allows for the continued use of space for its intended purpose. Contend that school facilities maintenance is much more than just resource management in terms of procurement, use and upkeep (Osuji et al., 2020; Rizky et al., 2022; Xaba, 2012). It is about providing a clean and safe environment for learners and it is also about creating a physical setting that is appropriate and adequate for learning.

In the context of educational systems goals and outcomes are represented in terms of achievements, a primary school that contributes more to better pupil achievement is considered more effective than other schools within the same context (Burušić et al., 2016; Mejía-Rodríguez & Kyriakides, 2022; Woessmann, 2016). Hence a teachers' that contributes to a greater extent to the achievements of learning outcome is considered more effective.

The Ondo State Digest on Education Statistics in her 2017 edition revealed the number and percentage of Ondo State Candidates that sat for Common Entrance Examinations in 2014/2015 and 2015/2016. The results show that in

2014/2015 academic session, 2,695 (4.66 %), 21597 (36.31%), 18652 (32.22%), 12866 (22.22 %) and 2083 (3.60%) scored 0-19, 20-39.9, 40-59.9, 60-79.9, and 80-100 respectively in 2015/2016 academic session, 555 (0.96%), 14955 (24.67%), 21315 (35.14%), 19525 (32.20 %) and 4282 (7.06%) scored 0-19, 20-39.9, 40-59.9, 60-79.9, and 80-100 respectively. (OSBS, 2018). The results of 2016/2017 showed that out of the 63,174 only 4853 scored A (80-100) which is (7.68%) of the total number of pupils that sat for the examination, these results is an indication that there is a persistent decline in the academic performance of pupils in their common entrance examinations in Ondo State.

Teachers' effectiveness in primary education provides resources and directs policy to ensure that each child enters school healthy and learns about and practices a healthy lifestyle; learns in an environment that is physically and emotionally safe for students and adults; is actively engaged in learning and is connected to the school and broader community; has access to personalized learning and is supported by qualified, caring adults; and is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

School Based Management Committee (SBMC) and Pupils' Academic Performance

The Nigerian National Policy on Education, Section 12, sub-section (104b) provides close participation and involvement of the communities, at the local level, in the administration and management of their schools (Ayeni & Bamire, 2022). Since the community has legitimate mandate in education, it behooves on the traditional institutions to mobilize and coordinate their subjects to integrate their skills and wealth of experience into the school programme in order to maximize their contributions in their expertise and best practice through periodic monitoring, reviewing, evaluating and given constructive advice on key functions in curriculum delivery, critical infrastructure, capacity building, instructional materials/equipment, staff and students welfare, management and support mechanisms, and school-community relationship. This will ensure quality service delivery and attainment of the overall goal of education in schools. The relationship between the school and the community is indeed a symbiotic one, since the function of one complements the other.

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 & Bamire, 2022).

It is worthy to mention that SBMCs have been established in many primary schools in Nigeria in line with the directive of the National Council on Education but only few of them are operating effectively. The findings by the Federal Ministry of Education (2017) revealed that a significant proportion of 60% of schools are

without functional SBMCs. This situation has been attributed to problems such as inadequate sensitization and advocacy for the communities to understand the enormous benefits to be derived from their genuine participation in school governance, particularly in raising teaching and learning standards, and quality of outputs in schools.

The involvement of the school-based management committee in the school governance ensures sustainable inter-dependent relationship between the school and the community, by promoting good value system and recognizing the cooperation, participation and support of significant and relevant stakeholders in the setting of standards and ensuring quality in the management of school resources (Ayeni & Bamire, 2022; Engkizar et al., 2024; 2025). This dynamic process of relationship strengthens the community intervention and mandate in education and instills sense of collective ownership, responsibility and commitment to the progress of the school's programs, activities, development of physical structures, learning facilities and improvement in learning outcome. This is a pro-active means of achieving the desired goals in community inputs, instructional process and outputs that guarantee quality human capital development in knowledge, technical and vocational skills, and character for sustainable self-reliance of the individuals and the overall development of the nation for mutual benefit of the citizenry. The practices of School Based Management Committee may vary according to each zone and state policies but the goals typically include (Akinsolu & Onibon, 2008): increasing the participation of parents and communities in schools, empowering school administrators and teachers, building local level capacity, improving quality and efficiency of basic schools, and perhaps the most importantly, providing equity and equality in access to basic education.

The opportunities that are inherent in quality assurance-oriented school and community partnership, which are relevant for school-based management are highlighted by Ayeni, (2012) as follows:

A quality assurance-oriented school-based management committee will facilitate greater synergy among stakeholders in education and contribute to the growing body of knowledge on institutional management and quality of teaching. The emphasis placed on teachers' pedagogic practices and students' learning processes will enable members of the community, teachers and students to have clear information about learning outcomes and develop strong commitment to the achievement of educational goals.

Effective school-based management committee is a building block for school and community partnership in school governance. This process will enable the key stakeholders in education to receive firsthand information on the quality and quantity of resource inputs; strengths and weaknesses inherent in teachers' instructional task performance and the leadership behavior of principals; staff and students welfare; and stimulate government and other stakeholders to see the need for adequate provision of learning facilities and capacity building of principals and teachers in order to improve institutional management and curriculum delivery for better learning outcomes in secondary schools.

It is envisaged that the emphasis being placed on quality assurance-oriented 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).

A strong SBMC will enable stakeholders to evaluate their school programs and to establish result-oriented procedures that would help those teachers and students that do not perform well to achieve optimum productivity and quality learning outcome. This will provide principals, teachers and members of the community with relevant information on the effects and efficacy of teaching and learning activities on students' performance and stimulate them to find realistic solutions to problems of quality in secondary education; so that academic norms are not undermined at the expense of social norms, but both would complement each other.

Examined the effectiveness of School Based Management Committee (SBMC) in primary schools' governance in Kwara State ([Ogunjimi et al., 2019](#)). The results of the hypotheses showed that: there is a strong positive significant relationship between existence of SBMC and its effectiveness in primary schools in Ilorin metropolis; the ownership has a significant influence on the effectiveness of primary schools and there is significant relationship between problem faced and the effectiveness of SBMC in primary schools in Ilorin Metropolis. Based on the findings, it was recommended that Primary schools' administrators should look into the problems that are prevalent in their respective schools and lay down policies should be put in place to guide that the affairs of the SBMC.

Assessed the relationship between School Based Management Committee (SBMC) and the management of junior secondary schools in Abuja ([Anyakorah et al., 2021](#)). Two objectives with corresponding two research questions and hypotheses were generated to guide the study. The findings of the study revealed that there was no significant relationship between SBMC participation in the planning and management of junior secondary schools in Abuja. Also, a significant relationship between SBMC participation in funding and management of junior secondary schools in Abuja. The study recommended that all principals and other management staff of junior secondary schools in Abuja should sensitize the SBMC members to make financial contributions towards the smooth operation and general management of the school system.

A study carried out by [Ayeni & Bamire, \(2022\)](#) 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. Findings of the study revealed 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.

School Facilities Maintenance and Pupils' Academic Performance

School facilities refers to school site, school plants, playground, fixtures, equipment and other material resources provided in the school for effective

teaching and learning. Uline et al., (2010) sees school facilities as all physical facilities and equipment within the school, which is used by members of the school community. They are equipment necessary for instructional and related supporting purposes including but not limited to classrooms, libraries, media centers, laboratories, cafeterias, sport facilities.

An effective school facility is responsive to the changing programs of instructional delivery, and at a minimum should provide a physical environment that is comfortable, safe, secure, accessible, well illuminated, well ventilated, and aesthetically pleasing. Stated that school facilities plays a crucial role in the development of the three domains of Bloom's Taxonomy of educational objectives namely; cognitive, affective and Psychomotor (Aliyu et al., 2015; Ilhami, 2024; Onwurah, 2004). Educational facilities are needed for developing cognitive area of knowledge, abilities and skill, which are prerequisites for academic achievement. They are essential for developing values, commitment, positive emotions and social interactional sensitivity in learners.

According to Building Educational Success Together, it was reported that the responsibility of every administrator is to ensure that every child had access to quality education in school facilities that provide an educational setting that was suited for teaching and learning. Also, implementing educational policies that resulted in high quality, high performance, and well designed and maintained school facilities had a direct and indirect impact on the teaching and learning process (Díez et al., 2020). Effective facilities maintenance therefore contributes to the success of every student in any school.

School facilities maintenance basically relates to the repair, replacement and general upkeep of physical features as found in the school's buildings, grounds and safety systems (Nhlapo, 2006). Point that maintenance is concerned with ensuring safe conditions for facility users, be they learners, educators, staff, parents or guests (Garba et al., 2021; Kyriakides & Creemers, 2012). They also postulate that a supportive, safe, orderly, civil and healthy learning environment is one of the widely accepted characteristics of effective schools and asserts that: 'The effective school establishes a well-disciplined, secure and wholesome learning environment, and maintains clean and orderly school buildings. Academic performance is the most important outcome of learning. Pupils' academic performance refers to how pupils accomplish different tasks and how they deal with their studies. It also can be described as the knowledge and skills of pupil at the end of teaching-learning process.

Types of School Facilities Maintenance

Facilities maintenance is mainly concerned with the repair and fixing of broken equipment, there are various types of maintenance which include preventive maintenance, routine maintenance, emergency maintenance and predictive maintenance (Okeke, 2013; Selcuk, 2017; Zhou et al., 2024).

Preventive Maintenance

Assert that a good maintenance programme is built on a foundation of preventive maintenance (Szuba, 2003). Hence, preventive maintenance is perhaps the most important type of facilities maintenance According to Okeke, (2013), preventive maintenance is carried out to avoid breakdown and ensure optimal performance. Postulates that preventive maintenance is that programme for servicing machines, systems and structures devised to prevent a breakdown of the

system or one of its components. Preventive maintenance allows an equipment or building to remain in its original useful life.

Nhlapo, (2006) makes the point that preventive maintenance is crucial in so far as it ensures that equipment is always in good working order and provides safety for learners. An example could be the maintenance of electric systems in order to avoid and pre-empt unintended injuries that may result from electrocution.

Routine Maintenance

According to Okeke, (2013) routine maintenance is carried out periodically, monthly, quarterly or annually depending on the agreed schedule by the school head. Olanrewaju & Abdul-Aziz, (2015) posit that routine maintenance allows for the continued use of a space for its intended purpose and serves as an additional manifestation of ownership and caring. This occurs through the regular maintenance of such items as burned-out light bulbs, broken furniture, dripping faucets, worn floor, servicing equipment, ceiling tiles and broken door handle and windows, which result from normal building use. In this sense, routine maintenance will normally be performed as expeditiously as possible during normal working hours. Routine maintenance also assists in identifying areas for predictive maintenance.

Predictive Maintenance

Predictive maintenance is regarded as the cutting edge of facility management and uses sophisticated computer software to forecast the failure of equipment based on age, user demand and performance measures (Lee et al., 2020; Mołęda et al., 2023; Teoh et al., 2023). Carter-Rogers et al., (2024) point out that predictive maintenance enhances opportunities for casual surveillance and access control of the school facilities. Szuba, (2003) describe predictive maintenance as maintenance that forecasts the failure of equipment based on age, user demand and performance measures. This kind of maintenance is rooted in the proper execution of a facilities audit which aims to assist schools in avoiding emergencies and dramatically reducing damage.

Emergency Maintenance

Emergency repairs takes place when a facility breaks down and urgent measures or steps have to be taken to remedy the situation. This usually happen when people lack maintenance culture. It does require collective decision making because of limited time, it is expensive because the extent of damage may demand total replacement or high cost of repair. Nhlapo, (2006) points out that emergency maintenance is expensive because, due to lack of regular maintenance, the extent of damage may demand total replacement of the facility or result in high cost of repair and, in some cases, the breakdown may cause injury or even death to staff and or learners of the school, while the resultant effect may be the prevention of the use of the facility for teaching and learning until repairs have been effected.

It is clear that emergency maintenance, while unavoidable due to unforeseen circumstances and conditions that require it, should be minimized through ongoing maintenance of facilities. There should be constant vigilance of school facilities and these facilities should be inspected regularly for any signs of defects that could result in malfunctions that may require emergency maintenance. Osuji et al., (2020) listed some activities, which the school administrators should carry out to ensure effective school facilities maintenance. They include: engaging an experienced custodial supervisor to assist the administrator, keeping the compound tidy by sweeping the floors of the buildings and compound, repairing machines, vehicles whenever there

is breakdown, re-flooring and repairing cracked walls, replacing broken window blades and roofing sheets, engaging knowledgeable carpenters, plumbers, electricians, laborers, painters to effect necessary repairs in school, purchasing requisitions, equipment and materials for custodial duties such as diggers, rakes, wheelbarrow, instilling in staff and students to be clean conscious at all times, establishing sanitary and health societies in the school.

[Osuji et al., \(2020\)](#) in her research on the impact of school facilities on students' academic performances in public secondary schools in Zaria and Giwa Education Zones in Kaduna State, Nigeria found that school facilities remain one essential factor in the realization of the goals of secondary. Findings of the study among others revealed that there is no significant difference in the opinions of teachers and principals on the impact of teaching facilities on students' academic performance in Public Secondary Schools, also that there is no significant difference in the view of respondents on the impact of welfare and health facilities on students' academic performances in secondary schools in Giwa and Zaria Education Zones in Kaduna State.

[Garba et al., \(2021\)](#) assessed the maintenance of school facilities for effective teaching process in public senior secondary schools in Bauchi state. Findings of the study revealed that school facilities maintenance is a catalyst for effective instructional delivery in Public Senior Secondary Schools and success of any educational programmes and there is urgent need for government and the various stakeholders to intensify effort to acquaint themselves with the identified strategies for achieving effective facilities maintenance of schools for effective instructional delivery in secondary schools.

[Agbovu, \(2024\)](#) investigated the effect of school plant conservation on the management of public junior secondary schools in Rivers State, Nigeria. The study revealed the strategies employed by principals in maintaining school facilities, as well as the administrative obstacles they face in this regard. The study recommended that principals in public junior secondary schools in Rivers State carefully consider their options when it comes to maintaining the school plant. To ensure effective maintenance, the government should hire professionals with the necessary expertise for each school. Additionally, principals should address any administrative challenges they face in maintaining the school plant.

Statement of the Problem

The galloping pace of fallen standard of education in Nigeria, specifically the deteriorating performance of public primary school pupils in their common entrance examinations in Ondo State seems to have been necessitated by poor co-ordination of a well-balanced and result-oriented teaching that is, quality assurance strategies such as SBMC roles and facilities maintenance within public primary schools which determines the level of teachers' effectiveness.

Primary education is expected to inculcate permanent literacy, numeracy, ability to communicate effectively and lay sound foundation for pupils, but complaints from the end user of primary school graduates seems not encouraging as some graduates of primary schools that are input into secondary education find it difficult to cope with learning at their respective secondary classes, this is perturbing because it does not compliment the Ondo State government huge investment in public primary education. Some parents including head teachers of public primary schools often send their wards to private primary schools, this could partly be as a result of teachers' ineffectiveness.

From the researchers experience during teaching practice and field survey, it was observed that some public primary school parents and community members are not actively involved in the administration of the school, some facilities are in dilapidated condition, not maintained or repaired for conducive learning, all these or more could be inimical to the attainment of educational goals. Inherently, it is thus justifiable to investigate public primary school teachers' effectiveness in relation to their pupils' academic performance.

Purpose of the Study

The major purpose of the study was to examine School Based Management Committee (SBMC) roles and school facilities maintenance as correlates of teachers' effectiveness in public primary schools in Ondo State, Nigeria. Specifically, the study sought to:

1. Examine the level of implementation of School Based Management Committee (SBMC) roles and school facilities maintenance in public primary schools in Ondo State
2. determine the level of teachers' effectiveness in public primary schools in Ondo State
3. investigate the relationship between School Based Management Committee (SBMC) roles and pupils' academic performance
4. investigate the relationship between school facilities maintenance and pupils' academic performance.

Research Questions – Hypotheses

The following questions and hypotheses were raised and generated respectively to guide this study:

1. What is the level of implementation of School Based Management Committee (SBMC) roles and school facilities maintenance in public primary schools in Ondo State?
2. What is the level of teachers' effectiveness in public primary schools in Ondo State?
3. There is no significant relationship between School Based Management Committee (SBMC) roles and pupils' academic performance.
4. There is no significant relationship between school facilities maintenance and pupils' academic performance.

METHODS

The study employed the descriptive research design of the survey type and ex-post facto research design. The population of the study comprised all head teachers and teachers in all the 322 public primary schools in Ondo North Senatorial District, Nigeria.

The sample of the study consisted of 245 respondents comprising 210 teachers and 35 head teachers. Multi-stage sampling procedure was used to select sample for the study. At the first stage, Ondo North Senatorial District was clustered into its six Local Government Areas, three Local Government Areas was randomly selected out of the six local government areas in Ondo North Senatorial District for the second stage. At the third stage, proportionate sampling technique was used to select 35 public primary schools in the selected three Local Government Areas which represents 30% of schools in the selected Local Government Areas. Lastly, simple random sampling technique was used to select six teachers from each sampled school to give a total of 210 teachers and 35 head

teachers giving a total of 245 respondents.

Self-constructed questionnaire instruments titled: School Based Management Committee Roles and Facilities Maintenance Questionnaire (SBMCRFMQ) and a pro forma to obtain the academic performance of pupils in their common entrance examination for 2017/2018 and 2018/2019 academic sessions were the instruments used to collect data. SBMCRFMQ questionnaire was designed to elicit information on School Based Management Committee (SBMC) roles and school facilities maintenance. The instrument consisted of two parts, each part dealing with one variable and a total of 11 items. The instrument was designed on appropriate four-point Likert rating scale.

The research instruments were validated using face and content validity procedures, Research instrument were pilot tested using test-retest method. The reliability index of 0.77 and 0.72 were coefficients for SBMCRFMQ and proforma respectively. These showed that the instruments were reliable. The research questions were answered using descriptive statistics of frequency counts, percentage and mean. The hypotheses were tested at 0.05 level of significance using Pearson Product Moment Correlation (PPMC).

RESULT AND DISCUSSION

Research questions were answered using descriptive statistics of frequency count, percentage and mean. The hypotheses were tested using and Pearson Product Moment Correlation at 0.05 level of significance.

Research Question 1: What is the implementation level of School Based Management Committee (SBMC) roles and school facilities maintenance and school facilities maintenance in public primary schools in Ondo State?

In answering this research question, data collected on School Based Management Committee (SBMC) roles and school facilities maintenance were collated as depicted on table 1 and 2. Frequency count, percentage and mean were used. Mean score below 2.50 indicates low level of implementation, mean score between 2.50 and 3.49 indicates a moderate level of implementation while mean score above 3.50 implies high level of implementation.

Table 1. Implementation Level of School Based Management Committee (SBMC) Roles

S/N	Items	Very High		High		Moderate		Low		$\bar{X}$
		F	%	F	%	F	%	F	%	
1.	Participation in school decision-making process	36	17.1	65	30.9	56	26.7	53	25.3	2.4
2.	Provision of additional learning facilities/materials	113	53.8	78	37.2	19	9.1	0	0	2.8
3.	Encouraging involvement of parents in school activities	112	53.3	76	36.2	19	9.1	3	1.4	3.5
4.	Helping school to adhere to standard of teaching	110	52.3	64	30.5	31	14.8	5	2.4	3.4
5.	Helping in the improvement of students' discipline	93	44.2	73	34.8	31	14.8	13	6.2	3.3
Cumulative Mean										3.1

On School-Based Management Committee (SBMC) Roles, 36 (17.1%) of the respondent rated that participation in school decision-making process is very high. 65 respondents rated high, this represents 30.9% while 56 (26.7%) and 53 (25.3%) respondents rated moderate and low respectively, this item accounted for the mean score of 2.4. It can also be observed from the table that 112 (53.3%) of the respondent rated that SBMC roles in encouraging the involvement of parents in school activities is very high, 76 (36.2%) rated high, 19 (9.1%) rated moderate and

3 (1.4%) rated low, this item has a mean score of 3.5. The cumulative mean of 3.1 reveals that the level of in-school quality assurance in SBMC roles is moderate.

Table 2. Implementation Level of School Facilities Maintenance

S/N	Items	Strongly Agree		Agree		Disagree		Strongly Disagree		$\bar{X}$
		F	%	F	%	F	%	F	%	
1.	Cracks on buildings are repaired immediately after discovery	9	25.7	12	34.3	8	22.8	6	17.1	2.7
2.	Government agencies are promptly notified on facility maintenance	3	8.5	10	28.6	11	31.4	11	31.4	2.1
3.	Parent Teachers' Association (PTA) are involved in facility maintenance	2	4.6	7	20	12	34.3	14	40	2.4
4.	Facility maintenance committee is set up in school	11	31.4	10	28.6	7	20	6	17.1	2.7
5.	Preventive maintenance is carried out on school facilities	11	31.4	13	37.1	7	20	4	9.2	2.9
6.	There are adequate funds for facility maintenance	2	4.6	6	17.1	13	37.1	14	40	1.9
Cumulative Mean										2.5

Table 2 shows that 9 (25.7%) of the respondent strongly agreed that cracks on buildings are repaired immediately after discovery, 12 (34.3%) of the respondents agreed, 8 (22.8%) disagreed while 6 (17.1%) strongly disagreed. Also 3 (8.5%) of the respondent strongly agreed that government agencies are promptly notified on facility maintenance, 10 (28.6%) of the respondents agreed, 11 respondents representing 31.4% of the respondents disagreed and strongly disagreed respectively. The cumulative mean of 2.5 reveals that the level of in-school quality assurance in school facility maintenance is moderate.

School-Based Management Committee (SBMC) roles accounted for the highest grand mean of 3.1 while school facilities maintenance has the lowest mean of 2.5. Grand mean of 2.8 shows that the level of implementation of instructional supervision and disciplinary measures implementation in public primary schools in Ondo State is moderate.

Research Question 2: What is the level of teachers' effectiveness in public primary schools in Ondo State?

In answering this research question, data obtained on the academic performance of pupils in their common entrance examination for 2017/2018 and 2018/2019 academic sessions were collated and presented in table 3. Mean score below 2.50 indicates low level of teachers' effectiveness, mean score between 2.50 and 3.49 indicates a moderate level of teachers' effectiveness while mean score above 3.50 implies high level of teachers' effectiveness.

Table 3. Level of Teachers' Effectiveness (Pupils' Academic) Performance

Session	Subject	A&B	C	D&E	F	$\bar{X}$
2017/2018	English	300	725	165	10	3.0
	Mathematics	450	647	100	3	3.2
	Basic Science	424	534	212	30	3.1
	General Paper	420	530	245	5	3.1
2018/2019	English	561	489	155	15	3.3
	Mathematics	420	515	263	22	3.1
	Basic Science	574	490	125	31	3.3
	General Paper	352	600	250	18	3.1
Grand Mean						3.2

Table 3 shows that 300 pupils scored A&B in their 2017/2018 common entrance examination, 725 scored C, 165 had grade D&E and 10 failed English language. This accounted for a mean score of 3.0. In 2018/2019 academic session,

561 pupils scored A&B, 489 scored C, 155 pupils scored D&E, while 15 pupils failed English language. 450 pupils scored A&B in their 2017/2018 common entrance examination, 647 scored C, 100 had grade D&E and 3 failed Mathematics. This accounted for a mean score of 3.2. In 2018/2019 academic session, 420 pupils scored A&B, 515 scored C, 263 pupils scored D&E, while 22 pupils failed Mathematics.

424 pupils scored A&B in their 2017/2018 common entrance examination, 534 scored C, 212 had grade D&E and 30 failed Basic science. This accounted for a mean score of 3.1. In 2018/2019 academic session, 574 pupils scored A&B, 490 scored C, 125 pupils scored D&E, while 31 pupils failed Basic science. 420 pupils scored A&B in their 2017/2018 common entrance examination, 530 scored C, 245 had grade D&E and 5 failed General paper. This accounted for a mean score of 3.1. In 2018/2019 academic session, 352 pupils scored A&B, 600 scored C, 250 pupils scored D&E, while 18 pupils failed General paper. The cumulative mean of 3.2 reveals that the academic performance of pupils in their common entrance examination for 2017/2018 and 2018.2019 academic sessions in Ondo North Senatorial District is moderate.

Test of Hypotheses

Hypothesis 1: There is no significant relationship between School Based Management Committee (SBMC) roles and pupils' academic performance.

To test this hypothesis, data collected on head teachers' instructional supervisory roles and teachers' instructional performance were extracted and subjected to Pearson Product Moment Correlation at 0.05 significant level. The result is shown in Table 4.

Table 4. School Based Management Committee (SBMC) roles and Pupils' Academic Performance

Variables	N	df	r.cal	r.crit	decision
School Based Management Committee	210				
Pupils' Academic Performance	35	243	0.594*	0.032	rejected

Significant @ 0.05

Table 4 illustrates that the Pearson's Correlation $r = 0.594$ computed between school based management committee and pupil's academic performance was not significance with p-value greater than 5% [that is $P < 0.05$]. Thus, the null hypotheses which signify that there is no significant relationship between School Based Management Committee and pupils' academic performance was rejected.

Hypothesis 2: There is no significant relationship between school facility maintenance and pupils' academic performance.

To test this hypothesis, data collected on school facility maintenance as rated by the head-teachers' were correlated with that of pupils' academic performance using Pearson Product Moment Correlation at 0.05 significant level. The result is shown in table 5.

Table 5. School Facility Maintenance and Pupils' Academic Performance

Variables	N	df	r.cal	r.crit	decision
School Facility Maintenance	210				
Pupils' Academic Performance	35	68	0.448*	0.043	rejected

Significant @ 0.05

Table 5 illustrates that the Pearson's Correlation $r = 0.448$ computed between school facility maintenance and pupils result performance is significance with p-value lesser than 5% (that is $P < 0.05$). Thus, the null hypotheses which signify that there is no significant relationship between school facility maintenance and pupils' academic performance was rejected.

The objective of this study was to examine SBMC roles and school facilities maintenance measures as correlates of teachers' effectiveness in public primary schools in Ondo State. The first research question sought to find out the level of SBMC roles and school facilities maintenance implementation in public primary schools. SBMC roles has the highest mean of 3.1, followed by school facilities maintenance with a mean score of 2.5 respectively. Hence the cumulative mean of 2.8 reveals that the level of implementation was moderate. This finding is in congruence with [Ayeni & Bamire, \(2022\)](#) who found out in their study that SBMC made a moderate contribution to the school management which accounted for a low contribution to the students' academic performance.

Research question two dealt with the level of teachers' effectiveness in Ondo State public primary schools as measured with teachers' pupils' academic performance. The grand mean of 3.2 reveals that the level of teachers' effectiveness in Ondo State public primary schools was moderate. The finding is in agreement with [Scheerens, \(2013\)](#) who opined that teachers' effectiveness is generally referred to in terms of the focus on students, their performance, teacher behaviors, the classroom procedures and conduct that are implemented in order to better the outcomes of the students.

The findings as shown in table 4 proved that that there is a significant relationship between School Based Management Committee (SBMC) roles and pupils' academic performance. This result concurs with the findings of [Anyakorah et al., \(2021\)](#) who found a significant relationship between SBMC participation in funding and management of junior secondary schools in Abuja. The findings is also in consonance with [Ayeni & Bamire, \(2022\)](#) who found that there is a significant relationship between SBMC resource mobilization strategies and infrastructural development in primary schools.

Analysis on table 5 reveals that the tested null hypothesis was rejected. The finding indicates that there is a significant relationship between school facility maintenance and pupils' academic performance. This finding is in congruence with [Garba et al., \(2021\)](#) whose finding showed that school facilities maintenance is a catalyst for effective instructional delivery. In the same vein, the finding agrees with the findings of [Agbovu, \(2024\)](#) who found that there was a significant connection between school facilities and students' academic performances in public secondary schools.

CONCLUSION

Based on the analysis of data and interpretation of results, it was concluded that SBMC roles and school facilities maintenance is a fundamental determinant of teachers' effectiveness; SBMC roles is the best predictor of teachers' effectiveness while school facilities maintenance evokes teachers' instructional performance.

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DECLARATIONS

Author contribution

Toyosi Alatise: data curation, writing-original draft preparation, conceptualization,
Comfort Akinfolarin: methodology, visualization, editing, analysis.

AI Statement

The data and the grammatical structure in this article have been validated and verified by English language experts and no AI-generated sentences are included in this article.

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The research company has agreed to carry out the research and is willing if the results of this research are published.

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