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# School Based Management Committee System, Principal Leadership Style, Effective Communication System and Public Secondary Schools Students' Academic Achievement in Oyo State

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**ABSTRACT:** *The downward trend in the academic achievement of public secondary schools' students in Oyo State has been a subject of debate among stakeholders in recent times. This study investigated school based management committee system, principal leadership style, effective communication system and public secondary schools' students' academic achievement in Oyo State. The study adopted the descriptive survey research design. The study population consisted of all students in public secondary schools in Oyo State. Multistage sampling techniques were employed to select 180 respondents, constituting the study's sample. Three hypotheses were formulated at 0.05 level of significance to achieve the objectives of the study. Data were collected using four instruments: School Based Management Committee System Questionnaire ( $r = 0.82$ ), Principal Leadership Style Questionnaire ( $r = 0.74$ ), Effective Communication System Questionnaire ( $r = 0.81$ ) and Student Achievement Test. The instruments were subjected to thorough scrutiny by experts in measurement and evaluation to establish the face validity. Pearson Product Moment Correlation and Multiple Regression Analysis were utilised to assess the null hypotheses at significance level of 0.05. The study found out that there was significant positive relationship among school based management committee system, leadership style of the principal, effective communication system and public secondary schools' students' academic achievement (school based management committee system,  $r = 0.78$ ,  $p < 0.05$ , principal leadership style,  $r = 0.67$ ,  $p < 0.05$ , and effective communication system,  $r = 0.59$ ,  $p < 0.05$ ). The result showed that school based management committee system, principal leadership style and effective communication system jointly contributed to public secondary schools students' academic achievement ( $F_{(2,168)} = 16.17$ ,  $p < 0.05$ ). Also, it is indicated that school based management committee system ( $\beta = 5.186$ ;  $T = 3.216$ ), principal leadership style ( $\beta = 3.846$ ;  $T = 2.314$ ;  $p < 0.05$ ) and effective communication system ( $\beta = 2.421$ ;  $T = 1.832$ ;  $p < 0.05$ ) relatively contributed to public secondary schools' students' academic achievement, while SBMCS had the highest potency. The research acknowledges the importance of these elements in molding the educational landscape and their capacity to influence students' academic performance*

**KEYWORDS:** school based management committee system, principal leadership style, effective communication system, students' academic achievement.

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## INTRODUCTION

In Nigeria's educational framework, which encompasses primary, secondary, and tertiary levels, secondary education occupies pivotal role. Secondary education serves as a linkage between primary and tertiary education levels in Nigeria, and it serves as a vital preparation for future professional pursuits. A key objective of this educational stage as enshrined in the National Policy on Education (FRN, 2013) is to nurture individuals capable of self-reliance, independent thinking and a respectful appreciation for diverse worldviews.

Over the years, stakeholders in education are focused on public secondary schools academic achievement in both internal and external examinations. Academic achievement serves as an indices used by various educational institutions, regulatory bodies such as JAMB and NUC, and employment of labour as criteria for admission into tertiary institution, to further study or for job opportunities. Students' academic achievement refers to the learning outcomes encompassing the knowledge, skills and values acquired by the students themselves throughout their course of study (Ayeni & Amanekwe, 2018). These outcomes are reflected in observable and measurable behaviour, particularly in the scores obtained by student from both teacher-made tests and internal or external examinations.

Recently, reports have surfaced regarding the low academic achievement of students in public secondary schools in Oyo State. The public dissatisfaction of poor students' academic achievement in external examinations such as West African Senior Secondary Certificate Examination, National Examination Council Certificate in Oyo State becomes more disheartening, considering the resources being invested on secondary education by the government and the parents. For instance, Oyo State was rated to be in 12<sup>th</sup> position nationally in 1999 but later dropped to 27<sup>th</sup> position (Sote, 2018). Corroborating this development, Arulogun (2016) reported that in 2008, out of 61,232 students that sat for WASSCE, 5,608 candidates passed. Also, in the year 2010, 65,330 candidates sat for examination while 8,757 students passed; 72, 559 sat for examination in 2011, 12,314 passed; 60,444 sat for exam in 2019, 7,204 passed. The above reflects poor students' academic achievement in public examination.

Researchers attributed public secondary schools students' poor academic achievement to many factors. In the opinion of Ameh (2014), students' massive failure is linked to lackadaisical attitude exhibited by the students towards academics. In another development, Suenu (2014) credited students' poor attitude to school, learning and studying, and teachers' poor commitment to their jobs, decay in the school system as factors responsible for poor students' achievement in schools. Adesulu, (2014) laments that students poor academic achievement has serious negative implications generally on economy, political activities,, social services, health sector, education and the Nigerian society at large. Ofeimun (2008) posits that the country's educational system has continued to decline at a time when the world was competing for knowledge.

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However, causes of low academic achievement of public secondary school's students could be ascribed to many factors, among which are inadequate facilities, leadership problem, inadequate manpower system, deficient communication system, poor remuneration among others). However, little work had been found to exist in literature about the interrelatedness and impact of the combination of all these variables (school based management committee system, leadership style of the principal, and effective communication system) on students' academic achievement in public secondary schools.

The SBMC system refers to a decentralized decision-making model wherein governance of schools involves the active participation of diverse stakeholders, including parents, teachers, and community members. School based management committee was established by Education reform Acts in 2007 to ensure that the goals of the school system are achieved with effortlessness (Ugwuanyi, 2013). Bakwai and Yusuf (2016) carried out study on school based management committee strategies and infrastructural development in Zamfara State basic schools. The result of their study indicated a significant relationship between SBMC resource mobilization strategies and infrastructural development in Zamfara State Basic Schools. Ogamba and Migosi (2013) who found out that introduction of SBMC is a way of addressing the poor planning in the management of secondary schools in Murang'a South District, Kenya.

Leadership styles adopted by principals could also influence the overall performance of a school. The function of a principal in secondary schools is to emphasise her activity as the transformational and instructional leader. Obama, Eunice and Orhodo (2015) see the role of the principal in school to include: liases with vice principals, head of the departments in upholding the school tone, soliciting assistance from the communities to develop the school, maintaining ethics and discipline, management of funds, and general welfare of staff and students. Igwe, Ndidiamaka and Chidi (2017) investigated principals leadership styles and students' academic performance in Enugu metropolis: A comparative survey of public and mission secondary schools. The results revealed that autocratic leadership style was positively correlated with students' academic performance.

The significance of an effective communication system within schools cannot be under-estimated in any circumstance. Communication is the life wire of every organisation. Effective communication ensures a seamless exchange of information among stakeholders, fostering a conducive learning environment. Nebo, Nwankwo and Okonkwo (2015) investigated the role of effective communication on organisational performance: A study of Nnamdi Azikiwe University, Awka. The findings revealed that effective communication serves as the solution to the effective and efficient management performance among employees in an organisation. Feras (2015) probed into correlation between teachers' effective communication and students' academic achievement at the Northern Border University. The study found out that students concurred that the friendly understanding position maintained by the faculty members had assisted them to highly achieve academically.

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The researcher's choice of school based management committee system, principal leadership style and effective communication system as independent variables rest on the premise that existing studies have neither considered the composite and relative influence of these variables on public secondary schools students' academic achievement. Therefore, the study examined school based management committee system, principal leadership style and effective communication system on students' academic achievement in public secondary schools in Oyo State.

### **Theoretical Framework**

This study is hinged on Stimulus-Response Theory (S-R) advocated by Edward Thorndike, 1959. HE perceived that all learning depended on the strength of the relationship between the stimulus and the response. The shift in behaviour that results from or is caused by the independent variable is called the response. The theory is relevant to this study as it reflects variables that influence students' achievement, and how these variables enhance good students' academic achievement. The independent variables (school based management committee system, principal leadership style and effective communication system) are the stimuli which propel a response (academic achievement) from the students.

### **Statement of the Problem**

In recent times, stakeholders are obsessed about the decline in students' academic achievement in public secondary school in Oyo State. The reflection of this could be seen from the public examination results released in recent times. The real cause of this unwholesome development is yet to be identified or were left unaddressed, improperly, or inadequately addressed. Studies revealed that many factors could be responsible for the low students' academic achievement in public secondary schools among which are inadequate facilities, poor principal leadership style, deficient communication system, poor remuneration, among others. Factors like school based management system, principal leadership style and effective communication might constitute some other problems which need adequate and urgent attention. Equally, it has been raised in several studies that not much had been done with respect to relationship, composite and relative influence of these variables (school based management system, principal leadership style and effective communication system) and public secondary schools students' academic achievement. Therefore, this study investigated school based management committee system, principal leadership style, effective communication system and students' academic achievement in public secondary schools in Oyo State.

### **Objectives of the Study**

The general objective of the study is to investigate school based management committee system, principal leadership style, effective communication system and students' academic achievement in public secondary schools in Oyo State. The main objectives of this study are to:

1. investigate the relationship among school based management committee system, principal leadership style, effective communication and students' academic achievement in public secondary schools in Oyo State.

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2. analyse the composite contribution of school based management committee system, principal leadership style and effective communication to students' academic achievement in public secondary schools in Oyo State.
3. determine the relative contribution of school based management committee system, principal leadership style and effective communication to students' academic achievement in public secondary schools in Oyo State.

### **Hypotheses**

1. There is no significant relationship among school based management committee system, principal leadership style, effective communication system and students' academic achievement in public secondary schools in Oyo State.
2. There is no composite contribution of school based management committee system, principal leadership style and effective communication system to students' academic achievement in public secondary schools in Oyo State.
3. There is no relative contribution of school based management committee system, principal leadership style and effective communication system to students' academic achievement in public secondary schools in Oyo State.

## **LITERATURE REVIEW**

### *School Based Management Committee System (SBMCS)*

School Based Management Committee System was established as government approach to reorganize the school managerial process and enhance inclusive participation of stakeholders in school management at community level (Anyakorah, Oguejiofor & Kasimanwuna, 2021). SBMCS was introduced to support school managers in carrying out implementation of educational policies at the school in the country. As contained in the Federal Ministry of Education (FRN, 2012) reports that one of the factors accounted for the decay in the secondary level of education is ineffective management of the system.

### *Principal Leadership Style*

The importance of principal leadership style cannot be over emphasized. Temiye (2021) defines principal leadership styles as a particular behavior applied by the principal to motivate the subordinates to attain the objectives of the schools. One of the tasks of the principal is to create conducive atmosphere for the teachers to discharge her duties and see positive changes in students in school. Okemakinde (2016) submitted that the following are the general classification of leadership styles: autocratic leadership style, democratic leadership style, pseudo-democratic leadership style, laissez-faire leadership style and transactional leadership style.

### *Effective Communication System*

Aselebe (2019) sees communication as mechanism that brings employees together so that their efforts would be completely aligned towards the intended direction in the organization. Familola

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Publication of the European Centre for Research Training and Development-UK (2007) opines that for any establishment to attain its objectives and goals, there must be set of activities, functions, and interactions among the members of the organisation.

### *Academic Achievement*

Academic achievement can be termed as the extent to which success is accomplished in all academic subjects of a prescribed examination. Annie, Howard, and Mildred (1996) see academic achievement as the outcome of learning and the rate at which a student has achieved academically in curricular discipline.

## **METHODOLOGY**

Descriptive research design was used in this study. The study population for the study consisted of all students enrolled in public secondary schools in Oyo State. Multistage using stratified, purposive, simple and proportional sampling techniques were employed to sample 180 respondents in this study. Three hypotheses were formulated at 0.05 level of significance to guide the study. Data were collected using four instruments: School Based Management Committee System Questionnaire (SBMC,  $r = 0.76$ ), Principal Leadership Style Questionnaire (PLSTQ,  $r = 0.74$ ), and Effective Communication System Questionnaire (ECSQ,  $r = 0.81$ ) and Students Academic Achievement Test. The instruments were subjected to thorough scrutiny by specialists in measurement and evaluation to establish the face validity. Test-retest method at the interval of two weeks was adopted to establish the reliability of the instruments. Pearson Product Moment Correlation (PPMC) and Multiple Regression were used to analyse the data collected at 0.05 significance level.

## **RESULTS**

**Hypothesis 1:** There is no significant relationship among school based management committee system, principal leadership style, effective communication system and public secondary schools students' academic achievement in Oyo State.

**Table 1: Correlational Matrix among school based management committee system, principal leadership style and effective communication system and public secondary schools students' academic achievement**

	Students' Academic Achievement	School Based Management Committee System	Principal Leadership Style	Effective Communication System
Students' Academic Achievement	1			
School Based Management Committee System	0.78*	1		
Principal Leadership Style	0.67*	0.54*	1	
Effective Communication System	0.59*	0.48*	0.41*	1

**Source: Researcher's 2023****p<0.05**

Table 1 above shows a correlation matrix among school-based management committee system, principal leadership style, effective communication system and public secondary schools students' academic achievement in Oyo State. The table revealed a positive and significant correlation among school-based management committee system, principal leadership style, effective communication system and public secondary schools students' academic achievement in Oyo State. School Based Management Committee System,  $r = 0.78$ ,  $p < 0.05$ , Principal Leadership Style,  $r = 0.67$ ,  $p < 0.05$ , and effective communication system,  $r = 0.59$ ,  $p < 0.05$ . Therefore, the null hypothesis was not accepted.

Hypothesis 2: There is no composite contribution of school based management committee system, principal leadership style and effective communication system to public secondary schools students' academic achievement in Oyo State?

**Table 1: Composite contribution of school based management committee system, principal leadership style and effective communication system to public secondary schools students**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1514.33	2	232.56	16.17	.00
Residual	4091.70	178	18.42		
Total	5708.21	180			

Multiple R= 0.96

R Square= 0.48

Adjusted R Square=0.31

Standard Error= 4.07

Table 1 shows the regression model summary for the composite contribution of school based management system, principal leadership style and effective communication system to public secondary schools students' academic achievement in Oyo State. The result revealed that school based management committee system, principal leadership style and effective communication system jointly contributed greatly to public secondary schools students' academic achievement ( $F_{(2,168)} = 16.17, p < 0.05$ ). It also shows a coefficient of multiple correlation ( $R = 0.48$ ) and an adjusted  $R^2$  of 0.31.

**Hypothesis 3:** There is no relative contribution of school based management committee system, principal leadership style and effective communication system to public secondary schools students' academic achievement in Oyo State?

**Table 3: Relative contribution of school based management committee system, principal leadership style and effective communication system to public secondary schools students' academic achievement**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	B		
(Constant)	2.732	3.416		.742	.000
School Based Management Committee System	1.671	.341	3.846	2.314	.000
Principal Leadership Style	2.379	.425	5.186	3.216	.000
Effective Communication System	1.360	.476	2.421	1.832	.000

p&lt;0.05



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Table 3 shows the relative contribution of school based management committee system, principal leadership style and effective communication system to public secondary schools students' academic achievement in Oyo State. The beta weights reveals that school based management committee system ( $\beta = 5.186$ ;  $T = 3.216$ ) had the highest influence, followed by principal leadership style ( $\beta = 3.846$ ;  $T = 2.314$ ;  $p < 0.05$ ) while effective communication system ( $\beta = 2.421$ ;  $T = 1.832$ ;  $p < 0.05$ ) had the least influence on public secondary schools students' academic achievement.

## **DISCUSSION**

The finding of the hypothesis one indicated that there was significant relationship among school based management committee system, principal leadership style and effective communication system and public secondary schools students' academic achievement in Oyo State. This result is in consonance with the finding of Anyakorah, Oguejiofor and Kasimanwuna (2021) who found out that there was a significant relationship between SBMC participation in funding and management of junior secondary schools in Abuja. Besides, the study is in line with Obiora (2009) who reported that any form of autocracy in administration will weaken workers' productivity. Also, Adejoh and Dauda (2015) found out that negligence of ideal communication structure can create organisational failure where goal congruence is illusive. Furthermore, the finding of hypothesis two revealed that school based management committee system, principal leadership style and effective communication system jointly contributed to public secondary schools students' academic achievement in Oyo State. The findings of this study agreed with Eboatu, Ezeugbor and Golu (2018) who established that SBMCs in Anaocha Local Government Area to a large extent promote financial accountability in the use of school financial resources.

Hypothesis 3 revealed that school based management committee system, principal leadership style and effective communication relatively influenced public secondary schools students' academic achievement, and the result indicated that school based management committee system had the highest potency on public secondary schools students' academic achievements. This result is in agreement with the findings of Anyakorah, Oguejiofor and Kasimanwuna (2021) who find out that there was significance relationship between school based management committee participation in funding and management of junior secondary schools in Abuja.

## **CONCLUSION**

Based on the findings of this study, it is noteworthy, that school based management committee system, principal leadership style and effective communication system had relationship with students' academic performance in public secondary schools. The study revealed that school based management committee system, principal leadership style and effective communication system jointly influenced public secondary schools students' academic achievement. Also, it is indicated that school based management committee system serves as the most potent contributor to students'

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academic achievement. The study recognizes the significance of these factors in shaping the educational environment and their potential impact on students' academic achievement.

### Recommendations

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

1. Government ought to continue to support SBMCS that allow for active participation of various stakeholders such as teachers, parents, students, and community members to promote effective governance so as to enhance students' academic success.
2. Public secondary school's principal should take cognizance of a transformational leadership style that inspires and motivates both educators and students for better academic achievement.
3. Administrators, teachers, and other concerned staff should create a robust communication system, ensuring appropriate and transparent flow of information among stakeholders within schools in order to achieve good students' academic achievement.
4. Government should provide training and needed resources to members of SBMC in order to develop their understanding of their functions in decision making processes.

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