CHAPTER ONE

INTRODUCTION

Background to the Study

For organizations to compete in a global economy, quality management within the organizational environment is of paramount importance as it ensures strategic pursuits, competitive advantage and corporate survival. This suggests that the quality of education can be enhanced through improved school administration and management. Supporting this, Nwaka (2010) averred that a well administered education would equip individuals with the capacity to understand and adapt to new problems and changing situations and make them inventive, self-reliant and resourceful. The educational system in Nigeria is delineated into different levels, namely pre-primary, primary, secondary and tertiary levels (Federal Republic of Nigeria (FRN), 2013). The secondary education is the focus of this study.

Secondary school education is the form of education students receive after primary school and before the tertiary stage. The importance of secondary education lies in its position both as the bridge between primary and tertiary education and as the agent for preparing individuals for useful living in the society. As indicated by FRN (2013), the broad goals of secondary education in Nigeria are preparing people for useful living in the society and for higher education. This

according to FRN has made it imperative that secondary education should, among

others:

> supply trained manpower in the applied science, technology and commerce at sub-professional levels; inspire its students with the desire for self-improvement; raise a generation of people who can think for themselves and respect the dignity of labour (p. 8).

To achieve all these, the head of the school (Principal) has a crucial role to perform

especially in the area of school management in Nigeria.

In many educational systems there has emerged a recognition that effective

school management brings about improvement in the quality of education delivery.

However, in recent times, there have been reported cases of poor management of

secondary schools. The issue of poor management in secondary schools according

to Ayeni and Ibukun (2013) seem to have resulted from the fact that the principal is

burdened with the task of managing the school without adequate inputs from the

teachers, students and members of the community where the school is located. This

tallies with the provision of the Dakar Framework (2000) that a reform of

educational management is essential to move administration of secondary schools

from highly centralized form of management to more decentralized and

participatory process. Burtressing this Purcell and Ahlstrand in Kiragu, King'oina

and Migosa (2013) observed that there has been growing interest in the

decentralization of educational services including the human resources

management function. One way of providing such services is through the school based management.

School-based management (SBM) according to Prabhakar and Rao (2011) is the decentralization of authority from the central government to the school level. SBM can be viewed conceptually as a formal alteration of governance structures, as a form of decentralization that identifies the individual school as the primary unit of improvement and relies on the redistribution of decision making authority as the primary means through which improvement might be stimulated and sustained. According to Oswald (2014), SBM was driven by the belief that people who are responsible for the education of children, and who are closest to where implementation will occur are in the best position to decide how implementation should take place at the school level.

School-based management committee (SBMC) was seen as a school management framework that would help to facilitate participation of all stakeholders in the running of the affairs of the schools. According to Education Support Programme in Nigeria (ESSPIN, n.d.), SBMCs link service users and service providers and are a mechanism for channelling community 'voice', including that of commonly marginalised groups such as women and children, and for improving accountability.

The importance of school-based management committee has increased the call for its implementation and informed the decision for its establishment in all schools in Nigeria (ESSPIN, n.d.). According to Ogundele and Adelabu (2009)**,** the school-based management committee as part of school reform in Nigeria was set up to increase citizen's participation in school management. 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 (Ayeni & Ibukun, 2013).

It is in a bid to achieve this that the Nigerian National Council for Education (NNCE) in 2005 approved the establishment of SBMCs in all schools in the coutry. Pursuant to this, the Federal Ministry of Education issued guidelines for its implementation in the states. The Anambra State Government in 2010 adopted SBMCs in schools with a vision to achieving the goals of Education for all (EFA) and the Millinium Development Goals (MDGs). Through this the government also hoped to improve the well being of its citizen and accelerate the socio-economic development of the State which is in line with the State vision of uplifting the standard of provision of quality education to all children. To implement this, the

government issued a handbook on School Based Management Committee Guidebook.

According to the Anambra State Government Guidebook on School Based Management Committees (ASG) (2010) the SBMC was established to: act as a bridge between the school and the communities they serve, contributing to the overall planning, management and monitoring of schools and to the decision-making process, encouraging the interest of both community and government to support school improvement, enabling the wider community to have a voice in the improvement of education and monitoring, and communicating issues to the community and to local/state governments. The mission statement for achieving this vision is to redirect the fortunes of education in the State through purposeful governance, effective policies and efficient service delivery. It also includes the provision of functional and accessible quality education relevant to the dynamics of global change.

The roles and responsibilities of the SBMCs according to Anambra State Government (2010) are classified into short and long term roles. The short term roles and responsibilities of SBMCs include ensuring prompt resumption of the students and teachers at the beginning of each term, monitoring students' enrolment, attendance and performance, ensuring safety of teachers posted to the school and students in the school, holding government accountable on students'

attainment of learning outcome benchmarks and endorsing quality completion of work in the school.

On the other hand, the long term roles of the SBMCs include sourcing for funds for school improvements, engaging in proper planning for the utilization of the funds, monitoring the judicious use of funds for the school improvement and monitoring activities of Quality Assurance Bureau (QAB) and School Support Officers (SSOs). The long term roles therefore are concerned with the areas of financial planning and management of school funds towards meeting the school development plans.

The SBMCs according to the Anambra State Government are expected to be involved in school enrolment drive, ensure prompt resumption of the student and teachers at the beginning of the term, monitor teachers' attendance and performance and participate in school development planning. SBMCs are also expected to be involved in: provision of adequate security and making the school child-friendly, financial management of school funds, procurement and management of school facilities, ensure good relationship between the community and school, monitor ongoing projects in the school, serve as a bridge between the community and the Local Government Education Authority (LGEAs), the State Universal Basic Education Board (SUBEB) and the State Ministry of Education (SMOE) and to ensure respect for cultural and social values within the school

environment. Furthermore, according to ASG, the SBMC are voluntary groups made up of people who represent the school community and may include students, teachers, parents, community leaders as well as other community based groups interested in education. ASG (2010) also provides that the membership of the committee should comprise 19 members and that the school head should collaborate with the traditional leader in the area and a representative of the LGEA/SUBEB to select responsible and trustworthy members of the community to form the 19 membership of the SBMC, the membership is composed as follows; traditional Ruler of the host community, the President General of the host community, Head Teacher of the school, representative of teachers (male or female), representative of students (Head boy and Head girl), representatives of community development association (male or female), representatives of old students association of the school (male or female), representative of women's organisations, PTA representatives (male or female), representatives of artisan/professional bodies (male or female), representatives of religious organisations (male or female), representative of vigilante group and representative of youths.

From the above, it also mandated that fair representation of all groups listed should be ensured. Thus, the membership of school based management committees for the purposes of this study can be grouped into two; the internal members

(teachers representative, student representatives and the school principal) and the external members (the traditional ruler, President General of the community, representatives of old boys/girls association, representatives of PTA, representatives of religious organizations, representative of vigilante group, representatives of women's organization, representative of artisans and representatives of youth). It is based on some of the outlined roles and responsibilities that this assessment was conducted.

Assessment can be defined as a process in which an educational and training procedure is compared with its predetermined goals to find out their fulfillment (Ramezan, 2012). In this study the assessment concentrated on the key roles of SBMCs as outlined by ASG (2010), namely, involvment in the school development plan, financial management, ensuring high enrolment and attendance rate in schools, procurement and management of school facilities and ensuring the provision of adequate security in the schools.

The school development plan is a document which shows the direction the school wants to take in the short and long terms. According to ASG, the school development plan provides a roadmap to guide schools. Continuing, ASG asserted that the SBMCs have an important role to play in helping to develop, implement and evaluate the plan. School development plans help schools to get from where they are now to where they want to be in the future. They are plans to make

schools better places for children to learn. Apart from being involved in the school development plan, SBMC has a role to play in ensuring sound financial management in schools.

Financial management deals with securing of funds, their efficient use, maximization of cost benefit for the greater profitability of the business in ministerial departments and institutions for enhanced welfare of students and staff. The SBMCs are charged with the responsibility of helping to source for funds (ASG, 2010). Some of the sources for funding include direct funding from the State/Local governments in the form of grant and capital allowance, SBMC members contribution, community funding, donations from individual, grants from co-operate organizations and development partners and from fund-raising events. Furthermore, in other to ensure the prudent management of the funds realised, the ASG stated that SBMCs have a responsibility for the oversight of school finances and are expected to work directly with the head teachers in managing school accounts. To aid this task, ASG further stated that a general imprest or revolving imprest account should be maintained by the secretary of SBMCs. Another important role of SBMC is ensuring high enrolment and attendance rate in schools.

The SBMCs is also saddled with the responsibility of ensuring high enrolment and attendance rate in schools. According to the Guidebook, SBMCs should be involved in monitoring the number of children enrolled in the

community, the number of girls, boys, children with disabilitie and children from poor families. The ASG also advised that SBMC can work with other partners and develop strategies to include these children in school. The SBMC also have a role to play in monitoring and ensuring students and teachers' attendance in schools. The SBMCs in playing their monitoring role are also expected to assist in the provision and maintenance of school facilities.

The procurement and management of school facilities is another essential role of SBMC. The SBMCs is responsible for the procurement and maintenance of school physical facilities. In this regard, they are to help in the purchase of sporting facilities, provision of teaching/learning materials, procurement of first aid kits, repair of broken school furniture and provision of flowers/trees to improve the school environment among others (ASG).

The SBMC in Anambra State secondary schools according to ASG are also tasked with the role of ensuring the safety of teachers posted to the schools and the students in the schools. The SBMCs are expected to provide adequate security and make the school child-friendly by mobilizing the community to protect the school infrastructure. However, the extent of involvement by members of SBMC in the administration of secondary schools in the state seems not to be quite impressive.

Okeke in Uzoechina (n.d.), noted that some SBMCs members show indifference and disregard to the affairs of their schools. Uzoechina also noted that

the principal or head teacher and teachers (internal members of the SBMC) seem to be more actively involved in the activities of the SBMCs than the external members, while students' representatives who are also internal members are in most cases relegated to the role of "Spectators". Onyeka (2011) averred that parents, artisans, market leaders and other external members of the SBMC are seldomly involved in the activities of the SBMC in some schools. Ofougwuka in Onyeka (2011) asserted that parents in some host communities only pay the Parent Teachers Association (PTA) levy when forced and go on to complain that the school administration extorts money from them without teaching their children well. It is also not uncommon to hear of community leaders who go to schools to attack or insult the Principal or other staff for one reason or the other. It has also been obseved that some members of the school management committee are at conflict with school Principals and often petition for the transfer of some Principals and staff (Onyeke, 2011). However, these views seem to be theoretical postulations and have not been empirically proven to be the case regarding the involvement of SBMCs in the administration of secondary schools in Anambra State, hence the need to assess the extent of involvement of the SBMC in the administration of secondary schools in Anambra State which is the concern of this study.

Statement of the Problem

The need to improve the administration of schools in Nigeria informed the decision of the Federal Government of Nigeria in 2005 to approve the establishment of School-Based Management Committees in all schools in Nigeria. This informed the adoption of the school-based management committee by the Anambra State government in 2010, with a detailed provision of the short and long term roles expected of the Committee members.

Some of these roles include ensuring prompt resumption of the students and teachers at the beginning of each term, monitoring students' enrolment, attendance and performance, ensuring safety of teachers posted to the school and students in the school, sourcing for funds for school improvements and engaging in proper planning for the utilization of the funds among others. However, it appears that SBMC members seem not to be carrying out their roles and responsibilities with the dedication and commitment it requires. The extent of the involvement of the SBMC in the management of public secondary schools in Anambra State is also not known. From observation and reports, it was gathered that some members of SBMC do not take their responsibilities seriously. There are cases were members of SBMCs do not attend meetings, while some of the external members leave the implementation of the SBMC activities to the internal members. The researcher is worried that if such situations continue to persist, the vision of the Anambra State

Government in adopting and establishing SBMC will be defeated. It is against this background that the researcher undertook this study which if put in a question form, to what extent are the members of the school-based management committee involved in the administration of public secondary schools in Anambra State?

Purpose of the Study

The main purpose of this study was to assess the extent School-Based Management Committees' (SBMCs) is involved in the administration of public secondary schools in Anambra State. Specifically, the study assessed the level of School-Based Management Committees' (SBMCs) members involvement in the:

1. development plan in public secondary schools in Anambra State,

2. financial management in public secondary schools in Anambra State,

3. ensuring high enrolment and attendance rate of students and teachers in public secondary schools in Anambra State,

4. procurement and management of school facilities in public secondary schools in Anambra State,

5. provision of adequate security in public secondary schools in Anambra State.

Significance of the Study

The findings of this study will hopefully be of benefit to a number of people/group. These include secondary school principals, teachers, students,

parents, the Ministry of Education, the Post Primary School Service Commission (PPSSC), policy makers and future researchers.

The findings of the study will re-emphasize in principals the need for the active involvement of SBMC in the school development plan, financial management, procurement and management of school facilities and ensuring the provision of adequate security in secondary school. Through the findings of the studies principals will see that they have to increase their effort in order to actively improve the extent of SBMC involvement in their school administration. Through the recommendations of the study, periodic conferences can be organized to re-educate the principals on the fact that members of SBMC are equally stakeholders in education and so there ought to be a cordial relationship between the principals and members of SBMC. This will ultimately help principals to achieve a smooth and efficient administration and invariably academic excellence for their schools.

The teachers will also benefit from the study. The findings indicated that the extent of SBMC involvement in the enrolment of students is low. This will motivate teachers to increase their involvement in the activities of the SBMCs. Furthermore, teachers who are members of SBMCs will be spurred to improve on their level of involvement in the activities of the SBMCs and through this they could be better motivated and achieve greater productivity.

The students will also benefit from the findings of the study as it will ultimately lead to improved academic achievement by the students. The findings of the study show that SBMC involvement in ensuring high enrolment and attendance rate, procurement and management of school facilities and ensuring the provision of adequate security in secondary schools in the State was low. The exposition in the gray areas will hopefully lead to organization of conferences, seminar and workshops for SBMC members. This will bring about a renewed vigour towards improving SBMC involvement in secondary school, thus resulting in the provision of more facilities and other conditions necessary to make better the Nigerian educational system. The resultant effect will be high academic achievement by students as they will not only benefit from improved performance of teachers but will also benefit for a well equipped and enabling environment for good academic work hence enabling them to achieve their dreams.

This is because findings of the study will be benefial to parent because it reveals that members of the SBMC are not adequately involved in ensuring high enrolment and attendance rate in school. Through the recommendations of the study discussed in the PTA meetings, parents will be educated on the need to be actively involved in school activities for the good of their children/wards. Additionally, through the improved performance of their children, parents will

equally be empowered economically because they are less likely to spend extra funds arising from class repetition of their wards.

Findings of the study will be beneficial to the State Ministry of Education and PPSSC because findings indicated that SBMC were moderately involved in the drawing up the school development plan and financial management while they were poorly involved in ensuring high enrolment and attendance rate and procurement and management of school facilities as well as ensuring provision of adequate security in secondary schools. The State Ministry of Education through the Post Primary School Service Commission (PPSSC) will utilize the findings for effective planning and implementation of various educational policies and programmes. This could be made possible through educational enlightenment campaigns, adult literacy programmes, seminars and provision of educational materials. Through the recommendations of this study the State Ministry of Education through the PPSSC will be educated on the appropriate methods of improving activities of SBMC and assist in formulating policies that will improve the management of secondary schools using SBMCs.

The study will also be beneficial to scholars who will in future seek to carry out research on SBMC. This is because the report of the research will offer them a rich source of literatue and a spring board for take off in their research activities.

Scope of the Study

This study was delimited to the assessment of School-Based Management Committees involvement in the administration of public secondary schools in Anambra State. The content scope of this study includes SBMCs involvement in the developmental plan, financial management, ensuring high enrolment and attendance rate, procurement and management of school facilities and provision of adequate security in public secondary schools in Anambra State. Both the internal and external members of the SBMC in the public secondary schools in Anambra State were used for this study.

Research Questions

The following research questions guided this study:

1. What is the extent of involvement of School-Based Management Committees (SBMCs) in the development plan of public secondary schools in Anambra State?

2. What is the extent of involvement of School-Based Management Committees (SBMCs) in the financial management of public secondary schools in Anambra State?

3. What is the extent of involvement of School-Based Management Committees (SBMCs) in ensuring high enrolment and attendance rate in public secondary schools in Anambra State?

4. What is the extent of involvement of School-Based Management Committees (SBMCs) in the procurement and management of school facilities in public secondary schools in Anambra State?

5. What is the extent of involvement of School-Based Management Committees (SBMCs) in the provision of adequate security in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of internal and external members of SBMCs in secondary schools on the extent of their involvement in the development plan of public secondary schools in Anambra State.

2. There is no significant difference in the mean ratings of internal and external members of SBMCs in secondary schools on the extent of their involvement in the financial management of public secondary schools in Anambra State.

3. There is no significant difference in the mean ratings of internal and external members of SBMCs in secondary schools on the extent of their involvement in ensuring high enrolment and attendance rate in public secondary schools in Anambra State.

4. There is no significant difference in the mean ratings of internal and external members of SBMCs in secondary schools on the extent of SBMCs

involvement in the procurement and management of school facilities in public secondary schools in Anambra State.

5. There is no significant difference in the mean ratings of internal and external members of SBMCs in secondary schools on the extent of their involvement in the provision of adequate security in public secondary schools in Anambra State.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

This chapter reviewed related literature to the research topic and was organized under the following sub-headings: conceptual framework, theoretical framework, theoretical studies, empirical studies and summary of reviewed literature.

Conceptual Framework

Assessment

School-Based Management

School-Based Management Committee

School Administration

Theoretical Framework

Systems Theory

Community Participation Theory

Theoretical Studies

SBMCs involvement in the development plan of schools

SBMCs involvement in the financial management of schools

SBMCs involvement in ensuring high enrolment and attendance rate in schools

SBMCs involvement in the procurement and management of school facilities in schools

SBMCs involvement in the provision of adequate security in schools

Empirical Studies

Studies on School Based Management

Studies on School Administration

Summary of Review of Related Literature

Conceptual Framework

This section defined key terms in this study under the following sub-headings:

Assessment

The term assessment is derived from ad sedere – to sit down beside. Assessment is the term generally used to desirable quizzes, test, surveys, and examinations. Shepherd and Godwin (2004) defined assessment as any systematic me thods of obtaining evidence from posing questions to draw inferences about the knowledge, attitudes, and other characteristics of people for a specific purpose. Assessment is a process in which an educational and training procedure is compared with its predetermined goals to find out their fulfillment (Ramezan, 2012). Similarly, Wollmann (2008) defined assessment as an analytical tool and procedure meant to do two things. First, assessment, as an analytical tool involves investigating a policy programme to obtain all information pertinent to the assessment of its performance, both process and result; second, evaluation as a

phase of the policy cycle more generally refers to the reporting of such information back into the policy-making process. Crompton (n.d.) defined assessment as the collection of, analysis and interpretation of information about any aspect of a programme of education or training as part of a recognised method of judging its effectiveness, its efficiency and any other outcomes it may have. According to Seif (2008), assessment is a process for gathering and analysis of data. It is used to determine whether the educational goals are fulfilled or whether they are on the process of fulfillment, and to what extent. Similarly, Staflebeem and Shingfield in Kianmanesh (2006) saw assessment as determining and gathering descriptive and random data on the quality of goal achievement, projects and results with the aim of guiding, decision making and needs analysis of learners and a better understanding of the phenomena studied.The main purposes of an assessment of an institution or system are to reach a judgement about the effectiveness of a school, and to reach a judgement about adequacy of the performance of an educational system or of a part of it (Kellaghan & Greaney, 2001). Thus assessment in the context of this study is defined as the systematic analysis of the involvement of a body such as the School-Based Management Committee in the administration of secondary schools in Anambra State in line with the provision of Anambra State Government School-Based Management Committee Guidebook of 2010.

School-Based Management

School-based management (SBM) has various names, such as local management of schools, site-based management, self-managing school, school-site autonomy, school-based budgeting, school-based curriculum development, shared decision-making, restructuring and decentralized management (World Bank, 2007). School-based management (SBM) is that decentralizing decision-making authority to parents and communities that fosters demand and ensures that schools provide the social and economic benefits that best reflect the priorities and values of those local communities (Lewis, 2006). The decentralisation of authority from the federal government to schools is popularly known as SBM. SBM is the transfer of decision-making and/or authority over school governance from the government to the school level (Barrera-Osorio, Fasih, Patrinos, & Santibáñez, 2009).

Lindgerg and Vanyushyn (2013) asserted that SBM is primarily concerned with a system of educational decentralization in order to strengthen and empower school communities. Thus, SBM empowers stakeholders within school communities, increases participation in decision-making, and provides opportunities to share power and authority at the school level. SBM was driven by the belief that people who are responsible for the education of children, and who are closest to where implementation will occur are in the best position to decide how implementation should take place at the school level (Oswald, 2014). The

stated purpose of SBM is to improve school performance by making those closest to the delivery of services (teachers, principals, and community) more independent, more involved, and therefore more responsible for their decisions. Bandur (2012), Lindgerg and Vanyushyn (2013), Zajda and Gamage (2009) discovered that SBM can empower schools in order to develop a better quality educational process, healthier teaching-learning environments, stronger parental and community involvement, and improved student outcomes. In the context of this study, SBM can be defined as a system of educational administration that empowers stakeholders within school communities, increases participation in decision-making, and provides opportunities to share power and authority at the school level. SBM provides an alternative model for managing schools in order to achieve autonomy, participation, effectiveness, productivity, and accountability.

School-Based Management Committee

The National Council on Education (NCE) in 2005 provided guidance notes for the establishment of School-Based Management Committees (SBMCs) in schools across the country. The guidelines includes modes for constituting the SBMCs, their tenure, terms of reference, frequency of meetings and the specific roles and responsibilities expected of the committees. Various projects have developed training manuals to facilitate the operations of the SBMCs. School-Based Management Committees (SBMCs) are established by government to act as

a bridge between schools and the communities they serve. The School-Based Management Committee was set up to increase citizen participation in school management (Ogundele & Adelabu, 2009). The Kano State Government (KSG) (2010) guidebook for School Management Committee (SBMCs) defined SBMCs as an essential link between schools and the communities they serve. SBMCs are made up of a range of local people involved with their school. SBMCs work to increase communities' involvement with education, and to help improve the quality and effectiveness of schools. They provide a way of helping the education authorities to listen to what adults and children want from schools, and a way of increasing the contributions of everyone in the local area to making education work well.

SBMCs are intended to contribute to school development planning and decision-making at the school level for improved learning outcomes. SBMCs are voluntary groups made up of people who represent the school community and they include students, teachers, parents, community leaders as well as other community-based groups interested in education. SBMCs meet regularly and organise activities to improve the way schools operate and support the government's responsibility of ensuring quality education for all (ASG, 2010).

SBMCs according to ASG (2010) are involved in (a) contributing to the overall planning, management and monitoring of schools and to the decision-

making process. (b) Encouraging the interest of both community and government to support school improvement. (c) Enabling the wider community to have a voice in the improvement of education. (d) Monitoring, and communicating issues to the community and to local/state governments (ASG, 2010; p. 19). The ASG further stated that the vision of the SBMCs in the State is to provide an emerging economy model, delivering sound education services and management polcies for public good. The mission statement in achieving this vision is to redirect the fortunes of education in the State through purposeful governance, effective policies and efficient service delivery. It further goes on to include the provision of functional and accessible quality education relevant to the dynamics of global change (ASG, 2010; p. 23).

The key roles and responsiblities of SBMCs in Anambra State (ASG, 2010; p. 25) are:

a. Communities and SBMCs can advocate for a friendly learning environment for children.

b. Promote community interest and responsibility in supporting their schools

c. Provide mechanisms for more effective management of schools.

d. Ensuring the safety of teachers posted to the school and students in the school.

e. Provision of good security and making the school child-friendly.

f. Mobilising the community to protect the school infrastructure

g. Parcticipate in school development planning.

h. Holding to account those who bear the responsibility for ensuring that children receive quality education.

The Anambra State Guidebook (2010) clearly stated that potential SBMC members must be:

a. Resident in the community where the school is located

b. Persons of integrity and honesty

c. Interested in ensuring the delivery of quality education

d. Ready to serve the school and community voluntarily

e. SBMC members must have shared values and behaviour to provide good governance for schools in line with codes of conduct established by the State Education Laws.

Conclusively, a school-based management committee in Nigeria is a form of community involvement in school governance, based on regulation with elected but voluntary membership. Certainly the intention behind school based management committee is to implement democratic participatory decision making in school administration.

School Administration

Administration is the universal process of efficiently getting activities completed with and through other people (Ezeagu, 2013). According to Oyoyo (2014), administration is the act of getting things done through the help of others. Osuala and Okeke (2006) defined administration as the process that involves some co-ordinated activities like planning, organizing, co-ordinating, controlling or leading in order to use available resources to achieve a desired outcome in the fastest and most efficient way.

Ezeagu (2013) defined school administration as the process of guiding, leading and controlling the efforts of the school community towards achieving the school objectives and creating interaction between the school and community. According to Kajo (2011), school administration is the processes through which apropriate human and material resources are made available and made effective for accomplishing the school goals. Oyoyo (2014) noted that the school administrators oversee the planning, organization, commanding, co-ordination control and staffing of their school. According to oyoyo, school administration involves;

> School administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment evaluation and examinations, resource allocation, costing and forward planning, staff appraisal relationship with the community, use of the practical skills necessary for surviving the policies of organization such as decisionmaking, negotiation, bargaining, effective communication, team working, conflict handling and running meetings, among others (p.47).

In the context of this study, school administration can be defined as the development and implementation of the educational programmes of the school, procurement of staff, provision of facilities and equipment, school records management, including record of school funds as well as create a conducive teaching and learning atmosphere in schools.

Theoretical Framework

The theoretical framework for this study is based on the Systems Theory and Community Participation Theory. They are discussed as follows:

Systems Theory

The systems theory was propounded by Ludwing Von Bertalanffy in 1928. The theory states that a system is an entity with interrelated and interdependent parts; it is defined by its boundaries and it is more than the sum of its parts (subsystem). Changing one part of the system affects other parts and the whole system, with predictable patterns of behaviour. Positive growth and adaptation of a system depend upon how well the system is adjusted with its environment, and systems often exist to accomplish a common purpose (a work function) that also aids in the maintenance of the system or the operations may result in system failure.

The input into any system such as the education system is usually processed in line with the objectives of the system. The outputs come in form of the educated

individuals who have acquired the relevant knowledge, skills and attitude from the system and feedback is obtained from parents and employers of labour who evaluate the worth of the educated individual. The educational system is open because it constantly relates and interacts with other systems like economic, political and social systems and also it has a continuous supply of inputs such as teachers, students, equipment and facilities. It is on the basis of the concept of system that systems theory was developed.

The systems theory is relevant to this study because it helps to show that the school as a system is a function of interdependent parts which also includes the SBMC. It helps to show that School-Based Management Committees can contribute to effective school administration by being involved in the administration of school finances, ensuring high enrolment and attendance rate, procurement and mainteance of school facilities and ensuring adequate security in schools. In a nutshell the SBMCs, the School Principals and teachers must work as a system to achieve the aims and objectives of the secondary school education.

The theory is also relevant to the present study in that it helps the Principals and other stakeholders in the SBMCs to understand the importance of their roles in the school system. The theory will expose them to the need for cordial and effective working relationship between every member in the SBMC towards meeting the goals of secondary education in the State.

Community Participation Theory

The community participation theory as proposed by Arnstein (1969) suggests different levels of participation, from manipulation of citizens, through to consultation, and to what we might now view as genuine participation, i.e. the levels of partnership and citizen control. By a ladder of citizen empowerment, the theory introduces a shift towards understanding participation in terms of the empowerment of individuals and communities. This has stemmed from the growing prominence of the idea of the citizen as consumer, where choice among alternatives is seen as a means of access to power. In this case, people are expected to be responsible for themselves and should, therefore, be active in public service decision-making. In so doing, Burns (1994) modified Arnstein's ladder of participation and proposed a ladder of citizen power. This essentially treats community participation as a marketing exercise, in which the desired end result is 'sold' to the community. The frameworks provide useful insights into the scope of experiences associated with community participation.

Arnstein (1969) identified four dimensions of community participation namely influence, inclusivity, communication and capacity. Influence is about how partnerships involve communities in the 'shaping' of regeneration plans/activities and in all decision making. Inclusivity is about how partnerships ensure that all

groups and interests in the community can participate, and the ways in which inequality is addressed.

Communication is about how partnerships develop effective ways of sharing information with communities and clear procedures that maximize community participation. And finally, capacity is about how partnerships provide the resources required by communities to participate and support both local people and those from partner agencies to develop their understanding, knowledge and skills. The theory attempts to represent, organize and explain the concept of citizen participation in a simple and understandable way. The concept of participation through a ladder metaphor has successfully managed to provide the academic world with a quicker view and grasp of the complicated relationships involved in the participation process. Specifically, the current study utilises the theory of community participation to describe how school committees become representative of the people in management and decision making at school level and how citizen participation rests on linking participation (as an indicator of empowerment) to the effective involvement of school based management committees in the administration of secondary school.

Theoretical Studies

This section is discussed in line with the purpose of the study under the following sub-headings:

SBMCs Involvement in the Development Plan of Schools

School Development Plan (SDP) is a document which shows the direction the school wants to take in the short and long term. According to the ASG (2014), the school development plan provides a roadmap to guide schools. According to the Anambra state document the SBMCs have an important role to play in helping to develop, implement and evaluate the plan. School development plans help schools to get from where they are now to where they want to be in the future. They are plans to make schools better places for children to learn. A plan is based on a sound understanding of where the school is now – its strengths and its weaknesses. It brings together the views of a wide range of people and groups with an interest in education (stakeholders) on how the school should and can improve, establishing common, agreed goals for the school. It then organises everyone's efforts towards meeting these goals. Finally it sets a framework for monitoring progress and evaluating the impact of everyone's efforts (ASG, 2010 & KSG, 2010).

The school development planning process should begin with an initial meeting between the Head Teacher and the SBMC to share information about the SDP. The local school supervisor should also attend in order to offer guidance throughout the whole process. The civil society organisations and government partners can also contribute. The initial meeting should high-light that the SDP

exists to improve students' achievement. At this meeting the SBMC and the Principal should develop a simple plan to involve and inform the main stakeholders, including women as well as men, and find ways of including others (Ogundele & Adelabu, 2009).

The Department of Quality Assurance of the Directorate for Quality and Standards in Education (2014) noted that the school development plan is made up of school profile, action plans, activity diary and different roles and responsibilities. The school profile focuses on the identity of the school, human resources, school facilities as well as achievements. A school internal evaluation is included in the school profile. This exercise is a pivotal section of the prioritization process. The school profile involves the schools vision and mission statement.

The schools vision statement is declarations of where the school is heading, and what will happen as a result of what the school does (KSG, 2010). These statements present the aspirations that the employees and the leadership in particular have for the organization. They usually include references to a time span in which they intend to accomplish the proposed goal and the ranking that the organization would like to obtain in comparison to members of its peer group. ASG (2010) agreed with this view because they included vision in the set of abstract ideas about an organization. They defined vision as a shared fantasy illuminating new possibilities within the realm of existing myths and values.

Based on the forgoing, Calder in Bart and Baetz (2008) argued that a well-crafted mission statement is the school's most important message to its community, inside and outside the institution. He believed that mission statements can unify everyone within the organization around a common action, promoting the development of the institution, and bettering the relationships with the outside community. Bart and Baetz (2008) noted that organizations would gain the greatest payback from their mission statements when they would have developed meaningful mission statements, would have followed the appropriate mission development process, and would have communicated with stakeholders who will be highly involved in mission development. Bart and Baetz confirmed the belief that mission statements were worthwhile in relation to organization performance when constituents were involved in mission development and the mission statement was aligned with the employee performance evaluation system. However, their conclusions were based upon the opinions of the executives and not on independent evidence from the people who were directly involved in the process.

Similarly, Bandur (2012) agreed with this notion of the worth of mission statements as they offered consulting services to help schools formulate statements with which the school community could be satisfied, that emerge from a process in which representatives from all stakeholders participate. Such statements are

thought to become powerful marketing tools. Littleford and Associates argued that potential clients of a school, such as prospective parents or teacher candidates, look at mission statements because they can provide an inside look at the school. Nevertheless, Bandur (2012) believed that most mission statements are not directly related to the actual day to day behaviors in a school. They based their opinion on the widespread perception that life in schools is so hectic that decisions are made quickly without the opportunity for Principals and teachers to refer back to the mission and vision statements as guiding principles.

School evaluation and development process is another important aspect of the school profile (Department of Quality Assurance of the Directorate for Quality and Standards in Education, 2014). This part of the school profile is directly related to the Professional Development of staff including SDP meetings (one per term) and CPD sessions held throughout the current scholastic year. The dates and topics of the different sessions are included as a connection to the chosen targets outlined in the action plans. This section also asks for the school initiatives and resources used to plan and develop these sessions during the current year.

The self-evaluation process requires the school to look at its resources, how these are used and how they impact on students. What are they achieving as a result? It asks the key question 'Where are we now'? The process of self-review is an on-going one, but once a year it is put together into a simple report by the Head

Teacher who is responsible for leading the process with teachers, students and parents. The Head Teacher should involve the SBMC as a partner in these consultations. According to the Anambra State (2010; 56) Policy guideline on SBMCs the SBMCs responsibilities in the self-evaluation process are to:

a) Understand the self-evaluation process and contribute to the self- evaluation themselves

b) Ensure that the Head Teacher carries out the process in a timely manner, involving everyone

c) Agree with the annual self-evaluation report, ensuring that the main stakeholders' views are accurately reflected

d) Make sure that the information in the report is shared widely in summary.

The policy document also specified that the knowledge and skills required by the SBMCs' in the self evaluation process include that the SBMC will need to know the main outline of the school self- evaluation process. They need to understand their role (and that of other stake-holders) in it and how it can contribute to school improvement and development. They will need to know how they can themselves contribute to the school self-evaluation. They will need to be able to prepare and present a summary of information gained from the self-evaluation to stakeholders (ASG, 2010 & KSG, 2010).

The second part of the SDP will feature the priorities chosen to be implemented during the current year (Department of Quality Assurance of the Directorate for Quality and Standards in Education, 2014). A specific template detailing the development of each identified priority is to be included as part of the SDP. It is suggested that there should be a threshold of three action plans per year so as to facilitate whole school involvement. Department of Quality Assurance of the Directorate for Quality and Standards in Education noted that priority development target needs to be set. This section of the action plan concentrates on the areas of development which have emerged from the internal evaluation carried out with the different stakeholders or from any other form of prioritization exercise (Department for Education and Skills in Bandur, 2012). The action plans also outline the persons responsible for monitoring. In this part of the action plan one person should be identified to be responsible for the monitoring of the entire action plan. This individual will not necessarily be involved in the development of the action plan (Department of Quality Assurance of the Directorate for Quality and Standards in Education, 2014). The person responsible for monitoring would ideally be a member of the SBMC as this would help advocate whole school involvement. The ASG (2010) specified that each action plan should describe what exactly will be done, the resources needed, any cost which is involved (and if so, the possible source of funds), when the activity will be carried out, who will be

responsible for carrying it out and who will be responsible for monitoring its implementation and its effect.

The action plans includes the success criteria for effectiveness and should be attached to the action plans mentioned above which are to be implemented during the following scholastic year. Furthermore, the SBMC's (including the Head Teacher's) responsibilities are to manage the work of developing the action plans. This is detailed work and ideally, the SBMC might think about including some extra teachers or students, or community members with specific skills or interests. This brings in extra skills and expertise and also broadens support for the plan, assemble these plans into one (where different groups have worked on them), make decisions if there is competition for scarce resources (most likely money) and ensure that the plans are widely publicized and have support amongst the main stakeholders and the wider community (ASG, 2010; 67).

SBMCs Involvement in the Financial Management of Schools

Financial management according to Motsamai, Lynette and Corene (2011) implies liability to be called upon to account for or answer for funds entrusted to one's care. Financial management involves the decisions on how to procure, expend and give accounts of funds provided for the implementation of programmes of an organization. It has to do with decision making on the proper use of available fund. Financial management emphasizes accountability in an organization. It means

liable to be called upon to account or answer for fund entrusted to one's care. It has to do with the provision, custody, and disbursement of resources needed for the conduct of public and/or government set-ups. Similarly, Ntseto (2009) stated that financial management is ensuring that funds in an organization are effectively and efficiently utilized through proper planning and control of available fund. In agreement, Onyeke (2011) stated that financial management deals with the securing of funds, their efficient uses and maximization of costs or losses for the greater profitability of the business and in ministerial departments, post primary institutions for enhanced welfare of students and staff. Motsamai, Lynette and Corene (2011) saw financial management as the management activity which is concerned with the planning and controlling of an organization's financial resources. In the context of this study, financial management can be defined as the application of conventional principles in unwasteful spending of organizational funds with the aim of achieving institutional plans and aspirations.

The underlying basis for good financial management of an organization is the existence of adequately trained administrators with a set goal or aim, and members who have roles assigned to them and a person at the top who coordinates activities to attain the already set goals of the organization. Isa, Jailani and Anaf (2014) advised that for proper management of funds, persons of proven integrity must be appointed into the key management position on the basis of merit and

experience rather than political reward to supporters or gold-mine opportunities for friends and relations.

According to the ASG (2010) policy document, all schools at one time or another will have to handle money. Many schools already have their own bank account, which is usually managed by the Head Teacher. As part of their governance role in schools, SBMCs have a responsibility for the oversight of school finances and in all schools should work directly with the Head Teacher in managing school accounts. The SBMCs in secondary school have an important role to play in management of school finances. They are therefore expected to be well vested with financial management policies which according to Isa, Jailani and Anaf (2014) are tools for effective and efficient management of funds in an institution. Ogbonnaya further noted that financial management policy entails specifying the functions of the head of the institution, the bursar or finance officer in the management of funds, specifying the different sources from which educational institutions should procure funds for the management of their institution, specifying the procedures for the utilization of funds within the schools and outlining how the administrators and finance officers' should give account of funds within their schools. Onyeke (2011) emphasized that financial management strategies involve series of activities such as; acquisition of required funds, proper allocation of

available funds to competing needs, effective funds control and adequate accounting records keeping.

The acquisition of required funds goes far beyond the traditional methods of using school proprietors' personal savings, government funds or that of family, friends, P.T.A and alumni levies. There are various other ways available to procure funds. Funds according to Udalla (2012) and Onyeke (2011) agreed that the sources of funds available for financing schools include school fees, government grants, proceeds from school activities, community efforts, donations from individual and charitable organizations, endowment funds, external aids and alumni association. Supporting this, the ASG (2010) noted that school funds can come from direct funding from the State government in the form of a grant or capital allowance, SBMC members' contributions, community funding, donations from individuals who wish to donate, grants from corporate organisations and donors and fund-raising events. Similarly, Onyeke (2011) noted that users of these sourcing opportunities should have basic education, knowledge of business and financial plans.

Financial resources made available to education institutions need to be judiciously used and accounted for. In order to ensure judicious spending of fund and accountability, SBMCs should prepare budget for their schools. Onyeke (2011) asserted that budget is the translation of educational needs into financial plan.

Onyeke opined that budget covers the proposed programmes of the school, the expenditure necessary to support the programmes and the anticipated revenues to cover such programmes. Hence, effective administration of school budget calls for self-control on the part of the SBMC members who must make sure that all revenues and expenditures of the school are effectively controlled. This is why the ASG (2010) emphasized that school funds do not belong to any one individual; they belong to the school and great care needs to be taken in order to ensure that they are kept securely, spent wisely and recorded properly. The ASG (2010; 81) further outlined the principles of financial management as:

a) Stewardship**:** Authority to handle funds brings with it special responsibilities. The Head Teacher and SBMC members looking after school funds should make a distinction between their personal finances and school funds and should never mix the two.

b) Efficiency and value for money: There is a responsibility to make the best use of the funds that are available.

c) Accountability**:** There should be clarity on who has financial authority, what limits are set and who does what. Financial management can be seen as having a number of stages: planning the use of funds; accessing bank accounts; holding the cash; spending the money; recording the transactions; and reporting the accounts. The individuals

responsible for each of these stages should be identified and this information should be shared with the community. The responsible individuals should follow basic accounting rules, maintain clear, unambiguous records and ensure that their actions are open to outside scrutiny.

d) Transparency: Information should be openly available to the wider community about the school budget and plans for expenditure. Accurate accounts should be kept and publicised.

e) Spreading authority for money: Wherever possible, more than one person should be involved in any transaction.

f) Timeliness and accuracy of financial reporting Recording of transactions should be done as they occur, in order to avoid mix-ups and inaccuracies.

Decentralization of budget is one of the most important parts of SBM that is delegated to schools. Decentralized budgeting means the allocation of funds in a lump sum rather than predetermined categories of expenditures (e.g. a certain amount for books, a certain amount for salaries) giving the school the opportunity to spend money to achieve its goals (Oboegbulem & Kalu, 2013). The key factor for financial reform in decentralized systems is the system-wide cost implications. For instance, in some centralized systems most of the resources and expenditures

of public schools come directly from the government in order to carry out public education for all students. However, despite the higher expenses, there is insufficiency in using the provided resources effectively because of lack of training or it does not serve the individual needs of the school. Therefore, in order to support the priorities and programs in SBM building adequately, the staff needs to have some degree of control over budget. According to REL West (2009), decentralized budgeting may provide an important condition for schools to use resources effectively according to their own characteristics and needs to solve problems in time and pursue their own goals. However, it is important to note that within SBM the authority over budget is not fixed for every school. For example, it is unlikely that an individual school could exercise any control over items such as teachers' annual salaries. Yet there remain some decisions each school can make such as how to spend the fixed costs around the school. The decentralization of budget authority to school level from countries experiences differs as follows: (1) the school determines curriculum, schedule, and instructional practices; (2) the school assigns personnel to responsibilities (teachers, non-teaching professionals); (3) the school allocates resources across categories (student support, administration, extracurricular); (4) school controls number of teachers; (5) the school controls teacher compensation; and (6) the school has full fiscal authority (REL West, 2009).

Schools cannot take on most of the added responsibilities without taking some authority over budget allocations. In fact, "the ability to allocate resources made it possible to have more direct control over the curricula and personnel" (Oboegbulem & Kalu, 2013). Therefore, more control over the school budget will provide flexibility for the school to carry out curriculum development and teacher training. However, for decentralized budgeting initiative to be successful, it needs training on the correct uses. School administrators must be provided with time and suitable training in financial planning and cash management.

Cash management hinges on the effective ways of collecting and disbursing. It involves the acceleration of collections and on the other, the delay of payments. Van Home in Motsamai, Lynette and Corene (2011) asserted that cash management involves speeding the mailing time of payments from customers to the school, reducing the time during which payments received by the school remain uncollected funds and speeding the movement of funds to disbursement banks. The ASG (2010) stated that not all SBMC members can be involved in the day-to-day management of school finances. As a result, the SBMC should set up a small sub-committee who in conjunction with the Principal will provide oversight of the school finances. The tasks of the financial sub-committee will be determined by the SBMC, but should include the following:

a) Rules on financial transactions: Wherever possible more than one person should be involved in any financial transaction. This should include any activity where money is received or paid out.

b) The appointment of a Treasurer from within the sub-committee: One person from the sub-committee should be appointed Treasurer. This person will look after the everyday financial matters together with the Head Teacher.

c) Signatories to the school bank account: The SBMC should agree to designate two members of the sub-committee who, in addition to the school head, will be signatories to the school bank account. In all cases, payments and cheques would need to be signed by two out of the three designated signatories (ASG, 2010).

The ASG also states that recording income and expenditure in a cash book is a simple operation and one that is even simpler if the record in the cash book is made on the day that the transactions occur. Delays in making entries in the cash book can lead to confusion and mistakes. As a result, it may be difficult for the SBMC to retire the funds at the end of the year and report back to the wider community. At the end of each month, the entries in the cash book should be ruled off and totals of income and expenditure in each column added up. The balance of income over expenditure is the amount that the school still has to spend. This amount must be the same as the balance in the school bank account and must tally with the monthly

bank statement. In the same vein, Onyeke (2011) stated that the SBMCs should keep accurate records of all incoming monies to the school as well as a proper account of the disbursement and expenditure of such monies. The financial committees should maintain prudent financial management by making sure that monies belonging to the school are judiciously expended and that they are used for the purpose for which they are meant. All projects must be guided by approved budget. There must be strict compliance to financial instructions and guidelines. The account books of the school must be meticulously kept and made available for inspection by higher authorities or for audit purposes.

SBMCs Involvement in Ensuring High Enrolment and Attendance rate in Schools

Enrolment is the number of students registered on the rolls of educational institution at a specific point of time. Schooling is widely acknowledged as a major investment in human capital that accelerates sustainable development. The importance of schooling to social and economic status of children cannot be overemphasized. Unfortunately, in Nigeria about eight million children are out of school, and millions left school without basic skills. Failure to get funding to school left families with fees they could not pay (ESSPIN, 2012). Low-level of students' enrolment or children not having access to primary and secondary education are part of educational bottlenecks in many developing countries,

Nigeria inclusive. Additional challenges to students' enrolment in the country is the girls' education, the girls and boys gap remain wide (UNICEF, n.d). Education is a social responsibility that requires utmost government attention. The objective of any reasonable government is to improve access to primary and secondary education by investing in educational infrastructure and optimizing the resources allocated to the educational sector (Olaniyan, 2011). According to the ASG (2010; p. 32), SBMC should ensure that:

a. All children have the right to education as specified in the constitution.

b. The government has the responsibility to ensure that all children receive a good quality education regardless of their family's ability to pay.

c. All children, including boys, girls, children with disabilities, children who do not speak the main language, and children without parents, should go to school.

d. Girls who are married have exactly the same right to go to school as other children.

e. A good education should help your child to read and write, become a responsible citizen and help you and your family live a healthy life.

f. It is possible to have both Western and Islamic education.

g. The community can ask for improved quality of education service delivery from those responsible.

The SBMC can improve students' high enrolment rate in schools, through community advocacy. Advocacy means any activity intended to raise consciousness among decision makers and the general community about an issue or a disadvantaged group, with a view to bringing about changes in policy and improvement in their situation. It is an interactive, proactive and consultative process. In another tone, it could be a process made up of series of activities undertaken over a period of time aimed at challenging or changing a situation or issues. According to Akinsolu & Onibon (2008), the goals of advocacy include challenging existing situation, establish a cause/issues, influence relevant authority, sustain pressure, promote desired group interest and bring about change (Akinsolu & Onibon 2008). To increase the enrolment and retention of children in schools, Ogundele and Adelabu (2009; p. 294) noted that the SBMC could:

 a. hold regular meetings, develop plans and outputs with time-frames and designate persons responsible.

 b. coordinate house-to-house campaigns.

 c. organize school cultural and sporting activities.

 d. arrange 'open days' for parents to visit and for special awards to motivate children.

 e. provide recreational facilities in the school grounds and adults to teach/supervise children.

f. discuss needy children within the community and how to support them, i.e. fund-raising activities and projects and or approaches to agencies for support.

g. work with other agencies or systems to identify children who are not in school and/or at risk of drop –out, i.e. civil unions, church-based groups, local NGOs and CBOs, etc.

h. make announcements about enrolment, and government policies such as compulsory basic education, no school fees and capital grants, etc.

i. enact bye-laws to deal with parents who refuse to send children to school.

Socio-economic, parent, teacher, gender, environmental and employment opportunity were listed among the factors affecting students' enrolment (Odia, 2014). Humphreys and Crawford (2014) also revealed that factors that contribute to non-enrolment, absenteeism and/or drop-out from schools includes poor infrastructure and facilities, lack of space and or overcrowding, teacher absenteeism, pupil avoidance of harassment, bullying or corporal punishment, and inability to understand the Medium of Instruction (MOI) and poor quality of teaching and learning taking place.

ASG (2010; 91) noted that some of the areas where the SBMCs may be involved in monitoring and why these areas are important include:

1. Which children are not enrolled in school, and why: All children in the community should be enrolled in school–girls, boys, children with disabilities and children from poor families. In finding out why some children are still not attending school, the SBMC can work with other partners and develop strategies to include these children in school.

2. Which children are dropping out of school early, and why: Many children, particularly girls, drop out of school before the end of primary or at transition to secondary education. The SBMC can monitor this and work on strategies with parents and community to support children to finish their education.

3. The quality of the school infrastructure and environment: The school environment is a factor which contributes to quality education. The SBMC can monitor the condition, cleanliness and security of the school and take action to improve it.

4. School resources: The SBMC will need to monitor both material and financial resources which come into the school including, for example, different kinds of funds, textbooks and learning materials.

5. Teaching and learning: Teachers have a responsibility to be punctual and to remain in school all day. Their absence will have an adverse effect on students' progress. SBMCs can assist in monitoring teachers' attendance.

6. Student welfare issues: Children need safe, positive and encouraging learning environments in order to learn to the best of their abilities. SBMCs can contribute to providing this environment. They can find out why children stop attending school by talking to them and their parents or guardians and they can encourage attendance by helping to make the school more interesting and less threatening.

According to the KSG (2010), the wider community should also be involved in the monitoring process. The SBMC represents the views of the wider community and links the community with the school, so it is important to ask community members what their view of progress is. The wider community will participate in community review meetings. The community can also do some monitoring. Community monitors can be identified and given the role of monitoring specific areas. If well planned, implemented and supported by the SBMC, this can generate useful and very relevant monitoring information. Community monitors could, for example, help monitor children who are out of school, or who drop out of school early and teachers' attendance (ASG, 2010).

SBMCs Involvement in the Procurement and Management of School Facilities in Schools

School facilities management is another essential aspect of school administration that the SBMCs are involved in (ASG, 2010). According to

Onwurah (2004) posited that school facilities' management involves the process of planning to meet the needs of the school. It includes procurement and maintenance of school physical facilities for effective teaching and learning. SBMCs works from the premise that resources are used best at the level where they are consumed, assuming accountability is attached to the use of those resources. Therefore, SBMC members must ensure the allocation and usage of the educational resources to pursue the goals, solve the problems and make decisions according to their own school characteristics and needs to improve their schools.

Effective management of secondary schools requires that adequate physical facilities must be provided such as, school buildings and equipment. Ani (2007) asserted that physical facilities have positive relationship with the academic performance of the students. To Ani, effective teaching and learning take place faster in a school environment with a high level of accommodation, furniture and equipment than where these items are lacking. The programmes of secondary school education are expressed through the school site, the buildings, playgrounds, the arrangement and design of the buildings. Asiyai (2012) grouped the physical facilities into: school building, equipment and school records/books. Onwurah stated that school buildings are tangible structures which serve as shelter for educational activities. They include classrooms, laboratories, workshops, teachers' common rooms/offices, toilets, reading rooms, libraries, assemble hall, staff

quarters, among others. She referred to school equipment as facilities or outputs which ease the operation of academic activities. Such facilities are: classrooms facilities like desk, chairs, blackboard, cupboard, shelves, dustbins, dusters, wash hand basins, instructional materials, buckets, napkins, among others, and sports facilities such as: football, table tennis, volley ball, high jump, short put, sports vest and jerseys. The author sees school records/books as (a) special record books such as log book, visitors' book, education law, national policy on education, teachers' manual, teachers' minutes' book, admission registers, attendance registers, punishment books, discipline book, school record books, and movement book (b) General administrative record books such as, inward register, correspondence, outward register, store control books, store receiving books and (c) library books: which include books, journals, magazines, periodicals and newspapers.

In secondary schools, there are movable and immovable physical facilities. Such facilities, according to Oladipo (2008), include: school site, building, playground, laboratories, library, equipment, water and electricity supply, furniture, instructional materials, among others. It is worth mentioning that the quality of these facilities plays a great role not only on educational outcomes but on the wellbeing of learners and teachers. The availability and adequacy of school buildings, classrooms, chairs, desks, laboratories and other facilities is necessary

for the accomplishment of any educational goals; and whereby they are in short supply or not available, schools may fail to attain their educational goals. It is the researcher's opinion that school facilities need adequate programmes of maintenance. Asiabaka (2008) noted that one thing is for educational institutions to have adequate physical facilities, another thing is to maintain these facilities. Onwurah stated that leaking roof had to be repaired, broken furniture need to be repaired, schools had to be fenced, dilapidated or fallen walls need to be renovated for a meaningful programme; and whereby they are not properly managed and maintained, they dilapidate and wear out faster than their normal life span.

The National Policy on Education, FRN (2013) stipulated that government will ensure that schools are properly equipped and maintained to promote sound and effective teaching and learning. This stipulation as enshrined in the national policy on education suggests that the Ministry of Education needs to make furniture, equipment, books and teaching materials available to schools. This is because appropriate use of teaching materials stimulates interest among learners, induces and ensures proper encoding, longer retention and easy retrieval of stored information. Speaking on the need for libraries in secondary schools, Ikoya and Onoyase (2008) asserted that school libraries lay the foundation of reading habits and reading skills at the formation stage of students' education. Such habits, according to him, cannot be formed without adequate supply of library facilities

such as; accommodation, staffing, funding, supply of books, audio-visual aids, furniture, among others. In his contribution, Udalla (2012) emphasized that no matter the strength of manpower resources in the system, educational process must require conducive physical accommodation, libraries, furniture and playground. He stressed that when these instructional facilities are lacking, teachers are hardly effective in their instruction to learners.

Similarly, Akomolafe (2012) observed that the physical facilities are the striking basis upon which many parents and friends of any educational institution may make initial judgement about the quality of what goes on in the school. He stated that people are often turned off by dilapidated school blocks with leaking roofs and broken walls, bushy lawns, overgrown hedges and debris of classroom furniture. Kajo (2011) opined that the school plant is like a mirror reflecting the image of a school and through it the public decide whether or not to associate with the particular school. She stressed that if there is shortage of accommodation, furniture, equipment or other material resources, the administrator-teachers relationship, the administrator-student relationship and the students-student relationship can be strained because, there will always be a scramble for the scarce material resources. Therefore, it becomes necessary to plan, organize and provide adequate physical facilities to enhance cordial inter personnel relationships for effective school administration. It is also necessary to have adequate instructional

materials, and conducive learning environment for effective teaching and learning. This is because the quality of education the learners receive bears direct relevance to the availability of the physical facilities and the overall atmosphere in which learning takes place. According to World Bank (2007), SBM works from the premise that resources are used best at the level where they are consumed, assuming accountability is attached to the use of those resources. Therefore, school Principal and stakeholders must ensure the allocation and usage of the educational resources to pursue the goals, solve the problems and make decisions according to their own school characteristics and needs to improve their schools.

SBMCs Involvement in Ensuring adequate Security in Schools

The SBMC in Anambra State secondary schools according to the ASG (201) are tasked with the role of ensuring the safety of teachers posted to the schools and students in the schools. The SBMC is expected to provide adequate security and make the school child-friendly through mobilizing the community to protect the school infrastructure.

Security is the state of being free from danger or threats; freedom from doubt, anxiety or fear. Security in the school system is the process used to attain tolerable levels of risk in the school environment and safety refers to a long-lasting security programme that is well administered. Ike (2015) viewed security as something that gives or assures safety. According to Rogers (2009), security can

broadly be defined as a means of providing effective levels of protection against pure risk. It is a process used to create a relatively crime free area. The aim of security is to assess the vulnerability to risk and thereafter to employ techniques and measures in order to reduce that vulnerability to reasonable level. Security will therefore assist in creating a stable, fairly predictable environment in which individuals may move freely with reduced or without any disturbance or injury (Lambaard & Kloe, 2008).

According to Kurtus (2012), school security plan is a strategy that could be utilized by SBMCs or principals' to protect students and staff in the event of danger. It is a plan against the criminal and anti-social behaviour which can cause disruption to the work of the school, physical and mental damage to the people and damage to the school building (Ragozzino, Litne & Brien, 2009). School security can also be explained as those measures taken to protect and manage school violence, reduce safety risks and liability, and improve on school community relationship (Trump, 2010). It is the physical protection of school property, school personnel and students from hostile acts or influences.

According to Campbell (2007) fear of a school crisis occurring is best managed by education, communication and preparation, rather than through denial. Firstly, school community members need to be educated on the plans for a crisis. They are much more likely to accept a plan if they know and understand the

rationale behind it. Secondly, communication with the school community members should occur, to converse about risk reduction and enhancing security and emergency preparedness plans. All the community members (including SBMCs) should be involved. Lastly, schools will need to prepare for both natural disasters as well as man-made acts of crime and violence. This is achieved by taking an 'all-hazards' approach to school emergency planning. This 'all-hazards' approach should incorporate emergency plans for all natural disasters (i.e. floods, fires, earthquakes) and man-made acts of crime and violence (i.e. shootings, stabbings, theft, robbery, rape). It is necessary to have a crises plan with specific procedures and strategies for each possible crisis that could occur.

According to Hill and Hill in Ike (2015), each school's crises plan will be different and unique. Distinct features will determine the finer points of each plan. The schools will have to take into consideration the geographical area, problematic possibilities and other unique features such as the buildings' designs, staff to student ratios, the school's resources and the threats they face.

Additionally, Sabir and Fozia (2016) opined that when formulating safety and security plans, the following five basic steps may be of assistance to school principals:

    a. A district-wide planning**:** A district wide planning teams is assembled and the team should at least include administrators, parents, teachers,

and maintenance, transportation, food service, and nursing personnel from within the district. Outside agencies that should be involved include law enforcement, fire, hospital, and emergency management personnel.

b. Analysis of site and surrounding area**:** Identify what hazards are likely to affect the area in and around your school. Determine the severity of impact of each identified hazard. Local emergency management personnel can assist with this assessment.

c. Eliminate hazards: this can be done by determing if you can eliminate or mitigate any of the hazards you identify in step and developing procedures to respond to hazards. It also involves developing written procedures on how to respond to the hazards identified that cannot be eliminated

d. Train students and staff: Students and staff must be trained how to use the plan and what their responsibilities will be in a given response.

e. Conduct drills and tabletop exercises: Drills and tabletop exercises should be conducted to test the plan. All participants should be debriefed at the conclusion of each drill. The feedback provided by participants is used to identify strengths and weaknesses in the plan. The plan is then modified to strengthen any weaknesses.

Van Jaarsveld observed that one of the important security functions for humans is patrolling. This is when individuals (guards and security officers) move around the premises inspecting and observing the activities taking place and the locations where incidents occur on the premises in order to identify any risks. Part of patrolling duties also includes identifying shortcomings or damage to a security measure (e.g. hole in a fence) or whether a system is operational (working properly). Having these human security measures on the premises might decrease scholars, staff and parents' fear of crime, as well as assist with the prevention of crime. This would also allow for vulnerable areas to be inspected and security-related hazards to be detected (Kole & Lombaard, 2008). It is therefore vital that the human aspect of security is not overlooked or neglected, but that it is utilised to the best of its ability and integrated with the technology and security equipment available.

It may be necessary for schools through the SBMCs (especially those in high risk areas) to appoint hired security to assist with the safety and security in schools. This can be done by either hiring directly or contracting a private security company to manage the provision of such security services. For those less fortunate schools that are not able to afford or hire security guards, a useful alternative would be to get volunteers from the community to take turns in monitoring the school premises during the day and at night. The SBMCs needs to

ensure that these volunteers and the guards are well equipped and that they have the support from the police. They should always have access to a means of communication (with the police and school staff), for example either a cell phone, landline or a two-way radio. Such forms of communication will ensure that any incidents or criminal activities are speedily reported once they have taken place or to prevent an incident from occurring if suspicious activity is observed (Cowan, Rossen Pollitt, &Vaillancourt, 2013).

The SBMCs could invite security experts to visit the school to assess the risks and weaknesses at the school (Cowan, Pollitt, Rossen, & Vaillancourt, 2013). This will help the security guards to look out for specific risks and assist with preventing and/or reducing those risks. This can improve the overall physical security – but only if the problems and causes or repeat trends have been identified.

Empirical Studies

This section reviewed related empirical studies. They are discussed as follows:

Studies on School Based Management

Bakwai, Yisa and Musa (2014) assessed school community relationship in secondary schools in Sokoto State with focus on the role of School Based Management Committee (SBMC). Three research questions guided the study. The population of the study consisted of all the principals, vice principals, teachers and

SBMC members of the secondary schools in Sokoto State. The research design adopted was descriptive survey and questionnaire was used in collecting data. Frequency and percentages were used in answering the three research questions. Findings revealed that school community relationship is very important among secondary schools in Sokoto State because it helps in information sharing and dissemination, provision of school facilities, finance, security, and in monitoring students' progress. Findings also revealed that the activities engaged by SBMCs are not geared toward promoting and improving school community relationship and that the major challenges affecting SBMCs in promoting school community relationship in secondary schools in Sokoto State include lack of initiative among SBMC chairpersons and lack of devotion among SBMC members. Based on these findings, the researchers recommended that the SBMC at state level in conjunction with State Ministry of Education and State Universal Basic Education Board should encourage building school community relationship at school level. They also recommended that State SBMC should identify activities each school SBMC should embark on that will help promote and improve school community relationship.

The reviewed study is related to the present study because they both focused on the SBMC involvement in the administration of secondary schools. Both study also utilized the survey design. However, they differ in some aspects, while the

reviewed study assessed school community relationship in secondary schools in Sokoto State with focus on the role of School Based Management Committee (SBMC), the present study assessed School-Based Management Committees (SBMCs) involvement in the administration of public secondary schools in Anambra State. Furthermore, the area of the reviewed study was Sokoto State, Nigeria while the area of the present study was Anambra State, Nigeria. Furthermore, while the reviewed study used frequency and percentage to answer the research question, the present study used mean to answer the research question and t-test to test the hypotheses.

Olibie (2014) assessed the extent to which parents are involved in curriculum implementation in secondary schools in Anambra State of Nigeria as perceived by male and female Principals. A research question and a hypothesis guided the study. The survey research design was used. Participants were 257 secondary school principals. A 16-item researcher-developed questionnaire, structured on a 4-point scale was used to collect data. Structured interviews were also used. Two experts in the Department of Educational Foundations (Curriculum Studies) from Nnamdi Azikiwe University, Awka validated the instrument. The test-re-test method was used to ascertain the reliability of the questionnaire items. After, Pearson Product Moment Correlation was used to correlate the two sets of scores and a reliability coefficient of 0.76 was obtained. Mean scores, content

analysis, frequencies and t-test were used for data analysis. Findings indicated that in the opinions of male and female principals, there was a little extent of parental involvement in curriculum implementation. This indicates that irrespective of gender, the principals held a similar view of a little extent of parental involvement to curriculum implementation in schools. It was recommended that for this trend to improve, school principals and teachers need to make efforts for reaching and involving members of the community to support curriculum implementation. They should also design and implement strategies that will result in improved involvement, and at the same time, balance involvement vis-à-vis educators' professional autonomy.

The reviewed study is related to the present study because they both focused on the involvement of stakeholders in the administration of secondary schools. Both study also utilized the survey design. However, they differ in some aspects, while the reviewed study assessed the extent to which parents are involved in curriculum implementation in secondary schools in Anambra State of Nigeria as perceived by male and female principals, the present study assessed School-Based Management Committees (SBMCs) involvement in the administration of public secondary schools in Anambra State. The reviewed study also utilized structured interview as instrument for data collection but the present study utilized structured questionnaire as instrument for data collection. Furthermore, the population of the

reviewed study were Principals of secondary schools in Anambra State while the population of the present study were internal and external SBMC members in secondary schools in Anambra State.

Yau and Cheng (2014) carried out a study to examine the perceptions of Hong Kong principals and teachers on the extent to which school-based management (SBM) has been effectively implemented in primary schools. Three research questions guided the study and three hypotheses were tested. A quantitative, survey questionnaire duly validated by three lecturers in the Department of Education, University of Leicester, United Kingdom was used for data collection. The Cronbach alpha values of 'leadership competence and work relationship', 'staff coordination and effectiveness', 'financial planning and control' and 'resources and accommodation' were 0.9075, 0.8005, 0.8781 and 0.8567 respectively. Normally, the alpha value should be greater than 0.7 for well established measures, thus this showed that the instrument was reliable. A total of 322 respondents (83 principals and 239 teachers) drawn from 83 primary schools responded to the questionnaire. The mean scores and standard deviations were used to answer the research questions while t-test was used to test the hypotheses. The findings showed that all four features of school-based management are perceived as being implemented in Hong Kong primary schools, but the degree of their implementation is not the same. The most adopted elements of school-based

management are financial planning and control, and leadership competence and work relationships. The moderately adopted element is resources and accommodation. The least adopted element is staff coordination and effectiveness. In addition, there are significant differences between the perceptions of principals and teachers towards the areas of SBM.

The present and the reviewed studies are related because they both focused on School-Based Management and they also utilized descriptive survey design as the research design. The reviewed study and present study are further related in the sense that they both utilized mean to answer the research questions and t-test was used to test the hypotheses. However, they differ in terms of focus, while the reviewed study examined the perceptions of Hong Kong principals and teachers on the extent to which school-based management (SBM) has been effectively implemented in primary schools, the present study assessed the involvement of SBMCs in the administration of secondary schools in Anambra State. The two studies also differ in terms of geographical location, while the present study was carried out in Anambra State, Nigeria, the study of Yau and Cheng was carried out in Hong Kong. Furthermore, the population of the reviewed study was Principals and teachers in secondary schools while the population of the present study was internal and external members of SBMC in secondary schools.

Nyandoro, Mapfumo and Makoni (2013) examined the effectiveness of School Development Committees in financial management in Chimanimani West Circuit primary schools in Manicaland Province, Zimbabwe. Four research questions guided the study. The descriptive survey design was used for this study. The instrument for data collection was a questionnaire which was validated by three experts from the Department of Educational psychology, African University, Mutare, Zimbabwe. One school that did not participate in the main study was selected for the pilot study. In that school, the questionnaire was administered to nine School Development Committee members and the interview to the School Head, Deputy Head, a teacher, School. The test of reliability produced reliability co-efficient of 0.89. The questionnaire was administered to six School Development Committees of the six primary schools which were randomly sampled from Chimanimani West Circuit. An interview was also conducted on the Head Teacher, the Deputy Head Teacher, the School Development Committees' chairperson and the treasurer of each school. Percentage and frequency distribution were used to answer the research questions. The study revealed that School Development Committees were not effective in managing funds for their schools due to lack of skills in various aspects of financial management such as preparation and use of budget for decision making, keeping inventory of school assets and raising funds.

The study is related to the present study because both studies focused on School-Based Management Committees involvement in the administration of secondary schools. Both studies adopted the descriptive survey research design for their studies. They also utilized structured questionnaire as instrument for data collection. However, they differ in some aspects, while the reviewed study determined the effectiveness of School Development Committees in financial management in Chimanimani West Circuit primary schools, the present study assessed School-Based Management Committees (SBMCs) involvement in the administration of public secondary schools. Another difference between the two studies is that while the study of Nyandoro, Mapfumo and Makoni was carried out in Manicaland Province, Zimbabwe, the present study was carried out in Anambra State, Nigeria. Also while the reviewed study used percentage and frequency distribution to answer the research questions, the present study used mean to answer the research questions.

Eziuzo and Enueme (2013) carried out a study that determined the contributions of the Parents Teachers Association to the management of secondary schools in Anambra State as perceived by the Principals. The study, which covered all the 261 principals in government-owned secondary schools in Anambra state, was based on two research questions and two null hypotheses. The survey design was adopted for the study. The validity of the instrument was established by three

experts who are lecturers from Nnamdi Azikiwe University. The split half method was used to ascertain the reliability of the questionnaire items. Correlation of the sets of scores for the items using Pearson product moment correlation gave a reliability of 0.85 for the entire items, which the researchers considered satisfactory for the study.There was no sample as, the entire 112 male and 149 female principals comprising the population, participated in the study. The researchers used a 25-item questionnaire titled–Parents Teachers Association's Contributions to the Management of Secondary Schools Questionnaire (PTACMSSQ) to collect data from the principals. This was done with the help of three research assistants. Mean scores were used in answering the research questions while z-test was used in testing the null hypotheses. The findings of the study revealed that the PTA contributed to school plant to a little extent, but made great extent of contributions to raising the moral tone of the school. Based on the findings, it was recommended among other things that the PTA and school principals should make concerted efforts to improve and sustain the contributions of the PTA in raising school's moral tones.

The study is related to the present study because both studies focused on the involvement of stakeholders in the administration of secondary schools. Both studies utilized the descriptive survey research design. They also utilized structured questionnaire as instruments for data collection, mean to answer the research

questions and t-test to test the hypotheses. However, they differ in some aspects, while the earlier study determined the contributions of the Parents Teachers Association to the management of secondary schools in Anambra State as perceived by the principals, the present study assessed the School-Based Management Committees (SBMCs) involvement in the administration of secondary schools in Anambra State using internal and external members of SBMC in secondary schools in Anambra State.

Kiragu, King'oina and Migosi (2013) carried out a study to determine the prospects and challenges of School-Based Management in Murang'a South District, Kenya. The purpose of this study was to find out what the principals and teachers perceived were the prospects of school-based management (SBM), the accrued benefits of SBM and challenges schools would experience if SBM was introduced in Murang'a South district. The study adopted the descriptive survey design. Stratified sampling was used to draw 16 schools which participated in this study. A sample of 80 respondents comprising 64 teachers and 16 principals participated in the study. Data for this study was collected using structured questionnaire which was duly validated by three experts from the Department of Education Administration and Planning, South Eastern Kenya University. Pilot testing was done to authenticate the instruments for the study by checking out whether they were within the threshold in terms of content and language. Pilot test

took place in four secondary schools which were not included in the study. Reliability of the instrument was also measured in two boarding and two mixed day secondary schools that were not used in the study. The Cronbach Alpha method on the obtained score produced a co-oefficient value of 0.88. The questionnaire was administered directly by the researcher to the respondents (principals and teachers) in each of the sampled schools. The data was analysed manually and was presented in statistical tables using frequencies and percentages. The result of findings indicated that the introduction of SBM would be a way of addressing the current crisis in management of secondary schools, bringing about accountability, commitment by teachers in discharging their duties, efficient use of resources, timely syllabus coverage, delivery of quality education, improve efficiency and reduce need for supervision among other prospects if it was introduced in secondary schools in the district. The study made the following recommendations: Firstly, principals and teachers should be actively involved in making decisions about secondary schools management because they are the people on the ground and understands the school environment better. Secondly, the Ministry of Education should consider involving all the education stakeholders in formulating policies, this way they will own the policies and it will be easy to implement them without being seen like they are forcing them on schools.

The study is related to the present study because both studies focused on School-Based Management of secondary schools. Both studies also utilized the descriptive survey research design and structured questionnaire as instruments for data collection. However while the reviewed study focused on determining the prospects and challenges of school-based management, the present study assessed the extent of involvement of the school-based management committees in secondary school administration. Another area of difference is that while the earlier study was carried out in Murang'a South District, Kenya, the present study was carried out in Anambra State, Nigeria. Furthermore, the population of the reviewed study were principals and teachers while the population of the present study were internal and external members of SBMC.

Prabhakar and Rao (2011) conducted a study on school-based management through an analysis of the planning framework and community participation in India. One research question and one hypothesis guided the study. The population of the study comprised 557 secondary schools operating under four major types of management in Krishna District of Andhra Pradesh in India. The data were collected through self designed questionnaire and interview schedules which were duly validated by two experts in the Department of Commerce and Business Administration, Acharya Nagarjuna University, Andhra Pradesh, India. The pilot test conducted on two secondary schools which were out of the study area

produced reliability co-efficient of 0.76. Chi-square and simple percentages were used to analyze the data. The findings reveal that the planning framework is weak in public schools while it is strong and well built in privately-run schools. But, despite the established planning framework in private schools, parents or community are not involved. The parent/community participation is true to the spirit in the small chunk of public schools where the planning framework is ascertained. The study recommended that the policy makers should stress on conductive framework for micro planning in public schools and thrust upon parent/community participation in the private set-up to strengthen the planning activity for achieving efficiency and accountability of the system.

The study is related to the present study because they both centred on school-based management of secondary schools and also utilized structured questionnaire as instrument for data collection. However while the earlier study investigated school-based management through an analysis of the planning framework and community participation in India, the present study assessed the extent of involvement of the school-based management committees in secondary school administration in Anambra State, Nigeria. Also, the reviewed study utilized simple percentage and chi-square to analyze data while the present study utilized mean and t-test to analyze data.

Bandur (2008) investigated the implementation of school-based management in Flores primary schools in Indonesia. Four research questions guided the study. The study adopted the descriptive survey design. A sample of 42 schools was randomly drawn from 287 schools coming within the purview of the Department of National Education. The population of the study comprised 675 school council members and 42 participants belonging to all categories of representatives of school councils as well as documentary analyses from the 42 schools sampled for the study. The questionnaire developed by Gamage (1996a) was adapted with appropriate modification on the basis of an extensive review of literature and in consultation with academic specialists. The questionnaire was then refined further with a trial after the approval by the Human Research Ethics Committee of the University of Newcastle and again refined and finalized after a pilot study. The application of Cronbach Alpha method on the obtained scores produced a reliability co-efficient of 0.73. Mean and standard deviations were used to answer the research questions. The findings of the study revealed that there have been school improvements and student achievements resulting from the implementation of SBM. The findings of the study also showed that SBM policies and programs have created better teaching/learning environments and student achievements. Based on the findings, the researcher recommended that continuous developments and capacity building such as training on school leadership and management,

workshops on SBM, and increased funding from governments are needed to affect further improvements in school effectiveness with the implementation of SBM.

Both studies are related in that they both sought to determine involvement of SBMCs in school administration. Both studies also utilized descriptive survey as the research design for the study, and Cronabach alpha to determine the reliability of the instrument for data collection. Mean was also used by both studies to answer the research questions. However, while the reviewed study determined the implementation of school-based management, the present study assessed school-based management committees (SBMCs) involvement in the administration of public secondary schools. The studies also differ in terms of area of the study, while the reviewed study was carried out in Flores, Indonesia, the present study was carried out in Anambra State, Nigeria.

Studies on School Administration

Jonnwakalo (2008) carried out a study to find out the modalities for improving P.T.A. participation in the administration of secondary schools in Enugu Education zone, Enugu State, Nigeria. Four research questions and two null hypotheses guided the study. The study employed a descriptive survey research design and stratified random sampling was used to sample 472 respondents out of a population of 2126. The research instrument used for data collection was a questionnaire, which consisted of 24 items captioned Parents Teachers Association

Participation in the Administration of Secondary Schools. Three experts in the Department of Educational Foundations from University of Nigeria, Nsukka validated the instrument. The Cronbach Alpha method was used to ascertain the reliability of the questionnaire items. The test on the obtained scores produced a reliability co-efficient value of 0.81. The analytical tool used to answer the research questions was mean while the null hypotheses were tested using the t-test statistic of difference between mean samples at an alpha level of 0.05. The findings of the study revealed that the PTA, the school and community can work together for the well being of the school and the children. It was also revealed that the PTA is willing to help out as much as it can through advise, donations, contributions and any other way the school needs its assistance. Based on the findings of the study, the researcher recommended that Principals of secondary schools should be more accomodating to allow inputs from members of the school PTA as well as the host community.

The study is related to the present study because both centred on secondary school administration. Both studies also adopted the descriptive survey research design for their studies and utilized structured questionnaire as instrument for data collection. Mean, standard devaiation and t-test were used to analyze data for both studies. However while the earlier study investigated modalities for improving P.T.A. participation in the administration of secondary schools, the present study

assessed the level of involvement of the School-Based Management Committees in secondary school administration. While the reviewed study was carried out in Enugu state, the present study was carried out in Anambra State.

Kazi (2007) conducted a study to determine headmaster's managerial ability under school-based Management and its relationship with school improvement in City secondary schools of Bangladesh. The study sought to describe the school–based management system in Bangladesh and explored the hypotheses about the relationship between headmaster's managerial roles and school improvement. The second hyphotheis also determined the moderator effect of teachers' professional development activities on this relationship. Data from a sample of 127 City secondary schools from Bangladesh were gathered through questionnaires administered on 127 Headmasters and 697 teachers from the total population of 338 headmasters and 10,634 teachers. A researcher developed questionnaire which was duly validated by experts was used for data collection. Multiple Regression and Hierarchical Multiple Regression data analyses were used in this research. This study found significant impacts of some of the factors of headmaster's managerial roles variables under school-based management on school improvement and teachers professional growth. Headmaster's strategic planning, supportive and comprehensive planning roles have the greater impact on school improvement. The study also found that the maximum school improvement can be

achieved if schools put more emphasis on teachers' collaboration, in service training and classroom observation and less emphasis on individual action enquiry. Headmaster's comprehensive planning and facilitator roles under school-based management have been found the best predictor for school improvement whereas headmaster's shared decision-making has been found the significant predictor to the negative direction. Teachers' collaboration and classroom observation as teachers' professional development activities have been noted as significant predictors for school improvement to the positive direction. The researcher recommended that Principals of secondary schools should seek to adopt practices that will best encourage teachers collaboration with the community in their schools.

Both studies are related in that they both sought to determine the involvement of SBMCs in school administration. Both studies utilized structured questionnaire as instrument for data collection. However, while the reviewed study determined headmaster's managerial ability under school-based Management and its relationship with school improvement in City secondary schools of Bangladesh, the present study assessed school-based management committees involvement in the administration of public secondary schools in Anambra State, Nigeria. The two studies also differ in the area of data analysis, while the reviewed study used

multiple regression and hierarchical multiple regression to analyse data, the present study utilized mean and t-test to analyze data.

Nnebedum (2007) investigated the strategies for improving school community relations for effective management of secondary schools in Awgu Education Zone of Enugu state. Two research questions and two null hypotheses guided the study. The instrument for data collection was a researcher developed structured questionnaire which was duly validated by three experts in the Department of Educational Foundations, University of Nigeria Nsukka. The instrument was pilot tested on 20 respondents who were not part of the study. The test of reliability using Cronbach alpha produced a relaibility co-efficient of 0.84 which was deemed reliable for the study. A sample of 53 principals and 53 Parents Teachers Association (PTA) chairmen/ persons from the 53 secondary schools in the zone which was drawn using purposive sampling were involved in the study. The research questions were answered using mean scores, while the hypotheses were tested using t-test statistic at 0.05 level of significance. The study showed that communication gap between the principal and the members of the community, disciplinary problems among staff and students, inactive/unproductive PTA, inadequate financial and material support to the school from the community, and irregular payment of salaries/ allowances by the government were factors that hinder school-community relations. The results equally revealed that linking

families with school curriculum by giving the students home work through the school, ensuring that proper comments are made in the students' performance reports by the school, rendering financial assistance to the school for extra mural classes by the community, regular PTA meetings, encouraging games by donating trophies for sport competitions by the community, giving scholarship award to the students by the community, principals identifying with the social life of the community, and improving conditions of service of staff by prompt payment of salaries and allowances by the government, among others were some of the effective strategies for improving school community relations for effective school management. It was also found out that there was no significant difference between the mean ratings of the principals and PTA chairmen/persons regarding their views on the strategies for improving school community relationship for effective management of schools. The researcher therefore, recommended that Principals should endevour to see that their teachers appropriately ensure that parents are involved in their students learning by giving the students home work through the school

Both studies are related in that both sought to determine stakeholders' involvement in school administration. Both studies adopted the descriptive survey design as the research design for their studies and also used structured questionnaire as instrument for data collection. However, while the reviewed study

determined strategies for improving school community relations for effective management of secondary school in Awgu Education Zone of Enugu state, Nigeria, the present study assessed school-based management committees' involvement in the administration of public secondary schools in Anambra State, Nigeria. Another area of difference between the studies is that while the population of the reviewed study were Principals and Parents Teachers Association (PTA) chairmen/persons, the present study involved members of SBMC.

Summary of Review of Related Literature

The literature review centered on conceptual framework, theoretical framework, theoretical studies and empirical studies. The conceptual framework reviewed the concepts of assessement, School-Based Management and School-Based Management Committees to create a clear understanding of these concepts in the context of the study. A functional definition of each concept was also made out.

Under the Theoretical Framework, two theories which propel the work were discussed. These theories are Systems Theory and Community Participation Theory. The review of theoretical studies revealed that school-based management Committees have important roles to play in the administration of secondary schools in Nigeria and indeed in the world. The review of the theoretical studies also revealed that SBMCs can help to facilitate good educational administration in

schools. However, to the best of the researcher's knowledge no study assessed the level of involvement of SBMCs in the administration of secondary schools in Nigeria and in Anambra State in particular. Most of the studies focused on community and the PTA participation in schools management.

The section on the review of empirical studies showed that most researchers focused on determining strategies for improving community participation in school funding. The few studies that concentrated on SBMCs focused on the prospects and challenges of SBMCs. Little focus was given to determine SBMCs involvement in the administration of secondary schools in Nigeria and in Anambra State in particular. This study intends to fill the gap by carrying out an assessment of the extent of involvement of SBMCs in the administration of secondary schools in Anambra State, Nigeria.

CHAPTER THREE

METHOD

In this chapter the procedure adopted for the study are presented under the following sub-headings; research design, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the Instrument, reliability of the instrument, method of data collection and method of data analysis.

Research Design

The research design adopted in this study was the descriptive survey. Nworgu (2015) defined descriptive survey as a study which aims at collecting data on, and describing in a systematic manner, the characteristics, features or facts about a given population. Neville (2007) noted that descriptive survey can be used to identify and classify the elements or characteristics of the subject matter. According to Bhattacherjee (2012), descriptive survey is directed at making careful observations and detailed documentation of a phenomenon of interest. The design is considered appropriate for the study because the researcher collected information from SBMC members in secondary schools in Anambra State through a questionnaire to determine their involvement in the administration of secondary schools and reported the state of the variables under study using both descriptive and inferential statistics.

Area of the Study

The study was carried out in Anambra State of Nigeria. Anambra State was created on August 27, 1991. The State has a total land area of 4,416 square kilometres. Anambra State is situated on a generally low elevation on the eastern side of the River Niger and shares boundaries with Delta State to the west, Imo State and Rivers State to the south, Enugu State to the east and Kogi State to the north.

The state is made up of 21 local government areas with a good number of public and private secondary schools as well as government owned and private owned tertiary institutions. The major language of the people of the area is Igbo and English but because of the economic viability of the area, people from other nations, ethnic groups and languages operate in the state in large numbers. The people of the State are predominantly Christians and their major occupations include civil service, workers in financial and commercial establishments; teaching, entrepreneurship as well as farming.

For good management of education in the state, the state is divided into six education zones, namely Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha education zones. There are 257 public secondary schools in the State. This comprises 48, 61, 50, 40, 32 and 26 secondary schools for Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha education zones respectively (Post Primary School

Service Commission, Awka, March 24, 2017). List of the schools is attached as Appendix C on page.

The choice of the area for the study is informed by the fact that the state had recognized the school based management committee as an integral player in the administration of secondary schools in Anambra State since 2010. However, actual observation of activities in the schools appear to reveal that some school Principals do not consult the SBMC members on pressing issues and in decision making in the school administration. These situations seem to negate the huge investment of the state government and the people of the state in education.

Population of the Study

The population of the study comprised the 3,341 members of the SBMCs in the 257 public (state government owned) secondary schools in the six education zones of Anambra State. This was made up of 1,028 internal members and 2,313 external members. Each of the 257 schools had 13 members of SBMC made up of four internal members and nine external members. The use of 13 SBMC members was as a result of information gotten during the field study which revealed that in most SBMCs had 13 active members, this is because certain members of SBMC like the representative of artisan/professional bodies and representative of women organizations. This number was based on data collected from the Post-Primary

Secondary Schools Services Commission (PPSSC), Awka, Anambra State as at April, 2017. See Appendix D Page 153 for details.

The rationale for using SBMC members in this study was because they are directly involved with the activities of the SBMCs in the secondary schools in the State. As such they are in the best position to give out reliable information on activities of the Committee.

Sample and Sampling Technique

The sample of this study was 1,008 respondents made up of 288 internal members and 720 external members of SBMCs in secondary schools in Anambra State. The sample for the study was composed using multi-stage sampling procedure (which involved the use of stratified and purposive sampling techniques). The use of sratified sampling is in line with Nworgu (2015) who stated that stratified sampling technique can be used when a study consists of layers or levels in a population and each layer has some unique characteristics which make it different from the other layers, the characteristics have to be recognized in the study. In this study, stratification was based on internal and external members of SBMC.

To sample members of SBMC, 50 percent of members in each stratum namely internal and external members were drawn. This translated to two out of the four internal members and five out of the nine external members in each school.

For each school the Principal (internal member) and the President General of the community where the school was located (external member) were purposively sampled. This was based on the strategic positions these persons occupied in the schools and communities respectively. Using simple random sampling one other internal member and four other external members were drawn. This resulted to two internal and five external member for each school thus totalling, 288 internal members and 720 external members. This translated to a total of 1008 respondents. Details of the sampling is attached as Appendix E on Page 154.

Instrument for Data Collection

The instrument for data collection was a questionnaire developed by the researcher based on the roles and responsibilities of SBMCs as specified in the Anambra State Guidebook for SBMCs 2010, consultations with experts and the research questions guiding the study. The instrument was titled, "Questionnaire on School-Based Management Committees' Involvement in Administration of Secondary Schools (QSBMCIASS)". It has two sections; A and B. Section A contained information on respondents' bio data covering status. Section B contained a total of 51 items arranged in five clusters of B1, B2, B3, B4 and B5 according to the five research questions guiding the study. Sections B1 to B5 contained 10, 10, 8, 13, and 10 items, respectively. All the items in section B are structured on a 5-point rating scale of VHE (Very High Extent), HE (High Extent),

ME (Moderate Extent), LE (Low Extent) and VLE (Very Low Extent), weighted 5, 4, 3, 2 and 1 respectively. A copy is attached as Appendix B on Page 150.

Validation of the Instrument

The face validity of the instrument was ascertained using three experts who are all lecturers, two in the Department of Educational Management and Policy and one in the Measurement and Evaluation, in the Department of Educational Foundations all in the Faculty of Education, Nnamdi Azikiwe University. These experts were given the title and purpose of the study, the research questions, hypotheses and 60 items questionnaire to guide them. They were requested to scrutinize the instrument relative to the appropriateness and coverage of the items, wordings and item construction as well as clarity of the instructions. The corrections made, based on the recommendations of the experts include the removal of the sixth proposed research question which the three experts unanimously perceived was not within the scope of the study as well as the restructuring of some items in the questionnaire. The corrections made by the experts on the questionnaire items reduced it from 60 to 51.These suggestions, comments and corrections were incorporated in the final version of the instrument used for the study.

Reliability of the Instrument

To establish the instrument's reliability, it was administered on 10 internal SBMC members and 15 external members of SBMC in five state government owned secondary schools in Enugu Metropolis of Enugu State who were not included in the area/population of the study through a trial test. The data collected were analyzed using Cronbach Alpha and coefficient values of 0.84, 0.89, 0.85, 0.78 and 0.81 for clusters B1 to B5 respectively were obtained. A reliability co-efficient value of 0.83 was obtained for the instrument. These coefficient values indicated that the instrument was reliable because they are all above 0.70. This is in line with Nworgu (2015) who stated that research instruments with reliability co-officient of 0.70 and above are deemed reliable. The computation for the reliability test is attached as Appendix F on Page 155.

Method of Data Collection

Data were collected by the researcher with the help of six research assistants who are secondary school teachers. This is justified because the teachers are already in the field and so are readily available and familiar with the locations of the schools. The use of research assistants was necessary because of the geographical spread of schools in the six education zones of the state. The research assistants were used in order to ensure quick distribution and retrieval of the copies of the questionnaire. The research assistants were teachers in public secondary

schools in the Anambra State. They were subsequently guided on how to maintain good relations with the respondents and on the mode of the instrument administration and retrieval. They visited the SBMC members and administered copies of the questionnaire on them.

The respondents were allowed some time to complete the questionnaire after which it was retrieved on the spot. However, where this was not possible, an appointment was booked and the respondents concerned revisited for retrieval of the instrument. This procedure facilitated a high response rate, and it lasted for 21 days. Out of the 1008 copies of the questionnaire administered, 864 were properly filled and successfully retrieved. This was made up of 245 for internal members (85.07%) and 619 for external members (85.97%). These 864 copies representing an overall return rate of 85.71 were deemed adequate for the study and thus used for data analysis.

Method of Data Analysis

The data collected for the study were analyzed using mean and the t-test. The mean value was used to answer the research questions while the t-test was used to test the hypotheses at the 0.05 level of significance. For the research questions, the decision rule was based on the real limits of numbers;

	Values	Real Limit
Very High Extent	5	4.50- 5.00
High Extent	4	3.50- 4.49
Moderate Extent	3	2.50- 3.49
Low Extent	2	1.50- 2.49
Very Low Extent	1	0.50- 1.49

For the hypotheses, where the calculated t-value was less than the critical value of t, it means that the variable did not significantly influence respondents' mean ratings and the hypothesis was not rejected. Conversely, where the calculated t-value was equal to or greater than the critical t-value, it means that the variable had a significant influence on the respondents' mean ratings and the hypothesis was rejected.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the analysis of data collected for the study. The data were analyzed in line with the research questions and hypotheses and are presented in Tables accordingly.

Research Question 1

What is the Extent of Involvement of School-Based Management Committees (SBMCs) in the Development Plan of Public Secondary Schools in Anambra State?

Table 1
Respondents' Mean Responses on the Extent of Involvement of School-Based Management Committees in the Development Plan of Public Secondary Schools in Anambra State (N=864)

S/No	Extent of school-based management committees involvement in the development of the school plan:	Interal SBMC (N=245)		External SBMC (N=619)	
		Mean	**Remarks**	**Mean**	**Remarks**
1.	Focusing the school vision on what the students should achieve whilst they are at school	3.13	Moderate Extent	3.08	Moderate Extent
2.	Providing a clear sense of direction for teachers through the school mission statement	2.69	Moderate Extent	2.89	Moderate Extent
3.	Using the school mission statement to reflect the values of the community	2.05	Low Extent	2.16	Low Extent
4.	Preparing a summary of information gained from the self evaluation to stakeholders	3.01	Moderate Extent	2.98	Moderate Extent
5.	Presentig a summary of information gained from the self evaluation to stakeholders	1.94	Low Extent	1.75	Low Extent
6.	Ensuring that the school evaluation committee's inputs are accurately reflected in the school plan.	3.63	High Extent	3.50	High Extent
7.	Ensuring that the school vision statement encompasses all curricular aspects of school learning environment	3.75	High Extent	3.64	High Extent
8.	Ensuring that the information in the report is shared widely in summary.	3.25	ModerateExtent	2.87	Moderate Extent
9.	Drawing up a list of the schools priorities.	3.26	Moderate Extent	2.96	Moderate Extent
10.	Discussing strategies for each of the agreed priorities.	2.89	Moderate Extent	3.10	Moderate Extent
	Mean of Means	**2.96**	**Moderate Extent**	**2.89**	**Moderate Extent**

Results on Table 1 show that both the internal and external SBMC members had moderate involvement in six items, low involvement in two items and high involvement in two items. This together with the mean of means of 2.96 for internal SBMCs and 2.89 for external SBMCs indicate that the school-based management committee's (both internal and external member's) involvement in the development plan of public schools in Anambra State was to a moderate extent. The results further reveal that the respondents were of the view that SBMC members were involved to a high extent on two items namely ensuring that school evaluation committee's inputs are accurately reflected in the school plan and ensuring that the school vision statement encompasses all curricular aspects of school learning environment. This is shown with the mean ratings of 3.63 and 3.75 for internal SBMC members and mean ratings of 3.50 and 3.64 for external SBMC members for the two items respectively. The respondents also opined that SBMC members were involved to a moderate extent in focusing the school vision on what students should achieve whilst they are at school, providing a clear sense of direction for teachers through the school mission statement, understanding the school evaluation process, ensuring that the principal carries out the evaluation process involving everyone, drawing up a list of the school priorities and discussing strategies for each of the agreed priorities. These were revealed with mean ratings of 3.13, 2.69, 3.01, 3.25, 3.26 and 2.89 for internal members of

SBMC and mean ratings of 3.08, 2.89, 2.98, 2.87, 2.96 and 3.10 for external SBMC members for the items respectively. However, the respondents opined that SBMC members were involved to a low extent in using the school mission statement to reflect the values of the community and presenting a summary of information gained from the self evaluation to stakeholders, with mean ratings of 2.05 and 1.94 for internal members of SBMC and mean ratings of 2.16 and 1.75 for external members of SBMC for the items respectively.

Research Question 2

What is the Extent of involvement of School-Based Management Committees (SBMCs) in the Financial Management of Public Secondary Schools in Anambra State?

Table 2
Respondents' Mean Responses on the Extent of Involvement of School-Based management Committees in the Financial Management of Public Secondary Schools in Anambra State (N=864)

S/No.	Extent of school-based management committees involvement in the financial management of schools:	Interal SBMC (N=245)		External SBMC (N=619)	
		Mean	Remarks	Mean	Remarks
11.	Sourcing for school funds by requesting for grants from the State government	2.48	Low Extent	2.37	Low Extent
12.	Funding the school through contribution of the SBMC members	2.25	Low Extent	2.10	Low Extent
13.	Organizing fund raising events to generate funds for the school	2.27	Low Extent	2.22	Low Extent
14.	Ensuring that the school funds are appropriately spent	3.43	Moderate Extent	2.98	Moderate Extent
15.	Ensuring that the inventory is updated by the principal.	3.03	Moderate Extent	2.75	Moderate Extent
16.	Keeping accurate record of financial transactions by SBMC members at meetings	3.15	Moderate Extent	3.12	Moderate Extent
17.	Ensuring that information about the school budget are made known to SBMC members	3.31	Moderate Extent	2.80	Moderate Extent
18.	Ensuring that information about the school expenditure are readily made available to SBMC members	3.28	Moderate Extent	3.10	Moderate Extent
19.	Ensuring that school financial information is made available to the wider community	3.25	Moderate Extent	3.00	Moderate Extent
20.	Ensuring that financial transactions are not handled by an individual	3.75	High Extent	3.65	High Extent
	Mean of Means	**3.02**	**Moderate Extent**	**2.81**	**Moderate Extent**

Results on Table 2 indicate that both internal and external SBMC members had moderate involvement in six items, low involvement in three items and high involvement in one item. This together with the mean of means of 3.02 for internal SBMC members and 2.81 for external SBMC members indicate that the school-based management committee's (both internal and external member's) involvement in the financial management of public schools in Anambra State was to a moderate extent. Data in Table 2 further revealed that the respondents were of the view that SBMC members were involved to a high extent in ensuring that more than one person is involved in school transaction; with mean rating of 3.75 for internal SBMC members and 3.65 for external SBMC members. They also agreed that there was moderate involvement by SBMC members in ensuring that the school funds are appropriately spent, ensuring that the inventory is updated by the Principal, keeping accurate record of financial transactions, ensuring that information about the school budget are made known to SBMC members, ensuring that information about the school expenditure are readily made available and ensuring that school financial information is made available to the wider community. This is shown with mean ratings of 3.43, 3.03, 3.15, 3.31, 3.28 and 3.25 for internal SBMC members and mean ratings of 2.98, 2.75, 3.12, 2.80, 3.10 and 3.00 for external SBMC members for the items respectively. However, it was in the opinion of SBMC members that involvement in sourcing for funds through

grants by the State government, funding the school through contribution of SBMC members and organizing fund raising events to generate funds for the school was to a low extent. This is shown with mean ratings of 2.48, 2.25 and 2.27 for internal SBMCmembers and 2.37, 2.10 and 2.22 for external SBMC members for the items respectively.

Research Question 3

What is the Extent of Involvement of School-Based Management Committees (SBMCs) in ensuring high enrolment and attendance rate in Public Secondary Schools in Anambra State?

Table 3
Respondents' Mean Responses on the Extent of Involvement of School-Based management Committees in ensuring high Enrolment and Attendance rate in Public Secondary Schools in Anambra State   (N=864)

S/No.	Extent of school-based management committees involvement in ensuring high enrolment and attendance rate in schools:	Interal SBMC (N=245)		External SBMC (N=619)	
		Mean	Remarks	Mean	Remarks
21.	Discouraging parents in the community from engaging children in hawking	2.28	Low Extent	2.14	Low Extent
22.	Encouraging the enrolment of girls in school	2.05	Low Extent	1.86	Low Extent
23.	Liasing with community leaders to promote awareness of the importance of education to the child	2.21	Low Extent	1.75	Low Extent
24.	Organizing enrolment camps for out of school children	2.43	Low Extent	2.12	Low Extent
25.	Encouraging government to grant education subsidies for children with disabilities	2.35	Low Extent	2.01	Low Extent
26.	Visiting parents at home to encourage them to send their male children to school	2.18	Low Extent	2.34	Low Extent
27.	Monitoring the attendance of teachers in the school	2.01	Low Extent	1.96	Low Extent
28.	Mobilizing the community to raise resources for secondary schools so as to ensure students attendance to school.	2.08	Low Extent	1.95	Low Extent
	Mean of Means	**2.20**	**Low Extent**	**2.02**	**Low Extent**

The results on Table 3 indicate that both internal and external SBMC members involvement in ensuring high enrolment and attendance rate in public secondary schools in Anambra State was low with the mean of means being 2.20 and 2.02 for internal and external members of SBMC respectively. Data in the Table further revealed that SBMC members' involvement in all the items was low with mean ratings for the items ranging from 2.01 to 2.43 for internal SBMC members and 1.75 to 2.34 for external SBMC members.

Research Question 4

What is the Extent of Involvement of School-Based Management Committees (SBMCs) in the Procurement and Management of School Facilities in Public Secondary Schools in Anambra State?

Table 4
Respondents' Mean Responses on the Extent of Involvement of School-Based management Committees in the Procurement and Management of School Facilities in Public Secondary Schools in Anambra State

S/No.	Extent of school-based management committees involvement in the procurement and management of school facilities:	Interal SBMC (N=245)		External SBMC (N=619)	
		Mean	Remarks	Mean	Remarks
29.	Providing teaching materials like chalk board	2.13	Low Extent	2.09	Low Extent
30.	Purchasing of sports facilities for the school	3.09	Moderate Extent	2.85	Moderate Extent
31.	Providing white board for teaching	2.10	Low Extent	1.60	Low Extent
32.	Providing Learning materials like tables	2.22	Low Extent	1.85	Low Extent
33.	Providing classroom materials like fans	2.29	Low Extent	2.13	Low Extent
34.	Providing classroom materials like chairs	2.31	Low Extent	2.21	Low Extent
35.	Renovating dilapidated classroom blocks	2.07	Low Extent	1.89	Low Extent
36.	Renovating dilapidated administrative blocks	2.35	Low Extent	2.00	Low Extent
37.	Providing sportswear for students	2.68	Moderate Extent	2.50	Moderate Extent
38.	Building of perimeter fence for the school	2.11	Low Extent	2.07	Low Extent
39.	Periodic checks of school facilities	2.40	Low Extent	2.14	Low Extent
40.	Ensuring that the lighting system in the classrooms are good	1.68	Low Extent	1.59	Low Extent
41.	Ensuring that the classrooms are well ventilated	2.35	Low Extent	1.70	Low Extent
	Mean of Means	**2.29**	**Low Extent**	**2.05**	**Low Extent**

Results on Table 4 indicate that the respondents had low involvement on 11 items and were moderately involved on two items. This therefore indicates that the extent of involvement of school-based management committees in the procurement and management of school facilities of public secondary schools in Anambra State

was low. The mean of means for both internal and external members of SBMC was low standing at 2.29 and 2.05 respectively. Data in Table 4 further revealed that the respondents were involved to a moderate extent in purchasing of sports facilities for the school and providing sportswear for students with mean ratings of 3.09 and 2.68 for internal SBMC members and 2.85 and 2.50 for external SBMC members respectively. However, they were recorded low extent of involvement in the remaining 11 items with mean ratings ranging from 1.68 to 2.35 and 1.59 to 2.21 for internal and external SBMC members respectively.

Research Question 5

What is the Extent of Involvement of School-Based Management Committees (SBMCs) in ensuring the provision of adequate security in Public Secondary Schools in Anambra State?

Table 5

Respondents' Mean Responses on the Extent of Involvement of School-Based management Committees in ensuring the provision of adequate security in Public Secondary Schools in Anambra State   (N=864)

S/No.	Extent of school-based management committees involvement in ensuring the provision of adequate security:	Interal SBMC (N=245)		External SBMC (N=619)	
		Mean	Remarks	Mean	Remarks
42.	Collaborating with local vigilante groups to provide for school security	2.10	Low Extent	2.20	Low Extent
43.	Employing a security consultant for issues concerning the security of the school	2.12	Low Extent	2.18	Low Extent
44.	Collaborating with the police to ensure security in the school	1.79	Low Extent	1.64	Low Extent
45.	Reaching out to the community for volunteers that will help in providing security in and around the school premises	3.67	High Extent	3.01	Moderate Extent
46.	Training school resource staff for security checks in the school	2.25	Low Extent	2.38	Low Extent
47.	Equipping the school security personnel with adequate tools that are needed for conducting security check and controlling threats.	2.29	Low Extent	1.95	Low xtent
48.	Reporting security threats to the community leaders	2.20	Low Extent	2.11	Low Extent
49.	Ensuring that access points in the school are clear of any obstructions such as big shrubs, trees or signs	3.54	High Extent	2.89	Moderate Extent
50.	Ensuring that the school has a functional security gate	2.56	Moderate Extent	2.24	Low Extent
51.	Mobilizing the community to build fence round the school premises in schools where they are absent	2.32	Low Extent	2.11	Low Extent
	Mean of Means	**2.48**	**Low Extent**	**2.27**	**Low Extent**

The results on Table 5 indicate that there was low level of involvement of school-based management committees in ensuring the provision of adequate security in public secondary schools in Anambra State with mean of means standing at 2.48 and 2.27 respectively. This is evident as shown in Table 5 where

the respondents extent of involvement was to a low extent in seven items for internal SBMC members and in eight items for extenal SBMC members. There was a record of moderate extent of involvement in one item for internal SBMC members and in two items for external SBMC members. The results further revealed that there was a high extent of involvement in two items, namely reaching out to the community for volunteers that will help in providing security in and around the school premises and ensuring that access points in the school are clear of any obstructions such as big shrubs, trees or signs**.**

HypothesesTesting

Hypothesis 1

There is no significant difference in the mean ratings of internal members of SBMCs and external members of SBMCs in secondary schools on the extent of SBMCs involvement in the development plan of public secondary schools in Anambra State.

Table 6

t-test Analysis of Internal and External Members of SBMC in Secondary schools on the Extent of SBMCs Involvement in the Development Plan of Public Secondary Schools in Anambra State

Status of Respondents	N	$\overline{X}$	α	df	Cal. t	Crit. t	Decision
Internal SBMC	245	2.96					
			0.05	862	1.18	1.96	NS
External SBMC	619	2.89					
Total	**864**						

Data in Table 6 show that the calculated t-value of 1.18 at 862 degree of freedom and 0.05 level of significance was less than the critical value of 1.96. Hence, the null hypothesis is not rejected. Thus, there is no statistically significant difference between the mean ratings of internal and external members of SBMCs in secondary schools on the level of SBMCs involvement in the development plan of public secondary schools in Anambra State.

Hypothesis 2

There is no significant difference in the mean ratings of internal members of SBMCs and external members of SBMCs in secondary schools on the extent of SBMCs involvement in the financial management of public secondary schools in Anambra State.

Table 7

t-test Analysis of Internal and External Members of SBMC in secondary schools on the extent of SBMCs Involvement in the Financial Management of Public Secondary Schools in Anambra State

Status of Respondents	N	$\overline{X}$	α	df	cal. t	crit. t	Decision
Internal SBMC	245	3.02					
			0.05	862	3.45	1.96	S
External SBMC	619	2.81					
Total	**864**						

Results on Table 7 show that the calculated t-value was 3.45 at 862 degree of freedom and 0.05 level of significance. Since the calculated t-value of 3.45 is greater than the critical t-value of 1.96, the null hypothesis is rejected. Therefore, there is a statistically significant difference in the respondents' opinion in favour of internal members of SBMC with a mean rating of 3.02 over the mean rating of 2.81 recorded by external members of SBMC members. Hence, there is significant difference between the mean ratings of internal and external members of SBMCs in secondary schools on the level of SBMCs involvement in the financial management of public secondary schools in Anambra State.

Hypothesis 3

There is no significant difference in the mean ratings of internal members of SBMCs and external members of SBMCs in secondary schools on the extent of

SBMCs involvement in ensuring high enrolment and attendance rate in public secondary schools in Anambra State.

Table 8

t-test Analysis of Internal and External Members of SBMC in Secondary Schools on the Extent of SBMCs Involvement in Ensuring high Enrolment and Attendance rate in Public Secondary Schools in Anambra State

Status of Respondents	N	$\overline{X}$	α	df	cal. t	crit. t	Decision
Internal SBMC	245	2.20					
			0.05	862	3.46	1.96	S
External SBMC	619	2.02					
Total	**864**						

Results on Table 8 show that the calculated t-value was 3.46 at 862 degree of freedom and 0.05 level of significance while the critical t-value was 1.96. Since the calculated t-value of 3.46 is greater than the critical t-value of 1.96, the null hypothesis is rejected. This shows that there is a statistically significant difference in the respondents' opinion in favour of internal members of SBMC with a mean rating of 2.20 over the mean rating of 2.02 recorded by external members of SBMC. Hence, there is significant difference between the mean ratings of internal and external members of SBMCs in secondary schools on the level of SBMCs involvement in ensuring high enrolment and attendance rate in public secondary schools in Anambra State.

Hypothesis 4

There is no significant difference in the mean ratings of internal members of SBMCs and external members of SBMCs in secondary schools on the extent of SBMCs involvement in the procurement and management of school facilities in public secondary schools in Anambra State.

Table 9

t-test Analysis of Internal and External Members of SBMC in secondary schools on the Extent of SBMCs Involvement in the Procurement and Management of School Facilities in Public Secondary Schools in Anambra State

Status of Respondents	N	$\overline{X}$	α	df	cal. t	crit. t	Decision
Internal SBMC	245	2.29					
			0.05	862	4.30	1.96	S
External SBMC	619	2.05					
Total	**864**						

Results on Table 9 reveal that the calculated t-value was 4.30 at 862 degree of freedom and 0.05 level of significance while the Table t-value was 1.96. This shows that there is a statistically significant difference in the respondents' opinion in favour of internal members of SBMC with a mean rating of 2.29 over the mean rating of 2.05 recorded by external members of SBMC. Thus, the null hypothesis is rejected. Hence, there is significant difference between the mean ratings of internal members of SBMCs and external members of

SBMCs in secondary schools on the level of SBMCs involvement in the procurement and management of school facilities in public secondary schools in Anambra State.

Hypothesis 5

There is no significant difference in the mean ratings of internal members of SBMCs and external members of SBMCs in secondary schools on the extent of SBMCs involvement in ensuring adequate security in public secondary schools in Anambra State.

Table 10

t-test Analysis of Internal and External Members of SBMC in Secondary Schools on the Extent of SBMCs Involvement in Ensuring Security in Public Secondary Schools in Anambra State

Status of Respondents	N	$\overline{X}$	α	df	cal. t	crit. t	Decision
Internal SBMC	245	2.48					
			0.05	862	3.45	1.96	S
External SBMC	619	2.27					
Total	**864**						

Result on Table 10 reveal that the calculated t-value was 3.45 at 862 degree of freedom and 0.05 level of significance while the critical t-value is 1.96. Since the calculated t-value of 3.45 is greater than the critical t-value of 1.96, the null hypothesis is rejected. This shows that there is a statistically significant difference in the respondents' opinion in favour of internal members of SBMC with a mean

rating of 2.48 over the mean rating of 2.27 as recorded by external members of SBMC. Hence, there is significant difference between the mean ratings of internal members of SBMCs and external members of SBMCs in secondary schools on the level of SBMCs involvement in the ensuring the provision of adequate security in public secondary schools in Anambra State.

Summary of Findings

Findings of the study are summarized as follows:

1. The extent of School-Based Management Committees' involvement in the development plan of public secondary schools in Anambra State was Moderate.

2. The extent of School-Based Management Committees' involvement in the financial management of public secondary schools in Anambra State was moderate.

3. The extent of School-Based Management Committees' involvement in ensuring high enrolment and attendance rate in public secondary schools in Anambra State was low.

4. The extent of School-Based Management Committees' involvement in the procurement and management of school facilities of public secondary schools in Anambra State was low.

5. The extent of School-Based Management Committees' involvement in ensuring the provision of adequate security in public secondary schools in Anambra State was low.

6. There is no significant difference between the mean ratings of internal members of SBMCs and external members of sbmcs in secondary schools on the extent of sbmcs involvement in the development plan of public secondary schools in Anambra State.

7. There is significant difference between the mean ratings of internal members of SBMCs and external members of sbmcs in secondary schools on the extent of sbmcs involvement in the financial management of public secondary schools in Anambra State.

8. There is significant difference between the mean ratings of internal members of SBMCs and external members of sbmcs in secondary schools on the extent of sbmcs involvement in ensuring high enrolment and attendance rate in public secondary schools in Anambra State.

9. There is significant difference between the mean ratings of internal members of sbmcs and external members of sbmcs in secondary schools on the extent of sbmcs involvement in the procurement and management of school facilities in public secondary schools in Anambra State.

10. There is significant difference between the mean ratings of internal members of sbmcs and external members of sbmcs in secondary schools on the extent of sbmcs involvement in ensuring the provision of adequate security in public secondary schools in Anambra State.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter dealt with the discussion of findings, conclusion, implications of the study, recommendations, limitations of the study and suggestions for further studies. The findings were discussed according to the different aspects covered in the research questions and hypotheses.

Discussion of the Findings

SBMCs Involvement in the Development Plan of Public Secondary Schools

The findings indicated that SBMCs involvement in the development plan of public secondary schools in Anambra State was to a moderate extent. This finding is in line with Kiragu, King'oina and Migosi (2013) who found out that one of the challenges of SBMC, is the inability of its members in making contribution to the development plan of the school for sustainable growth and school improvement. The finding is also in line with Prabhakar and Rao (2011) who noted that despite the established SBMC framework for schools, parents or community were not involved. This situation might be as a result of poor attitude of some SBMC members towards the activities of the school. In some schools, it appears that some SBMC members perceive themselves not to be educated enough to contribute in the development of school plan. It therefore becomes necessary that necessary improvement measures are put in place to improve SBMC involvement in schools.

It also supports Bart and Baetz (2008) who advocated for improved awareness campaignes for parents and communities on the importance for them to be fully committed to the activities of SBMCs for efficient school administration in their communities. This is supported by Prabhakar and Rao (2011) who argued that schools would gain the greatest payback from their development plans when they would have developed meaningful school plans, followed the appropriate school development process, and would have communicated with stakeholders who will be highly involved in the school plan development. It is therefore imperative that adequate measures should be put in place to improve the involvement of members of SBMCs in the development of school plans.

The findings also revealed that there is no significant difference between the mean ratings of internal and external members of SBMCs in secondary schools on the extent of SBMCs involvement in the development plan of public secondary schools in Anambra State. This implies that internal and external members of SBMCs do not differ in their opinion on the extent of their involvement in the development plan of the school. This emphasises the need to notify the school heads (principals) and the management of the Post Primary School Service Commission in Anambra to create an enabling environment around the school which will further enhance the involvement of SBMCs in the development of

school plan as stipulated in the SBMC guidebook of Anambra State Government (2010).

SBMCs Invovement in the Financial Management of Public Secondary Schools

The findings indicated that SBMCs had moderate extent of involvement in the financial management of public secondary schools in Anambra State. This findings is in agreement with Nyandoro, Mapfumo and Makoni (2013) who reported that school development committees were not effective in managing funds for their schools due to lack of skills in various aspects of financial management such as preparation and use of budget for decision making, keeping inventory of school assets and raising funds. These findings in the researcher's view may have resulted because of the inability of some principals to carry SBMC members along. Some of the principals appear to be more authoritarian in nature and do not seem to involve members of SBMC in the administrative processes of the school.In this regard, Onyeke (2011) also noted that SBMCs in secondary schools have an important role to play in management of school finances. They are therefore expected to be well versed with financial management policies which according to Ogbonnaya are tools for effective and efficient management of funds in an institution. Eziuzo and Enueme (2013) noted that Financial Management policy entails specifying the functions of the head of the institution, the bursar and the members of the SBMC in the management of funds, specifying the different

sources from which educational institutions should procure funds for the management of their schools, specifying the procedures for the utilization of funds within the schools and outlining how the administrators and finance officers' should give account of funds within their schools. It therefore becomes imperative that the chairpersons of SBMC come up with appropriate techniques that would increase members' participation on issues relating to school finance.

The findings also revealed that there is a significant difference between the mean ratings of internal and external members of SBMCs on the extent of their involvement in the financial management of public secondary schools in Anambra State. This difference is in favour of internal SBMC members who have higher mean ratings than the external SBMC members. The difference in opinion may perhaps be based on the fact that internal SBMC members are always on ground in the schools and are directly involved in managing the school finances than the external members who are not members of the school.

SBMCs Involvement in Ensuring High Enrolment and Attendance Rate in Public Secondary Schools

The findings indicated that SBMCs extent of Involvement in ensuring high enrolment and attendance rate in public secondary schools in Anambra State was low. This finding is in line with Bakwai, Yisa and Musa (2014) who found that SBMC members fail in their role of ensuring enrolment of students, attendance and monitoring of students progress. According to Bakwai, Yisa and Musa, SBMCs are

faced with problem related to poor initiative and devotion to the activities of the committee. This may have resulted because of lack of initiative among SBMC chairpersons and lack of devotion among SBMC members. It is imperative that efforts are made by all stakeholders in education to continually call for the active involvement enrolment of students in schools. According to Bakwai et al (2014), improved collaboration between SBMCs and the community will help to enhance enrolment of students in schools. Bandur (2008) stated that SBMCs have important roles to play so as to ensure high attendance rate in schools. Thus SBMCs should be a go between the community and school for high enrolment rate of students to be achieved.

The findings also revealed that there is significant difference between the mean ratings of internal and external members of SBMCs in secondary schools on the extent of their involvement in ensuring high enrolment and attendance rate in public secondary schools in Anambra State. This implies that internal and external members of SBMCs differed in their opinions on the extent of their involvement in ensuring high enrolment and attendance rate. This difference is in favour of internal members of SBMC who recorded higher mean ratings than the external members of SBMC. This could be as a result of differences in opinion between the school staff and the community members on the extent to which their opinions are

considered when decisions that concern the strategies to be adopted to raise awareness on the need for students' enrolment in schools.

SBMCs Involvement in the Procurment and Management of School Facilities of Public Secondary Schools

The findings indicated that SBMCs involvement in the procurement and management of school facilities of public secondary schools in Anambra State was low. This is in line with Nnebedum (2007) who stated that community had little involvement in the management of school plants and facilities. However, this is against the spirit of the SBMC as provided in the Anambra State SBMC Guidebook (2010). These findings may be due to the fact that some members of SBMC lack devotion and commitment as regards their roles ad responsibilities. Bakwai, Yisa and Musa (2014) stated that SBMC works from the premise that school facilties and resources are used best at the level where they are consumed, assuming accountability is attached to the use of those facilities and resources. Therefore, school principal and stakeholders must ensure the allocation and usage of the educational facilities/resources to pursue the goals, solve the problems and make decisions according to their own school characteristics and needs to improve their schools.

The findings also revealed that there is significant difference between the mean ratings of internal and external members of SBMCs in secondary schools on the extent of their involvement in the procurement and management of school

facilities of public secondary schools in Anambra State. This difference is in favour of internal SBMC members who have higher mean ratings than the external SBMC members. This implies that internal and external members of SBMCs differed in their opinions on the extent of their involvement in the procurement and management of school facilities. This could be as a result of difference in opinion between the school staff and the community members on the extent to which they are allowed to procure, take stock, repair facilities and equipment in public schools in Anambra State.

SBMCs Involvement in Ensuring the Provision of Adequate Security in Public Secondary Schools

The findings indicated that SBMCs involvement in ensuring the provision of adequate security in public secondary schools in Anambra State was low. This finding is in line with Bakwai, Yisa and Musa (2014) who stated that there was low support of SBMC in the area of ensuring the provision of adequate security in schools. The researcher is of the view that this situation might hasve been due to lack of cordial relationship between the SBMCs and the community leaders in some of the communities. For this trend to improve, Bakwai, Yisa and Musa (2014) stated that members of SBMCs should make concerted efforts in ensuring that members of the community are encouraged to assist in providing security support for the school.

The findings also revealed that there is significant difference between the mean ratings of internal and external members of SBMCs in secondary schools on the extent of their involvement in ensuring adequate security in public secondary schools in Anambra State. This difference is in favour of internal SBMC members who have higher mean ratings than the external SBMC members. This implies that internal and external members of SBMCs differed in their opinion on the level of their involvement in ensuring adequate security in public secondary schools. This could be as a result of difference in opinion between the internal members and the external members of SBMCs on the extent to which they provide security support services in public schools in Anambra State.

Conclusion

Based on the findings of this study, the researcher concluded that members of SBMC had moderate involvement in the development of school plans and financial management in public secondary schools in Anambra State. However, internal and extenal members of SBMC differed on the extent of their involvement in the financial management of public secondary schools in Anambra State.

Furthermore, the researcher also concluded that members of SBMC had little involvement in ensuring high enrolment and attendance rate, procurement and management of school facilities and ensuring the provision of adequate security in Public secondary schools in Anambra State. There was a significant difference in

opinion between internal and external members of SBMC on the extent of their involvement in these areas in public secondary school administration in Anambra State

Implications of the Study

The findings of the study have implications for SBMCs on the need to ensure adequate involvement of all members of the committee in the development plan of the school. The first finding revealed moderate extent of involvement by members of SBMC in the development plan of public secondary schools. The implication of this lies on the fact that the school would not have adequate directional road map to guide her activities as such would not properly plan for effective teaching and learning. This is informed by the fact that school development plan leads every school in understanding where they want to be in future and without such a plan the school cannot visualize its strengths and weaknesses for organizational effectiveness.

The findings of the study also have far reaching implication on the financial management of schools. The second finding revealed moderate extent of involvement by members of SBMC in the financial management of public secondary schools in the state. The implication of this is that the school would be faced with funding problems and financial inadequacies. Resultantly, this would limit the schools ability to purchase teaching and learning resources to attain

school goals. This is informed by the fact that proper management of school finances help in ensuring the availability of resources for teaching and learning without which the school cannot realize its goals and objectives.

The findings of the study also have far reaching implication as it concerns members of SBMC in ensuring high enrolment and attendance rate in schools. The third finding revealed low extent of involvement by members of SBMC in ensuring high enrolment and attendance rate in public secondary schools in the State. The implication of this lies in the fact that children from poor homes and children with disability will have limited assess to education. This further goes to show that there is low support from the government in ensuring that every child has right to education.

The findings of the study have implications for internal and external members of SBMCs on the need to ensure adequate involvement of all members of the School Based Management Committee in the procurement and management of school facilities. The implication of this is that the role of the SBMC which stipulates that they will support the schools in the provision of and management of facilities in the schools is undermined. This unfortunately will leave the issue of provision and maintenance of school facilities at the mercy of the State and Local government which are in most cases inadequate.

The findings of the study also have far reaching implications in a bid to ensure the provision of adequate security in schools by members of SBMCs. The implication of this lies in the fact that lack of cordial relationship between members of SBMC and the community will adversely affect the school in terms of security service provision. It also implies that the activities engaged by SBMCs are not geared toward promoting and improving school community relationship with emphasis on providing security in and around the school. Summarily, the implication of the findings of the study on the five areas assessed in the study lies in the fact that government do not adequately monitor and supervise the activities of SBMCs and this might have been the reasons for their low involvement in issues concerning secondary school administration in Anambra State.

Recommendations

Based on the findings of this study, the researcher proffers the following recommendations:

1. Government should through the Post Primary Schools Service Commission (PPSSC) organize a seminar for members of SBMC to further educate them on the need for their involvement in the Development Plan of their Schools.

2. The Post Primary Schools Service Commission should monitor Principals activities on their involvement of members of SBMCs in the management of

their schools financial resources. This could be done through monthly or at least quarterly visits and checks to ensure adherence

3. SBMC chairpersons should be people/persons who are committed to seeing that every child is educated. Chairperson of SBMCs should encourage visitation, use of complaints/suggestions box, use of sign writings, creation of hotlines and use of available communication media at their disposal to inform parents in their communities on the need to educate their children and so enrol them in school.

4. The principals should be made to work with SBMCs to improve their relationship with respect to the provision and management of school facilities that can help in the smooth running of secondary schools. This could be achieved by using strategies such as regular SBMC meetings and involvement in the procurement and maintainance of school facilities.

5. Government through her agencies like the Ministry of Education and the Post Primary Schools Service Commission (PPSSC) should consistently organize town hall meetings for SBMC and communities where the communities and members of SBMCs are educated on ways they can contribute in ensuring a safe school environment for their children.

Limitations of the Study

The generalization made with respect to this study is subject to the following limitation:

1. The use of observation as a method of determing the level of SBMCs involvment in the administration of secondary schools would have been most desirable in collecting data for the study.

However, the researcher believes that the use of questionnaires in eliciting the SBMC opinion on the level of involvement of members of SBMC in the administration of secondary schools in Anambra State is appropriate in collecting data for the study. This limitation also did not affect the validity and findings of the study.

Suggestions for Further Studies

Areas for further research on the topic include the following:

1. A similar study could be carried out on two or more States in Nigeria for purposes of comparison.

2. A study should be carried out to determine factors affecting School Based Management Committees (SBMCs) inolvement in Secondary Schools in Anambra State.

3. A study should be carried out to assess the influence of School Based management Committees (SBMCs) on the Academic Achievement of Secondary School students in Anambra State.

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Appendix A

Letter of Transmittal

Department of Educational-
Management and Policy,
Faculty of Education,
Nnamdi Azikiwe University,
Awka.
27th April, 2017.

Dear Sir/Madam,

REQUEST TO COMPLETE A QUESTIONNAIRE

The researcher is a postgraduate student of the Department of Educational Management and Policy, Faculty of Education, Nnamdi Azikiwe University.

She is conducting a research to *Assess School-Based Management Committees' (SBMCs) Involvement in the Administration of Public Secondary Schools in Anambra State*. The attached questionnaire is designed for use in collecting data for the study.

As a principal, your input is considered very essential in this project. Consequently, the researcher humbly requests you to assist her in completing the questionnaire. Be assured that your response will be treated with strict confidence and used solely for the research purpose. Please complete the questionnaire honestly.

Thank you immensely for your anticipated assistance.

Yours sincerely,

Uyanwa Chinyelu U.
(Researcher

Appendix B

Questionnaire on School-Based Management Committees' Involvement in Administration of Secondary Schools (QSBMCIASS)

SECTION A

Respondents Bio-Data

Please indicate by ticking (√) any of the option as it relates to you. Please note that internal members are those members of the SBMC who are members of the school community e.g Principals, Teachers Students, while external members are those members of SBMC who are not of the school community e.g. Traditional rulers, President General of the Town, Market men and Women.

1. Category of SBMCs: ☐Internal member of SBMCs ☐

                                                            External member of SBMCs ☐

SECTION B

This section deals with the level of SBMCs involvement in the administration of secondary schools in Anambra State.

Instruction: Please tick (√) in the column which indicates your opinion on the level of SBMCs involvement in the school where you belong to the Committee. Use the rating below.

Very High Extent   VHE

High Extent   HE

Moderate Extent   ME

Low Extent   LE

Very low Extent   VLE

B1: Involvement of School-Based Management Committees (SBMCs) in the school development plan

S/No.	What is the level of school-based management committees involvement in the development of the school plan:	VHE	HE	ME	LE	VLE
1.	Focusing the school vision on what the students should achieve whilst they are at school					
2.	Providing a clear sense of direction for teachers through the school mission statement					
3.	Using the school mission statement to reflect the values of the community					
4.	Preparing a summary of information gained from the self evaluation to stakeholders					
5.	Presentig a summary of information gained from the self evaluation to stakeholders					
6.	Ensuring that the school evaluation committee's inputs are accurately reflected in the school plan.					
7.	Ensuring that the school statement encompasses all curricular aspects of school learning environment					`
8.	Ensuring that the information in the report is shared widely in summary.					
9.	Drawing up a list of the schools priorities.					
10.	Discussing strategies for each of the agreed priorities.					

B2: Involvement of School-Based Management Committees (SBMCs) in the financial management of schools

S/No.	What is the level of school-based management committees involvement in the financial management of schools:	VHE	HE	ME	LE	VL E
11.	Sourcing for school funds by requesting for grants from the State government					
12.	Funding the school through contribution of the SBMC members					
13.	Organizing fund raising events to generate funds for the school					
14.	Ensuring that the school funds are appropriately spent					
15.	Ensuring that the inventory is updated by the principal.					
16.	Keeping accurate record of financial transactions by SBMC members at meetings					
17.	Ensuring that information about the school budget are made known to SBMC members					`
18.	Ensuring that information about the school expenditure are readily made available to SBMC members					
19.	Ensuring that school financial information is made available to the wider community					
20.	Ensuring that financial transactions are not handled by an individual					

☐

B3: Involvement of School-Based Management Committees (SBMCs) in ensuring high Enrolment and Attendance rate in schools

S/No.	What is the level of school-based management committees involvement in ensuring high Enrolment and Attendance rate in schools:	VHE	HE	ME	LE	VLE
21.	Discouraging parents in the community for engaging children in hawking					
22.	Encouraging the enrolment of girls in school					
23.	Liasing with community leaders to promote awareness of the importance of education to the child					
24.	Organizing enrolment camps for out of school children					
25.	Encouraging government to grant education subsidies for children with disabilities					
26.	Visiting parents at home to encourage them to send their male children to school					
27.	Monitoring the attendance of teachers in the school					
28.	Mobilizing the community to raise resources for secondary schools so as to ensure students attendance to school.					

B4: Involvement of School-Based Management Committees (SBMCs) in the procurment and management of school facilities

S/No.	What is the level of school-based management committees involvement in the procurement and management of school facilities:	VHE	HE	ME	LE	VLE
29.	Providing teaching materials like chalk board					
30.	Purchasing of sports facilities for the school					
31.	Providing white board for teaching					
32.	Providing Learning materials like tables					
33.	Providing classroom materials like fans					
34.	Providing classroom materials like chairs					
35.	Renovating dilapidated classroom blocks					
36.	Renovating dilapidated administrative blocks					
37.	Providing sportswear for students					`
38.	Building of perimeter fence for the school					
39.	Periodic checks of school facilities					
40.	Ensuring that the lighting system in the classrooms are good					
41.	Ensuring that the classrooms are well ventilated					

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B5: Involvement of School-Based Management Committees (SBMCs) in ensuring Security in Schools

S/No.	What is the level of school-based management committees involvement in ensuring security in Schools:	VHE	HE	ME	LE	VLE
42.	Collaborating with local vigilante groups to provide for school security					
43.	Employing a security consultant for issues concerning the security of the school					
44.	Collaborating with the police to ensure security in the school					
45.	Reaching out to the community for volunteers that will help in providing security in and around the school premises					
46.	Training school resource staff for security checks in the school					
47.	Equipping the school security personnel with adequate tools that are needed for conducting security check and controlling threats.					`
48.	Reporting security threats to the community leaders					
49.	Ensuring that access points in the school are clear of any obstructions such as big shrubs, trees or signs					
50.	Ensuring that the school has a functional security gate					
51.	Mobilizing the community to build fence round the school premises in schools where they are absent					

Appendix C

List of State Government Owned Public Secondary Schools in Anambra State by Education Zones and LGA

1. **AGUATA ZONE**

   a. **Aguata LGA**

   1. Urban Girls' Sec. Sch. Ekwulobia
   2. Girls' Sec. Sch. Igboukwu
   3. Comm. Sec. Sch. Isuofia
   4. Aguata High Sch. Aguata
   5. Girls' High School Uga
   6. Uga Boys' Sec. Sch Uga
   7. Comm. Sec. Sch. Uga
   8. Pioneer Sec. Sch. (Gss) Umuchu
   9. Comm Sec. Sch. Umuchu
   10. Umuchu High Sch. Umuchu
   11. Govt. Tech. Coll Umuchu
   12. St. Peter's Sec. Sch. Achina
   13. Girls' Sec. Sch. Achina
   14. Comm. Sec. Sch Nkpologwu
   15. Comm Sec. Sch. Oraeri
   16. Comm Sec. Sch. Aguluezechukwu
   17. Comm Sec. Sch. Akpo
   18. Christ the Redeemer College Amesi
   19. Comm Sec. Sch. Igboukwu
   20. Comm Sec. Sch Ezinifite
   21. Ezinifite High Sch. Ezinifite

   b. **Orumba North LGA**

   1. Community High School, Nanka
   2. Comm. Sec. Sch. Nanka
   3. Comm. Sec. Sch. Oko
   4. Comm. Sec. Sch. Ndikelionwu

5. Comm. Sec. Sch. Ndiowu

6. Comm. Sec. Sch. Ufuma

7. Comm. Sec. Sch. Enugwuabor Ufuma

8. Comm. Sec. Sch. Awgbu

9. Comm. High Sch. Awgbu

10. Awgbu Grammar Sch. Awgbu

11. Comm. Sec. Sch. Ajali

12. Comm. Sec. Sch. Omogbo

13. Comm. Sec. Sch Awa

c. Orumba South LGA

1. All Saints Sec. Sch. Umunze

2. Comm. High Sch. Umunze

3. Govt Technical College Umunze

4. Comm. Sec. Sch. Ihite

5. Comm High Sch. Nawfija

6. New Bethel Sec. Sch. Isulo

7. Victory High Sch. Ezira

8. Premier Sec. Sch. Ogbunka

9. Girls' Sec. Sch. Ogbunka

10. Union Sec. Sch. Owere Ezukala

11. Comm. Sec. Sch. Owere Ezukala

12. Comm. High. Sch. Ogboji

13. Union Sec. Sch. Umuomaku

2. AWKA EDUCATION ZONE

a. Anaocha LGA

1. Girls High School, Agulu

2. Flora A.M.C.S.S. Neni

3. Loretto Sec. Sch. Adazi

4. Comm. Sec. Sch. Obeledu

5. Comm. Sec. Sch. Ichida

6. Comm. High Sch. Aguluzigbo

7. Bubendorff Mem. Gram. Sch. Adazi Nnukwu

8. Comm. Sec. Sch. Agulu

9. Ojiako Mem. Gram Sch. Adazi Ani

10. Union Sec. Sch. Agulu

11. Comm. High Sch. Adazi

12. Comm. High Sch. Akwaeze

13. Agulu Grammar Sch. Agulu

14. Lake City Sec. Sch. Nri

15. Girls Sec. Sch. A/Nnukwu

16. Regal Sec. Sch. Nri

b. Awka North LGA

1. Comm. Sec. Sch. Amansea

2. Comm. Sec. Sch. Isuanaocha

3. Comm. Sec. Sch. Ebenebe

4. Comm. Sec. Sch. Mgbakwu

5. Comm. Sec. Sch. Achalla

6. Comm. Sec. Sch. Amanuke

7. Comm. Sec. Sch. Urum

8. Comm. Sec. Sch. Awba Ofemili

c. Awka South LGA

1. St. John of God Sec. Sch. Awka

2. Igwebuike Grammar Sch. Awka

3. Girls Sec. Sch. Awka

4. Comm. Sec. Sch. Umuokpu

5. Capital City Ss Awka

6. Kenneth Dike Mem. Sec. Sch. Awka

7. Ezi-Awka Comm. Sec. Sch. Awka

8. Com. Sec. Sch. Okpuno

9. Nneoma Comm. Sec. Sch. Nibo

10. Comm. Sec. Sch. Mbaukwu

11. Emeka Aghasili High School Nise

12. Comm. Sec. Sch. Agulu-Awka

13. Comm. Sec. Sch. Amawbia

14. Union Sec. Sch. Umuawulu

15. Union Sec. Sch. Amawbia

16. Ezike High Sch. Nibo

17. Holy Cross High School Umuawulu Mbaukwu

18. Comm. Sec. Sch. Isiagu

d. Dunukofia LGA

1. St. Mary's High Sch. Ifitedunu

2. Walter Eze Mem. Sec. Sch. Ukpo

3. Comm. Sec. Sch. Umunachi

4. Nneamaka Girls' Sec. Sch. Ifitedunu

5. Comm. Sec. Sch. Ukpo

6. Comm. Sec. Sch. Ukwulu

7. Girls Sec. Sch. Umudioka

8. Comm. Sec. Sch. Nawgu

e. NJIKOKA LGA

1. Comm. Sec. Sch. Nawfia

2. Girls Sec. Sch. Abagana

3. Nnamdi Azikiwe Sec. Sch Abagana

4. Ide Sec. Sch. Enugwu Ukwu

5. St. Mich Model Compr. Sec. Sch. Nimo

6. Girls Sec. Sch. Nimo

7. Comm. Sec. Sch. Abba

8. Govt. Tech. College Enugwu Agidi

9. Girls Sec. Sch. Enugwu Agidi

10. Nawfia Comm. Sec. Sch. Nawfia

11. Okutalukwe Comm. Sec.Sch. Enugwu-Ukwu

3. NNEWI ZONE

a. Nnewi North LGA

1. Girls' Sec. School, Nnewi
2. Maria Regina Mod. Compr. Sech Sch., Nnewi
3. Newi High School, Nnewi
4. Nigerian Science & Tech. Col. Nnewi
5. Okongwu Mem. Gr. Sch., Nnewi
6. Women Ed. Centre, Nnewi
7. Comm. Sec. Sch. Nnewichi, Nnewi
8. Akoboezem Comm. Sec. Sch. Uruagu Nnewi

b. Nnewi South LGA

1. Union Sec. Sch. (Bss) Amichi
2. Comm. Sec. School, Amichi
3. Comm.Sec. Sch. Azigbo
4. Comm. Sec. Sch. Ebeneator
5. Comm. Sec. Sch. Ekwulumili
6. Comm. High Sch., Ezinifite
7. Awo-Ezimuzo Css, Ezinifite
8. Boys' High Sch. Osumenyi
9. Comm. High Sch., Osumenyi
10. Comm. Sec. Sch., Ukpor
11. Union Sec. Sch., Ukpor
12. Boys' Sec. Sch., Unubi
13. Premier Sec. Sch., Unubi
14. Utuh High School, Utuh
15. Govt. Tech. Col., Utuh
16. Comm. Sec. School, Akwaihedi
17. Ebe Unity College Ukpor

c. Ekwusigo LGA

1. Comm. Sec. School, Ichi
2. Union Sec. School, Ichi

3. Comm. Sec. Sch., Ihembosi

4. Boys' Sec. School, Oraifite

5. Girls' Sec School Oraifite

6. Comm. Sec. Sch. Ozubulu

7. Girls Sec. School, Ozubulu

8. Zixton Sec. Sch., Ozubulu

d. Ihiala LGA

1. Comm. High Sch., Amorka

2. Comm. Sec. Sch. Azia

3. St. Anthony's Sec. Sch. Azia

4. Abbot Girls' Sec. Sch., Ihiala

5. Abbot Boys' Sec. Sch., Ihiala

6. Govt. Tech Coll. Ihiala

7. St. Jude's Sec. Sch., Ihiala

8. Comm. Sec. Sch., Isseke

9. Comm. Sec. Sch., Lilu

10. Comm. Sec. Sch., Mbosi

11. Union Sec. Sch., Okija

12. Okija Gram Sch. Okija

13. Comm. Sec. Sch. Orsumoghu

14. Girls' Sec. Sch., Uli

15. Uli High School, Uli

16. Comm. High Sch., Umuoma-Uli

17. C.S.S. Ogwuaniocha

4. OGIDI ZONE

a. Idemili North LGA

1. Notre Dame High School, Abatete

2. Abanna Sec. School Abatete

3. Community Sec. School, Eziowelle

4. Community Sec. School, Ideani

5. Government Techn. College Nkpor

6. Urban Secodndary Schoo, Nkpor

7. Community Secondary School, Obosi

8. Unity Secondary School, Obosi

9. Boys' Secondary School, Ogidi

10. Anglican Girls' Secondary School, Ogidi

11. Community Sec. School, Oraukwu

12. Oraukwu Grammar School, Oraukwu

13. Community Secondary School, Uke

14. Mater Amabili Sec. School, Umuoji

15. Community Sec. School, Umuoji

16. Awada Secondary School, Awada

b. Idemili South LGA

1. John S.S. Akwu-Ukwu

2. John Science & Tech. College, Alor

3. Girls' Secondary School Alor

4. Girls' Secondary School, Awka-Etiti

5. St. Joseph's High. School, Awka-Etiti

6. Our Lady's Secondary School, Nnobi

7. Community Secondary School, Nnobi

8. Community Sec. School, Nnokwa

9. Unity Secondary School, Nnokwa

10. Girls' Secondary School, Oba

11. Merchant Of Light Sec. School, Oba

12. Boys' Secondary School, Ojoto

13. Girls' Secondary School, Ojoto

c. Oyi LGA

1. Comm. Sec. Sch. Awkuzu

2. Unity Sec. Sch. Awkuzu

3. Women Edu. Centre Awkuzu

4. Model Compr. Sec. Sch. Nkwelle/Ezunaka

5. Comm. High Sch. Nkwelle/Ezunaka

6. Boys' High Sch. Nteje

7. New Era Sec. Sch. Nteje

8. Cave City Sec. Sch. Ogbunike

9. Monica's College Ogbunike

10. Progre Sec. Sch. Umunya

11. Comm. Sec. Sch. Umunya

5. ONITSHA ZONE

a. Onitsha North LGA

1. Dennis Mem. Gram School, Onitsha

2. Girls' Sec. School Onitsha

3. Queen Of Rosary School, Onitsha

4. Ado Girls' Sec. School, Onitsha

5. St. Charles Sec. School, Onitsha

6. Eastern Academy, Onitsha

7. New Era Girls' Sec. School Onitsha

8. Inland Girls' Sec. School Onitsha

9. Washington Mem. Sec. Sch. Onitsha

10. Patterson Memo. Sec. School Onitsha

11. Prince Mem. Sec. Onitsha

12. Army Day Sec. School, Onitsha

13. Metropolitan College, Onitsha

14. Govt. Tech. College, Onitsha

15. Onitsha High School Onitsha

16. Our Lady's High School, Onitsha

b. Onitsha South LGA

1. Christ The King College, Onitsha

2. Modebe Mem. Sec. School Onitsha

3. Metu Mem. Sec. School Onitsha

4. Urban Girls Sec. School Onitsha

5. Urban Boys Sec. Sch. Onitsha

6. Special Sec. Sch. (Deaf And Dumb) Odoakpu

c. Ogbaru LGA

1. Ogbaru High Sch. Ogbakuba
2. Ideke Gramm. Sec. Sch. Ideke
3. Unity Comp. Girls High Sch. Okpoko
4. Comm. Boys' Sec. Sch. Okpoko
5. Comm. Girls' Sec. Sch. Okpoko
6. Comm. Sec. Sch. Atani
7. Govt. Tech. College Osomala
8. Comm. Sec. Sch. Odekpe
9. Josephine Odua Memo. Sec. Sch. Akili-Ozizor

6 OTUOCHA ZONE

a. Anambra East LGA

1. Fr. Joe Mem. High Sch. Aguleri-Enugu-Otu
2. Col. Mike Attah Sec. Sch. Aguleri
3. Justice Chinwuba Mem Gram. Sch. Aguleri
4. Comm. Sec. Sch. Umuoba-Anam
5. Government Tech. Colleger Umuleri (Umueri)
6. Girls' High Sch. Umuleri (Umueri)
7. Comm. Sec. Sch. Ifite Umuleri
8. Comm. High Sch. Igbariam
9. Comm. Sec. Sch. Nando
10. Comm. High Sch. Nsugbe

b. Anambra West LGA

1. Comm. Sec. Sch. Umueze-Anam
2. Anam High Sch. Oroma Etiti
3. Christ The King College Umuem-Anam
4. Comm. Sec. Sch. Anam Mmiata
5. Comm.Comp Sec. Sch. Nzam
6. Udama Comm. Sec. Sch. Inoma-Akator
7. Comm. Sec. Sch. Igbedor

c. Ayamelum LGA

1. Universal Sec. Sch. Omasi
2. Comm. Sec. Sch. Omor
3. Comm. Sec. Sch. Umumbo
4. Comm. Sec. Sch. Igbakwu
5. Comm. Sec. Sch. Ifite-Ogwari
6. Riverside Sec. Sch. Umerum
7. Ogbe High Sch. Anaku
8. Amikwe Comm. Sec. Sch. Omor
9. Comm. Sec. Sch. Umueje

Source: Post Primary Schools Service Commission Headquarter Awka, 24th March 2017

Appendix D

Population Distribution of Members of SBMCs according to Education Zones

No.	Zones	Internal Members of SBMCS (Total of four members from each school)	External Members of SBMCS (Total of nine members from each school)	No. of Schools
1.	Aguata	192	432	48
2.	Awka	244	549	61
3.	Nnewi	200	450	50
4.	Ogidi	160	360	40
5.	Onitsha	128	288	32
6.	Otuocha	104	234	26
	Grand Total	**1,028**	**2,313**	**257**

Source: Post Primary Schools Service Commission Headquarter Awka as at 24th March 2017

Appendix E

Sample Distribution of SBMC members according to Education Zones

No.	Zones	No. of Schools	56% of schools in each zone	50% of Internal SBMC members from each school in the zones	50% of External SBMC members from each school in the zones
1.	Aguata	48	27	54	135
2.	Awka	61	34	68	170
3.	Nnewi	50	28	56	140
4.	Ogidi	40	22	44	110
5.	Onitsha	32	18	36	90
6.	Otuocha	26	15	30	75
	Grand Total	**257**	**144**	**288**	**720**

Source: Post Primary Schools Service Commission Headquarter Awka

Appendix F
Reliability

Scale: School Development Plan

Case Processing Summary

		N	%
	Valid	20	100.0
Cases	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.843	10

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
54.2000	69.832	8.13053	20

Reliability

Scale: Financial management

Case Processing Summary

		N	%
	Valid	20	100.0
Cases	Excluded[a]	0	.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.88.7	20

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
40.7000	46.100	15.10882	10

Reliability

Scale: Ensuring High Enrolment and Attendance Rate

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the
procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.851	8

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
33.6000	38.489	9.52167	8

Reliability

Scale: Procurement and Management of school facilities

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the
procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.779	13

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
24.0000	26.444	5.14242	13

Reliability

Scale: Ensuring Adequate Security in Schools

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.814	10

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
34.3000	36.454	9.14242	10

SUMMARY OF ALL CLUSTERS:

0.84 + 0.89 + 0.85 + 0.78 + 0.81/5= 0.834