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SCHOOL-BASED MANAGEMENT COMMITTEE INVOLVEMENT IN THE DEVELOPMENT PLAN AND FINANCIAL MANAGEMENT OF SECONDARY SCHOOLS IN AWKA EDUCATION ZONE

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Abstract
The main purpose of the paper was to determine the extent of involvement of School-Based Management Committee in the development plan and financial management of secondary schools in Awka Education Zone. Two research questions guided the study and two hypotheses were tested. The descriptive research design was utilized for the study. The population of the study comprised 793 members of the SBMCs in the 61 public (state government owned) secondary schools in the zone. Through simple random sampling, 30% of the population was sampled. This amounted to 237 SBMC members comprising 73 internal members and 164 external members. Out of the 237 copies of the questionnaire administered, 211 were properly filled and successfully retrieved. This was made up of 68 for internal members and 143 for external members. The data collected for the study were analysed using mean, standard deviations and the t-test. The mean value was used to answer the research questions while the standard was used to determine the homogeneity in the respondents mean responses. The t-test was used to test the hypotheses at the 0.05 level of significance. Findings revealed that SMBCs in Awka Education Zone of Anambra State were involved in the financial management of secondary schools to a low extent. Findings also revealed that SMBCs were involved in the financial management of secondary schools to a low extent. Furthermore, it was also revealed that there is no significant difference in the mean ratings of internal members of SBMC and the external members of SBMCs on the extent of their involvement in developing the school plan



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and financial management of secondary schools. Based on these findings, the following recommendations were made among others, that, government should through the Post Primary Schools Service Commission (PPSSC) organize training programmes like conferences, seminars and workshop for members of SBMC to further educate them on the need for their involvement in the Development Plan of their Schools. It was also recommended that the Post Primary School Service Commission should always demand for reports of the financial activities of secondary schools.

Keywords: *School-Based Management Committee, School Development Plan, Financial Management, Secondary Schools.*

Introduction

Education is the process by which the community seeks to open its life to all the individuals within it and enable them to take their part in it. It attempts to pass on to these individuals its culture including the standards by which it would have them live. Education is also seen as an equalizing parameter because of its empowerment capabilities (Obiozor, 2010). Khattri, Ling and Jha (2012) opined 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).

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. It is believed that effective school administration enhances 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

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managing the school without adequate inputs from the teachers, students and members of the community where the school is located. This situation has increased the call by scholars for the institutionalization of a school leadership system that promotes the decentralization of the administration of secondary to involve other stakeholders (students, teachers, community leaders and religious leaders among others) in the management of the school development and financial management plan (Kiragu, King'oina & Migosa, 2013). One of such school leadership system is the School-Based Management Committee.

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**)**. 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.

The Anambra State Government (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. 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). SBMCs meet regularly and organise activities to improve the way schools operate and support the government's responsibility of ensuring quality education for all (Anambra State Government (ASG), 2010). In addition to other roles, the SBMC have a key role in the development of school plan and financial management of 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 (2010), the school development plan provides a roadmap to guide schools. Continuing, ASG (2010) 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 Kano State Government (KSG) (2010) 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, Kano State Government

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(KSG) (2010) further stated that a general imprest or revolving imprest account should be maintained by the secretary of SBMCs. However, the extent to which SBMC has been involved the management of secondary schools in Awka Education Zone of Anambra State is not clear. The study sought to empirically fill this gap.

Statement of the Problem

The need to improve the quality of school management made in the Anambra State Government to establish the School-Based Management Committees in 2010 to be at the core of management of secondary schools in the State for better education service delivery. The SBMCs upon establish were mandated to be involved in sourcing for funds for school improvements and engaging in proper planning for the utilization of the funds and monitoring the judicious use of funds for the school improvement. However, it appears that 10 years after its establishment, the SBMCs have not been properly participated in the development plan and financial management of secondary school in Awka Education zone.

SBMCs members show indifference and disregard to the affairs of their schools (Uzoechina, n.d.). Uzoechina averred 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". It has also been observed 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. This situation is saddening and one is inclined to ask if SBMCs are truly involved in the development plan and financial management of secondary schools in Awka Education Zone, Anambra State?

Purpose of the Study

The main purpose of the study is to determine School-Based Management Committees (SBMCs)involvement in the development plan and financial management of secondary schools in Awka Education Zone, Anambra State. Specifically the study determined the:

1. Extent of SBMCs involvement in the development plan of secondary schools in Awka Education Zone.

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2. Extent of SBMCs involvement in the financial management of secondary schools in Awka Education Zone.

Research Questions

The following research questions guided the study:

1. What is the extent of SBMCs involvement in the development plan of secondary schools in Awka Education Zone?
2. What is the extent of SBMCs involvement in the financial management of secondary schools in Awka Education Zone?

Hypotheses

The following hypothesis were formulated and tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of internal and external SBMC members on the extent of their involvement in the development plan of secondary schools in Awka Education Zone.
2. There is no significant difference in the mean ratings of internal and external SBMC members on the extent of their involvement in the financial management of secondary schools in Awka Education Zone.

Method

The research design adopted in this study was the descriptive survey. The study was carried out in Awka Education Zone of Anambra State of Nigeria. The population of the study comprised 793 members of the SBMCs in the 61 public (state government owned) secondary schools in the zone. This was made up of 244 internal members and 549 external members. Each of the 61 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 most SBMCs had 13 active members. 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. Through simple random sampling, 30% of the population was sampled. This amounted to 237 SBMC members comprising 73 internal members and 164 external members.

The instrument for data collection was a questionnaire developed by the researcher based on the roles and responsibilities of SBMCs as specified

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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 Development Plan and Financial Management of Secondary Schools (QSBMCIDPFMSS)". It has two sections A and B. Section A contained information on respondents' bio data covering status. Section B contained a total of 20 items arranged in two clusters of B1 and B2 according to the two research questions guiding the study. 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, Awka, Anambra State. To establish the instrument's reliability, it was administered on 10 internal SBMC members and 10 external members of SBMC in state government owned public secondary schools in Enugu Metropolis of Enugu State who were not included in the area/population of the study. The data collected were analysed using Cronbach Alpha and coefficient values of 0.78 and 0.83 for clusters B1 and B2 respectively were obtained. An overall reliability co-efficient value of 0.83 was obtained for the instrument.

The researcher administered the instrument personally and with the help of three research assistants. The research assistants were used in order to ensure quick distribution and retrieval of the copies of the questionnaire. The research or research assistants 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 three weeks. Out of the 237 copies of the questionnaire administered, 211 were properly filled and successfully retrieved. This was made up of 68 for internal members and 143 for external members. These 211 copies were deemed adequate for the study and thus used for data analysis. The data collected for the study were analysed using mean, standard deviations and the t-test. The mean value was used to answer the research questions while the t-test was

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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; Very High Extent (4.50- 5.00), High Extent (3.50- 4.49), Moderate Extent (2.50- 3.49), Low Extent (1.50- 2.49) and Very Low Extent (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.

Results

Research Question 1

What is the extent of SBMCs involvement in the development plan of secondary schools in Awka Education Zone?

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Table 1: Respondents Mean Ratings on the Extent of their Involvement in the Development Plan of Secondary Schools in Awka Education Zone

S/No	Items on school-based management committees involvement in the development of the school plan:	$\bar{x}$	SD	Remarks
1.	Focusing the school vision on what the students should achieve whilst they are at school	2.45	0.74	Low Extent
2.	Providing a clear sense of direction for teachers through the school mission statement	2.50	0.71	Moderate Extent
3.	Using the school mission statement to reflect the values of the community	2.40	0.67	Low Extent
4.	Preparing a summary of information gained from the self-evaluation to stakeholders	2.98	0.71	Moderate Extent
5.	Presenting a summary of information gained from the self-evaluation to stakeholders	2.10	0.74	Low Extent
6.	Ensuring that the school evaluation committee's inputs are accurately reflected in the school plan.	3.30	0.80	Moderate Extent
7.	Ensuring that the school vision statement encompasses all curricular aspects of school learning environment	2.05	0.69	Low Extent
8.	Ensuring that the information in the report is shared widely in summary.	2.12	0.73	Low Extent
9.	Drawing up a list of the schools priorities.	3.50	0.78	High Extent
10.	Discussing strategies for each of the agreed priorities.	3.30	0.75	Moderate Extent
	Cluster Mean	**2.67**		**Moderate Extent**

Data in Table 1 reveal that the respondents rated item 9 with mean rating of 3.50 to a high extent. They also rated items 2, 4, 6 and 10 with mean ratings of 2.50, 2.98, 3.30 and 3.30 to a moderate extent. However, they rated items 1, 3, 5, 6, 7 and 8 with mean ratings of 2.45, 2.40, 2.10, 2.05 and 2.12 to a low extent. The standard

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deviations scores ranging between 0.67 to 0.80 shows that the respondents' opinions are closely related. The cluster mean of 2.67 indicated that SBMCs involvement in the development plan of secondary schools in Awka Education Zone was to a moderate extent.

Research Question 2

What is the extent of SBMCs involvement in the financial management of secondary schools in Awka Education Zone?

Table 2: Respondents Mean Ratings on the Extent of their Involvement in the Financial Management of Secondary Schools in Awka Education Zone

S/No	Items on school-based management committees involvement in the Financial Management of Schools:	$\bar{x}$	SD	Remarks
1.	Sourcing for school funds by requesting for grants from the State government	2.22	0.70	Low Extent
2.	Funding the school through contribution of the SBMC members	2.38	0.69	Low Extent
3.	Organizing fund raising events to generate funds for the school	2.35	0.74	Low Extent
4.	Ensuring that the school funds are appropriately spent	2.76	0.80	Moderate Extent
5.	Ensuring that the inventory is updated by the principal.	2.15	0.82	Low Extent
6.	Keeping accurate record of financial transactions by SBMC members at meetings	2.70	0.65	Moderate Extent
7.	Ensuring that information about the school budget are made known to SBMC members	2.90	0.77	Moderate Extent
8.	Ensuring that information about the school expenditure are readily made available to SBMC members	2.33	0.71	Low Extent
9.	Ensuring that school financial information is made available to the wider community	2.01	0.68	Low Extent

10.	Ensuring that financial transactions are not handled by an individual	2.86	0.70	Moderate Extent
	Cluster Mean	**2.46**		**Low Extent**

Information in Table 2 reveal that the respondents opine that SMBCs involvement in items 4, 6, 7 and 10 with mean ratings of 2.76, 2.70, 2.90 and 2.86 were to a moderate extent. However, they opine that SBMCs are involved in items 1, 2, 3, 5, 8 and 9 with mean ratings ranging between 2.01 to 3.38 to a low extent. The cluster mean of 2.46 indicate that SMBCs in Awka Education Zone of Anambra State were involved in the financial management of secondary schools to a low extent.

Hypothesis 1

There is no significant difference in the mean ratings of internal and external SBMC members on the extent of their involvement in the development plan of secondary schools in Awka Education Zone.

Table 3: Summary of t-test Analysis of Internal and External Members of SBMC on the Extent of SBMCs Involvement in the Development Plan of Secondary Schools in Anambra State

Statusof Respondents	**N**	X	**SD**	**df**	**Cal. t**	**Crit. t**	**Decision**
Internal SBMC	68	2.52	0.72	209	0.81	1.96	NS
External SBMC	143	3.01	0.78				
total	**211**						

Data in Table 3 show that the calculated t-value of 0.81 at 209 degrees of freedom and 0.05 level of significance was less than the critical value of 1.96. Hence, the null hypothesis was accepted. Thus, there is no significant difference in the mean ratings of internal and external SBMC members on the extent of their involvement in the development plan of secondary schools in Awka Education Zone.

Hypothesis 2

There is no significant difference in the mean ratings of internal and external SBMC members on the extent of their involvement in the financial management of secondary schools in Awka Education Zone.

Table 4: Summary of t-test Analysis of Internal and External Members of SBMC on the Extent of SBMCs Involvement in the Financial Management of Secondary Schools in Awka Education Zone

Status of Respondents	N	X	SD	df	Cal. t	Crit. t	Decision
Internal SBMC	68	2.48	0.69	209	0.52	1.96	NS
External SBMC	143	2.36	0.73				
Total	**211**						

Data in Table 4 show that the calculated t-value of 0.52 at 209 degrees of freedom and 0.05 level of significance was less than the critical value of 1.96. Hence, the null hypothesis was accepted. Thus, there is no significant difference in the mean ratings of internal and external SBMC members on the extent of their involvement in the financial management of secondary schools in Awka Education Zone.

Discussion

Findings on the first research question indicated that SBMCs involvement in the development plan of secondary schools in Awka Education Zone was to a moderate extent. 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. 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. It also supports Bakwai (2014) who advocated for improved awareness campaigns 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 in the mean ratings of internal and external SBMC members on the extent of their involvement in the development plan of secondary schools in Awka Education Zone. 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.

Findings on the second research question showed that SMBCs in Awka Education Zone of Anambra State were involved in the financial management of secondary schools to a low extent. This finding 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. 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. 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 no significant difference in the mean ratings of internal and external SBMC members on the extent of their involvement in the financial management of secondary schools in Awka Education Zone. This implies that internal and external members of SBMCs do not differ in their opinion on the extent of their involvement in the financial management of the school. This finding aligns with the findings of Nyandoro, Mapfumo and Makoni (2013) who found that stakeholders in secondary agree that the management of school finances is poor and ineffective.

Conclusion

Based on the findings of the study, the researchers concludes that SBMCs have not be adequately involved in the preparation of the school development plan as well as the financial management of secondary schools in Awka Education Zone. This situation would reduce the quality of school administration in the zone. It is therefore imperative that measures are put in place to remediate the poor state of involvement of SBMCs in important aspects of school administration as specified by the Anambra State Government 2010 SBMC guideline.

Recommendations

The following recommendations were made based on the findings of the study:

1. Government should set up supervisory teams that will monitor and review the activities of SBMCs in secondary schools.
2. Government should through the Post Primary Schools Service Commission (PPSSC) organize training programmes like conferences, seminars and workshop for members of SBMC to further educate them on the need for their involvement in the Development Plan of their Schools.
3. The Post Primary School Service Commission should always demand for reports of the financial activities of secondary schools. This will enable them know the schools where

SBMCs members have been left out in financial management of secondary schools.

4. Sanctions and punishment for the non-involvement of SBMCs in the schools development plan should be stipulated. This will serve as a deterrent to school principals who would want to act otherwise.

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