AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.12 (1), May-August, 2024 https://ajemates.org

ANALYSIS OF PRINCIPALS' INTERACTION WITH SCHOOL BASED MANAGEMENT COMMITTEE (SBMC) FOR COMPETENCY IN PUBLIC SECONDARY SCHOOLS IN SOUTH EASTERN NIGERIA

Prof. Emenike Obi
Department of Educational Management and Policy;
Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State.
&
Ndidi Gloria Onyilibe
E-mail: ndeletters@gmail.com

ABSTRACT

The researchers analyzed principals' interaction with School Based Management Committee (SBMC) for Competency in Public Secondary Schools in South Eastern Nigeria. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The descriptive survey research design was adopted for the study. The population of the study was 19,880 which comprised of 994 principals and 18,886 SBMC in the South-Eastern Nigeria. Multi-stage sampling procedure was used to draw 2,239 respondents for the sample of the study. A researcher-developed questionnaire titled "Analysis of Principals' Interaction with School Based Management Committee (SBMC) Questionnaire (APISBMCQ)." was used for data collection. The instrument was validated by three experts who were lecturers in the Faculty of Education, Nnamdi Azikiwe University. The reliability of the instrument was ascertained using test re-test method and it yielded reliability co-efficient of 0.79 and 0.86 for clusters I and II respectively and the overall coefficient of the entire instrument was 1.65. The researcher together with five research assistants collected data for the study. A 95% return rate of the instrument administered was recorded. Mean and standard deviation were used to answer the research questions while t-test was used to test the null hypotheses. The findings of the study revealed that principals' interaction with SBMC in establishing capacity development programmes for teachers in public secondary schools in the South-Eastern Nigeria was to a high extent. Also it was revealed that principals' interaction with SBMC in ensuring that schools have safe and conducive learning environment for all children in public secondary schools in the South-Eastern Nigeria was to a high extent. It was found that there was a significant difference between the mean ratings of principals and SBMC on the extent to which principals interact with SBMC in establishing capacity development programmes for teachers for competency in public secondary schools in the South-Eastern Nigeria. There was a significant difference in the mean ratings of principals and SBMC on the extent to which principals interact with SBMC in ensuring that schools have safe and conducive learning environment for all children for competency in public secondary schools in the South-Eastern Nigeria. Based on the findings, it was recommended among others that government should design programs that cater to different levels of expertise, teaching styles, and subject-specific requirements. Offer a mix of workshops, seminars, mentoring sessions, online courses, and collaborative learning opportunities. Encourage ongoing learning by providing continuous and varied development

opportunities throughout the year. This could include regular workshops, peer learning groups, conferences, or access to online resources.

Keywords: Principal; Interaction; School Based Management Committee; Competency.

Introduction

The principal is responsible for the overall administration, management, and leadership of the school, including overseeing teachers, staff, students, and the curriculum. A principal is "a chief or head, particularly of a school." Principal can also be used as an adjective meaning "first or highest in rank, importance, or value."

The position of "principal" as the head of a school in Nigeria has its origins in the country's colonial history and subsequent educational development. During the colonial period, the British established a formal education system in Nigeria, and the role of the principal was introduced as part of this system. The British colonial authorities brought their educational models and practices to Nigeria, which included the establishment of schools with structured leadership. The principal was typically a British expatriate or a Nigerian educator who was trained in the British educational system. They were appointed to oversee the administration, management, and academic affairs of the school. After Nigeria gained independence in 1960, the educational system continued to evolve, and the role of the principal remained an integral part of school leadership. Over time, more Nigerian educators took up these positions, and today, many schools in Nigeria have Nigerian principals.

The principal is responsible for coordinating the efforts of members of staff and also ensures the utilization of other resources to attain set goals. Chukwuogo and Obi (2023) noted that the principal is the chief executive officer who oversees, controls and ensures smooth functioning of the day-to-day activities of a secondary school. The principal is in charge of the overall operation of programmes and activities of a secondary school. The principal's responsibilities include maintaining discipline, ensuring academic standards, managing teachers and staff, liaising with parents and the community, and overseeing the overall development of the school and its students. It is important to note that the specific historical details and developments may vary depending on the region and the type of educational institution. Nigeria is a diverse country with multiple ethnic groups and cultures, and educational practices can vary across regions and states. Nevertheless, the role of principal as the head of a school is now a well-established and critical position in Nigeria's educational system.

Education in Nigeria has three levels; primary, secondary and tertiary. This study is interested in secondary education. In the views of Okeke-James, Igbokwe, Anyanwu and Obineme (2020) secondary education is a vital educational institution where people are groomed to imbibe the acceptable values, skills and knowledge of the society for useful socio-economic development and self-

actualization. To support this, the Federal Republic of Nigeria (FRN), (2016), defined secondary education as the education children receive after primary education and before tertiary stage. The secondary education's broad goals of preparing people for useful living in the society and for higher education have made it imperative that it should among others, supply trained manpower, inspire its students with the desire for self-improvement and achievement of excellence, raise the generation of people who can think for themselves, respect the view and feelings of others and respect the dignity of labour (FRN, 2004).

However, there is a public outcry about the deterioration in the quality of public secondary education. Eimuhi (2021) opined that the management of secondary school education in a declining economy is a herculean task. Some challenges faced by educational managers and administrators according to Eimuhi are as follows: administrators' inability to provide conducive learning environment for all school learners; ineffective in-service training, unstable qualified staff, poor performance among teachers, reduction in student's performances, inability to support, attract and retain qualified teachers by the administrators and so on.

There is also increasing level of examination malpractice as the desire to pass Senior Secondary School Certificate Examination (SSCE) and the Joint Admission and Matriculation Board (JAMB) Examination mount pressure on both the students and teachers. Therefore, the issues of examination malpractice, special centers and other types of examination fraud still prevail. As such the quality of the secondary school graduates become even poorer (Ige, 2013). In an attempt to remedy these ugly situations, the global reform of education of the 1990s and 2000s as a result of poor education delivery provided the impetus for the Federal Ministry of Education (FME) in 2005 through the National Council on Education (NCE) at its 52nd Meeting directed that all schools should establish School-Based Management Committees (SBMCs) to ensure the participation of the communities in school decision making process.

The concept of School-Based Management (SBM) emerged from the recognition that a genuine collaborative approach to Basic and Secondary Education delivery is essential not only for the success of the education programme but, very importantly, also for sustainability of good practices (NSBMP). In very practical terms SBMCs are set up to ensure the success of community participation in Basic and Secondary Education and to the extent that school administration and mechanisms are decentralised thereby giving school stakeholders like: Principals, Administrators, Head teachers, teachers, parents, community members and Civil Society Organisations (CSOs) greater control over the day to day activities in the school. The SBMCs of Federal Ministry of Education are statutory and nonpolitical committee of members who are ready to serve and actively support the schools and host communities.

School Based Management Committee takes its root from the School Based Management. The idea of having School Based

Management Committee, to oversee the management of schools is an important aspect of educational reform globally. It is a channel for bringing resources from community into the school, a way of getting a better flow of government resources to schools, as well as the linkage between government, school and community (UBEC, 2013).

School Based Management Committee plays a crucial role in teachers' capacity development programme. Teachers' capacity building is the process by which teachers acquire in-depth content knowledge, innovative pedagogical skills, professional ethics and experiences as they interact thoughtfully with professional experts and colleagues on the theories, techniques, practices and challenges involved in the implementation of curriculum and resource management in educational institutions. Capacity building programmes are usually organized for teachers at a designated training centre within or outside an educational institution depending on the nature of the training, time and work locations of the participants.

The interaction of SBMC in establishing capacity development programs for teachers can have several benefits, such as:

a. Local Relevance: SBMC, being representatives of the local community, can better understand the specific needs and challenges faced by teachers in their schools. They can ensure that the capacity development programs are tailored to address these unique circumstances.
b. Community Ownership: When SBMC are involved in planning and decision-making for teacher training programs, there is a sense of ownership and commitment from the community. This can lead to better implementation and sustainability of the initiatives.
c. Identifying Priorities: SBMC can help identify the priority areas for teacher capacity development based on the school's context and requirements. This ensures that resources are directed towards areas that have the most significant impact.
d. Resource Mobilization: Involving SBMC in the process can enhance resource mobilization efforts. They can tap into local resources, community expertise, and partnerships to support the capacity development programs.
e. Support and Monitoring: SBMC can play a role in providing ongoing support and monitoring the progress of capacity development initiatives. Their involvement can help identify challenges and make necessary adjustments to ensure success.

Teachers' capacity building aimed at advancing teachers' knowledge and pedagogical skills for best practices and efficiency in instructional inputs and processes for better learning outcome in schools. In Nigeria, teachers' capacity building at the secondary school level is organized in form of cluster training by the Federal and State Ministry of Education, the Universal Basic Education Commission (UBEC), State Universal Basic Education

Board (SUBEB), the Teaching Service Commission, and Professional Bodies in education sector. The training also involved facilitators who are research experts selected from the consulting tertiary institutions that provide professional expertise for the training programme in each of the 36 States and Abuja, the Federal capital territory. Participants interact professionally by cross-fertilizing ideas on theories, principles and practices relating to instructional planning, pedagogical styles, evaluation process, time management, class management, record keeping and so on. Participants are expected to replicate the training by sharing knowledge, skills and experiences gained with their colleagues in their respective schools.

In Nigeria, School-Based Management Committee (SBMC) play a crucial role in ensuring that schools have a safe and conducive learning environment for all children. SBMC are made up of parents, community members, teachers, and school administrators, and their involvement is essential for fostering a positive learning atmosphere. Here are some of the ways in which SBMC can contribute to creating a safe and conducive learning environment:

i. Collaborative Decision Making: SBMC collaborate with school administrators and teachers to make decisions about school policies, infrastructure development, and resource allocation. By actively participating in these decisions, SBMC can advocate for safety measures and the improvement of the learning environment.
ii. Monitoring and Evaluation: SBMC can conduct regular school visits to assess the safety and cleanliness of the school premises. They can inspect classrooms, toilets, playgrounds, and other facilities to identify any potential hazards or issues that need attention.
iii. Advocacy for Safety Measures: SBMC can advocate for the implementation of safety measures within the school, such as fire safety drills, first aid training, and the establishment of safety committees.
iv. Maintenance and Upkeep: SBMC can mobilize the community to contribute to the maintenance and improvement of school facilities. This can include repairing classrooms, ensuring proper sanitation, and providing necessary learning materials.
v. Promoting Inclusivity: SBMC can work to create an inclusive learning environment where all children, regardless of their background or abilities, feel welcome and supported. They can advocate for the inclusion of children with disabilities and ensure that the school environment is accessible to all.

The provision of security is paramount to the management of schools and it is an issue that has attracted a great deal of attention and concern from learners, educators, parents, and the public at large. The performance of security agencies, their adaptability to the dynamics of security service delivery, the effectiveness of their coordination and the effectiveness of the service process control on perceived security

service quality of providing effective security to South-Eastern Regions students and institutions of learning.

However, it seems that principals in public secondary schools in south-Eastern Nigeria do not properly interact with school based management committee members in some areas of school management and they do not communicate with the outcome of some of their decisions. These however present an unhappy development regarding the Principals' interaction with School Based Management Committee (SBMC) for competency in Public Secondary Schools in the South Eastern Nigeria.

The poor state of public secondary schools in the South-Eastern Nigeria in terms of capacity development programme for teachers and ensuring safe and conducive learning environment for all children. This condition calls for concern because one is motivated to say that if the principals had properly involved the school based management committee members, they would have helped to give the school a good appearance. This problem encouraged the researchers to examine the analysis of Principals' interaction with School Based Management Committee (SBMC) for competency in Public Secondary Schools in the South Eastern Nigeria

The purpose of this study was to examine the analysis of Principals' interaction with School Based Management Committee (SBMC) for competency in Public Secondary Schools in the South Eastern Nigeria. The study specifically, examined the Principals' interaction with School-Based Management Committee (SBMC) in:

1. capacity development programme for teachers in public secondary schools in the South-Eastern Nigeria.
2. ensuring safe and conducive learning environment for all children in the South-Eastern Nigeria.

This study will be of immense benefits to the following group of people, principals, teachers, parents, students, ministry of education, educational planners and communities.

The study would help to draw the attention of the principals to realize the needs for a good interaction with SBMC in school for school efficiency. It will help the principals to solicit assistance and active role of the SBMC in various school programmes.

The teachers would also benefit from the study, because it will help teachers to see the need to avail themselves and work towards achieving the desired school goals.

The parents are part of the beneficiaries of the study, the findings of the study would enable them to have a high sense of belonging and being carried along in school management.

Students are among the beneficiaries of this study, as this would enhance school development thereby improving the overall effective school management which will help improve students' academic learning condition and performance.

The ministry of education would utilize the result for efficient and effective planning, implementation and evaluation of various educational policies and programmes.

The policy makers' attention would be drawn to realize the extent at which the policy of involving SBMC in school management has been helpful to educational development planning and in the attainment of desired educational goals.
Finally, the study will also inform community members of their position as stakeholders in SBMC. This will help increase their involvement in school matters.

❖ This study analyzed Principals' interaction with School Based Management Committee (SBMC) for efficiency in public secondary schools in the South-Eastern Nigeria.

❖ The geographical scope covered all SMBC in urban and rural districts in South-Eastern Nigeria.

❖ The content scope covered SBMC relationship in;

- teachers capacity development programme
- ensuring school have safe and conducive learning environment for all children

Research Questions
Two research questions guided the study;

1. To what extent do principals of public secondary schools in the South-Eastern Nigeria interact with School Based Management Committee in capacity development programme for teachers?
2. To what extent do principals of public secondary schools in the South-Eastern Nigeria interact with SBMC on ensuring safe and conducive learning environment for all children?

Hypotheses
Two hypotheses were tested at 0.05 level of significance.

1. There was no significant difference in the mean ratings of principals and SBMC on the extent of principals' interaction with SBMC in capacity development programme for teachers in public secondary schools in the South-Eastern Nigeria.

2. There was no significant difference in the mean ratings of principals and SBMC on the extent of principals' interaction with SBMC on ensuring school have safe and conducive learning environment for all children in public secondary schools in the South-Eastern Nigeria.

Research Method
A descriptive survey research design was employed. According to Nworgu (2015), descriptive survey is the design which aims at collecting data and describing in a systematic manner the characteristics, features or facts about a given population. This design is deemed appropriate for this research, since the researcher will collect data in a systematic manner from a given population of the study to determine the principals' interaction of SBMC members in the management of

public secondary schools in the South-Eastern Nigeria.

This study was carried out in South-Eastern Nigeria. The population of the study was 19,880 which comprised of 994 Principals and 18,886 SBMC in the five states from the South-Eastern Nigeria (Abia, Anambra, Ebonyi, Enugu and Imo states) respectively. The sample of this study is 2,239 which consist 112 principals and 2,127 SBMC members. The sample was drawn in stages. At the first stage random sampling balloting with replacement was used to draw two states (Anambra and Enugu) out of the five South-East Nigeria.

Secondly, the researcher drew 20% of the total number of principals and SBMC members in the two states. The choice of 20% is in line with the commendation of Nworgu (2015), that for a study involving large population that runs into thousands, a sample of 5% is ideal.

The instrument for data collection was a researchers' developed questionnaire titled "Analysis of Principal's Interaction with SBMC Questionnaire (APISBMCQ). Face validation of the instrument was done by three experts who are lecturers in the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was ascertained using trial-test method and it yielded reliability co-efficient of 0.79 and 0.86 for clusters I and II and the overall coefficient of the entire instrument was 1.65.

Test re-test method was used for reliability of the instrument and Cronach's Alpha method was used to determine the reliability coefficient of the two sets of responses. The researchers administered copies of the instrument directly to the respondents with the help of five research assistants in a selected sampled schools. A total of 2,239 copies of the questionnaire were distributed, 2,127 copies were properly filled and successfully retrieved, indicating 95% percent return. The collected data were used for the analyses. Mean was used in answering the research questions and t-test was used to test the hypotheses. In taking decisions on the null hypotheses was not rejected where the calculated p-value was greater than the stipulated level of significance 0.05. On the other hand, the null hypothesis was rejected when the calculated p-value was less than the stipulated level of significance 0.05.

Presentation of Results

The results are presented in tables accordance with the research questions and hypotheses.

Research Question 1: To what extent do principals of public secondary schools in the South-Eastern Nigeria interact with SBMC in establishing capacity development programmes for teachers?

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.12 (1), May-August, 2024 https://ajemates.org

Table 1: Mean Ratings of Respondents on the Extent to which principals of public secondary schools in the South-Eastern Nigeria interact with SBMC in establishing capacity development programmes for teachers

S/N	To what extent do principals interact with SBMC in:	$\bar{X}$	SD	Remark
1.	encouraging teachers in their skill with availability of new technologies eg computer	2.67	.49	HE
2.	helping new teachers to become familiar with the job	2.71	.47	HE
3.	availing means of conveying teachers to school on time	2.57	.52	HE
4.	encouraging teachers to acquire higher education for better productivity	2.53	.53	HE
5.	mobilizing government for proper orientation to newly recruited teachers	2.53	.57	HE
6.	offering financial assistance for teachers to undergo on-the-job service training like workshops and seminars	2.54	.56	HE
	Cluster Mean	**2.59**	**.52**	**HE**

Table 1 shows the cluster mean of 2.59 and standard deviation score of .52 indicating that principals to a high extent interact with School Based Management Committee in establishing capacity development programmes for teachers. The item by item analysis shows that the respondents rated that principals interact with SBMC in all the six listed items on capacity development to a high extent. Their mean ranged from 2.53 to 2.71. The standard deviation scores for all the items ranged from .47 to .57 indicating that the respondents' mean ratings were homogenous.

Research Question 2: To what extent do principals of public secondary schools in the South-Eastern Nigeria interact with SBMC in ensuring that schools have safe and conducive learning environment for all children?

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.12 (1), May-August, 2024 https://ajemates.org

Table 2: Mean Ratings of Respondents on the Extent to which principals of public secondary schools in the South-Eastern Nigeria interact with SBMC in ensuring that schools have safe and conducive learning environment for all children.

S/N	To what extent do principals interact with SBMC in:	$\bar{X}$	SD	Remark
7.	collaborating with local vigilante groups to provide security for the school	2.59	.56	HE
8.	employing a security consultant for issues concerning the security of the school	2.54	.52	HE
9.	installation of close circuit television to monitor movement in school for safety of personnel	2.60	.60	HE
10.	reporting any suspicious movement around the school to appropriate authority	2.53	.60	HE
11.	collaborating with the police to ensure security in the school	2.51	.70	HE
12.	equipping the school security personnel with adequate tools that are needed for conducting security check and controlling threats	2.57	.51	HE
13.	ensuring the school has a functional security gate	2.58	.53	HE
14.	fencing the school premises for students' safety	2.74	.71	HE
	Cluster Mean	**2.58**	**.59**	**HE**

Results in Table 2 shows the mean ratings of respondents on the extent to which principals interact with SBMC in ensuring that schools have safe and conducive learning environment for all children. The cluster mean of 2.58 with standard deviation of .59 indicate that principals to a high extent interact with SBMC in ensuring that schools have safe and conducive learning environment for all children. The analysis of the items shows that the respondents rated that principals interact with SBMC in all the six items on school safety to a high extent with their mean ranging from 2.51 to 2.74. The standard deviation scores for all the items ranged from .51 to .71 indicating that the respondents' mean ratings were homogenous.

Hypotheses Testing

Hypothesis 1: There was no significant difference in the mean ratings of principals and SBMC on the extent of principals' interaction with SBMC in establishing capacity development programmes for teachers for efficiency in public secondary schools in the South-Eastern Nigeria.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.12 (1), May-August, 2024 https://ajemates.org

Table 3: t-test Comparison of Principals and SBMC Mean Ratings of the Extent to which principals' interaction with SBMC in establishing capacity development programmes for teachers for efficiency in public secondary schools in the South-Eastern Nigeria.

Source of variation	N	$\bar{X}$	SD	Df	t-cal	*P*-value	Remark
Principals	112	2.85	.37				
				2198	8.93	.000	Sig
SBMC	2088	2.58	.31				

Table 3 shows that the mean score for principals (*M*=2.85, *SD*=.37) was significantly greater than that of the SBMC (*M=2.58, SD=.31*); *t (*2198*)* =8.93, *p*=.000. The null hypothesis of no significant difference between the two groups on the extent to which principals interact with SBMC in establishing capacity development programmes for teachers for efficiency in public secondary schools in the South-Eastern Nigeria was therefore rejected.

Hypothesis 2: There was no significant difference in the mean ratings of principals and SBMC on the extent of principals' interaction with SBMC in ensuring that schools are safe and conducive learning environment for all children for efficiency in public secondary schools in the South-Eastern Nigeria.

Table 4: t-test Comparison of Principals and SBMC Mean Ratings of the Extent to which principals' interaction with SBMC in ensuring that schools have safe and conducive learning environment for all children for efficiency in public secondary schools in the South-Eastern Nigeria.

Source of variation	N	$\bar{X}$	SD	Df	t-cal	*P*-value	Remark
Principals	112	2.87	.29				
				2198	11.60	.000	Sig
SBMC	2088	2.57	.27				

Table 4 shows that the mean score for principals (*M*=2.87, *SD*=.29) was significantly greater than that of the SBMC (*M=2.57, SD=.27*); *t (*2198*)* =11.60, *p*=.000.

The null hypothesis of no significant difference between the two groups on the extent to which principals interact with SBMC in ensuring that schools are safe and conducive learning environment for all children for efficiency in public secondary schools in the South-Eastern Nigeria was therefore rejected.

Based on data analysis, it was found out that;

- The extent to which Principals interact with SBMC in establishing capacity development programmes for teachers in public secondary schools in the South-Eastern Nigeria was high.
- The extent to which Principals interact with SBMC on ensuring that schools have safe and conducive learning environment for children in public secondary schools in South-Eastern Nigeria was high.

There was a significant difference in the mean ratings of principals and SBMC on the extent to which principals interact with SBMC in establishing capacity development programmes for teachers in public secondary schools in the South-Eastern Nigeria. There was also a significant difference in the mean ratings of principals and SBMC on the extent to which principals interact with SBMC in ensuring that schools have safe and conducive learning environment for children in public secondary schools in the South-Eastern Nigeria.

Discussion

Discussions It was found out that Analysis of principals' interaction with SBMC for efficiency in public secondary schools in the South-Eastern Nigeria was to a high extent. This indicated that principals' interaction with SBMC do not differ significantly on establishing capacity development programme for teacher's improvement. In other words, principals encourage teachers in their skill with availability of new technologies eg use of computer gadgets will enable them embrace new technologies and can revolutionize teaching methods, making lessons more engaging, interactive, and effective. Teachers equipped with computer skills can leverage various tools, software, and online resources to create dynamic learning experiences. Incorporating technology into education appeals to modern students who are often more receptive to learning through digital means. It can enhance student engagement by catering to different learning styles and making lessons more interactive and relatable.

The findings of this study are consistent with that of Bander (2012), who revealed among others that SBMCs has significantly contributed to the improvement of academic discipline through a capacity building programme which is required for effective implementation of SBMC policies and programmes. Bandur (2008), also reported that SBM policies and programs have created better teaching/learning environments and student achievements.

Conclusion

Based on the findings of this study, it was concluded that principals to a high extent interacted with SBMC in capacity Development programmes for teacher and ensuring that school have safe and conducive learning environment for all children in public secondary schools in the South-Eastern Nigeria.

Based on the findings, it was recommended that:

1. Government should design programs that cater to different levels of expertise, teaching styles, and subject-specific requirements. Offer a mix of workshops, seminars, mentoring sessions, online courses, and collaborative learning opportunities. Encourage ongoing learning by providing continuous and varied development opportunities throughout the year. This could include regular workshops, peer learning groups, conferences, or access to online resources.
5. The researchers also recommend that the Federal Government through her agencies like the Ministry of Education, Local Government Area Education Authority (LGAEA), State Universal Basic Education Board (SUBEB) and the Post Primary Schools Service Commission (PPSSC) should consistently organize town hall meetings for SBMC and other community members to educate them on ways they can contribute in ensuring a safe school environment for their children. Also they should equip and empower capable individuals on security tips in order to ensure adequate security of human and material resources.

REFERENCES

Bander, A. (2012). School based management committee developments: challenges and impacts. *Journal of Educational Administration*, *50*(6), 845-873.

Bandur, A. (2008). *A study of the implementation of school-based management in Flores primary schools in Indonesia* (Unpublished Doctoral dissertation), Department of Educational Planning, University of Newcastle, Australia.

Chukwuogo, N.H. and Obi, E. (2023). Internal control measures adopted by principals for reducing financial misappropriation in public secondary schools in Anambra State. *International Journal of Educational Research, 6*(7), 50-64.

Eimuhi J.O. (2021). Management of Secondary School Education in a Dwindling Economy: Implications for School Administrators. Delsu Journal of Educational Research and Development (DJERD).Special Edition Vol.3.No. 1. Pg 9-15.

Federal Ministry of Education (2004). Operation reach all secondary schools inspection exercise. Abuja: Federal Ministry of Education Publication.

Federal Ministry of Education (2005). Operation reach all secondary schools inspection exercise. Abuja: Federal Ministry of Education Publication.

Federal Republic of Nigeria. (2016). *National policy on education (6th ed.)*. Lagos: NERDC.

Ige, A.M. (2013), Provision of secondary education in Nigeria: Challenges and way forward. *Journal of Africa studies and development, 5*(1), 1-9.

Nworgu, B.G. (2015). E*ducational research: Basic issues and methodology. (3rd ed.)* Nsukka: University Trust Publishers.

Okeke-James, N.J. Igbokwe, I.C., Anyanwu, .A.N & Obineme, O.P.(2020). Gender influence on school climate and organizational silence amongst teachers in Anambra State. *European Scientific Journal, 16*(10), 223-237

Universal Basic Education Commission (2013). Facts and figures: 2012 enrolment by state. Retrieved on 3rd February, 2014 from htpp//www.ubeconline. com/facts-figures/enrolment.