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Perception of Principals on Challenges of School-Based Management Committee in Public Secondary Schools in Central Senatorial District of Ondo State, Nigeria

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Abstract

In Nigeria, Federal Government introduced the School-Based Management Committee Policy in 2006, which mandates each school to constitute the committee for effective governance and to bring the management of school closer to the community where it is located. After over a decade of implementation of the policy, this study examined the challenges of SBMC, as perceived by the principal of Public Secondary Schools in the Central Senatorial District of Ondo State. 1 question was raised and 1 hypothesis formulated, while the descriptive-survey design was adopted. All the 107 Public Secondary Schools in Central Senatorial District of the State constituted the main population while principal of the 107 schools was targeted. Data were gathered using a self-structured questionnaire, validated and tested for reliability using a test-rest approach (r= 0.80). Data were analyzed using Statistical Package for Social Sciences (SPSS), frequency counts, and percentage while hypotheses were tested using t-test statistics. Findings revealed among others, inadequate finance, non-cooperation of school principals/members of SBMC; lack of/inappropriate knowledge of school activities; lack of motivation of members; as challenges facing SBMC in schools; and that level of experience has no significant influence on the perception of principals on challenges of SBMC. Also, there was no significant difference in the perception of male and female principals on the challenges of SBMC. Based on these, adequate finance of SBMC, the commitment of members to their work, the motivation of members of SBMC, advocacy/sensitization of members of the public on SBMC, among others, are recommended, to enhance the effectiveness of SBMC and achieve the desired objectives.
Keywords: Challenge; School; Implementation; Management; Committee; School-based management; Policy.

1. Introduction

Effective administration is a *sine qua non* to the achievement of organizations' objectives, school inclusive. It is a fact that effective administration of a school is a herculean task because it involves the administration of the human resources (i.e. teachers, non-teachers, and pupils/students); financial resources; physical, as well as the material resources. In a school setting, issues, such as indiscipline of staff and pupils/students, inadequate financial resources, inadequate and decay infrastructural facilities, inadequate and poor quality teachers, non-commitment of teachers, just to mention a few abound, which are undermining the achievement of the set objectives.

Ordinarily, management of a school rests on the head's shoulder (i.e. principal, in the case of secondary school, head-teacher, in the case of primary school), supported by staff (teaching and non-teaching). Effective management of a school has however been observed to transcend the level and capacity of head and staff. There is a wise saying that 'two heads are better than one' while 'a problem shared is half-solved'. In the past, many schools in Nigeria were controlled by principals/headteachers where they play the role of 'thin gods' and dictate everything in schools. What has been noticed is the ineffective management of such schools because they cannot develop beyond the level of reasoning of the heads. The need to achieve a turnaround in the way schools are managed in Nigeria, so that the set objectives can be achieved, necessitated a break from the tradition of allowing only the principal/headteacher to dictate everything in school. There is thus the need for involvement of other stakeholders, such as government, parents, community members, for the challenges to be surmounted and the objectives of school to be achieved.

The idea of inculcating the School-Based Management Committee into the management of the school is a global issue. Different countries, such as the United States of America (USA), Canada, Australia, Brazil, New Zealand, Uganda, Thailand, Argentina, Mexico, Qatar, Kenya, Iran, Indonesia, Senegal, are experimenting with it but with varying objectives. In Nigeria's case, the committee is meant to:

- collaborate with the community, to sensitize and mobilize parents on enrolment, attendance, and retention of their children/wards in schools;
- monitor staff with regard to attendance at school and effectiveness in curriculum delivery;
- support headteachers in innovative leadership and effective management of the school;
- monitor the school's physical facilities, to ensure proper maintenance;

- assist in the procurement of teaching/learning materials and resources;
- report to Local Government Education Authority (LGEA) regularly and on developments in school;
- serve as a medium of transmission of skills, knowledge, values, and traditions of the community;
- assist headteachers in treating discipline problem in school; and
- ensure the security of human/material resources and render an annual statement of account, income expenditure and identify staff requirements Nigeria Institute of Educational Planning and Administration (2014).

According to Cheng and Mok (2007); Anderson (2006); Caldwell (2005), School-Based Management (SBM) is becoming a worldwide movement towards autonomy for shared-decision making and partnership within the school community, to achieve school improvements.

1.1. Statement of Problem

Despite the efforts of education stakeholders, particularly, schools' administrators towards ensuring effective and efficient management of secondary schools and ultimately, the set objectives, there are issues are at stake in secondary schools' management in Nigeria, which are pointers to the fact that all is not well with the way the schools are managed. These days, indiscipline of students and teachers, delay in decision making, lack of accountability in the management of resources, the poor academic performance of students, lack of commitment of teachers, inadequate funding, inadequate and decay infrastructural facilities, low standard of education, just to mention a few, are prevalent in schools in Nigeria, which are hindering effective service delivery in such schools. The prevalence of the issues implies that the stakeholders, particularly school administrators to have to go extra miles to ensure the effective and efficient administration of their schools.

Ordinarily, the management of secondary schools has over the years been internally focused, the principals being the main actor and playing the leading role, supported by PTA. Those in the community who have ideas to contribute are usually not allowed to participate. Efforts aimed at tackling the challenges in secondary schools' management have thus proved to be non-workable. Even though the government has introduced the idea of the School Based Management Committee in all public schools in Nigeria, this is not active in many of the schools. Researches on its efficacy are also insignificant in literature, despite the prospects in achieving effective management of secondary schools. It is the light of these that this study has been carried out, to complement those already carried out and improving the implementation strategies.

2. What School-Based Management and School-Based Management Committee Entail

School-Based Management had been described by authors. Cheng (1996), cited in Ogundele and Adelabu (2009) sees it as tasks that are set according to the characteristics and needs of school itself, where school members have much greater autonomy and responsibility for the use of resources to solve problems and carry out effective education activities in the long-term development of the school. According to Caldwell & Spinks (1988), also cited in Ogundele and Adelabu (2009) it is a school system of education to which there has been decentralized and a significant amount of authority and responsibility to make decision-related to the allocation of resources within the centrally determined framework of goals, policies, standards, and accountabilities.

School-Based Management Committee takes its root from School-Based Management. The idea of having a 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 the 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 (Universal Basic Education Commission, 2011). It is also an initiative, meant to improve the bottom up the decision in educational planning and management, to facilitate improvement in the quality of education and efficiency. It is aimed at moving secondary education forward through a combined effort of government, community, teachers, and children, as well as broadening the existing gap between schools and communities where they exist and operate. Put simply, it is the voice of the communities in schools' governance.

2.1. Objectives of the School-Based Management Committee in Nigeria

The idea of the School-Based Management Committee is a global issue. Different countries are experimenting with this with varying objectives. In Nigeria's case, the committee is meant to achieve the following objectives:
- collaborate with the community to sensitize and mobilize parents on enrolment, attendance, and retention of their children/wards in schools;
- monitor staff concerning attendance at school and effectiveness in curriculum delivery;
- support the headteachers in innovative leadership and effective management of the school;
- monitor the school's physical facilities, to ensure proper maintenance;
- assist in the procurement of teaching/learning materials and resources;
- report to the Local Government Education Authority (LGEA regularly and on developments in school;
- serve as a medium of transmission of skills, knowledge, values, and traditions of the community;
- assist headteachers in treating discipline problem in school; and
- ensure the security of human/material resources and render an annual statement of account, income expenditure and identify staff requirements (Federal Ministry of Education, Nigeria Institute of Educational Planning and Administration and Nigeria Institute of Educational Planning and Administration (2014).

2.2. Membership of School-Based Management Committee in Nigeria

Although membership of School-Based Management Committee (SBMC) varies across countries, states and schools, the following are prevalent in Nigeria:

- Head teacher/principal of school;
- Representative of teachers;
- Representative of pupils/students;
- Representatives of traditional rulers;
- Representatives of old pupils/students;
- Youths representative;
- PTA representative;
- Artisans;
- Community-based organization;
- Representatives of the community;
- Faith-based Organization.

2.3. Challenges of Implementation of School-Based Management Committee Policy

Bala (2017), studied the challenges of the School-Based Management Committee in Basic Schools in the North West Zone of Nigeria. He found the refusal of the members to attend meetings, lack of proper communication and lack of members' commitment as the challenges of SBMC in the school.

Researchers have found a variety of challenges to the implementation of School-Based Management. Going down the memory lane, School-Based Management Committee Policy was approved by the National Council of Education in 2006. Such approval mandates all the Public Secondary Schools across the country to comply with the implementation guidelines. According to the Federal Ministry of Education (2011), while the majority of states in Nigeria had complied with the implementation of the policy, it has so far made little or no discernable impact on improving the quality of deliverables to learners at senior secondary level in many states. Findings from Rapid Assessment (SESP/SESOP/2009/2010) in Nigeria revealed that the composition of the membership of SBMC does not always adhere strictly to policy guidelines due to the politicization of selection procedure.

Funding is crucial to the realization of the objectives of any program. That money is needed to finance the cost of convening meetings of SBMC is sure. Part of the report of the Rapid Assessment (SESP/SESOP/2009/2010) on SBMC Policy in Nigeria, is that disinterest set in when the financial expectations of members remained partially unfulfilled.

Adediran (2010), also identified the problems/challenges of implementation of SBM Policy as:

-. lack of knowledge by stakeholders of what SBM is and how it works;
- lack of decision-making skills, communication, and trust among stakeholders; statutes, regulations, and union contracts that restrict decision making authority and teachers' time involvement;
- the reluctance of some administrators and teachers to allow others to take over decision-making authority as well as confusion about new roles and responsibilities, and coordination difficulties;
- lack of fund;
- the poor motivation of members of SBMC; and
- lack of unskilled personnel handling the policy.

Oswald (2005), also listed certain additional challenges of SBM policy formulation in developing countries as:

-. the process of formulation and articulation SBM policy has not been the result of internal debate pressure by local authorities or communities have been absent;
- external pressure by international development agencies have pushed for decentralization;
- inabilities of central governments to organize or finance public services, such as education delivery have been the main reason for embarking on the decentralization process.

A study, by Kiragu *et al.* (2013) on principals and teachers' perception on challenges of School-Based Management in the management of secondary schools in Muranga South District of Kenya revealed that 50% of the principals agreed with the statement that SBM would lead to increased workload for the stakeholders. Other challenges revealed include local politics, limited resources, lack of commitment, inadequate personnel, conservatism/rigidity, lack of accountability and transparency, conflict among the stakeholders, misuse and embezzlement of funds, delays in making decisions, lack of clear demarcation of duties, lack of cooperation from stakeholders, conflict of interest, corruption, lack of competent administrators; as well as lack of goodwill.

Ayeni and Ibukun (2013), also examined the School-Based Management Committee involvement and effectiveness in school governance, curriculum implementation, and students' learning outcomes in Nigeria's secondary schools and identified the following challenges:

-. low capacity of key members of the SBM;
- poor attendance of members at meetings due to lack of incentives and financial support from the government;
- lack of cooperation from schools;
- PTAs resistance to SBMC's initiatives;

Moreover, in a study conducted on Indian Schools, by Pushpanadman (2000), the following challengers of SBMC were identified:

-. Many members had limited knowledge of school budget, physical plant, personnel policy issues, conflict resolution and other statutory matters in which they were expected to offer professional and technical inputs in decision making and performance for sustainable improvement in the school system;

- The politicization of school policy issues, such as the selection of textbooks and disciplinary problems, often caused by little knowledge and inadequate experience of some SBMC members.

In a study of the challenges facing Board of Managers in the management of public secondary schools in Kanwagi District of Kenya, by Kingi (2015), inadequate staff personnel, inadequate school finances, misappropriation of funds, insufficient physical facilities, poor performance in national examinations, lack of support from the local community, and interference in the running of the school by local communities were found as challenges faced by the managers.

Also, many researchers (Gamage and Sooksomchitra, 2004; Maksymjuk, 2000; Schlegel, 2000); had reported barriers, such as poor resources in schools, lack of professional development on leadership for school leaders, confusion on the part of school councils concerning new roles and responsibilities, difficulties of coordination, lack of decision-making authority, lack of knowledge, low parental participation, and underfunding of education by governments.

2.4. Purpose and Significance of the Study

This study was designed to examine the perception of principals on the challenges facing the implementation of the School-Based Management Committee (SBMC) Policy in secondary schools in Ondo State. Nigeria. The study also determined if there was a significant difference in the perception of less-experienced and highly-experienced principals on the challenges facing the implementation of the policy in secondary schools in the State.

This study will be of importance to many stakeholders of education. First and foremost, it will enable school administrators to understand the challenges of the new policy and through this encourage them to devise means not only to sustain it but ensure that other members are kept abreast of the demands of the policy. The findings of this study will also enable schools' principals to tackle the various challenges in their respective schools. It will also enable the teachers to develop motivational strategies that will improve the teaching and learning process. The findings of the study will further help the educational planners and policymakers in their attempts to plan and formulate policy for the successful implementation of the SBMC Policy. Also, findings of the study will help to improve school effectiveness, the academic performance of students, as well as serve as a reference for principals and other members of the School-Based Management Committee. Lastly, the report of the study will serve as major contributions to knowledge in the area of Educational Management and Planning.

2.5. Research Question

- What are the challenges facing the implementation of School-Based Management Committee Policy, as perceived by principals in secondary schools in Ondo State, Nigeria?

2.6. Hypothesis

- There is no significant difference in the perception of less-experienced and highly-experienced principals on the challenges facing the implementation of School-Based Management Committee Policy in secondary schools in Ondo State, Nigeria.
- There is no significant difference in the perception of male and female principals on the challenges facing the implementation of the School-Based Management Committee Policy in secondary schools in Ondo State, Nigeria.

2.7. Research Design

The study adopted a descriptive-survey design because it involved the systematic collection of data from part of a population, to determine the distribution of the attributes, characteristics of people, and description of the present state of affairs. Also, the fact that the study involved the collection of extensive and cross-sectional data to describe and interpret an existing situation under study makes it to be descriptive.

2.8. Population, Sample, and Sampling Technique(s)

The 107 Public Secondary Schools in Ondo State constituted the main population while the Principal of 107 Public Secondary Schools, were the target population. There are six Local Government Areas in Ondo Central District (i.e. Akure South, Akure North, Ondo West, Ondo East, Ifedore and Idanre) and 107 Public Secondary Schools in the schools altogether.

2.9. Instrument: Validation and Reliability

A self-designed and structured questionnaire on 'Principals Perception of Challenges of School-Based Management Committee in Secondary Schools' was used to collect the needed data and information for the study. The questionnaire was divided into Sections A and B. Section A sought background information of the respondent, such as age, gender, years of experience, and school location. In Section B, some statements were followed by four options (Strongly Agree, Agree, Disagree, and Strongly Disagree). The researcher adopted a 4-point and not 5-point scale for the study because the option: undecided causes confusion for respondents and do not necessarily ascertain the correct opinion of respondents. A respondent was expected to select the best option that corresponds to his/her opinion on each statement.

To achieve the validity of the questionnaire, the initial draft of it was given to a colleague who is a specialist in educational administration, for critique and suggestions. Suggestions made were effected to produce the final copy for eventual administration. A test-retest method was adopted to achieve the reliability of the questionnaire. The copies of the questionnaire were administered on ten schools and after two weeks, re-administered in the same schools. The results of the two tests were tested for correlation using the Product Moment Correlation Coefficient Formula, where a high coefficient correlation value (r) (0.90) was obtained.

3. Method of Data Collection and Analysis

The researcher visited the sampled schools one after the other, to collect the needed data and information for the study. After the vision, mission, and objectives of the visit were discussed, a copy of the questionnaire was administered on each principal. To give room for proper attention to items in the questionnaire, two weeks were allowed for the completion. All the administered questionnaires were retrieved from the respondents.

Data gathered in the course of this study were analyzed using tabulation of the frequency and percentages of the response. The researcher used the Statistical Package on Social Sciences (SPSS) to analyze the compiled data. The analysis however involved the calculation of the percentage and mean scores. The hypothesis was tested using the chi-square statistic. The selection of chi-square statistic to test the hypothesis was based on the fact that the data were categorical (i.e., categorized) in nature.

3.1. Data Presentation Analysis and Discussion of Findings

Table-1. Summary of Responses to Part A of the Questionnaire

Gender	Frequency	Percentage (%)
Male	47	43.93
Female	60	56.07
Total	107	100
Existence of SBMC in the school	Frequency	Percentage
Yes	107	100
No	-	-
Total	107	100

As indicated in table 1, forty-seven respondents, representing 43.93%) were male while 60 (60) respondents (56.07.%) were female. The table also revealed that all the respondents (100%) attested that their schools had SBMC.

3.2. Answers to Research Question

What are the challenges facing the implementation of School-Based Management Committee Policy in secondary schools in Ondo State, Nigeria, as perceived by the Principals?

Table-2. Response to items in Section B of the Questionnaire

S/N	Items	SA	A	D	SD	Mean	Rank	Remark
1	lack/inadequate finance	90	17	-	-	3.84	2ND	Agreed
2	Non-cooperation of principal/members of SBMC	35	42	20	10	2.95	14TH	Agreed
3	Lack/inappropriate knowledge of school activities	46	40	12	9	3.15	10TH	Agreed
4	Lack of motivation of members	83	24	-	-	3.78	3RD	Agreed
5	Inappropriate time schedule for meeting	42	36	20	9	3.04	12TH	Agreed
6	Delay in implementation of decision(s)	65	40	2	-	3.59	5TH	Agreed
7	Lack of authority for enforcement of decision(s)	55	36	8	8	3.29	8TH	Agreed
8	Non-cooperation/interference by P.T.A	42	36	15	14	2.99	13TH	Agreed
9	Undefined roles of school council and Principal	48	40	10	9	3.19	9TH	Agreed
10	Difficulties of coordination	60	35	10	2	3.43	7TH	Agreed
11	Non commitment of some members to work	95	12	-	-	3.89	1ST	Agreed
12	Unfavorable Government Policies for implementation of decision(s)	75	30	2	-	3.68	4TH	Agreed
13	Lack of/Inadequate facilities or equipment to discharge their duties.	62	40	3	2	3.51	6TH	Agreed

Using a theoretical mean method, where SA = 4, A = 3, D = 2 and SD = 1, Theoretical mean = 2.5 therefore, any mean ≥ 2.5 is agreed to while any mean < 2.5 is disagreed to.

As indicated in table 2, the theoretical mean value was 2.50. Mean values that are greater or equal to the theoretical value were accepted while those lesser than the theoretical mean were rejected. It thus implies that the

implementation of School-Based Management Committee Policy is facing many challenges, such as lack of /inadequate finance, non-cooperation of school principals/members of SBMC, non-cooperation of school principals/members of SBMC, lack/inappropriate knowledge of school activities, lack of motivation of members, delay in implementation of decision(s), lack of cooperation/interference by P.T.A, difficulties of coordination, non-commitment of some members, unfavorable government policies for implementation of decision(s), and lack/inadequate facilities or equipment to discharge their duties.

As indicated in table 2, lack of/inappropriate knowledge of school activities is a challenge of implementation of SBMC, as it ranked 10th with mean value 3.15, which is greater than 2.50, the theoretical mean. Lack of motivation of members was also found as a challenge in the implementation of the policy, as it ranked 3rd with mean value 3.78. Delay in implementation of decision(s) was also found as a challenge as it ranked 5th with mean value 3.59. Non-cooperation of school principals/members of SBMC was also a challenge as it ranked 14th with mean value 2.95. Also, inappropriate schedule for meeting for SBMC in secondary schools ranked 12th with mean value 3.04, indicating agreement.

The findings revealed that most of the respondents with mean 3.59 which is ranked 5th agreed that delay in implementation of decision(s) affects SBMC while lack of authority for enforcement of decision(s) was ranked 8th with mean value 3.29. Respondents also agreed that lack of cooperation/interference of PTA with mean value 2.99 which is ranked 13th position. This finding shows that the interference of PTA will affect SBMC in secondary schools, also respondents agreed that undefined roles of the school council and Principal do affect the implementation of SBMC| this is ranked 9th position with mean value 3.19.

Difficulties of coordination of members ranked 7th with mean value 3.43 showing that respondents agreed that difficulties of coordination affect the effective implementation of SBMC in secondary schools. It was also revealed that non-commitment of members to work is a challenge, as it ranked 1st with mean value at 3.89. Also, majority of the respondents agreed that unfavorable government policies for implementation of decision(s), as well as lack of/inadequate facilities/equipment to discharge their duties, are further challenges of SBMC, with rank 4th and 6th respectively, and with mean values of 3.68 and 3.51 respectively.

3.3. Test of Hypotheses
3.3.1. Hypothesis 1
Ho2-There is no significant difference in the perception of male and female principals on the challenges facing the implementation of the School-Based Management Committee Policy in secondary schools in Ondo State, Nigeria.

Ha2: There is a significant difference in the perception of male and female principals on the challenges facing the implementation of the School-Based Management Committee Policy in secondary schools in Ondo State, Nigeria.

Table-3. t-test analysis of the significant difference in the perception of male and female principals on challenges of School-Based Management Committee

Grouping	N	Mean	SD	d.f	t-cal	t-tab
Male	47	3.37	0.2322	105	1.69334	1.962
Female	60	3.45	0.2503			

Table 3 shows that t-cal (1.69334) is lesser than t-tab (1.962) at 0.05 level of significance. The null hypothesis is therefore accepted. This implies that there is no significant difference in the perception of male and female principals on the challenges facing the implementation of the School Based Management Committee Policy in secondary schools in Ondo State, Nigeria.

4. Discussion of Findings
This study found a lack of/inadequate finance as a challenge in the implementation of this policy in schools. It is not a gainsaying that adequate funding is germane in the implementation of any program, particularly a program of this nature that is having huge financial implications. This finding thus corroborates earlier findings by Adediran (2010); Kingi (2015) as shown in the reviewed literature. Also, it was found that the non-cooperation of principal/members of SBMC was a challenge in the implementation of the policy. It needs not to be overemphasized that an organization cannot achieve the desired objectives in an atmosphere of conflicts and rancor. When there is no cooperation among members of an organization, such members will work at variance to the objectives. The finding thus supports earlier findings of Kiragu *et al.* (2013) and Ayeni and Ibukun (2013), as indicated in the reviewed literature.

Lack/inappropriate knowledge of school activities was also found as a challenge to the implementation of this policy. This is in line with that of Ayeni and Ibukun (2013), as stated in the reviewed literature. The study also found a lack of motivation for members as a challenge in the implementation of this policy. This did not come as a surprise because of the impacts of motivation in an organization, particularly towards the achievement of the set objectives. A situation where members of the committee are poorly motivated, it may result to non-commitment to their duties and eventually, non-achievement of set objectives. This finding agrees with that of Oswald (2005) and Ayeni and Ibukun (2013) as indicated in the reviewed literature.

Delay in implementation of decision(s) was another challenge found in this study. It is a fact that the decision taken by an organization has to be promptly implemented where feedback can be collected quickly which can also

serve as a booster in the management of such an organization. This finding is in line with those of Gamage and Sooksomchitra (2004); Schlegel (2000). Non-cooperation/interference by P.T.A: Parents-Teachers Association has been another Association in existence in almost all the secondary schools in the country. Such Association has been performing most of the roles now assigned to the SBMC. There is thus the tendency for conflicts to arise between the members of PTA and SBMC in schools. This finding agrees with that of Ayeni and Ibukun (2013) as indicated in the reviewed literature.

Non-commitment of some members to work was also found as a challenge to the implementation of the policy in schools. It needs not to be overemphasized that members of this committee have to show commitment to the discharge of their duties. Such commitment includes prompt attendance at meetings, contribution to decisions taken during the meeting, among others. Where a member is not committed, it may interfere with the achievement of the objectives of the committee. The finding thus agrees with that of Kiragu *et al.* (2013) in the literature reviewed. Also, unfavorable government policies for implementation of decision(s), was a challenge in the implementation of this policy. This finding is in line with that of Kingi (2015) as earlier described under the reviewed literature.

Also, lack/inadequate facilities or equipment to discharge their duties was found to be a challenge in the implementation of this policy in schools. It is a fact that members of the committee need some facilities to be able to discharge their duties effectively and conscientiously. A situation, where the facilities are not available or not adequate, can undermine the achievement of the set objectives. This finding supports that of Kiragu *et al.* (2013); (Kingi (2015)), earlier discussed under the reviewed literature.

Finally, it was also found that there was no difference in the perception of the Principals on gender basis. This finding could have resulted from the objected displayed by the respondents, irrespective of their gender.

5. Conclusion and Recommendations

It needs not to be overemphasized that SBMC is a new baby that needs to be given adequate and appropriate care, to be able to grow to maturity and succeed in Nigeria. Going by the findings of this study, it can be concluded that the implementation of the SBMC Policy in schools, leaves much to be desired because of the various challenges such implementation is facing. For this new program to succeed, all hands must be on deck. In particular, there is need for advocacy/sensitization of members of the public on SBMC, proper monitoring of SBMC activities in schools, roles of PTA and SBMC to be well defined and made mutually exclusive, ensuring accountability in the management of SBMC's fund, effective resource mobilization from philanthropists, effective report on SBMC activities to give room for feedback, the cooperation of schools' heads and teachers with SBMC members, sponsoring members to workshops, seminars, and conferences. There is no doubt that if these recommendations are adopted and implemented, SBMC will be fully on ground and imbibed in Nigeria while the schools' administration will be improved from the *status quo*.

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Questionnaire on the Challenges of School-Based Management Committee in Secondary Schools

Dear Sir/Ma,

This instrument is meant to determine the perception of principals on the challenges of the School-Based Management Committee in Secondary Schools in Ondo State, Nigeria. It is divided into Sections A and B. In section A, questions are aiming at gathering your background information. You are required to supply the information and data in this Section. Where applicable, tick one of the options provided. In Section B, statements are bordering on the Principals' perception of the challenges of the School-Based Management Committee in secondary schools. Each statement here is followed by four options: i.e. Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). You are required to select the best option that corresponds to your best opinion on each statement. Please note that data and information supplied by you will be used for academic purposes only and treated confidentially.

PART A: DEMOGRAPHIC INFORMATION
Name of School:---

Location:---

Year of Establishment:---

Size of school: Large ( ) Medium ( )   Small ( )

Age bracket of School:

Between;

1-20years ( )

21 –30years ( )

Above 30years ( )

Your Gender: Male ( ) Female ( )

Your Experience in Teaching/Administration

20-30years ( )

31-40years ( )

 41-50years ( )

51-65years ( )

Your Highest Qualification:

B.ED ( ), B.SC + PGDE ( ), B.SC.ED ( ),B.A/B.Ed+PGDE ( )

HND+PGDE ( ) Others ( )

Years of Experience in Service

1- 10years ( )

11-20years   ( )

Above 20 years ( )

Grade level: 1-12 ( )   Above 12 ( )

Do you have SBMC in your School: Yes ( )   No ( )

SECTION B
You are required to select the best option as applicable to you from the options below; Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

The effectiveness of SBMC is being affected in my school by:

S/N	ITEMS	SA	A	D	SD
1	Lack of/inadequate finance				
2	Non-cooperation of principals/members of SBMC				
3	Lack of/inappropriate knowledge of school activities				
4	Lack of motivation of members				
5	Inappropriate schedule for meeting				
6	Delay in implementation of decision(s)				
7	Lack of authority for enforcement of decision(s)				
8	Lack of cooperation/interference by P.T.A.				
9	Undefined roles of school council and Principal				
10	Difficulties of coordination				
11	Non-commitment of some members to work				
12	Unfavorable government policies for implementation of decision(s)				
13	Lack of/inadequate facilities or equipment to discharge their duties.				