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SCHOOL BASED MANAGEMENT COMMITTEES AND THE CHALLENGE OF PUBLIC AWARENESS IN RIVERS STATE

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ABSTRACT

School effectiveness is of major concern to Government and key policy makers in the educational sector. The challenge to achieving school effectiveness has always been resource mobilization, advocacy, control, supervision, monitoring, communication and above all community involvement. These ingredients no doubt play vital roles in determining school effectiveness. The purpose of this study is to determine the effectiveness of school based management committee and the challenge of public awareness in Rivers State. The study adopted the descriptive survey design with a sample population of 480 teachers and parents randomly selected from sixteen secondary schools in seven selected local government areas of Rivers State. The instrument titled "school based management Committee and the challenge of public awareness in Rivers State" (SBMCCPARSQ) was used to elicit response from the respondents. The instrument was scaled using 4point Likert scale of Strongly Agree (SA) = 4 POINT, Agree (A), = 3 Point, Disagree (D), = 2 points and Strongly Disagree (SD) = 1Point. The instrument was administered to the respondents and retrieved on completion with the aid of assistants. The instrument has a reliability Co-efficient of 0.80. The data generated was analyzed using mean and average mean scores of the responses of the respondents. Items whose mean score is >2.50 remains accepted, while those with $x < 2.50$ is rejected Chi-Square Tests was used to test the hypotheses at 0.05 level of significance. The study recommended that more advocacy and public enlightenment is necessary to advance the course of school based management committee in Rivers state. It was also suggested that laws making community involvement in the SBMCs scheme be enacted and enforced throughout Rivers State.

Keywords: School, Management, Committee, School System, Community Involvement, Policy.

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INTRODUCTION

In every school system, stakeholders play crucial role towards ensuring that the required teaching and learning atmosphere is created. To have this done implies that for teaching and learning to take place, the environment must be conducive enough to boost the morale of teachers and develop the students' academically, socially, morally and economically. In other words, a continuous, persistent involvement of the stakeholders in the administration of the school will promote shared responsibility among them particularly in the areas of school finance, school plant management, school discipline, etc. (Olagboye, 1998). In all, it was argued that the community has a role to play in the attainment of predetermined school objectives.

The School is a social organization which rolls on the effective interrelationship of members of the community. Events that occur in a school certainly affect the community, one way or the other, and vis-à-vis activities in the community (Akunga, 2010). The implication of the above is that the community can build the school and the school can build the community (Akpochafo, 2003). Therefore where school and community interdependence is unbroken, the level of reciprocity in their relationship will be mind blowing. They both work in synergy. If school is determined to succeed in the task of molding the characters of children under their care then the community remains an indispensable ally because the school cannot exist in isolation. It needs the support of the community (Ihebereme, 2008).

The involvement of school based management committee in the administration of the school helps to link different family units, and stakeholders who in real terms share the bulk of responsibility for sound and qualitative education of the learner. A good working atmosphere can be created between the school management and the community such that crisis prone situations are nipped in the bud. Besides, through such avenues, funds for development could be attracted from philanthropists, local organizations and government establishments. This aspect is particularly of relevance because it has become clearer now that government alone cannot shoulder the huge responsibility of education in Nigeria (Agustinus, 2008).

As Peretomode (1991:170) rightly puts it, "SBMCs involvement in community school management is necessary because it promotes and encourages sustained communal interest and participation in the running of schools in villages". However, history has shown that this partnership reduced considerably in the 70s and 80s following government takeover of public schools. This is in addition to the fact that the promulgation of degree No.3 of 1991 further eroded effective community engagement in the affairs of the school (Ihebereme, 2008). To understand it better, the 1991 degree reduced the involvement of the community in the decision making chains in our school system by mapping out new forms of relationships solely left in the hands of government (Peretomode, 1991).

This underscores the fact that school based management committee is not an entirely new concept. It started during the colonial era when the community was at the centre stage of community school engagement (Agustinus, 2008). The committee spearheaded virtually every aspect of school management including fund drive which is essential for sound school outcomes. According to Peretomode (1991), communities were more involved in community school management through the Parents Teachers Association (PTA), District Education Committee (DEC), and Village Education Committee (VEC) in Rivers State. It is against this backdrop that both the Federal and the state Governments initiated the establishment of school based management committees (SBMCs) in 2005 to set the agenda for mutual school community collaboration and partnership within the school's locality.

According to Paul (2017), the main objective of SBMCs is to get the community involved maximally in the growth, development and decision making process in the school. Members of (SBMCs) are drawn from Parents Teachers Association, religious bodies, school leadership, old students associations, among others (Tahir, 2005). Pinnock (2012) observed that the participation of key stakeholders had in no small measure helped in building modern schools, maintain students' discipline and prudent management of school finance and facilities. School based management committees' involvement in the management of schools is partly important because it is responsible for accelerated growth and development of critical areas of the school system in Nigeria (Fiore, 2006). It is therefore note worthy that such involvement will not only aid the quality of education but will also frustrate ownership sentiment among certain groups of community members, in addition, build institutional support and expand avenues for resource generation for the overall good of the school (Fiore, 2006).

Schools generally are places where students are taught to become good citizens to themselves and society at large. The school evolves a structure that keeps people together for the purpose of teaching and learning. The community as host to the school helps to steer the engine, create social relationships and get community involved in the affairs of the school (Onuoha & Chidiebere, 2011). The involvement of community based management committee in the administration of schools promotes participatory leadership. It builds social capital and trust through the act of reciprocity between the school leadership and the community which the school management uses especially in times of needs.

Background to the Study

The quest to boost access to quality education in the country has forced Nigeria to sign treaties to various international instruments among which are the Convention on the Rights of the Child (CRC), Millennium Development Goals (MDGs), Sustainable development goals and Education for All (Anunobi, 2018). In 2000 precisely, the Education for all Conference in Dakar expanded its original mandate by not only achieving universal access to education for all children but also ensuring excellence in education such that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential skills (UNESCO, 2008:8).

To ensure that these conventions are well domesticated in the country, the Nigeria Government moved for reforms which caused the creation of new educational structures and programmes, one of which was the Universal Basic Education (UBE) programme in December, 2000. To further ensure its sustenance, the Government in 2006, formally created the School-Based Management Committee (SBMC) as mechanisms to provide platforms for communities and schools to work in synergy to promote school governance and enhance basic school management (UBE, 2011).

Although, the implementation of the UBE has brought improved school enrolments, it has however brought some constraint on the existing school infrastructure (Agabi & Okorie, 2002). It is based on the above that the establishment of SBMCs becomes necessary as UBE programme now placed serious constraints on school existing facilities and infrastructure that demand effective school management. The challenge according to Fiore (2006) was so severe that the SBMC was seen as the only alternative to curing the dreaded monster confronting basic education in Nigeria.

The first problem SBMCs had in Nigeria according to Onuoha and Chidebere (2011) was in the original SBMC guidelines that did not take into cognizance the diversity in the country and the peculiarities of the different states. The perceived successes recorded in some northern states

may be attributed largely to the type of strategy adopted by the SBMCs to take care of peculiarity of that state (Pinnock, 2012). The problem of community involvement in the administration of public schools is an issue that demand the use of strategic management to overcome (Aluede, 2006). This is because the SBMCs have been established as mechanism to provide platforms for communities and schools to work together to enrich school governance and promote improved management by education authorities (Ihebereme, 2008). It is based on the backdrop that the study seek to examine the many challenges of public awareness of the SBMC scheme in Rivers State.

Aims and Objective of the Study

The purpose of this study is to investigate school based management committees and the challenge of public awareness in Rivers State. Specifically, the objectives are to:

- determine the extent of community awareness of the operations of school based management committee (SBMC) in Rivers State Public secondary schools.
- examine the extent of community involvement in the composition of school based management committee (SBMC) in Rivers State.

Research Question

The following research questions guided the study:

- What is the level of awareness of School Based Management Committee activities in the administration of public secondary schools in Rivers State?
- What is the relationship between School-Based Management Committee (SBMC) and Community involvement in the administration of public secondary schools in Rivers State?

Hypotheses

The following research hypotheses were formulated to guide the study and were tested at 0.05 level of significance:

- There is no significant relationship between SBMC community awareness programmes and the administration of public schools in Rivers State.
- There is no significant relationship between SBMC operations and the involvement of community leaders in the administration of public secondary schools in Rivers State.

THEORETICAL FRAMEWORK

In this research, the systems theory is very appropriate. A system theory in educational administration sees the school as system made up of interrelated units (Peretomode, 1991). Oyedeji (1998) argued earlier that schools are essentially living systems and that without people, they are nothing but mere concrete and paper. As living systems, they are in constant process of

interaction with their communities and other institutions (Norlin, 2009). Considering the above ideas, a model of the school as a system is presented in figure 1.

Figure 1: System Theory

INPUTS Infrastructure	PROCESS SBMC Activities	OUTPUT Students' Performance
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EVALUATION AND FEEDBACK
Sources: Adapted from Peretomode (1991)

In this study, there was an attempt to show that SBMCs would interact with the established school system particularly in mobilizing funds and infrastructural inputs and participating in utilizing resources through other known strategies to determine improved students' academic achievement. This process demand the co-operation of several individuals and units hence the inclusion of Systems theory in this study. The meaning is therefore that the school cannot succeed without the co-operation of several individuals within the community. In essence, School-based management committee seeks to create mutual co-operation between the school and the community. It brings people, school, inputs, output, school plants, infrastructure, evaluation, feedback and other activities together (Kenkwo, 1992).

CONCEPTUAL CLARIFICATION

The Concept of Universal Basic Education (UBE)

The Universal Basic Education (UBE) Programme is an educational programme aimed at eradicating illiteracy, ignorance and poverty (UBE, 2011). The implementation of the universal basic education scheme in Nigeria started with its official launch on 30th September, 1999 in Sokoto State. The vision of the Universal Basic Education (UBE) is that at the end of nine years of continuous compulsory education, every child is expected to have acquired the appropriate, relevant and necessary skills and values for functional living and should be employable in order to contribute his/her quota to national development (Tahir, 2005). Effective implementation of the programme (UBE) would help the country to achieve the following:

- quality education.
- achievement of the MDGs goals
- more jobs for Nigerian citizens
- curbing of indiscipline and crime
- reduction in child labor, reduction of gender imbalance in educational attainment
- reduction of the level of poverty
- better health for the Nigerian child
- Motivating students to enroll in schools (Anaduaka & Okafor, 2013).

The UBE act of 2004 covers:

- Early child care development and education (ECCDE)
- Six years of primary Education
- Three years of junior secondary education (Tahir, 2005).

The Concept of School Based Management Committee (SBMC)

School-based management committee can be conceptualized as a formal re-arrangement of governance structures or as a form of decentralization that perceived each school as the primary unit of improvement and development which depends on the redistribution of decision-making authority as the primary means through which improvement and development might be stimulated and sustained (Akinsolu & Onibon, 2008). In Nigeria, the School-Based Management Committee is part of the efforts of school reforms that was created to increase citizen involvement in basic schools management. Certainly, the motive behind school committee is to effectively integrate and implement democratic participatory decision-making process. The committees are to ensure quality educational inputs, outcomes and learning environment for schools (Ogundele & Adelabu, 2009).

The role of SBMCs in Nigeria school systems is defined based on how it will tackle the myriads of challenges militating against the planning and implementation of UBE programmes in primary schools. It is therefore worthy to note that the SBMC is a vital tool of development at this time of Nigerian educational development (UBE, 2011). The School-Based Management Committee in Nigeria was set up to increase citizen participation in school management (Ayeni, 2010). According to the Dakar Framework of Action (2000), past experience over the years has underscored the need for improved management of education systems in terms of efficiency, accountability, transparency and flexibility, in a way that they can respond effectively to numerous and continuously changing needs of learners. In view of the foregoing, reform of educational management is therefore urgently needed to move from highly centralized, standardized and command-driven forms of management to more decentralized and participatory decision-making process, implementation and monitoring at lower levels of accountability (Ayeni, 2012).

From observations, it is quite obvious that some school managers: head teachers and principals in particular see the role of SBMC as a total relegation of schools' autonomy, whereas the main intention of SBMC is to promote and encourage the autonomy of schools (Balogun et al., 1981). School Based Management has been defined in different ways by different writers and authors. Clark (2009) defined school based management (SBM) as tasks that are established according to the characteristics and needs of the school and as such school officials have a much greater autonomy and responsibility for the use of resources to unravel problems and carry out effective education activities, for the long-term progress of the school. Murphy and Beck (1995) noted that a innermost feature of SBM is the SBM committee.

Akinsolu and Onibon, (2008) opined that the goals of School Based Management Committee strategies vary according to each country, state and locality but on average they include:

- (i) increasing parents and communities' participation in schools' affairs

- (ii) principals and teachers empowerment
- (iii) local level capacity building, and perhaps most importantly
- (iv) raising students' achievement levels by improving quality and efficiency of schooling.

The objectives of SBMC according to Bello-Osagie, and Olugbamila, (2009) are numerous but principally include:

- engender community's interest in school in their localities with a view to their assuming ownership of their schools.
- provide mechanisms for more effective management at school level.
- provide a platform on which the community and schools can pool resources together to boost school management.
- provide communities and Local Government Education Authority (LGEAs) with a new mechanism to demand accountability from school managers (i.e. Head-teachers and principals).
- help the school in the formation of its mission statement and articulation of its vision.
- provide legal framework involving stakeholders in planning, monitoring and evaluation of education at the school level.
- provide and update a school development plan on an annual and longer term basis.

Origin of School Based Management Committee

According to Bakwai, and Yusuf (2016), School-Based Management (SBM) practices dates back to 1909 in the United States of America where it was referred to as the Teacher Council Movement (TCM). It featured teacher-dominated councils that formulate policy recommendations for the administration of each school. By 1930, the school councils were re-organized and became the Democratic Administration Movement (DAM) which represents various perspectives and interests (teachers, students, parents and communities) in form of democratic leadership style in the school system. In the mid-1960s SBM became the Community Control Movement (CCM) which allowed a wide range of constituents which include leaders of community, various groups and minority parents in school policy making process.

The SBM policy became a more popular education reform initiative in 1980s (Temponi, 2005). During this period in the United States, most American children seriously lack behind international students of equal age and grade in academics, this led to the adoption of SBM as part of the intervention strategies to improve the quality of education in many schools (Gardner, 1983). In 1988, the School Reform Act mandatorily instituted school councils throughout the United States, this involves the decentralization of school management's power and authority by the State legislature in the basic areas of decision-making, budgeting, resource utilization, teaching, learning activities and personnel matters in order to meet the yearnings and aspirations of the citizenry for expansion in the quality of education management system and learning outcomes. By the middle of the 1990s, the concept of SBM became increasingly important and expanded extremely with the momentum of revolution and implicit different forms in different countries (Boonmee, 2002).

Similarly, in Great Britain, the Education Reform Act of 1988 under the Thatcher government transferred the power and authority of schools to local school communities. Their

role is to constitute management boards as mandatory corporate bodies consisting of the head teacher and governors elected by the parents, teachers, and local authority representatives. Under the Act, public secondary schools independently operates and grant-maintained, owned and managed exclusively by the governing board of each school which comprised of 10-to-15-member entity, including the head teacher and parents' representatives wholly devoid of local education authority control. To Clark (2009) several studies on this intervention revealed that student achievement improved by 0.25 of a standard deviation in pass rates on consistent examinations

In Belgium, Denmark, Finland, and Netherlands, the SBMC scheme guaranteed the well thought-out use of both public and private funds for the overall well-being of the citizenry and creation of quality outputs from the educational institutions (Eurydice, 2007). In Nigeria, the National Policy on Education, specifically on section 12, 104b allows close participation of the communities, at the local level, in the administration and management of their schools (FRN, 2004). Since the community has genuine mandate in education, it behooves on the traditional institutions to gather together and coordinate their subjects to incorporate their skills and wealth of experience into the school programme in order to capitalize on their contributions in their expertise and best practice through intermittent monitoring, reviewing, evaluating and giving constructive advice on vital functions in curriculum delivery, critical infrastructure, personnel capacity building, instructional tools, staff and students welfare, management and support processes, and school-community relationship (Ololube, 2005).

This is perceived as another facet of lucidity, liability and commitment that is expected to ensure quality educational service delivery and attainment of the overall educational goals in schools. Since the function of one complements the other, the relationship between the school and the community is therefore undeniably a symbiotic one owing to the fact that the school system thrives on effective interrelationships within it and with its germane stakeholders. It is therefore worthy to note that the human, materials, physical and finance resources required by the school for building the capacity of the education system to be able to transport high quality and relevant curriculum to learners of all ages are sourced from its immediate environment (Koko & Nwiyi, 2006).

In a bid to ensure effective involvement of local communities in the managerial affairs of schools, the National Council on Education (NCE) in 2006 approved the establishment of SBMCs in all primary and post primary (secondary) schools in Nigeria, as part of government approach to re-structure the school's administrative process and ensure inclusive participation of stakeholders in the school management at the community level. The SBMC is made up of 12 to 19 people in a school (Adepoju & Fabiyi, 2007). This is expected to be achieved through the involvement of meaningful, close, strong and goal-oriented partnership between the school authority and other relevant stakeholders like the Parents-Teachers Association (PTA), Old Students Association, Communities, Traditional Institution, Civil Society Organizations, Faith-Based Organizations, Ministries, and other professional and social institutions.

Importance of School Based Management Committee

It is not in doubt that school based management committee plays significant important roles in the silky administration of the school. They include;

Cooperation: It brings people collectively in the school. Judging from Bernard's cooperative theory, the school background is essentially a system of cooperation whereby people endeavor to

work together for a prearranged objective. The meaning is therefore predicated on the ground that the school cannot succeed without the cooperation of several persons within the host community. This relationship is essential because it tries to create mutual teamwork between the school and the community (Oyedeki, 1998:19).

Infrastructural development in basic schools: According to Ivowu (1999:408), the implementation of UBE programmes cannot meet up the required minimum standard without the availability of infrastructural facilities in schools. The minimum standard imply that infrastructural needs to be of the appropriate quality, size and quality (Branham, 2004). Onuoha and Chidebere, (2011) maintain that the heart of teaching and learning is the availability and adequacy of school infrastructure. Infrastructure is key to learning and teaching process (Ayeni, 2010). Effective management of school plant can yield great outcomes. Managing school plant is very essential in any educational system. The task of school plant management is indispensable, and school plant cannot exist without management (Ibara, 2018:103). According to Ayeni and Adelabu (2012), schools whose infrastructures are well managed will perform better than schools where infrastructure are lacking or not properly managed.

For this reason, Yusuf (2003) In Agbola et al. (2012) added that neglect and disrepair leads to a dysfunctional environmental behavior as well. In a study carried out by Ayeni (2010) reveals reprehensibly that schools with poor infrastructural state performs better than schools that completely rely on temporary buildings rather than permanent ones; and schools with inadequate custodian services give birth to an environment where students are less likely to attend schools and are prone to school dropout syndrome. Schools that maintain school infrastructure only when necessary as a second right of way option may likewise experience performance inadequacies by the students.

The above is further supported by Ayeni and Adelabu, (2012) who argued that the effect of a dilapidated school infrastructure masquerade serious threat to school management, curriculum delivery and students' academic performance. They argued further that good infrastructure maintenance reenergizes the efforts of the teacher by providing a good motivation for effective teaching and learning to take place. Advocacy is a basic part of the SBMC programme (UBE, 2011). According Akinsolu and Onibon, (2008) opined that the goals of advocacy is to include challenging existing situation, establishing a cause, influencing relevant authority, sustaining pressure; promoting desired group interest; bringing about alteration.

There is an aspect within the UBE programme that allows members of the community to be properly sensitized on issues bothering the school because as far as the scheme is concerned, members of community and parents in particular have critical roles to play in the children's educational wellbeing. These roles according to Akinsolu and Onibon, (2008) include;

- Influencing educational policy makers to come up with laws that will drastically minimized school problems.
- Sensitization of community members on the benefits of education.
- Mobilization of community members against ignorance and poverty.
- Organizing, coordinating and funding activities to raise the consciousness on student's wellbeing.

According to Boonmee, (2002) an advocacy can only be adjudged successful if the strategy implored for its implementation is sound, assimilated, integrated and influential. However,

advocacy is mostly effective if is based on actual facts, build upon sensible experiences and shows legitimacy of the claims it advances.

Resource control strategies: resources are generally known as assets implored to accomplish set goals. According to Olson and Defram, (2000) resources are special tools, talents and possession brought in to establish a prototype, solve societal problem and attain goals for better living. However, financial resource control strategies are those steps put together to ensure that finance related assets or facilities are protected from either man made causes or from other forms of jeopardy.

Simply put, resource control strategies are those policies, procedures, practices and structures which are executed to reduce to the barest minimum, the likely hood of risk to the school. They are put together to guarantee the school leadership that the main objective of the school will be achieved and there is a deliberate mechanism for threat prevention, detection and authorization (Jokomba, 2013). Similarly, Jokomba (2013) identified three main objectives enclosed in any resource control strategy. They include;

Internal accounting control process: this is primarily heading to accounting operations such as the protection of asset and the dependability of financial records and financial recording process.

Operational control process: this involves the daily operations, functions and activities geared at meeting the smooth operations of the objectives.

Administrative control: this deals with the operational efficiency in a functional way and devotion to management policies. Its major role is to support operational pedals of the organization.

Challenges before SBMC activities in Rivers State

The implementation of SBM system encounters anarray of difficulties thereby hampering the successful implementation of SBM. These challenges according Akinsolu and Onibon, (2008) include:

- Lack of knowledge by most community members of what SBM is and how it works
- Lack of decision making skills, communication, and trust among stakeholder statutes, regulations, and union contracts that restrict decision-making authority and teachers' time involvement
- Reluctance of some administrators and teachers to allow others to take over decision-making authority.
- Confusion about new roles and responsibilities and coordination difficulties. For developing countries, additional challenges in SBM policy formulation are;
- The process of formulation and articulation SBM policy are not usually the result of internal debate.
- Pressures by local authorities or communities are usually absent or not sign if it can't.
- External pressure by international development agencies push for decentralization.
- The inability of the central governments to organise or finance public services such as education delivery is the main reason for embarking on decentralization process.

To put in another shape, Abbagana, (2013)recognized the reason for this inefficiency to include;

1. Lack of financial discipline and management. It was further observed that while the Parents Teacher Association in Rivers state enjoys substantial support from the ministry of education who approves levies for students but fails to do same for the SBMC. These setbacks lean to flag the operations of SBMC system. In Rivers state for example, the SBMC was well accepted and adopted but its collapse has not been far reaching.
2. Secondly, Abbagana (2013) have identified school organizational pattern as a major impediment challenging the smooth take off of school based management committees. They observed that in most schools, existing structure, facilities and instructional aids and other academic activities further re-enforce the inequalities between males and females children as most states extracurricular activities in these schools are male centered. The SBMC appears helpless in correcting male dominance in schools.
3. Lack of community awareness of the SBMCs is another challenge. Awareness of the SBMC and its activities is still very low in most parts of the country especially in rural areas. In the north western part of Nigeria, only one in ten fathers and one in twenty mothers have knowledge of SBMCs (UBE 2011). The knowledge of the creation and activities of SBMCs was mainly affected by distance from school religion, social economic and political factors (FGN, 2008).
4. Poverty among members of the community is one serious factor affecting SBMC's activities. It poses a serious challenge for generating funds for educational activities. And since the SBMCs cannot raise the entire funds, it will thus have to resort to community effort for the good of the school development and students' academic achievement in Zamfara state basic schools.

METHODS

This section provides information on the procedure to be adopted in carrying out this investigation. It focuses on research design, population of the study, sample and sampling techniques, research instrument, validity and reliability of the instrument, method of data collection and method of data analysis.

Research Design and Population of the Study

This survey design is descriptive. It is survey which probed deeply and described the various factors responsible for the lack of public awareness of school based management committees in Rivers State. The population of the study comprised of all junior secondary school teachers and Chairmen of Parents Teachers Associations of Junior Secondary schools in Rivers State.

Sample and Sampling Techniques

From the population of the randomly selected teachers and parents, a sample size of four hundred and eighty (N=480) persons was randomly selected from sixteen secondary schools in seven selected local Government Areas of Rivers State. The purposive and stratified simple random sampling technique is used to select the different elements of the sample. This sample appears manageable considering the peculiar dynamics of our difficult Riverine terrain.

Instrument for Data Collection

A research Instrument for data collection was a questionnaire titled “School Based Management Committee and the Challenge of Public Awareness in Rivers State” (SBMCCPARSQ). It was used to elicit response from the respondents on the two main parts of the questionnaire. The questions were developed in a way that it can be easily understand stood and simple to respond to. The instrument was scaled using 4point Likert scale of Strongly Agree (SA) = 4 POINT, Agree (A), = 3 Point, Disagree (D), = 2 points and Strongly Disagree (SD) = 1Point.

Validation of Research Instrument

The instrument (questionnaire) was face validated by experts in the field of educational management. . The experts were given initial draft of the instrument including purpose of the study, research questions and hypotheses for which they use to scale the instrument and determine the relevance and appropriateness of all items of the research instrument.

Administration and Reliability of the Instrument

The instrument was administered to the respondents directly and retrieved on completion with the aid of assistants. The instrument enjoys a reliability Co-efficient of 0.80.

Method of Data Analysis

The data generated was analyzed using Mean and average mean scores of the responses of the respondents. Items whose mean score is >2.50 is agree, while those with $x < 2.50$ is Disagree. Chi-Square Tests was used to test the hypotheses at 0.05 level of significance.

RESULT

Descriptive Statistics of Respondents Demographic Variables

Data presented in table 1 shows that respondents information for those who are between 35-45 years were 8(16%) and those above 45 years were (92%). For gender male respondents were 28(56%), while females were 25 (50%). Information on respondents’ level of education shows that bachelor’s degree were 30(60%), and those with maters’ degree were 15 (30%), while those who hold school certificate were 10 (20%). Information on marital status shows that all respondents are married 50 (100%).

Research Question 1: What is the level of awareness of SBMC activities in the administration of public schools in Rivers State?

Table 2: Descriptive analysis of level of awareness of SBMC activities in the administration of public secondary schools in Rivers State

N/S	Items	SA	%	A	%	D	%	SD	%
1	My community is fully aware of the existence of SBMCs in the area	70	15	44	9	160	33	206	43
2	My community through the PTA is fully involved in the decision making process	60	13	33	7	180	38	207	43

3	of my school My community is not represented in the SBMC	100	21	32	7	148	31	200	42
4	The SBMC programme has greatly improved school community relations in the area.	102	21	20	4	98	20	180	38
5	The SBMC programme has been very successful in the area.	84	16	16	3	96	20	300	63
	Grand Total	525		145		109		1875	
	N =	480							

Table 2: above, majority of the respondents strongly disagree on the level of awareness of sbmc activities in the administration of public schools in Rivers State.

Research Question 2:

What is the relationship between School- Based Management Committee and community awareness of SBMCs roles in the administration of secondary schools in Rivers State?

Table 3: Descriptive analysis of the relationship between School Based Management Committee and community awareness in the administration of secondary schools in Rivers State?

S/N	Items	N	SA	%	A	%	D	%	SD	%
6	My community leaders see the SBMC scheme as a better operational tool for educational growth in the area?	280	58	80	17	100	21	20	5	
7	My community leaders see development of the school as community business?	240	50	44	9	136	28	40	8	
8	My community leaders perform statutory responsibilities in the monitoring and supervision of schools in my area?	100	21	82	17	200	42	98	20	
9	My community wants an uninterrupted continuation of the SBMC scheme in the area?	200	42	88	18	100	21	92	19	
10	My community leaders are involved in the process of formulation and articulation SBM policy in the area?	300	63	88	18	70	15	22	5	
	N	480	1120	86	12	14	11	13	272	

Table 3: above shows that a relationship between School- Based Management Committee and community awareness of SBMC's roles in the administration of secondary schools in Rivers State?

TEST OF HYPOTHESES

H₀₁: There is no significant relationship between (SBMC) community awareness programmes and the administration of public secondary schools in Rivers State.

Table 4: Analysis of relationship between relationship between (SBMC) community awareness programmes and the administration of public secondary schools in Rivers State

Chi-Square Tests				
	Value	Df	Asymp. Sig. (2-sided)	Remark Decision
Pearson Chi-Square	540.812 ^a	9	.000	Rejected
Likelihood Ratio	527.714	9	.000	
Linear-by-Linear Association	213.055	1	.000	
N of Valid Cases	480			

a. 3 cells (18.8%) have expected count less than 5. The minimum expected count is 1.24.

From the table 4 above, it is revealed that the pearsoncorrelational value of 540.812 is significant at p value of .000 which is less than 0.05. This shows that there is a significant relationship between (SBMC) community awareness programmes and the administration of public secondary schools in Rivers State. Therefore, the null hypothesis is rejected.

Ho2: There is no significant relationship between SBMC operations and the involvement of community leaders in the administration of public schools in Rivers State.

Table 5 Analysis of relationship between SBMC operations and the involvement of community leaders in the administration of public schools in Rivers State.

Chi-Square Tests				
	Value	Df	Asymp. Sig. (2-sided)	Remark Decision
Pearson Chi-Square	128.704 ^a	3	.000	Rejected
Likelihood Ratio	153.483	3	.000	
Linear-by-Linear Association	35.318	1	.000	
N of Valid Cases	480			

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.29.

Table 5 above revealed that the pearson correlation value of 128.704 is significant at p value of .000 which is less than 0.05. This shows that there is a significant relationship between SBMC operations and the involvement of community leaders in the administration of public schools in Rivers State. Therefore, the null hypothesis is rejected.

DISCUSSION

What is the level of awareness of SBMC activities in the administration of public schools in Rivers State?

The purpose of this study is to examine the above. This was verified by research question one that states there is no significant relationship between (SBMC) community awareness programmes and the administration of public secondary schools in Rivers State? It was also tested with hypotheses one which shows that there is a significant relationship between (SBMC) community awareness programmes and the administration of public secondary schools in Rivers State. The null hypothesis is rejected. In all, it is revealed that the pearsoncorrelational value of

540.812 is significant at p value of .000 which is less than 0.05. This shows that there is a significant relationship between (SBMC) community awareness programmes and the administration of public secondary schools in Rivers State. Therefore, the null hypothesis is rejected.

Relationship between School Based Management Committee and community awareness in the administration of secondary schools in Rivers State?

The purpose of this study is to examine the above. This was verified by research question two that states 'what is the relationship between School- Based Management Committee and community awareness of SBMCs roles in the administration of secondary schools in Rivers State? It was also tested with hypotheses two which states that there is no significant relationship between SBMC operations and the involvement of community leaders in the administration of public schools in Rivers State. Table 5 above revealed that the pearson correlation value of 128.704 is significant at p value of .000 which is less than 0.05. This shows that there is a significant relationship between SBMC operations and the involvement of community leaders in the administration of public schools in Rivers State. Therefore, the null hypothesis is rejected.

CONCLUSION

The challenge associated with the implementation of SBMC Policy in Rivers State is partly attributed to the lack of awareness on the operations of the scheme. This fact is deeply rooted in advocacy. Advocacy here means any activity intended to raise consciousness among decision makers and general public about an issue with a view to bringing about changes in policy and improvement in their situation. In another tone, it could be a process made up of series of activities undertaken over a period of time aimed at challenging or changing a situation or issues. It is an interactive, proactive and consultative process. In advocacy, the SBMC should develop a community action based programme whereby community members will be sensitized on the activities of SBMC because parents and community members in particular have vital role to play in their children and such roles Advocacy is part an integral part of the SBMC programme.

Recommendation

Based on the finding, the following recommendations were made:

- School principals should have sufficient information about activities of the community and determine and what constitute community opinion about the day to day activities of the school.
- School managers should acquaint themselves with educational resources available in the community that could be of used to promote the education curriculum of the school.
- SBMCs should continue to be sponsored on media to make SBMC community involvement and advocacy strategies more effective.
- State Ministries of Education with support from State Universal Basic Education Boards (SUBEBs) and Local Government Education Authorities (LGEAs) should embark on aggressive campaign for community involvement in school activities.

- Old students' associations, philanthropists, communities-based organizations and well meaning individuals in the society should, in collaboration with the SBMCs, assist in the provision of infrastructure in their school for effective teaching and learning.
- SBMC should improve in their advocacy strategies so that community can be fully mobilized to come to the aid of the school.

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