EXTENT OF IMPLEMENTATION OF EDUCATION SECTOR DEVELOPMENT STRATEGIC PLAN (2011-2015) ON SCHOOL BASED MANAGEMENT COMMITTEES IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract
This study investigated the extent of the implementation of education sector development strategic plan (2011-2015) on improving school based management committees in public secondary schools in Anambra state. Two research questions guided the study and two hypotheses tested at .05 level of significance. The descriptive survey research design was adopted for the study. The population of the study comprised of the 263 principals of public secondary schools in Anambra State; who served as study participants. A sample of 263 principals was drawn for the study using the census technique e. A structured questionnaire (ESDSPQ) was used for data collection. Face validation of the instrument was conducted by three experts in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. Internal consistency coefficient of 0.81 was obtained using Cronbach Alpha statistical method. The researchers administered the instrument to the respondents with the help of three research assistants using the direct method. Aggregate mean score and standard deviation were used to answer the research questions while t-test was used to test the hypotheses. The p-value was used to determine the significant difference at .05 level of significance. Findings of the study revealed that the strategic plan on school based management committee was implemented to a high extent. Findings further revealed that gender and years of experience of the principals did not affect their opinion on the extent of implementation of the strategy of improving the capacity of school based management committees in public secondary schools in Anambra State. Based on these findings the researchers recommended that further efforts should be made on increase the awareness level on the importance of School-Based Management Committee (SBMC) in ensuring quality education service delivery.

Keywords: Implementation; Education Sector Development Strategic Plan; School Based Management Committees; Secondary Schools.

Introduction
Education has been defined as all efforts (conscious and direct, incidental and indirect) made by a given society to accomplish certain objectives that are considered desirable in terms of an individual's own needs as well as the needs of the society where that education is based. The relationship between

education and development is well established such that education is a key index of development. Education is the bedrock of growth and development of any nation. This view is enunciated by the Federal Republic of Nigeria (FRN, 2013) which saw education as an instrument par excellence for effecting national development in her national policy on education. The FRN stated that secondary education in Nigeria which is one of the levels of education is aimed at preparing individuals for useful living in the society as well as for higher education. Thus, secondary education is that form of education students receive after primary school and before the tertiary stage. The importance of secondary education lies in its position both as the bridge between primary and tertiary education and as the agent for preparing individuals for useful living in the society. However, the realization of the goals of secondary education in Nigeria appears to be threatened by diverse problems. These problems include poor teacher quality, ill-motivated teachers, poor funding, lack of essential facilities, poor quality assurance owing to various training limitations, inappropriate curricula, students' unrest, paucity of academic staff as well as problem of staff retention, lack of quality assessment and research among others (Idakwoji, 2016). Eziuzo and Enueme (2013) noted that inadequacy of the required teaching staff, school plant, machinery and other instructional resources are common to all public schools.

This situation informed the decision of the Federal Ministry of Education (FME, 2012) to initiate the four year strategic plan for the development of the education sector for 2011-2015 in which improving the capacity of school based management committee is a strategy for improving institutional management of public schools. A strategic plan can be defined as the establishment of viable connections among long-term objectives, resources and environmental conditions of an organization by using certain methods and activities. According to Michael (2018), strategic plan in an organization involves the determination of strategy, or direction, and making decisions on allocating its resources to pursue this strategy. In this study, strategic plan is defined as the strategies puts in place for improving the capacity of school based management committee in public schools. School-Based Management Committee (SBMC) is the decentralization of authority from the central government to the school level. SBMC can be viewed conceptually as a formal alteration of governance structures, as a form of decentralization that identifies the individual school as the primary unit of improvement and relies on the redistribution of decision making authority as the primary means through which improvement might be stimulated and sustained (Oswald, 2014). The School-Based Management Committee (SBMC) is typically formed through a collaborative process involving school stakeholders. This committee is often established to enhance decision-making at the school level. The formation involves selecting representatives from various groups, including teachers, parents, administrators, community members and sometimes the students. The committee then collaborates to address issues related to school policies, budgeting, and overall management, fostering a more inclusive and participatory approach to school governance. SBMCs are intended to contribute to school development planning and decision-making at the school level for improved learning outcomes. SBMCs are voluntary groups made up of people who represent the school community and they include students, teachers, parents, community leaders as well as other community-based groups interested in education. They meet regularly and organize activities to improve the way schools operate and support the government's responsibility of ensuring quality education for all (Anambra State Government (ANSG, 2010). SBMCs according to ANSG are involved in: contributing to the overall planning, management and monitoring of schools and to the decision-making process; encouraging the interest of both community and government to support school improvement; enabling the wider community to have a voice in the improvement of education; and monitoring and communicating issues to the community and to local/state governments. FME (2012) justified the need for improving the capacity of SBMCs in public secondary schools by stating that: in a bid to ensure the participation of local communities in the running of the affairs of schools, the FME/UBEC directed all State Universal Education Boards (SUBEB) to establish functional School Based Management Committees (SBMCs) in all public schools. Within the period under review, the stakeholders in education developed guidelines for maintaining uniformity in the structure and administration of the SBMCs. Thus, the National Council on Education (NCE) has approved that every primary and secondary School in Nigeria should have SBMCs. The existence of functional SBMCs in most schools has provided further impetus for enhancing transparency, accountability and best practices in the school administration at the grassroots level.

The Nigeria Education Sector Development Strategic Plan (2011-2015) was designed to be a comprehensive framework to steer the Nigerian education sector toward positive transformation by addressing the identified challenges and fostering sustainable development. The strategic plan was formulated to address various challenges in the country's education sector during that period. It aimed to improve access, quality, and relevance of education at all levels. The plan focused on key areas such as infrastructure development, curriculum enhancement, teacher training, and increased access to education for all Nigerians. The need for such a strategic plan arose from concerns about the declining standards in the education sector, inadequate infrastructure, and the desire to align educational goals with broader national development objectives (FME, 2012). By outlining specific targets and strategies, the plan aimed to guide the development of the education sector over the designated timeframe. The responsibility for implementing the plan rested on various stakeholders, including the Federal Ministry of Education, state ministries of education, local governments, educational institutions, and development partners. Collaboration between these entities was crucial for effective execution. The Federal Ministry of Education played a central role in coordinating and monitoring the plan's implementation, working in conjunction with other relevant bodies.

In order to achieve the above, certain strategies were adopted. The strategies are to develop work plan on functional SBMCs and community involvement; develop policy guidelines for SBMC operation; inaugurate effective communication committee to drive the implementation; adapt of SBMC policy guidelines to suit state requirements; monitor and evaluate the activities of the committee by demanding periodic reports from the coordinating agency among others (FME, 2012). However, ten years since the inauguration of the strategic plan, it is not clear to what extent it has been implemented in public secondary schools in Anambra. The researchers would also determine if the respondents differed in their rating as a result of their gender and years of experience. This is because gender and level of experience are viewed as important moderators of principals rating in secondary schools (Abdulla, 2015). This was born out of argument in various quarters regarding the impact of gender on the implementation of educational policies; which Education Sector Development Strategic Plan (2011-2015) is one of such plan. High level experience principals will be categorized as principals with working experience of 10 years and above, while less experienced principals are categorized as principals with working experience of less than 10 years. However, gender and level of experience have not been proven empirically to be moderating variables in relation to the implementation of the strategic plan on improving SBMC in public schools in Anambra State. It is against this background that this study is carried out.

Statement of the Problem

The poor state of public secondary schools in Nigeria has increased call for the adoption of a more decentralized school management system that involves the inputs of the community in school management. This informed the establishment of the school based management committees by the Federal Government of Nigeria in 2005 in all schools in Nigeria. In 2010 the Anambra State Government adopted the establishment of school-based management committee in all public secondary schools in the state, with a detailed provision of the short and long term roles expected of the committee members. However, the activities of the SBMC since its inception appear not to be visible in public schools in Nigeria. Field observation made by the researchers show that some students and teachers are neither aware of the activities of the School-Based Management Committee nor feel their impact in their schools; which suggests that SBMCs are inactive in these schools. This is sad given the fact that the SBMC is supposed to have a representative of teachers, students, the clergy, artisan, community leaders working together with the school principals in the administration of schools. There are cases where members of SBMCs do not attend meetings, while some of the external members leave the implementation of the SBMC activities to the internal members. This seems to adversely affected SBMC role in collaborative decision-making, resource allocation, and overall improvement of educational outcomes at the local level. The researchers are worried that if such situations continue to persist, the SBMC will have no significant impact in the management of public secondary schools in Anambra State.

Purpose of the Study

The main purpose of this study was to investigate the extent of the implementation of education sector development strategic plan (2011-2015) on improving school based management committees in public secondary schools in Anambra state. In specific terms, the sought to:

1. Determine the extent principals' gender influences the implementation of education sector development strategic plan (2011-2015) on school based management committees in public secondary schools in Anambra State.
2. Find out the extent principals' level of experience influences the implementation of education sector development strategic plan (2011-2015) on school based management committees in public secondary schools in Anambra State.

Research Questions

The following research questions were answered by this study:

1. To what extent does gender influence the implementation of education sector development strategic plan (2011-2015) on school based management committees in public secondary schools in Anambra State?
2. To what extent does year of experience influence the implementation of education sector development strategic plan (2011-2015) on school based management committees in public secondary schools in Anambra State?

Hypotheses

The following hypotheses were tested at .05 level of significance:

1. There is no significant difference in the mean ratings of male and female principals on the extent of implementation of education sector development strategic plan (2011-2015) on school based management committees in public secondary schools in Anambra State.
2. There is no significant difference in the mean ratings of high level experience and High level experience principals on the extent of implementation of education sector development strategic plan (2011-2015) on school based management committees in public secondary schools in Anambra State.

Theoretical Framework

Diffusion of Innovation Theory by Everett Rogers (1962)

This paper was anchored on Diffusion of Innovation Theory, propounded by Everett Rogers in 1962. Everett Rogers' Innovation Theory posits that the adoption of innovations follows a predictable pattern and is influenced by various factors. The theory introduces the concept of the diffusion of innovations, categorizing individuals into innovators, early adopters, early majority, late majority, and laggards. Rogers explores how new ideas, practices, or technologies spread and are adopted within a social system, which can provide valuable insights into the implementation of strategies like school-based management in secondary schools. It helps understand the factors influencing the adoption of new educational initiatives, the role of stakeholders, and the process of change within educational institutions. Diffusion of Innovation Theory emphasizes communication channels, social systems, and time, as the perceived attributes of innovations.

In the context of implementing the Education Sector Development Strategic Plan (2011-2015) on School-Based Management in secondary schools, Rogers' theory is relevant for understanding how new educational strategies or management practices are adopted and diffused among schools. It provides insights into the factors influencing the acceptance and implementation of innovations, which could inform effective strategies for introducing and sustaining changes in the education sector. Innovations in education, such as SBM, often face resistance or acceptance based on factors like relative advantage, compatibility, complexity, trial ability, and observability. Understanding the diffusion of innovation can guide education policymakers and administrators in tailoring their strategies to address various adopter groups. However, applying Rogers' Diffusion of Innovation theory to the implementation of the Education Sector Development Strategic Plan in secondary schools helps navigate the complexities of

introducing and sustaining innovations like School-Based Management. It provides insights into the dynamics of adoption, facilitating a more effective and targeted approach to educational development initiatives.

Method

Descriptive survey research design was adopted for the study. It was conducted in Anambra State, South East, Nigeria. The population of the study comprised 263 principals from the 263 public secondary schools in Nigeria. The sample size of 263 principals was drawn for the study using the census technique. The instrument for data collection was a structured questionnaire titled: Education Sector Development Strategic Plan Questionnaire (ESDSPQ) designed by the researchers based on the FME (2012) strategies for improving the capacity of school based management committee in public schools. The instrument for data collection contains 6 items and it was structured on a four point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The instrument was validated by three experts in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The instrument was further subjected to a pilot test using 20 principals of public secondary schools in Enugu State. Data collected were tested for internal consistency using Cronbach Alpha statistical method. This gave a coefficient value of 0.81 which indicate that the instrument is reliable. The researchers administered the instrument with the help of three research assistants. Out of the 263 copies of questionnaire administered, 238 copies were returned in properly filled. This accounted for 90% return rate of the questionnaire administered. However, 25 copies of the questionnaire which amounts to 10% of the copies of questionnaire administered were lost. The reason for 25 copies of the questionnaire lost was because copies of the administered questionnaire were not returned by some principals despite efforts by the researchers and research assistants. Mean, standard deviation t-test was used for data analysis. The item by item analysis was based on the real limits of numbers of Very High Extent (3.50-4.00), High Extent (2.50-3.49)**,** Low Extent (1.50-2.49) and Very Low Extent (1.00- 1.49). For the hypotheses, t-test was employed to test the null hypotheses at .05 level of significance. Where the p-value is greater than the significant level of .05, it means that there was no significant difference and the null hypothesis was accepted. Conversely, where the p-value is equal to or less than the significant level of .05, it means that there was a significant difference and the hypothesis was not accepted.

Results

Research Question 1: To what extent does gender influence the implementation of education sector development strategic plan (2011-2015) on school based management committees in public secondary schools in Anambra State?

Table 1: Mean ratings on the extent gender influence the implementation of education sector development strategic plan (2011-2015) on school based management committees in public secondary schools in Anambra State

		Male = 49			**Female = 189**		
S/N	**Items Descriptions**	**X**	**SD**	**Remarks**	**X**	**SD**	**Remarks**
1	Develop work plan on functional SBMCs and community involvement.	3.35	.736	HE	3.17	.930	HE
2	Develop policy guidelines for SBMCs operation.	3.40	.787	HE	3.05	.931	HE
3	Develop a structured monitoring mechanism for SBMCs. Activities.	3.19	.714	HE	2.98	.779	HE
4	Co-ordinate the operations of International Development Partners (IDPs) on SBMCs nationwide.	3.40	.787	HE	2.96	.902	HE
5	Adapt of SBMCs policy guidelinesto suit state requirements.	3.03	.875	HE	2.77	.866	HE
6	Organize workshops to improve the development of SBMDs.	2.68	.842	HE	2.58	.768	HE

Average	**3.18**	**.790**	**HE**	**2.92**	**.863**	**HE**

Note: HE – High Extent

Table 1 reveals the mean ratings on the extent gender influences the implementation of education sector development strategic plan (2011-2015) on school based management committees in public secondary schools in Anambra State. The results indicated that the average mean score ratings of the male and female principals in public secondary schools in Anambra State were 3.18 and 2.92 with corresponding standard deviations of .790 and .863 respectively. The findings indicate that there the viewpoints of the respondents are closely related, which suggests that education sector development strategic plan (2011-2015) on school based management committees is highly implemented in public secondary schools in Anambra State.

Research Question 2: To what extent does year of experience influence the implementation of education sector development strategic plan (2011-2015) on school based management committees in public secondary schools in Anambra State?

Table 2: Mean ratings of the extent year of experience influence the implementation of education sector development strategic plan (2011-2015) on school based management committees in public secondary schools in Anambra State
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		Experienced = 82			Rural = 156		
S/N	**Items Descriptions**	**X**	**SD**	**Remarks**	**X**	**SD**	**Remarks**
1	Develop work plan on functional SBMCs and community involvement.	3.41	.760	HE	3.20	.789	HE
2	Develop policy guidelines for SBMCs operation.	2.84	1.036	HE	2.94	.843	HE
3	Develop a structured monitoring mechanism for SBMCs. Activities.	3.27	.790	HE	3.08	.929	HE
4	Co-ordinate the operations of International Development Partners (IDPs) on SBMCs nationwide.	3.18	.724	HE	3.17	.852	HE
5	Adapt of SBMCs policy guidelinesto suit state requirements.	3.33	.731	HE	3.29	.972	HE
6	Organize workshops to improve the development of SBMDs.	3.41	.760	HE	3.14	.809	HE
	Average	**3.24**	**.800**	**HE**	**3.14**	**.866**	**HE**

Note: HE – High Extent

The mean and standard deviation analysis displayed in Table 2 shows the mean ratings on the extent year of experience influences the implementation of education sector development strategic plan (2011-2015) on school based management committees in public secondary schools in Anambra State. The results indicated that the average mean score ratings of the experienced and inexperienced principals in public secondary schools in Anambra State were 3.24 and 3.14 with corresponding standard deviations of .800 and .866 respectively. The findings indicate that there are no significant differences in their opinions, which suggests that principals in Anambra State acknowledged that education sector development strategic plan (2011-2015) on school based management committees is highly implemented in public secondary schools in Anambra State.

Test of Hypothesis

Hypothesis One

H_0: Male and female principals do not differ significantly in their opinion on the implementation of education sector development strategic plan (2011-2015) on school based management committees in public secondary schools in Anambra State

H_1: Male and female principals differ significantly in their opinion on the implementation of education sector development strategic plan (2011-2015) on school based management committees in public secondary schools in Anambra State

Table 3: Summary of the t-test Analyses of Hypothesis One

Variable		No.	X	SD	df	Level of sig.	t-Cal	t-Crit.	Sig. (2-tailed)	Decision
Gender	Male	49	3.180	0.790	236	.05	1.911	1.962	0.057	Not Sig.
	Female	189	2.920	0.863						

The t-test analysis presented in table 3 reveals that the mean score of male and female principals on the implementation of education sector development strategic plan (2011-2015) on school based management committees in public secondary schools in Anambra State are 3.180 and 2.920 respectively. More so, the calculated independent t-test, 1.911 was less than the critical table value of 1.962. On the other hand, the p-value (0.057) was more than .05 level of significance; for these reasons, the null hypothesis was retained and the alternative hypothesis was not retained. Thus, male and female principals do not differ significantly on their opinion on the extent of implementation of education sector development strategic plan (2011-2015) on school based management committees in public secondary schools in Anambra State.

Hypothesis Two

H_0: High level experience and low level experience principals do not differ significantly in their opinion on the implementation of education sector development strategic plan (2011-2015) on school based management committees in public secondary schools in Anambra State

H_1: High level experience and low level experience differ significantly in their opinion on the implementation of education sector development strategic plan (2011-2015) on school based management committees in public secondary schools in Anambra State

Table 4: Summary of the t-test Analyses of Hypothesis Two

Variable		No.	X	SD	df	Level of sig.	t-Cal	t-Crit.	Sig.(2-tailed)	Decision
Level of experience	High level experience	82	3.240	0.800	258	.05	0.8687	I.984	0.386	Not Sig.
	Low level experience	156	3.140	0.866						

The results in table 4 reveal that hat the mean score of high level experience and low level experience principals on the implementation of education sector development strategic plan (2011-2015) on school based management committees in public secondary schools in Anambra State are 3.240 and 3.140 respectively. In addition, the calculated independent t-test (0.869) was less than the critical table value of 1.984. On the contrary, the p-value (0.386) was more than 0.05 level of significance; hence, the null hypothesis was retained and the alternative hypothesis was not retained. Therefore, high level experience and low level experience principals do not differ significantly on their opinion on the extent of implementation of education sector development strategic plan (2011-2015) on school based management committees in public secondary schools in Anambra State.

Discussion

The results in Table 1 show that principals agreed that education sector development strategic plan (2011-2015) on school-based management committee are highly implemented in public secondary schools in Anambra State. The results in Table 3 as well indicate that male and female principals do not differ significantly on their opinion on the extent of implementation of education sector development strategic plan (2011-2015) on school-based management committee in public secondary schools in Anambra State. Consequently, the two results reveal that principals in Anambra State, notwithstanding their gender admitted that education sector development strategic plan (2011-2015) on school-based management committee is well implemented in public secondary schools in the State. The findings is in agreement with the earlier findings of Idakwoji (2016) who discovered that proper implementation

of educational development plans will improve educational achievement in Nigerian schools. The study by the researcher showed that implementing educational development plans help school management in understanding and appreciating the importance of education as well as their roles and responsibilities better in making sure the adequacy of instruction in the schools through regular classroom visitation, monitoring and supervision of school activities. The findings also tallies with that of Eziuzo and Enueme (2013) whose study reported that there is no significant difference in the mean ratings of teachers and principals on the level of the involvement of parent-teachers association in the management of secondary schools in Nigeria. Their study established that PTA contributes immensely in the management of secondary schools in Nigeria.

Concerning the extent level of experience influences education sector development strategic plan (2011-2015) on school-based management committee, analysis in Table 2 reveal that the respondents accept that public secondary schools in Anambra State implement all the six strategic plan enumerated. In Table 4, the analysis reveals that high level experience and low level experience principals do not differ significantly on their viewpoint on the extent of implementation of the education development strategic plan. Therefore, it is obvious that the research participants irrespective of their level of experience concurred that education sector development strategic plan (2011-2015) on school-based management committee are highly implemented in public secondary schools in Anambra State. The implication of the findings is that public secondary school principals in Anambra State have adopted the provisions of the strategic plan on school-based management committee. The results on the influence of level of experience on the extent of the implementation of education sector development strategic plan (2011-2015) on school-based management committee in public secondary schools in Anambra State is in tandem with the study of Uyanwa (2018) which found that public secondary schools in Anambra State have functional SBMCs that contribute towards the management of pubic secondary schools in the State. The study further affirmed that principals' level of exposure does not influence their opinions on the implementation of this strategic plan on SBMCs in the schools. The Anambra State (2010) guideline for the establishment of SBMC committees in public secondary schools in the State seems to indicate that the state government has keyed into the national strategy of having SBMCs in all schools in the country.

In summary, findings of the study also show that the gender and years of experience of the principals did not affect their opinion on the extent of implementation of education sector development strategic plan (2011-2015) on school based management committees in public secondary schools in Anambra State. This finding is an indication that the respondents agreed that irrespective their gender and level of experience agree that the strategic plan on the improvement of the capacity of school based management committee in public secondary was implemented to a high extent.

Conclusion

Based on the findings of this study, the researchers concluded that the strategic plan on school based management committee was implemented in public secondary schools. This is an indication that SBMCs are functional in public secondary schools. It is therefore pertinent that all stakeholders should continue to adopt the provisions of the strategy on school based management so as to foster the quality of public secondary school management.

Recommendations

Based on the findings of the study, the researchers made the following recommendations:

1. The federal and state ministries of education should create more awareness efforts should be made on increasing awareness of the importance of SBMC in ensuring quality education service delivery.
2. The federal and state ministries of education should engage in the consistent monitoring of the activities of public secondary schools.

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