

SCHOOL-BASED MANAGEMENT COMMITTEE AND DELIVERY OF TRADE SUBJECTS IN PUBLIC SENIOR SECONDARY SCHOOLS IN ALIMOSHO EDUCATION ZONE

Augustine Babatunde, AWONIYI

Adekunle Ajasin University, Akungba-Akoko, Ondo State

Faculty of Education

Department of Educational Management

+2348113677018; babatundeawoniyi@yahoo.com

&

Omotunde Omolara, AJISAFE

University of Lagos, Akoka, Lagos State

Faculty of Education

Department of Educational Management

+2348157935246; omolaraajisafe1234@gmail.com

Abstract

The research examined School-Based Management Committee and delivery of the trade subjects in Alimosho Education Zone of Lagos State. Two research questions and two hypotheses were answered and tested, respectively. The study adopted a descriptive survey design. Multi-stage sampling procedure was adopted for the study. Simple random sampling technique was adopted to select 13 public senior secondary schools in Alimosho Education Zone. Afterwards, purposive sampling technique was used to select 13 principals, 26 counsellors, 13 PTA secretaries and 52 trade subject teachers. Thus, a sample size of 104 respondents was used for the study. A researcher-constructed questionnaire was used for the study with reliability coefficient of 0.75. Data obtained were analysed using Analysis of Variance (ANOVA) at 0.05 level of significance. The results showed that there was no significant difference in the opinions of respondents on School-Based Management Committees in financial management and monitoring and evaluation in relation to the delivery of the trade subjects. Based on the findings, the study recommended that operationalization of financial management should be more opened in order to accommodate the participation of the SBMC in the provision of funds, ensuring accountability and the judicious use of available fund, and; External supervisory bodies and school administrators should synergise with the SBMC in ensuring a more effective monitoring and evaluation process of the delivery of the trade subjects.

Keywords: School-Based Management Committees, Delivery of Trade subjects, Financial Management, Monitoring and evaluation and secondary school

Introduction

In the Nigeria context, secondary school education revolves around two core aims, which are to prepare students for tertiary institution and preparing students for job specific role. However, it appears that the former outweighs the latter, and as a result of this, there is need to reiterate the stance of the National Policy on Education as regard educating for self-reliance which resulted in the introduction of the senior secondary school curriculum in 2011. Therefore, the senior secondary school education is a part of the post basic vocational education, by extension, in order to remain consistent with the tenets of educating for self-reliance, the curriculum introduces 34 trade subjects. The idea behind the introduction of the

trade subjects is to ensure that students upon graduation has hands-on skill that will enable them to become a functional member of the society. However, since the inception of this curriculum, specifically in the area of the trade subjects, concerns have been raised by educational stakeholders as touching the effective delivery of the trade subjects in school, thus, by many researchers assessment, it has failed to yield intended result (Adeyonu & Carim-Sanni, 2015; Amadi & Amakodi, 2019; Sara, Shehu, & Muhammah, 2020). This seems to result from the lack of physical resources, workspace and instructional materials. Also, it appears that proper preparation was not made in the area of human resource availability for teaching the thirty-four trade subjects in terms of quality and quantity. In addressing the issues that seem to bedevil the effective implementation of the trade subject and by extension the senior secondary school curriculum, many have called for the involvement of the community and other stakeholders on the platform of the School-Based Management Committee in playing complementary and participatory role in the effective delivery of trade subjects (Shantali, 2015; Agbo et al., 2017; Awoniyi & Oyebade, 2024).

In a bid to express government's interest in the trade subjects as an aspect entrepreneurship education, they made it mandatory and compulsory that every student take at least one trade subject and register it during the West African Examination Council (WAEC) examination. Ironically, despite this noteworthy mechanism to ensure the compliance from schools, it seems that the delivery of trade subjects has not been able to yield the desired result as it is evident that many senior secondary students upon graduation are not self-reliant neither do they have required job specific skills to become a functional member of the society. This seems to owe it to the fact that little was done in the provision of key resources such as specialised teachers' who have the required expertise to teach the trade subjects, financial resources and material resources such as workspaces and equipment that aid kinesthetic learning. These identified inadequacies appear to frustrate the actualisation of the goals of the programme towards ensuring that students are self-reliant, self-employed and could contribute to economic growth before university education. Consequent upon the foregoing, the researcher regard it crucial to examine the roles of School-Based Management Committee in the areas of financial management and monitoring and evaluation in ensuring the quality delivery of the trade subjects.

Purpose of the Study

The main purpose of the study was to examine the role of School-Based Management Committee in the delivery of the trade subjects in Alimosho Education Zone of Lagos State. The specific purposes are to:

1. examine the level of contribution of School-Based Management Committee in financial management for the delivery of the trade subjects in Public Senior Secondary Schools in Alimosho Education Zone of Lagos State.
2. examine the roles of School-Based Management Committee in monitoring and evaluation of the delivery of the trade subjects in Public Senior Secondary Schools in Alimosho Education Zone of Lagos State.

Research Questions

The following research questions guided the study:

1. What is the level of contribution made by the School-Based Management Committee to financial management for the delivery of the trade subjects in Public Senior Secondary Schools in Alimosho Education Zone of Lagos State?

2. What are the roles of School-Based Management Committee in monitoring and evaluation of the delivery of the trade subjects in Public Senior Secondary Schools in Alimosho Education Zone of Lagos State?

Research Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

Ho1: There is no significant difference in the mean ratings of principals, PTA secretaries, trade subjects teachers and counsellors on the level of contribution made by SBMC in the provision of finance for the delivery of the trade subjects in public senior secondary schools in Alimosho Education Zone of Lagos State.

Ho2: There is no significant difference in the mean ratings of principals, PTA secretaries, trade subjects teachers and counsellors on the roles of SBMC in monitoring the delivery of the trade subjects in public senior secondary schools in Alimosho Education Zone of Lagos State.

Review of Literature

School-Based Management Committee from its' inception in 2006 has made substantial contribution in providing financial support, instruction facilities, School discipline, Provision of personnel, secure of school properties, maintenance of physical facilities, control and supervision of school programme and activities, strengthening school-community relationship sensitisation and awareness on school objectives and oversight function to ensure school accountability. Many have argued that the SBMC has become indispensable in the management of the school because of the incapability of government and principals to exclusively manage the school (Ayeni & Ibukun 2013; Ige, 2020). As such, one could say that school programmes and education goals can be achieved effectively if all hands are on deck. In relations to the delivery of the trade subjects, Shantali (2015) proposed that, School-Based Management Committee (SBMC) should serve as a collaborating link between school and the local community for community supports in ensuring the effective delivery of the trade subjects in schools.

The School-Based Management Committee is a system that best describe the inclusive and decentralized school governance and management framework. It connotes the decentralisation of authority and governance of the school to certain stakeholders outside the hitherto management make up which composed of the principal and government. Bashir et al (2020) argued that School-Based Management Committees (SBMCs) is an initiative developed to serve as a mechanism that offers a window of opportunity for a synergic relationship between communities and schools to work together in order to improve school governance, and promote improved management by education authorities, towards the achievement of improved educational results for pupils in elementary schools. By enhancing school administration and guaranteeing community involvement, SBMC aims to improve academic performance and learning outcomes for all students, including high school performance (Ifeyinwa & Ifunaya, 2021). As an offshoot of the School-based management, the SBMC is empowered statutorily to play complimentary role at the seat of administrative power and authority of the school, to this effect, they engage in school development plan, collaborative decision-making and the overall policy process purposefully for enriching school governance and delivery of education services to a greater end of the realization of

educational objectives (Ayeni & Bamire, 2022). For the sake of this study, their involvements was narrowed down to two areas that include financial management and monitoring and evaluation in relation to the delivery of trade subjects.

Delivery of Trade Subjects Component of the Senior Secondary School Curriculum

At the basics, describing the delivery of trade subject could imply the compliance of a school to government directive on ensuring that trade subjects are taught in every secondary school. However, in the light of ensuring that the delivery is qualitative, we must go beyond a mere paperwork rhetoric of the mandatory teaching of trade subjects in schools to the effective implementation of the programme to the end that students upon graduation from the secondary school are able to create business ventures of their own as well as ready for the world of work. In light of the latter, adequate provision of resources such as finance, human resources with expertise in choice of trade subjects offered in the school and material resources such as workspaces and equipment cannot be downplayed.

The guideline for the implementation of the curriculum, schools are expected to carry out situational analysis and strategically select trade subjects depending on a number of factors, including the school's style and nature, the availability of human resources and infrastructure, the interest of the community and students, the accessibility of local resources, and sociocultural preferences (Nigerian Educational Research and Development Council, 2008). Consequently, the extent to which a school comply with the above could serve as basis for the measuring quality delivery of the trade subjects in a school. Drawing inferences from the above, the following parameters cannot be downplayed in measuring the quality delivery of trade subjects, they include, adequacy of specialized personnel who are expert in the choice of trade subject offered in the school, provision of finance, monitoring and evaluation, instructional strategies that borders on practical demonstration more than the over-reliance on rote learning, provision of workspaces, provision of textbooks and workbooks and the proper planning of the programme into school time tabling system, such that there is sufficient time to properly teach the trade subject.

School-Based Management Committee Financial Management Contribution to the Delivery of Trade Subjects

Financial management can be seen as having a number of stages: planning the use of funds; accessing bank accounts; holding the cash; spending the money; recording the transactions; and reporting the accounts (Lagos State Government, 2010). Financial management encompasses the provision of fund for a particular programme and the judicious utilisation of the available fund. The issue of finance is not peculiar to the entrepreneurship education programme rather it is a thorn in the flesh of almost every educational level and almost all the different educational programme. Finance is not only a driver for the implementation of the trade subjects component but also a driver for the provision of qualitative education across all levels of education. Lack of adequate finance for education reflects so much in the amount voted to education in our yearly budgetary allocation, this among other factors constitutes a significant impediment to the achievement of educational objectives in Nigeria.

In relation to the delivery of trade subject, Nwekeaku's as cited in Oliobi(2017) found out that since the government institutionalised the compulsory teaching of entrepreneurship studies, no specific funds have been allocated for the implementation of this regulation. Consequent upon this, the community and other stakeholders have been encouraged to make

financial management contributions to the development of the secondary school system through the School-Based Management Committee especially employing their fund raising strategy (Bashir et al. 2020; Ifunanya & Ifeyinwa, 2021) and also providing oversight function to ensure the judicious and prudent use of funds on identified pressing need of the school and as well as accountability (Eboatu et al 2018; Onele, 2018; Eziamaka, Onuora & Omenyi, 2021). According to the National School-Based Management Policy, “SBMCs can render assistance in the area of mobilisation of funds using a variety of strategies including but not limited to: (i) organising fund-raising activities; (ii) launching appeals for funds; (iii) partnering with philanthropic/charitable organisations and religious bodies, (iii) engaging in advocacy visits (Federal Ministry of Education (FME), 2015).

In relation to the delivery of trade subject, the fund so raised could be expended on the purchase of physical resources and in servicing instructor’s wages for the trade subjects in the secondary schools. It was found by Awoniyi and Oyebade (2024), that motivational packages provided by SBMC helped to attract more local community artisans to volunteer as trade subject teachers. These motivational packages were a product of the SBMC personal contribution or money from fund raising event as organised by them.

School-Based Management Committee Involvement in Monitoring and Evaluation for the Delivery of Trade Subjects

Monitoring and evaluation is aimed at ensuring that every activity, task and processes are in accordance with the pre-planned objective. There is a need for proper supervision and monitoring of the implementation of the trade subjects component of the curriculum in the various schools by the School-Based Management Committee. The SBMC is involved in monitoring and evaluation of the activities of the school as it covers student academic performance, finance, teachers’ recruitment and the evaluation of school development plans; they do this to ensure that what is pre-planned is achieved with zero or minimum deviations. According to Orji, Mando and Nzewi (2021) monitoring means checkmating and providing oversight function over ongoing activities to ensure that all that is done follows due process as specified in the approved proposal. Evaluation on the other hand means assessing and matching the outcome or result of a particular programme against expected and intended result. Although, monitoring and evaluation are complimentary, although monitoring comes into play during the process while evaluation happens after the completion of a programme, evaluation is aimed at identifying the gap between expected result and actual result.

However, both are aimed at ensuring that quality and standard is achieved, maintained and sustained as well as provide information either in form of advice or recommendations haven identified obstacles hindering the effective implementation of the programme. Scholars have also pointed out that, inadequate monitoring and evaluation is a major obstacle and challenge militating against the successful implementation of the trade subjects curricula (Okaforcha et al., 2019; Alade & Olanrele, 2020). This is in tandem with the report of Adeyonu and Carim-Sanni (2015), who claim that most schools are not following the guidelines provided by the NERDC for the implementation of the trade subjects curricula. The School-Based Management Committee by the provision of the various School-Based Management Committee guidebook of the different States in Nigeria are involved in monitoring and evaluation of the school activities (Lagos State Government; 2010; FME, 2015).

Furthermore, Ayeni (2012) postulated that they are statutorily saddled with the responsibility of monitoring, assessing and evaluating the overall school activities as it covers student performance, teachers’ recruitment and performance, physical infrastructures, instructional

equipment, school development plan, finance and capacity building with the aim of giving constructive advice to the school. In relation to delivery of trade subject in secondary school, they will be required to monitor if the programme is been carried out in the various schools, supervise how often it is conducted and how well the porgramme is implemented in the schools in accordance with the recommendations provided by the NERDC.

Methodology

The descriptive research design of the survey type was used for the study. The population of the study comprised 25 Principals, 50 Counsellors, 26 Parent-Teachers’ Association (PTA) Secretaries and all trade subject teachers of the existing 25 public senior secondary schools in Alimosho Education Zone of Lagos State. Multi-stage sampling procedure was adopted for the study. Simple random sampling technique was adopted to select 13 public senior secondary schools, which represented 50% of the existing 25 public senior secondary schools in Alimosho Education Zone. Afterwards, purposive sampling technique was used to select 52 key members of the school management made up of 13 principals, 26 counsellors, 13 PTA secretaries. In addition, 52 trade subject teachers were purposively sampled due to their specialized expertise and experience in teaching trade subjects. Thus, a sample size of 104 respondents was used for the study.

The researchers constructed an instrument tagged “School-Based Management Committee and Delivery of Trade Subjects Questionnaire (SBMCIDTSQ)” for data collection. The instrument was a modified Likert type with four-point rating scales of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument was validated by lecturers in educational administration and test and measurement. The scores of the two responses were correlated using Pearson Product Moment Correlation (PPMC) and reliability coefficient of 0.75 was obtained which affirmed that the instrument was reliable and suitable for the study. Data obtained were analysed using Analysis of Variance (ANOVA) for hypotheses testing at 0.05 level of significance. The criterion mean value of 2.50 was set.

Results

Research Question One: What is the level of contribution made by the School-Based Management Committee to financial management for the delivery of trade subjects in public senior secondary schools in Alimosho Education Zone?

Table 1

Level of Contribution Made by the SBMC in Financial Management for the Delivery of Trade Subjects

S/N	Items	Mean	S.D.	Remark
1	SMBC fund has tremendously complemented government funds for the delivery of the trade subjects	2.51	0.78	Significant
2	SBMC’s involvement in fund raising events helps to attract more donor, thus, sufficient fund for the delivery of the trade subjects	3.05	0.76	Significant
3	The funds provided by the SBMC to augment teachers’ salaries have helped to enhance other teachers’ interest in acquiring entrepreneurial skills	2.06	0.93	Insignificant

4	The funds provided by SBMC for training and re-training of teachers enable teachers to acquire more relevant skills pertaining to the trade subjects	2.46	0.74	Insignificant
5	SBMC's involvement has helped in ensuring financial accountability and observance of due process by the school in execution of trade subjects-related projects	2.63	0.79	Significant
Grand mean		2.54	0.54	Significant

As indicated in Table 1, the respondents disagreed with items 3 and 4 with mean ratings of 2.06 and 2.46 less than the criterion mean of 2.50. This implies that SBMC funds used to augment teachers' salaries has not helped to enhance other teachers' interest in acquiring entrepreneurial skills and the funds provided by the SBMC for training and re-training of teachers have not enabled teachers to acquire more relevant skills pertaining to the trade subjects. However, items 1, 2, and 5 with mean ratings of 2.51, 3.05 and 2.64 above the criterion mean of 2.50 implies that SBMC funds tremendously complement government funds earmarked for the delivery of trade subjects, SBMC's involvement in fundraising events helps to attract more donors and SBMC's involvement has helped in ensuring financial accountability and observance of due process by the school in the execution of trade subjects-related projects. In addition, as indicated in the table, the grand mean of 2.054 which is greater than the criterion mean value of 2.50 shows that the contribution made by the SBMC in financial management for the delivery of trade subjects was fairly significant.

Research Question Two: What are the roles of School-Based Management Committee in monitoring and evaluation of the delivery of the trade subjects in public senior secondary schools in Alimosho Education Zone?

Table 2

Roles of SBMC in Monitoring and Evaluation of the Delivery of Trade Subjects

S/N	Items	Mean	S.D.	Remark
6	SBMC's involvement in monitoring and evaluation has helped to improve the quality of instructional delivery of trade subjects	3.06	0.75	Significant
7	SBMC's oversight function has engendered compliance of schools to the NERDC recommendations as regards trade subjects	3.05	0.64	Significant
8	The feedback provided by the SBMC after classroom observation has helped to improve the performance of artisans and teachers of trade subjects offered in the school	3.06	0.75	Significant
9	SBMC's involvement in the delivery of the trade subjects has ensured that competent personnel teach trade subjects, thus, promoting the use of practical and activity-based method in instructional delivery	2.98	0.69	Significant
10	SBMC helps in ensuring observance of due process in the delivery of the trade subjects	2.97	0.63	Significant
Grand mean		3.02	0.51	Significant

As illustrated in Table 2, the grand mean of 3.02 which is greater than the criterion mean value of 2.50 shows that the roles of the SBMC in the activities of monitoring and evaluation

of the delivery trade subjects was significant. Extensively, this implies that, this implies that SBMC's involvement in monitoring and evaluation has helped to improve the quality of instructional delivery, SBMC's oversight function engenders compliance of schools to the NERDC recommendations, feedback provided by the SBMC after classroom observation has helped to improve the performance of artisans and teachers of trade subjects, SBMC's involvement has ensured that competent personnel teaches the trade subjects, thus promoting the use of practicals and activity-based method in instructional delivery, and SBMC helps in ensuring observance of due process in the delivery of the trade subjects.

Testing of Hypotheses

Hypothesis One: There is no significant difference in the mean ratings of respondents on SBMC involvements in financial management for the delivery of the trade subjects in public senior secondary schools in Alimosho Education Zone of Lagos State.

Table 3

Summary of one-way Analysis of Variance (ANOVA) of the Mean Ratings of Respondents on the SBMC involvements in Financial Management for the Delivery of Trade Subjects

Status	Sum of squares	DF	Mean of squares	F-cal	F-critical	P-value	Remark
Between groups	0.285	3	0.095	0.315	2.68	0.814	Ho1: retained
Within groups	30.168	100	0.302				
Total	30.454	103					

As shown in Table 3, the probability value is 0.814, which is higher than the alpha value of 0.05 set for this study. In other words, the calculated F-cal value (0.315) is less than the f-critical value (2.68), while the calculated P-value of 0.814 is greater than the 0.05 level of significance, this indicates that the null hypothesis (HO1) was retained. This implies that there was no significant difference in the opinions of principals, PTA Secretaries, trade subjects teachers and counsellors in respect of School-Based Management Committee involvement in financial management for the delivery of the trade subjects in public senior secondary schools in Alimosho Education Zone of Lagos State. Furthermore, this implies that the SBMC contributes to the delivery of the trade subjects in the area of financial management.

Hypothesis Two: There is no significant difference in the mean ratings of respondents on the roles of SBMC in monitoring and evaluating the delivery of the trade subjects in public senior secondary schools in Alimosho Education Zone of Lagos State.

Table 4

Summary of one-way Analysis of Variance (ANOVA) of Mean Ratings of Respondents on the Roles of SBMC in Monitoring the Delivery of the Trade Subjects

Status	Sum of squares	DF	Mean of squares	F-cal	F-critical	P-value	Remark
Between groups	1.146	3	0.382	1.488	2.68	0.222	Ho2 is retained
Within groups	25.678	100	0.257				
Total	26.825	103					

As shown in Table 4, the probability value is 0.222, which is higher than the alpha value of 0.05 set for this study. In other words, the calculated F-value (1.488) is less than the f-critical value (2.68), while the calculated P-value of 0.222 is greater than the 0.05 level of significance, this indicates that the null hypothesis (HO2) was retained. This implies that there was no significant difference in the opinions of principals, PTA Secretaries, trade subjects teachers and counsellors in respect of the roles of School-Based Management Committee in monitoring the delivery of the trade subjects in public senior secondary schools in Alimosho Education Zone of Lagos State. In addition, this implies that the SBMC makes

significant contribution to the delivery of trade subjects in the area of monitoring and evaluation.

Discussion of Findings

The findings of the study showed that the School-Based Management Committee involvement in financial management for the delivery of trade subjects was fairly significant. However, as indicated in Table 1, items 3 and 4 with mean values less than the criterion mean of 2.50 showed that the SBMC involvement in financial management was fairly significant. In corroboration, Bashir et al., (2020) made a deduction from the study of Suleiman and Bawa (2022) that the funds provided by SBMCs are inadequate to provide capital projects such as libraries, laboratories and other capital intensive infrastructure in the schools. Khadijat, et al (2017); Bashir et al., (2020); Further claimed that the fund realised through the School-Based Management Committee is majorly expended on recurrent expenditure. Ayeni and Ibukun (2013) also pointed out the lack of technical know-how on financial management more precisely budgeting continue to remain a stumbling block in the effective participation of School-Based Management Committee in school financial management.

Although, the corresponding research hypothesis illustrated that was no significant difference in the opinions of respondents on the SBMC involvement in financial management for the delivery of trade subjects. This implies that the SBMC contributes to the delivery of the trade subjects in the area of financial management. This is supported by the study of Eboatu *et al.*, (2018), they found out that SBMC properly managed financial resources. However, this study specifically provided empirical fact as touching SBMC financial management in relations to the delivery of trade subjects.

The study also showed that that the roles of the SBMC in the activities of monitoring and evaluation of the delivery trade subjects was significant. The corresponding research hypothesis also showed that there was no significant difference in the opinions of principals, PTA Secretaries, trade subjects teachers and counsellors in respect of the roles of School-Based Management Committee in monitoring the delivery of the trade subjects component of the senior secondary school curriculum. This implies that the SBMC makes significant contribution to the delivery of trade subjects in the area of monitoring and evaluation.

Conclusion

The study found out that the SBMC plays significant role in the activity of financial management in relation to the delivery of trade subjects. Consequently, there is the need for schools to synergise with the community through the SBMC in playing complimentary and participatory role in the provision of financial resources for the delivery of trade subjects. Similarly, based on this finding, it is important to stress that the involvement of the SBMC is indispensable in augmenting the low budgetary allocation to education in Nigeria. Specifically, in relation to the delivery of trade subjects, SBMC members in collaboration with parents could make personal financial contributions for students to have access to specialised equipment and materials that are needed for pragmatic learning. In addition, the study also found out that the SBMC plays significant role in the activities of monitoring and evaluation as it relates to the delivery of trade subjects. In light of this, it is important to stress two facts, firstly, the SBMC members are closer to the school than the government, as such they serve as a closer external supervisory team on behalf of the government.

Secondly, the SBMC is made of members who have a stake in the school as such they naturally owe the school their complimentary participation in monitoring and evaluation to engender quality and standard delivery of trade subjects. For instance, since the aim of the trade subjects is to equip students with entrepreneurship skills that propels them to be functional in the society, in other words, solve the problems of the community. Bearing this in mind, it is expected of the SBMC to make it a sense of duty to ensure that schools religiously follow through with the NERDC implementation guidelines for the trade subjects.

Recommendations

Based on the findings, followings the recommendations were made:

1. The operationalization of financial management should be more open and flexible in order to accommodate the participation of the SBMC in the provision of funds, ensuring accountability and the judicious use of available funds.
2. External supervisory bodies and school administrators should synergize with the SBMC in ensuring a more effective monitoring and evaluation process of the trade subjects component of the curriculum.
3. The use of examination as a major method of evaluating students should be complemented with exhibitions, practical demonstrations and field works.

References

- Adeyonu, A. G. & Carim-Sanni, A. (2015). Assessment of the new trade/entrepreneurship education in senior secondary schools: Evidence from Rural and Urban Areas of Oyo State, Nigeria. *British Journal of Education, Society & Behavioural Science*, 5 (1), 50-61.
- Agbo, P. N., Okenjom, G. P., Nwankwo, C. N., & Akoloh, L. (2017). Implementation of the new senior secondary school curriculum by school managers to meet contemporary issues in Nigeria. *Multidisciplinary Journal of Research Development*, 26 (1), 1-7.
- Amadi, E. A. & Amakodi, S. E. (2019). Factors influencing the implementation of entrepreneurship education in tertiary institutions in Rivers State. *International Journal of Innovative Social & Science Education Research*, 7 (2), 22-36.
- Alade, I. A., & Olanrele, M. O. (2020). Implementation status of innovative trade subjects curricula at senior secondary education level in Ogun State, Nigeria. *Multidisciplinary Journal of Language and Social Sciences Education*, 3(1) 224-241.
- Awoniyi, A. B. & Oyebade, S. A. (2024). School-Based Management Committees and trade subjects component of the new senior secondary school curriculum in Education District I of Lagos State. *Frontiers of Education and Management*, 5 (1), 21-29.
- Ayeni, A. J. & Bamire, F. B. (2022). The role of school-based management and students' academic performance in secondary schools in Owo Local Government Area of Ondo State, Nigeria. *International Journal of Education, Teaching and Social Science*, 3 (3), 49-63.
- Ayeni, A. J. & Ibukun, W. O. (2013). A conceptual model for school-based management operations and quality assurance in Nigerian secondary schools. *Journal of Education and Learning* 2(2), 36-43.

- Ayeni, A. J. (2012). Improving school and community partnership for sustainable quality assurance in secondary schools in Nigeria. *International Journal of Research Studies in Education*, 1(2), 95-102.
- Bashir, M., Afolabi K. A., & Abdulmajeed, M. (2020). Influence of School-Based Management Committees' activities on the management of public senior secondary schools in Nigeria. *Al-Hikmah Journal of Educational Management and Counselling*, 2 (1), 10 - 22.
- Eboatu, V. N., Carol, O. E., & Golu, J. A. (2018). Assessment of School-Based Management Committees' (SBMCS) physical and financial resources management functions in Anaocha local Government Area, Nigeria. *European Journal of Education Studies*, 4(3) 215-226.
- Eziamaka, C. N., Onuora, H. C. & Omenyi, A. S. (2021). School-Based Management Committee involvement in the development plan and financial management of secondary schools in Awka Education Zone. *Unizik Journal of Educational Research and Policy Studies*, 4 101-116.
- Federal Ministry of Education (2015). *National school-based management policy (NSBMP)*. Final Draft.
- Federal Republic of Nigeria (2014). *National policy on education*. Lagos: NERDC Press.
- Ifunanya, N. O. & Ifeyinwa, F. M. (2021). Assessment of school based management committee in effective administration of secondary school in Anambra State. *Multidisciplinary Journal of Vocational Education & Research*, 4 (1), 188-195.
- Ige, A. M. (2020). Perception of principals on challenges of School-Based Management Committee in public secondary schools in Central Senatorial District of Ondo State, Nigeria. *Sumerianz Journal of Social Science*, 3(9), 122-129.
- Khadijat, M., Mulikat, A., & Isaac, O. (2017). Impact of SBMCs grants on girls' enrolment, completion and performance in Bauchi State Junior Secondary Schools. synthesis of Girl Education. *Advocacy Research Network from Jigawa, Kano, Bauchi, Plateau, Niger and Zamara states*.1, (22-42).
- Lagos State Government (2010). *School based management committee guidebook*. Abuja: Education Sector Support Programme in Nigeria (ESSPIN).
- Nigerian Educational Research and Development Council (2008). *The new senior secondary school curriculum structure at a glance*. Lagos: NERDC Press.
- Oliobi, G. I. (2017). *Assessment of the implementation of entrepreneurship education programme in public universities in South East, Nigeria*. (Unpublished Ph.D Dissertation). Department of Educational Management, University of Port Harcourt, Faculty of Education.
- Onele, A. A. (2018). Innovative strategies for improving principals financial management in school in Nigeria. *Middle-East Journal of Scientific Research*, 26 (6), 673-678.
- Orji, F. O., Mando, P. N., & Nzewi F. E. (2021). Extent of School-Based Management Committee involvement in public secondary schools administration in Abuja, Nigeria. *Social Education Research*, 3 (1) 1-11.
- Okaforcha, C. C., Enefu, S. M., Usman, H., & Okolo, J. A. (2019). Supervision as a vehicle for vocationalizing secondary school education in Nigeria. *BSUJEM*, 1 (1), 148-156.

- Shantali, M. Y. (2015). *Promoting entrepreneurship education for Universal Basic Education (UBE) programme in Nigeria*. A paper presented at the African Conference, Theme; “Entrepreneurship Education for Sustainable Development in Africa” Faculty of Education, Ahmadu Bello University, Zaria. 15 -16 September.
- Sara, Y. A., Shehu, A. Y., & Mohammah, D. (2020). Entrepreneurship education as a means of self-reliance among senior secondary school students in Kumbotso Local Government, Kano State. *Kano Journal of Educational Psychology (KaJEP)*, 2(2), 327-337.