
ROLE OF SCHOOL MANAGEMENT TEAM IN PROVISION OF PHYSICAL FACILITIES AND FINANCIAL MANAGEMENT IN IMPLEMENTATION OF UBE IN PRIMARY SCHOOLS IN ANAMBRA STATE

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Abstract

The study empirically determined the roles of role of school management team in provision of physical facilities and financial management in implementation of UBE in primary schools in Anambra State. Two research question guided the study and two null hypotheses were tested at 0.05 level of significance. Descriptive survey research design was adopted for the study. The population of the study comprised 1070 head teachers in government owned primary schools in Anambra State. The sample of the study comprised 291 head teachers in public primary schools in Anambra State. Questionnaire was used to collect data for the study. The instrument was validated by three experts in education. The instrument was administered to 20 head teachers in Enugu State for trial testing. Test of reliability using Cronbach yielded reliability coefficient index 0.86 for cluster A and 0.79 for cluster B. The overall of reliability coefficient index of 0.83 was obtained. The instrument was directly administered to the respondents by the researcher with the help of five (5) research assistants. Out of 291 copies of the instrument administered, 274 were returned in good condition and used for the analysis of data for the study. The 274 copies retrieved amounted to 94% questionnaire return rate and the 17 copies not retrieved amounted to 6% questionnaire lose rate. Data collected in course of the study were analyzed using the mean, standard deviation and t-test. The findings of the study revealed that school management team provide physical facilities and carry out financial management in implementation of Universal Basic Education in primary schools in Anambra State. The findings further showed that head teachers did not differ in their mean ratings on the roles of school management team in the implementation of Universal Basic Education in primary schools in Anambra State. Based on these findings, the researcher recommended among others that Government of Anambra State in collaboration with Local Government Education Authorities in the State should focus on upgrading the physical infrastructure, ensuring that schools are adequately equipped with functional classrooms, libraries, sanitation facilities, and playgrounds.

Keywords: School Management Team, Physical Facilities, Financial Management, UBE

Introduction

Primary education serves as the foundation for all other levels of education. Primary education is defined as the education provided in institutions for children aged 6 to 11 years (FRN, 2013). As the cornerstone of the education system, its success is crucial to the effectiveness of the entire system. The duration of primary education is six years. Chinwuba et al. (2022) defined primary education as the education given to children aged 0-11 years. The FRN (2013) outlined the goals of primary education, which include fostering permanent literacy and numeracy, developing effective communication skills, establishing a solid foundation for scientific and reflective thinking, providing citizenship education to enable active participation and contribution to society, and shaping the character and morals of the child while cultivating positive attitudes. For purposes of policy coordination and monitoring, the Federal Government instituted a Universal Basic Education (UBE) in Nigeria.

The Universal Basic Education (UBE) programme was officially launched on September 30, 1999, by Nigeria's then-president, Olusegun Obasanjo. Its primary objective is to provide free and compulsory education for children in primary and junior secondary schools across the country. The UBE policy aims to ensure that every Nigerian child completes at least nine years of basic education. The UBE programme

encompasses six years of primary education and three years of junior secondary education. Uyang et al. (2017) pointed out that the overarching goal of the UBE programme is to establish a foundation for lifelong learning by instilling appropriate knowledge, self-awareness, citizenship, and life skills. The specific objectives of the UBE programme include; developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion; the provision of compulsory, free and Universal Basic Education for every Nigerian child of school age. The Federal Republic of Nigeria (2010) UBEC Act provides a comprehensive framework for implementing and maintaining minimum standards for Universal Basic Education in Nigeria.

The UBEC Act also places great importance on infrastructure development to support the delivery of quality education. It mandates the provision of adequate school facilities, including well-equipped classrooms, libraries, and laboratories, to ensure that students have access to the necessary resources for effective learning (Nwachukwu et al., 2023). These facilities must be designed to be child-friendly, with safe, supportive, and conducive learning environments (Ojo & Azeez, 2024). Furthermore, adequate funding is necessary for the successful implementation of the UBE programme, and the UBEC Act outlines a clear funding structure. The Act stipulates

that the federal, state, and local governments must collaborate to provide sustainable financing for the programme. One of the key sources of funding is the UBE Fund, which is specifically established to support various aspects of the education system, such as infrastructure development, teacher training, and the provision of educational materials (Bashaar & Muhammad, 2024). However, the implementation of the UBE programme seem not have achieved its stated objectives in primary schools in Anambra State.

The implementation of the Universal Basic Education (UBE) programme in Anambra State has faced numerous challenges, severely impacting the delivery of quality education. One of the primary issues is the failure to access UBEC funds, with Anambra reportedly unable to access over N2.6 billion in matching grants due to its inability to provide the required counterpart funding (Lawal & Agbajileke, 2024). This failure has resulted in insufficient resources for critical areas such as infrastructure development, teacher training, and the provision of educational materials. In addition, inadequate infrastructure in many primary schools exacerbates the problem. Schools in the state often operate in dilapidated conditions, with overcrowded classrooms, lack of proper furniture, and inadequate sanitation (Asiegbu et al., 2023). These poor conditions hinder effective learning and contribute to low enrolment and retention rates, further deepening the educational crisis. This has increased the call for the involvement of school management team for the facilitation

of the implementation of UBE in primary schools.

The school management team refers to the organisational structure responsible for overseeing the day-to-day operations of the school and implementing its policies. The school management team refers to the top officers in the school such as the Head teachers, deputy head teacher, the heads of departments and form teachers have the responsibility to plan, organize, lead and implement school policies; as well as evaluate staff performance in the teaching-learning process within the school (Nwangwa & Omotere, 2018). Additionally, school management team plays a pivotal role in determining the most effective way to align the school's categorisation with the broader vision of its community (Klinck et al., 2023). In schools with larger staff and learner populations, the management team usually includes the head teachers, deputy head teacher(s), and heads of department. In the context of this study, school management teams (SMTs) are defined as decision makers in the school system. For the primary schools examined in this study, the management teams consisted of head teachers, deputy head teachers and teachers. One key advantage of such a team is its ability to enhance the leader's strengths while mitigating their weaknesses.

The School Management Team (SMT) could play crucial roles in the implementation of the Universal Basic Education (UBE) programme. Physical facilities management is another core aspect of the role of school

management team in the implementation of Universal Basic Education in primary school. It is primarily concerned with procuring, organizing and maintaining material resources in an effective manner for the achievement of educational goals. Mkpa (2018) described physical facilities as all the material resources which the teacher utilizes for the purpose of making teaching and learning more effective. Onwurah (2018) pointed out that school buildings and equipment are essential aids for effective teaching and learning and where they are inadequate or lacking; the various educational institutions cannot reasonably carry out the instructional objectives of their educational programme. In order to provide physical facilities, financial management is an important role of SMT.

For effective management of primary schools, there should be proper financial management. This is because financial management of educational institutions is of prime importance in the achievement of educational objectives. Mgbodile (2019) defined financial management as a way of raising money, using the money judiciously and being able to give account of the money expended to justify the purpose of the expenditure. Ogbonnaya (2016) stressed that the central purpose of financial management is the raising of funds and ensuring that the funds raised are mobilized in the most effective manner. Ogbonnaya further emphasized that the realization of the objectives of the Universal Basic Education programme rests on the availability of funds and effective management of the funds,

because money is needed for payment of staff salaries, maintenance of school physical facilities and running the administration of schools. Maja (2016) opined that SMT proactively addresses challenges such as insufficient funding and poor infrastructure, ensuring the maintenance of educational standards while fostering a more adaptable system that caters to the diverse needs of learners and advances the programme's overarching objectives (Klinck et al., 2023). These views have not been empirically proven in primary schools in Anambra State. Also, the role of the SMT in the implementation of UBE in primary schools could be influenced by factors such as gender of members of the school management team and the location of the school.

Gender plays a significant role in shaping societal roles, interactions, and power dynamics, particularly in the context of Universal Basic Education (UBE) implementation. The gender composition of School Management Teams (SMTs) can significantly affect their effectiveness, as a gender-diverse SMT can foster more inclusive decision-making by addressing issues like resource allocation and educational policies from varied perspectives (Maja, 2016). Female SMT members can advocate for issues affecting girls, such as access to sanitary facilities and school safety, and serve as role models who might inspire young girls to pursue leadership roles.

On the other hand, location includes geographical, spatial, and relational aspects, can also influence the implementation of

UBE. Urban schools often benefit from better facilities, access to educational resources, and higher levels of parental involvement, while rural schools might face challenges such as inadequate infrastructure, limited access to resources, and cultural attitudes that deprioritize formal education (Motlalepula et al., 2022). Additionally, the geographical location could impact government support and policy implementation, with urban areas often receiving more attention and funding (Igabari, 2016). However, these views have not been empirically proven to be true in primary schools in Anambra State. It is against this background that the researcher empirically determined the roles of role of school management team in provision of physical facilities and financial management in implementation of UBE in primary schools in Anambra State.

Statement of the Problem

The Universal Basic Education (UBE) program in Nigeria aims to provide free, compulsory, and universal basic education for every child of primary and junior secondary school age. However, the realization of these goals seems to be a daunting task in primary schools in Anambra State. Despite the efforts to implement UBE, several challenges persist. Observations in some primary schools in Anambra State seem to reveal that some schools face issues relayed overcrowded classrooms, poor funding, and inadequate infrastructural materials. Furthermore, some teachers under the UBE programme express dissatisfaction with their remuneration and conditions of

service. This could affect their motivation and effectiveness in delivering quality education. If these challenges continue, they would significantly affect the quality of education and human capital development in Anambra State. This would undermine the realization of the goals of UBE programme. The researchers wonder if school management teams have a significant role in the implementation of UBE in primary schools in Anambra State.

Purpose of the Study

The main purpose of the study was to determine the roles of role of school management team in provision of physical facilities and financial management in implementation of UBE in primary schools in Anambra State. Specifically, the study:

1. determined the extent school management team provide physical facilities in the implementation of Universal Basic Education in primary schools in Anambra State.
2. find out the extent school management team carry out financial management in the implementation of Universal Basic Education in primary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. To what extent do school management team provide physical

facilities in the implementation of Universal Basic Education in primary schools in Anambra State?

2. To what extent do school management team carry out financial management in the implementation of Universal Basic Education in primary schools in Anambra State?

Hypotheses

The following null hypotheses guided the study and were tested at .05 level of significance:

1. There is no significant difference in the mean ratings of head teachers in rural and urban areas on the extent school management teams provide physical facilities in the implementation of Universal Basic Education in primary schools in Anambra State
2. There is no significant difference in the mean ratings of male and female head teachers on the extent school management teams carry out financial management in the implementation of Universal Basic Education in primary schools in Anambra State.

Methodology

The research design that was adopted in this study was descriptive survey. The design was considered appropriate for the study because the researcher collected information directly from head teachers of

public primary schools in Anambra State in order to investigate the role of school management team in implementation of Universal Basic Education in primary schools through a questionnaire. The study was carried out in Anambra State of South East Geographical Zone of Nigeria. Anambra State was created on August 27, 1991. The choice of the area for the study was informed by the fact that the State had been recognized among the educationally advantaged States in Nigeria whose status needs to be maintained at all times. Furthermore, there seems to be a disconnect between UBE policy directives and their practical implementation at the school level, necessitating a closer examination of the roles played by school management teams.

The population of the study comprises all the one thousand and seventy (1070) head teachers in government owned primary schools in Anambra State. The population distribution according to the six education zones in Anambra State are as follows: Aguata Zone- 172, Awka Zone -194, Nnewi Zone- 249, Ogidi Zone- 168, Onitsha Zone- 127, and Otuocha Zone- 160. (Source: The Universal Basic Education Board, Personnel Department, Awka Headquarters. July 2021). To determine the sample size for the study, Taro Yamane's formula was used as a suitable sampling technique. This formula is often applied in research to calculate a representative sample size from a known population while maintaining a specified level of precision. In this study, the total population of interest consists of 1,070 head teachers from government-owned primary

schools in Anambra State. Using a precision level of 0.05 (5% margin of error), the formula is applied as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Substituting the values $N=1070$ and $e=0.05$, the calculation proceeds as:

$$n = \frac{1070}{1 + 1070(0.05)^2}$$

$$n = \frac{1070}{1 + 2.675}$$

$$n = \frac{1070}{3.675}$$

$$n = 291$$

Thus, the sample size for the study is determined to be approximately 291 head teachers. This ensures that the sample is large enough to provide reliable and generalizable findings while still being manageable for the study. To achieve fairness and representativeness, the calculated sample size was distributed proportionally across the six education zones in Anambra State based on their respective population sizes. The formula used for proportional allocation is:

$$n_i = \frac{N_i}{N} \times n$$

Where n_i is the sample size for each zone, N_i is the population of each zone, N is the total population, and n is the total sample size (291). The population data for each zone was sourced from the Universal Basic Education Board, Personnel Department, Awka Headquarters, as of July 2021.

1. Aguata Zone:

$$n_i = \frac{172}{N_{1070}} \times 291 = 47$$

2. Awka Zone:

$$n_i = \frac{194}{N_{1070}} \times 291 = 53$$

3. Nnewi Zone:

$$n_i = \frac{294}{N_{1070}} \times 291 = 68$$

4. Ogidi Zone:

$$n_i = \frac{168}{N_{1070}} \times 291 = 46$$

5. Onitsha Zone:

$$n_i = \frac{127}{N_{1070}} \times 291 = 35$$

6. Otuocha Zone:

$$n_i = \frac{160}{N_{1070}} \times 291 = 44$$

This adds up to approximately 291, reflecting the determined sample size. This proportional approach ensures that each zone is fairly represented in the study, aligning with the relative sizes of their populations.

The instruments that was used for data collection was a questionnaire titled "Role of School Management Team in Implementation of Universal Basic Education in Primary School Questionnaire (RSMTIUBEPSQ)". The questionnaire consists of two sections, A and B. Section A is concerned with demographic data of the respondents covering gender of respondents and location of schools while Section B contains 20 items arranged in two clusters, A and B. Cluster A has 10 items on the extent school management team provide physical facilities in implementation of UBE in primary schools and Cluster B has 10 items

on the extent school management team ensure financial management in implementation of UBE in primary schools. The instrument is 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 two lecturers in Educational Management and one major in Measurement and Evaluation, all in the Department of Educational Foundations, Faculty of Education, Chukwuemeka Oduemegwu Ojukwu University, Igbariam Campus. The instrument was administered to 20 head teachers in Enugu State for trial testing. The data collected were analyzed using Cronbach alpha to find out the internal consistency reliability of the instrument. Cronbach alpha was used because it is considered best for aggregate scores of instrument with multiple items. The result of the analysis yielded reliability coefficient index 0.86 for cluster A and 0.79 for cluster B. The overall of reliability coefficient index of 0.83 was

obtained and this showed that the instrument was reliable for the study.

Instrument was directly administered to the respondents by the researcher with the help of five (5) research assistants. Out of 291 copies of the instrument administered, 274 were returned in good condition and used for the analysis of data for the study. The 274 copies retrieved amounted to 94% questionnaire return rate and the 17 copies not retrieved amounted to 6% questionnaire lose rate.

Data collected in the study were analyzed using the mean and standard deviation to answer the research questions and determine the closeness of respondents' responses respectively. In order to ascertain the roles of school management team in implementation of Universal Basic Education in primary schools in Anambra State, a decision rule on the questionnaire items and the research questions was based on the item and mean of means scores relative to the real limits of numbers as shown below:

Response	Rating Scale	Real Limits of Numbers
Very High Extent (VHE)	4	3.50-4.00
High Extent (HE)	3	2.50-3.49
Low Extent (LE)	2	1.50-2.49
Very Low Extent (VLE)	1	0.50-1.49

To test the hypotheses, t-test was used to test the null hypotheses at 0.05 level of significance. A null hypothesis was rejected where the calculated p-value was less than 0.05 level of significance; it means that there was significant difference. Conversely, where the calculated p-value was greater

than or equal to the level of significance (0.05), it means that there was no significant difference and the hypothesis was not rejected.

Results

Research Question One

To what extent do school management team provide physical facilities in the implementation of Universal Basic Education in primary schools in Anambra State?

Table 1: Mean ratings of Head Teachers' on the Extent School Management Team in Provide Physical Facilities in Implementation of Universal Basic Education in Primary Schools in Anambra State (N=274)

S/N	Item Statements	Mean	SD	Remarks
1.	Provides schools with teaching materials such as text books, chalk, chalkboards, dusters and lesson notes,	2.71	0.83	High Extent
2.	Rehabilitates primary school buildings as at when needed.	2.56	0.73	High Extent
3	Provides schools with record keeping material such as diaries, registers and report cards.	2.64	0.70	High Extent
4	Provides social amenities such as pipe borne water to schools	2.59	0.83	High Extent
5.	Provides securities to primary schools such as fencing of the school compound.	3.01	0.81	High Extent
6.	Provides primary schools with modern toilet facilities.	2.69	0.78	High Extent
7.	Provides primary schools with well-equipped libraries	2.50	0.75	High Extent
8.	Provides primary schools with furniture such as chairs, tables, seats; and repair damaged ones.	3.12	0.88	High Extent
9.	Encourages sports by acquiring and distributing sports equipment to primary schools	3.27	0.89	High Extent
10.	Provides primary schools with first aid boxes.	3.43	0.86	High Extent
Cluster Mean		2.85		High Extent

Data in Table 1 revealed the extent school management team provide physical facilities in implementation of Universal Basic Education in primary schools in Anambra State. Table 41 showed that the respondents opined that item, 1 to 10 with mean ratings ranging between 2.50 and 3.43 to a high extent. The standard deviation scores ranging between 0.70 and 0.89 indicated that the respondents' opinions were related. The cluster mean of 3.19 indicated that school management team provide physical facilities in implementation of Universal Basic Education in primary schools in Anambra State to a high extent.

Research Question Two

To what extent do school management team carry out financial management in the implementation of Universal Basic Education in primary schools in Anambra State?

Table 2: Mean ratings of Head Teachers' on the Extent School Management Team in Carry

S/N	Item Statements	Mean	SD	Remarks
11.	Provides fund for the maintenance of classroom blocks in primary schools.	3.25	0.94	High Extent
12.	Encourages communities' participation in the funding of primary schools.	3.43	1.02	High Extent
13.	Provides fund as overhead cost to head teachers for the smooth running of primary schools.	2.88	0.79	High Extent
14.	Audits primary schools' accounts regularly to ensure proper fund utilization.	3.10	0.86	High Extent
15.	Submits monthly returns to SUBEB for proper funding of primary schools.	3.38	0.84	High Extent
16.	Provides funds for the provision of materials needed for effective teaching and learning.	3.29	0.78	High Extent
17.	Encourages head-teachers to organize inter-house sports annually as forum for raising funds for funding of primary schools	3.44	1.01	High Extent
18.	Provides funds to organize seminars for teachers.	3.22	0.82	High Extent
19.	Provides funds to organize workshops for teachers.	2.77	0.75	High Extent
20.	Encourages head-teachers to organize parents/ graduation day annually as forum for raising funds for funding of primary schools	3.18	0.87	High Extent
	Cluster Mean	3.19		High Extent

Out Financial Management in Implementation of Universal Basic Education in Primary Schools in Anambra State (N=274)

Data in Table 2 revealed the extent school management team carry out financial management in implementation of Universal Basic Education in primary schools in Anambra State Table 2 showed that the respondents opined that item, 11 to 20 with mean ratings ranging between 2.77 and 3.44 to a high extent. The standard deviation scores ranging between 0.75 and 1.02 indicated that the respondents' opinions were related. The cluster mean of 3.19 indicated that school

management team carry out financial management role in implementation of Universal Basic Education in primary schools in Anambra State to a high extent.

Hypothesis 1

There is no significant difference in the mean ratings of head teachers in rural and urban areas on the extent school management teams provide physical facilities in the implementation of Universal Basic Education in primary schools in Anambra State.

Table 3: Independent t-test of Head Teachers in Rural and Urban Areas on the Extent School Management Team Provide Physical Facilities in Implementation of Universal Basic Education in Primary Schools

Variation	N	Mean	SD	t-cal	df	p-value	Decision
Head Teachers in Rural Areas	117	2.75	0.78	1.22	272	0.22	NS
Head Teachers in Urban Areas	157	2.87	0.82				

Result from Table 3 indicated the independent t-test of head teachers in rural and urban areas on the extent school management teams provide physical facilities in implementation of Universal Basic Education in primary schools in Anambra State. The results revealed t-calculated =1.22, p-value=0.22 and degrees of freedom of 272. The p-value of 0.22 was greater than 0.05 level of significance, hence the decision was not to reject the null hypothesis. This means that there is no significant difference in the mean ratings of head teachers in rural and urban areas on the extent school management teams provide physical facilities in implementation of Universal Basic Education in primary schools in Anambra State.

Hypothesis 2

There is no significant difference in the mean ratings of male and female head teachers on the extent school management teams carry out financial management in the implementation of Universal Basic Education in primary schools in Anambra State.

Table 4: Independent t-test of Male and Female Head teachers on the Extent school management teams carry out Financial Management in Implementation of Universal Basic Education in Primary Schools

Variation	N	Mean	SD	t-cal	df	p-value	Decision
Male Head Teachers	68	3.05	0.88	1.80	272	0.07	NS
Female Head Teachers	206	3.27	0.87				

Result from Table 4 indicated the independent t-test of male and female head teachers on the extent school management teams carry out financial management in implementation of Universal Basic Education in primary schools in Anambra State. The results revealed t-calculated =1.80, p-value=0.07 and degrees of freedom of 272. The p-value of 0.07 was greater than 0.05 level of significance, hence the decision was not to reject the null hypothesis. This means that there is no significant difference in the mean ratings of male and female head teachers on the extent school management teams carry out financial management in implementation of Universal Basic Education in primary schools in Anambra State.

Discussion of Findings

The findings of the study revealed that school management teams provide physical facilities for the implementation of Universal Basic Education (UBE) in primary schools in Anambra State to a high extent. This result indicates the significant efforts made by school management teams to ensure the availability of necessary infrastructure and resources to support effective teaching and learning. These provisions could include classrooms, furniture, and other essential facilities that enhance the learning environment. This finding is in contrast with Asiegbu et al. (2023) who found a low extent in the provision of educational facilities in public primary and junior secondary schools, which hindered the realization of UBE

objectives in the area. This difference highlights the variability in resource availability and management, emphasizing the need for equitable distribution and improved funding for education. When compared to other studies, the findings align with Agi and Igwe (2023), who reported the role of school-based management committees in improving school facilities and student outcomes. Both studies acknowledge the importance of active participation by school management teams in addressing infrastructural challenges and providing essential resources. However, Ali and Sani (2022) found that school-based management committees in Maiduguri Metropolis demonstrated passive involvement in providing educational resources, although

they were more active in maintaining existing facilities. Similarly, Buba and Nasir (2021) reported insufficient instructional and infrastructural facilities for implementing UBE in Kaduna South, highlighting systemic issues related to inadequate funding and resource allocation.

The hypothesis testing revealed no significant difference in the mean ratings of head teachers in rural and urban areas regarding the extent to which school management teams provide physical facilities in implementing UBE. This uniformity suggests that school management teams across both rural and urban areas in Anambra State are equally committed to ensuring the availability of physical facilities for UBE implementation. Such findings contrast with Bakwai and Yusuf (2016), who reported inadequacies in infrastructure in Zamfara State's basic schools, with a high reliance on resource mobilization strategies by school-based management committees to address these gaps.

The findings of the study revealed that school management teams carry out financial management roles in implementation of Universal Basic Education (UBE) in primary schools in Anambra State to a high extent. This finding highlights the active involvement of these teams in ensuring that financial resources are efficiently allocated and utilized to enhance the implementation of the UBE. Effective financial management likely contributes to the procurement of instructional materials, maintenance of school infrastructure, and provision of

essential resources to support teaching and learning. This finding is in line with Nwachukwu et al. (2023), who revealed that effective strategies for managing education funds and facilities significantly influence the successful implementation of UBE. Nwachukwu et al. stated that financial management is important for sustaining the quality of education, although challenges such as reliance on school fees for funding were noted. However, Sani et al. (2023) found a low significant relationship between funding and the provision of infrastructural facilities, instructional materials, and employment of teachers in junior secondary schools in the Federal Capital Territory, Abuja. This contrasts with the high extent of financial management reported in Anambra State primary schools, suggesting that school management teams in Anambra State may have adopted more effective practices or faced fewer funding constraints. Similarly, Anorue et al. (2024) identified flaws in the UBE funding policy, noting that federal and state government funding policies contribute to poor enrollment rates in Imo State. The emphasis on reforming funding policies indicates broader systemic issues that may impact financial management across different states, though the present study highlights success in Anambra State.

The test of hypothesis revealed no significant difference in the mean ratings of male and female head teachers regarding the extent to which school management teams carry out financial management roles in implementation of UBE in primary schools in Anambra State. This finding indicates a

shared perspective among head teachers, regardless of gender, about the effectiveness and importance of financial management in UBE implementation. The uniformity in responses suggests that financial management practices are standardized in all primary schools and are widely recognized as critical for achieving UBE goals in Anambra State. Onyebueke (2020) also pointed out the inadequacy of staffing, infrastructure, and funding in UBE schools in Northwest Nigeria, highlighting the need for improved financial management. While systemic challenges persist, the findings from the present study suggest that school management teams in Anambra State are effectively navigating these issues to a high extent.

Conclusion

The researcher concluded based on the findings of the study that school management team play active roles in the implementation of Universal Basic Education in Primary Schools in Anambra State to a high extent. School management team carry out provide physical facilities and carry out financial management in implementation of UBE in primary schools in Anambra State. The effective engagement of that school management team in these roles significantly contributes to the successful realization of Universal Basic Education goals in Anambra State.

Recommendations

Based on the findings of this study, the researcher proffered the following recommendations:

1. Government of Anambra State in collaboration with Local Government Education Authorities in the State should focus on upgrading the physical infrastructure, ensuring that schools are adequately equipped with functional classrooms, libraries, sanitation facilities, and playgrounds. Partnerships with government agencies, private sector donors and community groups can be used to upgrade these facilities to meet current trends.
2. School management teams should consistently ensure that budgets are effectively allocated, monitored, and adjusted to reflect the needs of the school and UBE priorities. This may involve setting up a transparent financial reporting system that involves all relevant stakeholders, including parents and the community. School management should explore alternative sources of funding, such as grants, donations and collaborations with NGOs, to support UBE initiatives and ensure financial sustainability.

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