

Scale Validation: School Based Management Inventory First Edition (SBMI-1)

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Abstract

School Based Management Inventories first edition (SBMI-1) was self-developed in 2014 to be a measure of the extent of involvement of stake holders in the educational administrations. The inventories examined factors such as power decentralization (for instance, decision that concerns the school administration do involves the community), provision of facilities (for instance., community assistance in the provision of basic facilities such as classroom buildings, renovations, among others.), monitoring and evaluation of the teaching, learning activities of the school system, recruitment and retrenchment (for instance., On account of necessity, how community recruit new staff to the school as ad hoc staff), and financial obligation in form of periodic expenses and income analysis by the community committee, efficient and effective practice of school based management in determining students' academic performance in secondary schools. The measure also helps in monitoring school progress and effectiveness.

Keywords: School-based management, school effectiveness, school administration, students' academic performance.

1. Introduction

School Based Management (SBM) is the decentralization of educational decision-making authority from the Government to the principals, teachers, students, parents and communities in order to ensure a more effective school administration and a better accountability of staffs. Ibukun (2013) defined School Based Management as a model of school administration that shifts the management of schools from a central base to specific school settings and neighborhood for the purpose of efficiency and effectiveness. According to Alimi (2012), School Based Management can as well be taking side with Community Based School Management (CBSM). CBSM is an organizational approach that expands the local community responsibility and authority for the improvement of school performance. In this Act, Alimi explains that, the Ministry of Education, (MOE), Teaching Service Commission (TESCOM), and Principals roles change from directive and control orientated to a role that involves creating an empowering environment where principals and teachers can easily try out new approaches and ideal. It is also referred to as School Based Governance, School Self- Management or School Site Management. It fosters demand and ensures that schools provide the social and economic benefits that best reflect the priorities and values of those local communities (Lewis, 2006; Leithwood and Menzies, 1998). SBM allows schools to be

The inventory is a self-report which takes approximately 15 to 20 minutes to administer. It assesses a person's perception of his or her own involvement into the schools administration as well as key others. The test may be administered by a by an educational managers, researchers, educationist. All parts of the test can be administered manually, oral administration is necessary to persons with reading disability or visual impairment. The test taker is required to check from various options provided, range from "strongly agree" to "strongly disagree" in response to questions that ask the person how he/she usually feel is in practice.

The purpose of this study was then to evaluate the following:

- The internal consistency of the test Instrument.
- The discriminant validity of the test against Scale.
- The convergent validity of the inventory with.

2. Method

Fifty (50) participants were used for the study. The participants were gotten from five secondary schools in Ado Ekiti. Their ages ranged between 24 and 51 years with Mean age of 34.30 and SD age of 4.072. Thirty-two (32) of the participants were female with 64% of the total population; the remaining eighteen (18) of the participants were male with 36% of the total population.

3. Procedure

The SBMI-1 was administered to the participants at different cadre across various departments at the selected secondary schools in Ado Ekiti. Convenient sampling procedure was used for sample selection. Purpose of the study and how to respond to the items of the questionnaire was explained to participants. Completed questionnaire were collected back immediately.

4. Statistical Analysis

Two statistics were used for the analysis which were correlation statistics (Pearson Product Moment Correlation) and Cronbach's alpha reliability (for test of internal consistency).

5. Result

SBMI-1

Table 1 showing the Case Processing Summary			
Cases		N	%
	Valid	50	100.0
	Excluded ^a	0	.0
	Total	50	100.0

Table 1: The case processing summary above signifies that 50 questionnaires, equivalent of 50 participants were analysed to obtain the reliability value and no mortality rate was recorded.

Table 2 showing Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.946	.928	20

Table 2 above showed a very high reliability coefficient thus indicating a strong internal consistency. ($\alpha = .946$; $SD(\alpha) = .928$)

Table 3 showing the Item Statistics			
	Mean	Std. Deviation	N
sbm1	3.76	1.836	50
sbm2	3.76	1.836	50
sbm3	3.34	1.975	50
sbm4	3.20	1.979	50
sbm5	3.20	1.979	50
sbm6	3.22	1.972	50
sbm7	3.26	1.988	50
sbm8	3.24	1.965	50

sbm9	3.42	1.819	50
sbm10	3.36	1.804	50
sbm11	3.52	1.821	50
sbm12	3.20	1.784	50
sbm13	3.38	1.794	50
sbm14	2.70	1.403	50
sbm15	4.54	1.014	50
sbm16	3.82	1.240	50
sbm17	4.58	.928	50
sbm18	4.42	1.126	50
sbm19	4.64	.921	50
sbm20	4.28	1.161	50

Table 3 showing each item means and standard deviation across sampled participants.

Table 4 showing the significant of Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
sbm1	69.08	479.422	.762	.	.941
sbm2	69.08	479.422	.762	.	.941
sbm3	69.50	465.316	.878	.	.939
sbm4	69.64	460.725	.934	.	.938
sbm5	69.64	460.725	.934	.	.938
sbm6	69.62	461.261	.931	.	.938
sbm7	69.58	462.453	.908	.	.938
sbm8	69.60	466.571	.867	.	.939
sbm9	69.42	469.391	.905	.	.939
sbm10	69.48	473.928	.851	.	.940
sbm11	69.32	472.344	.864	.	.939
sbm12	69.64	477.133	.817	.	.940
sbm13	69.46	468.458	.931	.	.938
sbm14	70.14	505.633	.577	.	.944
sbm15	68.30	539.643	.071	.	.949
sbm16	69.02	573.408	-.521	.	.957
sbm17	68.26	530.074	.306	.	.947
sbm18	68.42	533.269	.182	.	.949
sbm19	68.20	531.551	.274	.	.947
sbm20	68.56	536.864	.108	.	.949

Table 4 reveals that none of the items in the questionnaire is significantly weak, each one of the item contributes immensely to the reliability of the inventory.

Table 5 showing the Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
72.84	544.015	23.324	20

Table 5 reveals that the norm value to categorise SBM into effective practice and ineffective practice is 74.84, indicating that, schools found less than 74.84 practice ineffective SBM, while schools with equal or greater value to 74.84 practice effective SBM.

Table 2 Summary Table of Pearson Correlation of SBMI-1 and SAS showing Divergent Correlation

SBMI-1 = School Based Management Inventories

SAS = Self Assertive Scale

Correlations			
		SBMI	SAS
SBMI	Pearson Correlation	1	-.348
	Sig. (2-tailed)		.000
	N	50	50
SAS	Pearson Correlation	-.348	1
	Sig. (2-tailed)	.000	
	N	50	50

Table 2 showed a negative and no relationship between School based management and Self Assertive Scale ($r = -.348$, $p > .05$), thus their concurrent validity was low, invariable showing acceptable divergent validity.

Table 3 Summary Table of Pearson Correlation of SBMI-1 and PIQ showing Convergent Correlation

SBMI-1 = School Based Management Inventories

PIQ = Parent Involvement Questionnaires

Correlations			
		SBMI	PIQ
SBMI	Pearson Correlation	1	.840**
	Sig. (2-tailed)		.000
	N	50	50
PIQ	Pearson Correlation	.840**	1
	Sig. (2-tailed)	.000	
	N	50	50

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 showed a strong positive relationship between SBMI - 1 and PIQ ($r = .840$, $p < .01$), thus showing an acceptable convergent validity.

6. Discussion

The aim of the present pilot study was to examine the reliability and validity of the self-developed scale; School based management inventories in the Nigeria cultural context.

The study showed a strong internal consistency of the SBMI - 1. The study also showed a discriminant validity of the SBMI - 1 which was established by a negative relationship between the inventory and the Self Assertive Scale. This was as expected outcome because participants' response to self-assertive should not be the same measure as school-based management. Furthermore, the study showed a convergent validity of the SBMI - 1 which was established by a positive correlation with the Parent Involvement Questionnaire. The positive relationship indicates that since both measure are measure of similar construct, similar response to the items of the questionnaires are expected which was the case in the study as indicated by the results presented above.

Finally, SMBI -1 was found to be a valid and reliable scale for use in Nigeria cultural context. It is therefore recommended that future researchers should put in effort to further establish the reliability of the scale in terms of internal consistency and test-retest of the inventory.

Conclusion

Finally, SMBI -1 was found to be a valid and reliable scale for use in Nigeria cultural context. It is therefore recommended that future researchers should put in effort to further establish the reliability of the scale in terms of internal consistency and test-retest of the inventory.

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Appendix

School Based Management and Effectiveness Scale

Instruction: Choose one of the following options in the items below

Strongly Agree	SA
Agree	A
Disagree	D
Strongly Disagree	SD

SN	ITEMS	SD 1	D 2	A 3	SA 4
1	Parents participate actively in the administrative decision-making of this school.				
2	The community assists in the provision of basic learning facilities such as class rooms, laboratory equipment, library materials, renovations, chalk, e.t.c.				
3	Selected members of the community do monitor the teaching and learning activities of the school system.				
4	Teachers have the capacity and willingness to serve in decision making process of the school administration				
5	Representatives of the parent body often come around to assess the state or use of facilities in the school.				
6	Parents show high interest in school academic activities				
7	Representatives of the parent body most times monitor on-going project in the school.				
8	The school administration involves the community in decision making				
9	On several occasions selected members of the community comes around to assess the state or use of facilities made available to the school				
10	The community assists in recruiting ad hoc staff for the school				

11 Parents are mostly involved in the provision of necessary facilities in the school

12 The community is jointly involved in the discipline of staff

13 The community is jointly involved in students' discipline

14 Students' representatives make quality inputs in decision-making in the school.

17 Periodic income and expenditure analysis is done for appraisal of the PTA and community committee.

18 I see the community committee and parents as watchdog to financial dealings in this institution.

19 Parents' committee do not concern itself with periodic expenses and income of the school.

20 The community committee often made funds available for the school development.

21* The community is less concerned with the need to recruit ad hoc teacher(s) even in the time of urgent need.

22 Teachers are not involved in the school decision process.

23 I strongly believe authority and power is decentralized as far as this school is concerned

24 There is periodic feedback from the school management to the community's committee members

Apart from PTA nothing brings external body with the administrative functioning of the school

25* The community pays no or little attention to the activities of the school

27* I believe authority and power is centralized as far as this school is concerned

28 Parents and community's committee persuade the government to provide some needed materials/facilities for the community school utilization.

29* Students' opinion do not matter in decision-making in the school.

30* Parents do not show interest in school academic activities

SAS

Instruction: Below are some statements that are meant to describe how you are. Please use the following likert to indicate how much each statement has described you.

1	very much like me	4	slightly unlike me
2	rather like me	5	rather unlike me
3	Slightly like me	6	Very much unlike

S/N		1	2	3	4	5	6
1	Most people seem to be more aggressive and assertive than I am						
2	I have hesitated to make or accept dates because of shyness						
3	When the food served at a restaurant is not done to satisfaction. I complain about it to the waiter or waitress						
4	I am careful to avoid hurting other people's feelings, even when I feel I have been satisfied						
5	If a salesman has gone to considerable trouble to show me merchandise that is not quite suitable, I have a difficult time saying "NO"						
6	When I am asked to do something, I insist upon knowing why						

7 There are times when I look for a good vigorous argument

8 I strive to get ahead as well as most people in my position

9 To be honest, people often take advantage of me

10 I enjoy starting conversation with new acquaintances and strangers

11 I often don't know what to say to attractive persons of the opposite sex

12 I will hesitate to make phone calls to business establishments and institutions

13 I would rather apply for a job or for admission to college by writing letters than by going through with personal interview

14 I find it embarrassing to return merchandise

15 If a close and respected relative was annoying me, I would smother my feelings rather than express my annoyance.

16 I have avoided asking questions for fear of sounding stupid

17 During an argument I am sometimes afraid that I will get so upset that I will shake over

18 If a friend and respected lecturer makes a statement that I think is incorrect, I will have the audience hear my point of view as well

19 I avoid arguing over prices with clerks and salespersons

20 When I have done something important or worthwhile, I manage to let others know about it

21 I am open and frank about my feelings

22 If someone has been spreading false and bad stories about me, I see him or her as soon as possible and "have a talk" about it

23 I often have a hard time saying "No"

24 I tend to bottle up my emotions rather than make a scene

25 I complain about poor service in a restaurant and elsewhere

26 When I am giving a compliment, I sometimes just don't know what to say

27 If a couple near me at a theatre or at a lecture were conversing rather loudly, I would ask them to be quiet or to take their conversation elsewhere

28 Anyone attempting to push ahead of me in a line is in for a good battle

29 I am quick to express an opinion

30 There are times when I just can't say anything

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