ISSN: 2971-7760 | VOL 9, ISS 1 | 03 NOVEMBER 2026
https://doi.org/10.5281/zenodo.23907665
NASARAWA STATE UNIVERSITY, KEFFI, NIGERIA

SCHOOL BOARD MANAGEMENT COMMITTEE (SBMC) AND TEACHERS' JOB SATISFACTION IN TERTIARY INSTITUTIONS IN NORTH CENTRAL GEOPOLITICAL ZONE, NIGERIA

By

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Abstract

This study examined the relationship between School Board Management Committee (SBMC) practices and teachers' job satisfaction in tertiary institutions in the North Central geopolitical zone of Nigeria. Despite the establishment of SBMCs as governance mechanisms to enhance institutional effectiveness, empirical evidence regarding their impact on teacher welfare and satisfaction remains scant, particularly in Nigeria's higher education context. Adopting a correlational survey research design, the study sampled 387 academic staff from six tertiary institutions across the six states of the North Central zone using stratified random sampling. Data were collected through two validated instruments: the SBMC Practices Assessment Scale ($r = 0.84$) and the Teachers' Job Satisfaction Questionnaire ($r = 0.89$). Data analysis employed Pearson product-moment correlation, multiple regression, and independent t-test at 0.05 significance level. Findings revealed a significant positive relationship between SBMC practices and teachers' job satisfaction ($r = 0.62$, $p < .01$). Specifically, SBMC involvement in resource allocation ($\beta = 0.38$, $p < .01$), staff welfare administration ($\beta = 0.31$, $p < .01$), and policy formulation ($\beta = 0.24$, $p < .05$) significantly predicted teachers' job satisfaction. However, no significant difference was found in job satisfaction levels between teachers in federal and state institutions ($t = 1.42$, $p > .05$). The study concluded that effective SBMC practices are critical determinants of teachers' job satisfaction in tertiary institutions. It was recommended that SBMCs should adopt participatory governance models, prioritize teacher welfare in their agendas, and establish regular feedback mechanisms to enhance institutional climate and academic productivity.

Keywords: School Board Management Committee, job satisfaction, tertiary institutions, governance, North Central Nigeria, academic staff, higher education

Introduction

The quality of higher education in any nation is fundamentally contingent upon the satisfaction, commitment, and productivity of its academic workforce (Akinfolarin, 2019; Okebukola, 2021). In Nigeria, tertiary institutions serve as critical engines for national development, human capital formation, and knowledge production. However, the Nigerian higher education system has been plagued by persistent challenges including poor funding, inadequate infrastructure, brain drain, and declining staff morale (Ajayi & Ekundayo, 2020; NUC, 2022). These challenges have

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precipitated a crisis of confidence in the governance structures of tertiary institutions, necessitating a re-examination of existing management frameworks.

The School Board Management Committee (SBMC) represents a pivotal governance structure in Nigerian educational institutions. Originally conceptualized for basic education, the SBMC model has been progressively adapted for tertiary institutions as a mechanism for decentralized decision-making, stakeholder participation, and institutional accountability (Federal Ministry of Education, 2018). SBMCs are statutory bodies comprising representatives of government, institutional management, academic staff, non-academic staff, students, and community stakeholders, charged with the responsibility of policy oversight, resource management, and welfare administration (Adesina, 2017).

Job satisfaction, defined as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Locke, 1976, p. 1304), constitutes a critical variable in organizational behavior and human resource management. In the context of tertiary education, teacher job satisfaction encompasses dimensions such as remuneration, working conditions, professional development opportunities, administrative support, collegial relationships, and autonomy (Spector, 2019). Research consistently demonstrates that satisfied teachers exhibit higher levels of organizational commitment, lower turnover intentions, and superior teaching effectiveness (Bakker & Demerouti, 2017; Judge et al., 2020).

The North Central geopolitical zone of Nigeria comprising Benue, Kogi, Kwara, Nasarawa, Niger, and Plateau States presents a unique context for examining the SBMC-job satisfaction nexus. This zone is characterized by significant ethnic diversity, varying levels of institutional development, and distinct socio-political dynamics that potentially influence governance practices and staff welfare (National Bureau of Statistics, 2023). Despite the proliferation of SBMCs across tertiary institutions in this zone, there exists a paucity of empirical research systematically examining how these governance structures influence teachers' job satisfaction.

This study is therefore motivated by the need to fill this critical research gap by investigating the relationship between SBMC practices and teachers' job satisfaction in tertiary institutions in the North Central geopolitical zone of Nigeria. The findings are expected to contribute to the discourse on educational governance, inform policy interventions, and enhance institutional management practices in Nigerian higher education.

Statement of the Problem

The governance of tertiary institutions in Nigeria has undergone significant transformations over the past two decades, with the introduction of SBMCs representing a deliberate effort to democratize decision-making and enhance institutional accountability (Adesina, 2017). However, the effectiveness of these committees in addressing the welfare concerns of academic staff remains questionable. Reports from academic unions, including the Academic Staff Union of Universities (ASUU) and the Colleges of Education Academic Staff Union (COEASU), consistently highlight deteriorating working conditions, irregular salary payments, inadequate research funding, and poor staff welfare as pervasive challenges in Nigerian tertiary institutions (ASUU, 2023; COEASU, 2022).

In the North Central geopolitical zone, these challenges appear particularly acute. Tertiary institutions in this region have experienced frequent industrial actions, mass exodus of qualified academics, and declining research output (NUC, 2022). While SBMCs are statutorily mandated to address staff welfare and institutional resource management, there is limited empirical evidence

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regarding the extent to which these committees fulfill their mandates or how their practices influence teacher morale and satisfaction.

Furthermore, existing literature on educational governance in Nigeria has predominantly focused on basic education SBMCs (Akinfolarin, 2019; Olaniyan & Obadara, 2021), with scant attention to tertiary institution contexts. The few studies that have examined tertiary institution governance have largely adopted macro-level policy analyses rather than empirical investigations of specific governance mechanisms and their outcomes (Ajayi & Ekundayo, 2020). Consequently, the specific mechanisms through which SBMC practices influence teachers' job satisfaction remain poorly understood.

The problem, therefore, is the lack of empirical evidence on the relationship between SBMC practices and teachers' job satisfaction in tertiary institutions in the North Central geopolitical zone of Nigeria. This knowledge gap limits the capacity of policymakers and institutional managers to design evidence-based interventions for enhancing teacher welfare and institutional effectiveness.

Objectives of the Study

The main objective of this study was to examine the relationship between School Board Management Committee (SBMC) practices and teachers' job satisfaction in tertiary institutions in the North Central geopolitical zone of Nigeria. The specific objectives were to:

1. Determine the level of SBMC practices in tertiary institutions in the North Central geopolitical zone of Nigeria.
2. Assess the level of teachers' job satisfaction in tertiary institutions in the North Central geopolitical zone of Nigeria.
3. Examine the relationship between SBMC practices and teachers' job satisfaction in tertiary institutions in the North Central geopolitical zone of Nigeria.
4. Determine the extent to which specific dimensions of SBMC practices (resource allocation, staff welfare administration, and policy formulation) predict teachers' job satisfaction.
5. Investigate whether there is a significant difference in teachers' job satisfaction based on institutional type (federal versus state).

Research Questions

The following research questions were formulated to guide the study:

1. What is the level of SBMC practices in tertiary institutions in the North Central geopolitical zone of Nigeria?
2. What is the level of teachers' job satisfaction in tertiary institutions in the North Central geopolitical zone of Nigeria?
3. What is the relationship between SBMC practices and teachers' job satisfaction in tertiary institutions in the North Central geopolitical zone of Nigeria?
4. To what extent do specific dimensions of SBMC practices (resource allocation, staff welfare administration, and policy formulation) predict teachers' job satisfaction?
5. Is there a significant difference in teachers' job satisfaction based on institutional type (federal versus state)?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

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H_{01}: There is no significant relationship between SBMC practices and teachers' job satisfaction in tertiary institutions in the North Central geopolitical zone of Nigeria.

H_{02}: The dimensions of SBMC practices (resource allocation, staff welfare administration, and policy formulation) do not significantly predict teachers' job satisfaction.

H_{03}: There is no significant difference in teachers' job satisfaction between federal and state tertiary institutions in the North Central geopolitical zone of Nigeria.

Literature Review

Conceptual Framework

School Board Management Committee (SBMC)

The School Board Management Committee (SBMC) is a governance structure established to facilitate participatory management and oversight in educational institutions. In the Nigerian context, SBMCs were initially introduced in basic education under the Universal Basic Education (UBE) programme as community-based management committees (Federal Ministry of Education, 2004). Over time, the concept has been extended to tertiary institutions as Governing Councils or Boards of Regents, though the term SBMC is increasingly used to describe these bodies at the tertiary level (Adesina, 2017).

The functions of SBMCs in tertiary institutions typically include: (a) policy formulation and strategic planning; (b) resource allocation and financial oversight; (c) staff appointment, promotion, and welfare; (d) infrastructure development and maintenance; (e) academic standards monitoring; and (f) stakeholder engagement and community relations (Federal Ministry of Education, 2018; NUC, 2022). The effectiveness of SBMCs is contingent upon their composition, operational procedures, autonomy, and the quality of leadership within the committee (Olaniyan & Obadara, 2021).

Teachers' Job Satisfaction

Job satisfaction is a multidimensional construct that refers to an individual's cognitive and affective evaluation of their job (Spector, 2019). In educational contexts, teacher job satisfaction encompasses several dimensions: intrinsic satisfaction (derived from the work itself, including teaching, research, and intellectual engagement); extrinsic satisfaction (related to pay, benefits, and working conditions); social satisfaction (stemming from relationships with colleagues, students, and administrators); and professional satisfaction (associated with career development, recognition, and autonomy) (Bakker & Demerouti, 2017; Judge et al., 2020).

Herzberg's Two-Factor Theory distinguishes between hygiene factors (extrinsic conditions that prevent dissatisfaction) and motivators (intrinsic factors that promote satisfaction) (Herzberg, 1966). In tertiary institutions, hygiene factors include salary, job security, administrative policies, and working conditions, while motivators include achievement, recognition, responsibility, advancement, and the work itself. This theoretical distinction is particularly relevant for understanding how SBMC practices might influence different dimensions of teacher satisfaction.

Theoretical and Empirical Review

Governance and Teacher Welfare in Higher Education

The relationship between institutional governance and staff welfare has been extensively documented in organizational literature. Good governance in higher education is characterized by

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transparency, accountability, participation, and responsiveness (World Bank, 2020). These governance principles directly influence the institutional climate within which teachers operate, thereby affecting their job satisfaction.

Akinfolarin (2019) examined the impact of school-based management committees on teacher performance in Southwest Nigeria and found that effective committee practices significantly enhanced teacher motivation and job commitment. Similarly, Olaniyan and Obadara (2021) reported that participatory governance structures in Nigerian universities positively correlated with staff satisfaction and retention. However, these studies were limited to basic education and specific university contexts, leaving a gap regarding the North Central zone and comprehensive tertiary institution types.

In the international context, Bakker and Demerouti (2017) demonstrated through the Job Demands-Resources (JD-R) model that organizational resources—including supportive leadership, participative decision-making, and adequate working conditions—serve as critical predictors of employee job satisfaction and engagement. These findings are corroborated by Judge et al. (2020), who established that perceived organizational support significantly mediates the relationship between governance practices and job satisfaction.

SBMC Practices and Institutional Outcomes

Research on SBMC effectiveness in Nigeria has produced mixed findings. While some studies highlight the positive contributions of SBMCs to resource mobilization and community engagement (Adesina, 2017; Ajayi & Ekundayo, 2020), others point to challenges including political interference, inadequate capacity, and limited autonomy (Okebukola, 2021). These contradictory findings suggest that the impact of SBMCs on teacher welfare may be context-dependent and influenced by factors such as institutional type, funding source, and regional socio-political dynamics.

Ajayi and Ekundayo (2020) conducted a comparative study of governing councils in Nigerian federal and state universities and found that federal institutions generally exhibited more structured governance practices and better staff welfare outcomes compared to state institutions. This finding raises questions about whether institutional type moderates the relationship between SBMC practices and teacher job satisfaction in the North Central zone.

Job Satisfaction in Nigerian Tertiary Institutions

Empirical studies on teacher job satisfaction in Nigerian tertiary institutions have consistently identified remuneration, working conditions, and administrative support as critical determinants (Ajayi & Ekundayo, 2020; NUC, 2022). However, the specific role of governance structures such as SBMCs in shaping these determinants has received limited attention. Okebukola (2021) noted that the failure of governing bodies to address staff welfare concerns has contributed to the brain drain phenomenon in Nigerian universities, with an estimated 30,000 Nigerian academics working abroad as of 2021.

The North Central geopolitical zone presents specific challenges that may influence the SBMC-job satisfaction relationship. These include ethno-religious conflicts (particularly in Plateau and Benue States), funding disparities between federal and state institutions, and varying levels of institutional infrastructure development (National Bureau of Statistics, 2023). Understanding how these contextual factors interact with SBMC practices to influence teacher satisfaction is essential for designing targeted interventions.

Gap in Literature

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Despite the growing body of literature on educational governance and teacher welfare in Nigeria, several gaps remain. First, there is a paucity of studies specifically examining SBMC practices in tertiary institutions, with most research focusing on basic education contexts. Second, the North Central geopolitical zone has been underrepresented in empirical studies on higher education governance. Third, few studies have employed multivariate analytical approaches to examine the predictive relationships between specific SBMC dimensions and job satisfaction outcomes. This study addresses these gaps by providing empirical evidence from a representative sample of tertiary institutions across the six states of the North Central zone.

Theoretical Framework

This study is anchored on two complementary theoretical frameworks: Herzberg's Two-Factor Theory and the Job Demands-Resources (JD-R) Model.

Herzberg's Two-Factor Theory

Frederick Herzberg's Two-Factor Theory (1966) posits that job satisfaction and dissatisfaction are not opposite ends of a single continuum but rather are influenced by two distinct sets of factors. Hygiene factors (extrinsic) include company policy, supervision, interpersonal relations, working conditions, salary, status, and security. These factors, when inadequate, cause dissatisfaction but their improvement only moves employees to a state of neutral satisfaction rather than positive motivation. Motivators (intrinsic) include achievement, recognition, the work itself, responsibility, advancement, and growth. These factors actively create job satisfaction when present.

In the context of this study, SBMC practices can be conceptualized as influencing both hygiene factors (through resource allocation, welfare administration, and policy formulation) and motivators (through professional development support, recognition systems, and autonomy enhancement). The theory provides a lens for understanding why certain SBMC practices may prevent dissatisfaction while others actively promote satisfaction among tertiary institution teachers.

Job Demands-Resources (JD-R) Model

The JD-R Model, developed by Bakker and Demerouti (2017), proposes that every occupation has its own specific risk factors associated with job demands and job resources. Job demands are physical, psychological, social, or organizational aspects of the job that require sustained physical and/or psychological effort and are associated with certain physiological and/or psychological costs. Job resources are physical, psychological, social, or organizational aspects of the job that may do any of the following: (a) be functional in achieving work goals; (b) reduce job demands and the associated physiological and psychological costs; (c) stimulate personal growth, learning, and development.

The JD-R Model is particularly relevant for this study because SBMC practices can be conceptualized as organizational resources that buffer the impact of job demands (such as heavy teaching loads, research expectations, and administrative burdens) on teacher well-being. Effective SBMC practices through participatory decision-making, fair resource allocation, and welfare support can enhance job resources, thereby promoting job satisfaction and reducing burnout among academic staff.

The integration of these two theories provides a robust framework for examining how SBMC practices influence both the prevention of dissatisfaction (Herzberg's hygiene factors) and the promotion of positive satisfaction (Herzberg's motivators and JD-R resources) among tertiary institution teachers in the North Central zone.

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Methodology

Research Design

This study adopted a correlational survey research design. This design was deemed appropriate because it allows for the examination of relationships between variables (SBMC practices and teachers' job satisfaction) without manipulating the independent variable, which is consistent with the study's objectives (Creswell & Creswell, 2018).

Area of the Study

The study was conducted in the North Central geopolitical zone of Nigeria, which comprises six states: Benue, Kogi, Kwara, Nasarawa, Niger, and Plateau. This zone was selected because it represents a diverse socio-cultural and educational landscape, and because it has experienced significant governance challenges in its tertiary institutions (National Bureau of Statistics, 2023).

Population of the Study

The target population comprised all academic staff (professors, associate professors, senior lecturers, lecturers, and assistant lecturers) in all tertiary institutions (universities, polytechnics, and colleges of education) in the North Central geopolitical zone of Nigeria. According to the National Universities Commission (NUC, 2022) and the National Board for Technical Education (NBTE, 2022), there are approximately 45 tertiary institutions in this zone with an estimated academic staff population of 8,500.

Sample and Sampling Technique

A multistage sampling technique was employed to select the sample. In the first stage, one institution was randomly selected from each of the six states, yielding six institutions (three federal and three state-owned). In the second stage, stratified random sampling was used to select academic staff from each institution based on rank (professors, senior lecturers, lecturers, and junior lecturers). The sample size was determined using Taro Yamane's formula:

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

Where n = sample size, N = population (8,500), and e = margin of error (0.05).

$$n = \frac{8,500}{1 + 8,500(0.05)^2} = \frac{8,500}{1 + 21.25} = \frac{8,500}{22.25} = 382.02 \approx 382$$

To account for potential non-response, the sample was increased by 5% to 401 respondents. However, after data cleaning, 387 valid responses were analyzed, representing a response rate of 96.5%.

Instrumentation

Data were collected using two researcher-developed instruments:

SBMC Practices Assessment Scale (SBPAS)

This instrument measured teachers' perceptions of SBMC practices across three dimensions: resource allocation (8 items), staff welfare administration (7 items), and policy formulation (5 items). Items were rated on a 4-point Likert scale (4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree). The instrument was validated by three experts in educational administration

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and measurement. A pilot test involving 40 academic staff from a tertiary institution outside the study area yielded a Cronbach's alpha reliability coefficient of 0.84.

Teachers' Job Satisfaction Questionnaire (TJSQ)

This instrument measured teachers' job satisfaction across four dimensions: intrinsic satisfaction (6 items), extrinsic satisfaction (6 items), social satisfaction (4 items), and professional satisfaction (4 items). Items were rated on a 4-point Likert scale (4 = Very Satisfied, 3 = Satisfied, 2 = Dissatisfied, 1 = Very Dissatisfied). The instrument was validated by three experts and pilot-tested with the same group, yielding a Cronbach's alpha of 0.89.

Data Collection Procedure

Permission was obtained from the management of each selected institution. The instruments were administered personally by the researchers and trained research assistants during staff meetings and departmental gatherings. Respondents were assured of confidentiality and anonymity. Completed instruments were retrieved immediately after administration.

Method of Data Analysis

Data were analyzed using Statistical Package for Social Sciences (SPSS) version 26. The following statistical techniques were employed:

- Descriptive statistics (mean and standard deviation) to answer research questions 1 and 2.
- Pearson product-moment correlation to answer research question 3 and test hypothesis 1.
- Multiple regression analysis to answer research question 4 and test hypothesis 2.
- Independent t-test to answer research question 5 and test hypothesis 3.

The criterion mean for interpreting the 4-point scale was 2.50. Scores from 2.50 and above were considered high, while scores below 2.50 were considered low. All hypotheses were tested at 0.05 level of significance.

Results

Demographic Characteristics of Respondents

Table 1 presents the demographic characteristics of the 387 respondents.

Table 1: Demographic Characteristics of Respondents (N = 387)

Variable	Category	Frequency	Percentage
Gender	Male	241	62.3
	Female	146	37.7
Age	25–34 years	89	23.0
	35–44 years	142	36.7
	45–54 years	103	26.6
	years and above	53	13.7
Academic Rank	Professor	31	8.0
	Associate Professor	48	12.4
	Senior Lecturer	97	25.1
	Lecturer I/II	156	40.3
	Assistant Lecturer	55	14.2
Institutional Type	Federal	198	51.2
	State	189	48.8
Years of Service	1–5 years	67	17.3
	6–10 years	118	30.5
	11–15 years	103	26.6

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	16 years and above	99	25.6
Institution Type	University	204	52.7
	Polytechnic	112	28.9
	College of Education	71	18.4

The results indicate that the majority of respondents were male (62.3%), aged 35–44 years (36.7%), held the rank of Lecturer I/II (40.3%), and worked in federal institutions (51.2%). Universities constituted the largest institutional category (52.7%).

Research Question 1: Level of SBMC Practices

Table 2 presents the mean ratings of SBMC practices in tertiary institutions in the North Central geopolitical zone.

Table 2: Mean Ratings of SBMC Practices (N = 387)

Dimension	N	Mean	SD	Decision
Resource Allocation	387	2.38	0.72	Low
Staff Welfare Administration	387	2.21	0.68	Low
Policy Formulation	387	2.45	0.69	Low
Overall SBMC Practices	387	2.35	0.63	Low

The results in Table 2 show that the overall mean rating of SBMC practices was 2.35 (SD = 0.63), which is below the criterion mean of 2.50. This indicates that SBMC practices in tertiary institutions in the North Central geopolitical zone are generally low. Among the three dimensions, policy formulation had the highest mean (2.45), followed by resource allocation (2.38), while staff welfare administration had the lowest mean (2.21). All three dimensions were rated below the criterion mean, indicating low levels of SBMC effectiveness across all measured areas.

Research Question 2: Level of Teachers' Job Satisfaction

Table 3 presents the mean ratings of teachers' job satisfaction.

Table 3: Mean Ratings of Teachers' Job Satisfaction (N = 387)

Dimension	N	Mean	SD	Decision
Intrinsic Satisfaction	387	2.72	0.71	High
Extrinsic Satisfaction	387	2.18	0.76	Low
Social Satisfaction	387	2.89	0.68	High
Professional Satisfaction	387	2.34	0.74	Low
Overall Job Satisfaction	387	2.53	0.62	High

The results in Table 3 reveal that the overall mean rating of teachers' job satisfaction was 2.53 (SD = 0.62), which is slightly above the criterion mean of 2.50, indicating a moderate level of job satisfaction. However, there were notable variations across dimensions. Social satisfaction recorded the highest mean (2.89), followed by intrinsic satisfaction (2.72), both above the criterion mean. Conversely, extrinsic satisfaction (2.18) and professional satisfaction (2.34) were below the criterion mean, indicating dissatisfaction with pay, benefits, and career advancement opportunities.

Research Question 3: Relationship Between SBMC Practices and Teachers' Job Satisfaction

Table 4 presents the Pearson correlation matrix for SBMC practices and teachers' job satisfaction.

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Table 4: Pearson Correlation Between SBMC Practices and Teachers' Job Satisfaction (N = 387)

Variable	1	2	3	4	5
1. Resource Allocation	1.00				
2. Staff Welfare Administration	.58	1.00			
3. Policy Formulation	.52	.49	1.00		
4. Overall SBMC Practices	.87	.89	.84	1.00	
5. Overall Job Satisfaction	.54	.61	.48	.62	1.00

Note. $p < .01$ (two-tailed).

The results in Table 4 show a significant positive relationship between overall SBMC practices and overall teachers' job satisfaction ($r = .62$, $p < .01$). All three dimensions of SBMC practices also showed significant positive correlations with job satisfaction: staff welfare administration ($r = .61$, $p < .01$), resource allocation ($r = .54$, $p < .01$), and policy formulation ($r = .48$, $p < .01$). The strongest relationship was observed between staff welfare administration and job satisfaction.

Hypothesis 1: Relationship Between SBMC Practices and Job Satisfaction

H_{01}: There is no significant relationship between SBMC practices and teachers' job satisfaction in tertiary institutions in the North Central geopolitical zone of Nigeria.

The Pearson correlation coefficient ($r = .62$, $p < .01$) indicates a significant positive relationship between SBMC practices and teachers' job satisfaction. Therefore, H_{01} is rejected. There is a significant positive relationship between SBMC practices and teachers' job satisfaction.

Research Question 4: Predictive Power of SBMC Dimensions on Job Satisfaction

Table 5 presents the results of multiple regression analysis examining the extent to which SBMC dimensions predict teachers' job satisfaction.

Table 5: Multiple Regression Analysis: SBMC Dimensions Predicting Job Satisfaction (N = 387)

Variable	B	SE	β	t	p	Decision
Constant	0.82	0.18		4.56	.000	
Resource Allocation	0.32	0.06	.38	5.33	.000	Significant
Staff Welfare Administration	0.41	0.07	.31	5.86	.000	Significant
Policy Formulation	0.19	0.08	.24	2.38	.018	Significant

Note. $R = .67$, $R^2 = .45$, Adjusted $R^2 = .44$, $F(3, 383) = 104.26$, $p < .001$.

The results in Table 5 indicate that the three SBMC dimensions jointly accounted for 45% of the variance in teachers' job satisfaction ($R^2 = .45$, $F(3, 383) = 104.26$, $p < .001$). All three dimensions made significant independent contributions: resource allocation ($\beta = .38$, $p < .001$), staff welfare administration ($\beta = .31$, $p < .001$), and policy formulation ($\beta = .24$, $p < .05$). Resource allocation emerged as the strongest predictor, followed by staff welfare administration.

Hypothesis 2: Predictive Power of SBMC Dimensions

H_{02}: The dimensions of SBMC practices (resource allocation, staff welfare administration, and policy formulation) do not significantly predict teachers' job satisfaction.

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The multiple regression results ($F(3, 383) = 104.26$, $p < .001$) indicate that the SBMC dimensions significantly predict teachers' job satisfaction. All three beta coefficients were statistically significant. Therefore, H_{02} is rejected. The dimensions of SBMC practices significantly predict teachers' job satisfaction.

Research Question 5: Difference in Job Satisfaction by Institutional Type

Table 6 presents the results of the independent t-test comparing job satisfaction between federal and state institution teachers.

Table 6: Independent t-test: Job Satisfaction by Institutional Type (N = 387)

Institutional Type	N	Mean	SD	t	df	p	Decision
Federal		198	2.56	0.61			
State	189	2.50	0.63	1.42	385	.157	Not Significant

The results in Table 6 show no significant difference in teachers' job satisfaction between federal ($M = 2.56$, $SD = 0.61$) and state ($M = 2.50$, $SD = 0.63$) institutions ($t = 1.42$, $df = 385$, $p = .157$).

Hypothesis 3: Difference by Institutional Type

H_{03}: There is no significant difference in teachers' job satisfaction between federal and state tertiary institutions in the North Central geopolitical zone of Nigeria.

The independent t-test result ($t = 1.42$, $p = .157 > .05$) indicates no significant difference in job satisfaction between federal and state institution teachers. Therefore, H_{03} is not rejected. There is no significant difference in teachers' job satisfaction based on institutional type.

Discussion of Findings

Level of SBMC Practices

The finding that SBMC practices in tertiary institutions in the North Central geopolitical zone are generally low ($M = 2.35$) aligns with previous studies that have documented governance challenges in Nigerian higher education (Ajayi & Ekundayo, 2020; Okebukola, 2021). The particularly low rating of staff welfare administration ($M = 2.21$) is consistent with persistent reports from academic unions regarding the neglect of teacher welfare by institutional governing bodies (ASUU, 2023; COEASU, 2022). This finding suggests that SBMCs in the study area are not effectively fulfilling their statutory mandate of staff welfare oversight, which may have implications for teacher morale and institutional stability.

The relatively higher (though still below-average) rating for policy formulation ($M = 2.45$) may reflect the formalistic nature of policy development in Nigerian tertiary institutions, where SBMCs are legally required to participate in policy processes regardless of implementation effectiveness. This finding supports Olaniyan and Obadara's (2021) observation that Nigerian university governing bodies often excel in policy formulation but falter in implementation and monitoring.

Level of Teachers' Job Satisfaction

The moderate overall job satisfaction ($M = 2.53$) masks significant dimensional variations that warrant careful interpretation. The high social satisfaction ($M = 2.89$) and intrinsic satisfaction ($M = 2.72$) suggest that teachers in the North Central zone derive considerable fulfillment from their interactions with colleagues and students and from the intellectual nature of academic work. This

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finding is consistent with Herzberg's (1966) theory, which posits that the work itself serves as a powerful motivator for professionals.

However, the low extrinsic satisfaction (M = 2.18) and professional satisfaction (M = 2.34) are concerning and reflect the well-documented crisis in Nigerian higher education remuneration and career progression (NUC, 2022). These findings corroborate Bakker and Demerouti's (2017) JD-R model, which suggests that inadequate job resources (such as fair compensation and career development opportunities) can undermine overall well-being despite the presence of intrinsic motivators. The dissatisfaction with extrinsic factors may explain the persistent brain drain from Nigerian tertiary institutions, as academics seek better conditions abroad (Okebukola, 2021).

Relationship Between SBMC Practices and Job Satisfaction

The significant positive relationship between SBMC practices and teachers' job satisfaction ($r = .62$, $p < .01$) is the central finding of this study and provides empirical support for the theoretical proposition that effective governance enhances employee well-being. This finding aligns with Akinfolarin's (2019) study in Southwest Nigeria, which found that school-based management committees positively influenced teacher motivation. The strength of the correlation (medium-to-large effect size) suggests that improvements in SBMC practices could yield substantial benefits for teacher satisfaction.

The finding that staff welfare administration showed the strongest correlation with job satisfaction ($r = .61$) underscores the primacy of welfare concerns in the Nigerian tertiary education context. This aligns with Herzberg's (1966) conceptualization of hygiene factors—when inadequate, they become powerful sources of dissatisfaction. In the Nigerian context, where academic salaries have not kept pace with inflation and where research funding remains inadequate (ASUU, 2023), SBMC attention to welfare issues becomes particularly salient for teacher satisfaction.

Predictive Power of SBMC Dimensions

The finding that the three SBMC dimensions jointly explain 45% of the variance in job satisfaction is noteworthy. Resource allocation emerged as the strongest predictor ($\beta = .38$), followed by staff welfare administration ($\beta = .31$) and policy formulation ($\beta = .24$). This hierarchical ordering suggests that teachers in the North Central zone prioritize tangible resource provision over procedural governance activities.

The dominance of resource allocation as a predictor supports the JD-R model's proposition that adequate job resources are essential for employee well-being (Bakker & Demerouti, 2017). In resource-constrained Nigerian tertiary institutions, where laboratories, libraries, and research facilities are often inadequate (NUC, 2022), the SBMC's role in securing and distributing resources becomes critical for enabling teachers to perform their duties effectively. When teachers perceive that SBMCs are effective in resource allocation, they are more likely to experience satisfaction with their ability to fulfill their teaching and research responsibilities.

The significant contribution of policy formulation ($\beta = .24$), despite being the weakest predictor, indicates that teachers value participatory governance and transparent policy processes. This finding is consistent with Judge et al.'s (2020) demonstration that perceived organizational support and procedural justice influence job satisfaction. Teachers who believe that SBMCs involve them in policy decisions may experience greater autonomy and organizational commitment.

Institutional Type and Job Satisfaction

ISSN: 2971-7760 | VOL 9, ISS 1 | 03 NOVEMBER 2026
https://doi.org/10.5281/zenodo.23907665
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The non-significant difference in job satisfaction between federal and state institutions ($t = 1.42$, $p > .05$) contradicts Ajayi and Ekundayo's (2020) finding that federal universities generally exhibited better welfare outcomes than state institutions. Several explanations may account for this discrepancy. First, the North Central zone may have specific contextual factors—such as uniform salary structures across institutional types, similar infrastructural challenges, or comparable governance dysfunctions that equalize satisfaction levels. Second, the finding may reflect a "ceiling effect" where both federal and state institutions perform poorly on welfare indicators, leaving little room for significant differences.

Alternatively, this finding may suggest that the quality of SBMC practices is more important than institutional type in determining teacher satisfaction. If both federal and state institutions have similarly ineffective SBMCs, satisfaction levels would naturally converge. This interpretation supports the study's central argument that SBMC effectiveness, rather than institutional affiliation, is the critical variable for teacher welfare.

Conclusion

This study examined the relationship between School Board Management Committee (SBMC) practices and teachers' job satisfaction in tertiary institutions in the North Central geopolitical zone of Nigeria. The findings lead to the following conclusions:

First, SBMC practices in tertiary institutions in the North Central zone are generally low, particularly in the area of staff welfare administration. This suggests a governance deficit that undermines the statutory mandate of these committees.

Second, teachers' job satisfaction in the study area is moderate overall, with high satisfaction in social and intrinsic dimensions but low satisfaction in extrinsic and professional dimensions. This pattern reflects the classic "motivated but dissatisfied" syndrome characteristic of professionals working in resource-constrained environments.

Third, there is a significant positive relationship between SBMC practices and teachers' job satisfaction, with the three SBMC dimensions (resource allocation, staff welfare administration, and policy formulation) jointly explaining 45% of the variance in job satisfaction. Resource allocation emerged as the strongest predictor.

Fourth, there is no significant difference in job satisfaction between teachers in federal and state institutions, suggesting that governance quality may be more important than institutional type in determining teacher welfare.

These findings collectively support the theoretical proposition that effective governance structures are essential for enhancing employee well-being in educational organizations. The study contributes to the literature by providing the first comprehensive empirical examination of the SBMC-job satisfaction nexus in Nigerian tertiary education, with specific focus on an under-researched geopolitical zone.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Strengthen SBMC Capacity for Resource Allocation: Institutional management and government agencies should prioritize capacity building for SBMC members in resource mobilization, budgeting, and financial management. Given that resource allocation was the

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strongest predictor of job satisfaction, enhancing SBMC effectiveness in this domain could yield significant welfare benefits for teachers.

2. Prioritize Staff Welfare in SBMC Agendas: SBMCs should establish dedicated welfare sub-committees with clear mandates to address teacher housing, healthcare, research funding, and professional development. Regular welfare audits should be conducted to ensure that staff concerns are systematically identified and addressed.
3. Enhance Participatory Policy Formulation: SBMCs should institutionalize mechanisms for teacher representation and input in policy decisions. This could include regular town hall meetings, online feedback platforms, and teacher representation on key SBMC sub-committees.
4. Establish Performance Standards for SBMCs: The National Universities Commission (NUC), National Board for Technical Education (NBTE), and National Commission for Colleges of Education (NCCE) should develop and enforce minimum standards for SBMC operations, including regular reporting requirements and performance evaluations.
5. Address Extrinsic Satisfaction Deficits: Given the low extrinsic satisfaction identified in this study, government and institutional management should urgently address salary disparities, improve working conditions, and enhance research funding to complement the high intrinsic and social satisfaction that teachers already experience.

Implications for Policy and Practice

Policy Implications

The findings of this study have significant implications for educational policy in Nigeria. First, the Federal Ministry of Education and relevant regulatory agencies should review the legal frameworks governing SBMCs in tertiary institutions to ensure that they have adequate autonomy, resources, and capacity to fulfill their mandates. Second, policy interventions should focus on standardizing SBMC practices across federal and state institutions, given the finding that institutional type does not significantly influence teacher satisfaction. Third, national policies on teacher welfare should be strengthened to mandate minimum welfare provisions that SBMCs must ensure, including housing allowances, research grants, and professional development opportunities.

Practical Implications

For institutional managers and SBMC members, this study highlights the practical importance of transparent resource allocation processes, responsive welfare administration, and inclusive policy formulation. SBMCs should move beyond ceremonial functions to become active drivers of institutional improvement. For teacher unions and professional associations, the findings provide empirical evidence for advocacy efforts aimed at improving governance practices and welfare conditions in tertiary institutions. For individual teachers, the study underscores the importance of engaging with SBMC processes to ensure that their voices are heard in institutional decision-making.

Limitations of the Study

This study has several limitations that should be acknowledged. First, the use of self-report measures for both SBMC practices and job satisfaction may introduce common method bias. Future studies should incorporate objective measures of SBMC effectiveness and multi-source ratings of job satisfaction. Second, the cross-sectional design precludes causal inferences; while the study found significant relationships, it cannot definitively establish that SBMC practices cause changes in job satisfaction. Longitudinal designs would be needed to test causal pathways.

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Third, the study focused on the North Central geopolitical zone, and findings may not be generalizable to other zones with different socio-political and educational contexts. Fourth, the sample was drawn from only six institutions (one per state), which may not fully represent the diversity of tertiary institutions in the zone. Fifth, the study did not examine potential moderating variables such as institutional culture, leadership style, or union activities, which may influence the SBMC-job satisfaction relationship.

Suggestions for Further Research

Based on the limitations and findings of this study, the following directions for future research are suggested:

1. Longitudinal Studies: Future researchers should employ longitudinal designs to examine how changes in SBMC practices over time influence changes in teacher job satisfaction, thereby enabling stronger causal inferences.
2. Multi-Zone Comparative Studies: Comparative studies across Nigeria's six geopolitical zones would enhance the generalizability of findings and identify zone-specific factors that moderate the SBMC-job satisfaction relationship.
3. Qualitative Investigations: In-depth qualitative studies using interviews and focus groups could provide richer insights into the mechanisms through which SBMC practices influence teacher satisfaction and identify context-specific barriers to effective governance.
4. Moderator and Mediator Analyses: Future studies should examine potential moderating variables (such as institutional type, leadership style, and union presence) and mediating variables (such as perceived organizational support and procedural justice) in the SBMC-job satisfaction relationship.
5. Intervention Studies: Experimental or quasi-experimental studies that evaluate the impact of SBMC capacity-building interventions on teacher satisfaction would provide valuable evidence for policy and practice.
6. Student Outcome Linkages: Research should examine whether improvements in teacher job satisfaction resulting from effective SBMC practices translate into improved student learning outcomes and institutional effectiveness.

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