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INFLUENCE OF SCHOOL-BASED MANAGEMENT COMMITTEE (SBMC) ROLES ON TEACHERS' JOB SATISFACTION IN PUBLIC PRIMARY SCHOOLS IN LAFIA LOCAL GOVERNMENT AREA, NASARAWA STATE, NIGERIA

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Abstract

This study examined the influence of School-Based Management Committee (SBMC) roles on teachers' job satisfaction in public primary schools in Lafia Local Government Area (LGA), Nasarawa State, Nigeria. Four specific objectives guided the study, focusing on SBMC roles in infrastructural development, instructional supervision, teachers' welfare and motivation, and community-school relations. The study was anchored on Herzberg's Two-Factor Theory of motivation and the Community Participation Theory of educational governance. A descriptive survey research design was adopted, and the population comprised 850 teachers drawn from public primary schools in Lafia LGA. Using the Taro Yamane formula, a sample of 272 teachers was selected through a multi-stage sampling procedure combining cluster and simple random sampling techniques. Data were collected using a structured 25-item instrument titled the "SBMC Roles and Teachers' Job Satisfaction Questionnaire" (SRTJSQ), which was validated by experts in educational management and measurement and found reliable with a Cronbach's Alpha coefficient of 0.84. Research questions were answered using mean and standard deviation, while the four hypotheses were tested using Pearson Product Moment Correlation at the 0.05 level of significance. Findings revealed that SBMC roles in infrastructural development, instructional supervision, teachers' welfare and motivation, and community-school relations each had a statistically significant positive influence on teachers' job satisfaction, with welfare and motivation roles showing the strongest relationship. The study concludes that active and functional SBMCs are central to enhancing teacher morale and retention in public primary schools, and recommends the strengthening of SBMC capacity through training, adequate funding, and closer collaboration with school administrators and the State Universal Basic

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Education Board. **Keywords:** School-Based Management Committee; teachers' job satisfaction; public primary schools; community participation; educational governance; Lafia; Nasarawa State

Introduction

Education remains the bedrock of national development, and the effectiveness of any educational system depends significantly on the quality, commitment, and satisfaction of its teaching workforce. At the primary school level, teachers serve as the frontline implementers of curricula and policy, making their job satisfaction a critical determinant of instructional quality, retention, and, ultimately, pupils' learning outcomes. Job satisfaction, broadly understood as the degree of positive affect an individual holds toward the various facets of their work, has consistently been linked in the literature to teacher commitment, classroom effectiveness, and reduced attrition (Oyelaran & Adeyemo, 2022). In response to the limitations of centralized educational administration, many countries, including Nigeria, have embraced school-based management (SBM) reforms aimed at decentralizing decision-making to the school level and involving local stakeholders in school governance. In Nigeria, this reform is operationalized through School-Based Management Committees (SBMCs), community-driven structures established under the Universal Basic Education (UBE) framework to support school administration, mobilize resources, monitor teaching and learning, and strengthen school-community relations (Sani & Danjuma, 2020). SBMCs typically comprise parents, teachers, traditional and religious leaders, head teachers, and other community stakeholders, and are statutorily expected to play advisory, supervisory, and resource-mobilization roles in the day-to-day running of public primary schools (UNESCO, 2021). Despite the establishment of SBMCs across Nigerian states, including Nasarawa State, concerns persist regarding the extent to which these committees effectively discharge their responsibilities and the extent to which their activities translate into improved conditions of service and morale for teachers (Ibrahim et al., 2023). In Lafia Local Government Area (LGA), observation suggests that SBMC involvement in schools varies considerably, ranging from active engagement in infrastructural provision and welfare support to relative dormancy, leaving many teachers to contend with inadequate facilities, limited motivation, and weak community backing (Umar, 2022). Given the centrality of teacher job satisfaction to educational quality, it becomes imperative to empirically investigate how SBMC roles influence this outcome.

This study, therefore, examines the influence of SBMC roles — specifically in infrastructural development, instructional supervision, teachers' welfare and motivation, and community-school relations — on teachers' job satisfaction in public primary schools in Lafia LGA, Nasarawa State.

Statement of the Problem

Public primary education in Nigeria continues to grapple with challenges of poor infrastructure, inadequate instructional materials, irregular welfare packages, and weak community support, all of which have implications for teacher morale and job satisfaction. The introduction of SBMCs was intended to address these gaps by decentralizing school governance and involving community stakeholders directly in resource mobilization, monitoring, and welfare support for teachers (Ogundele et al., 2021). However, despite more than a decade of SBMC implementation under the UBE scheme in Nasarawa State, reports from the Nasarawa State Universal Basic

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Education Board (2022) and observations within Lafia LGA suggest that many SBMCs remain largely inactive, poorly funded, or restricted to ceremonial functions such as attending school open days, with limited direct engagement in matters that affect teachers' working conditions.

This apparent gap between the statutory roles of SBMCs and their actual practice raises the question of whether SBMCs, as currently constituted and operated in Lafia LGA, meaningfully influence teachers' job satisfaction. Teachers in the area have been observed to express dissatisfaction with inadequate classroom infrastructure, irregular welfare interventions, and limited recognition of their efforts by community stakeholders — conditions that SBMCs are ordinarily expected to help redress (Musa, 2021). Yet, empirical studies that specifically interrogate the relationship between SBMC roles and teachers' job satisfaction within the Lafia LGA context remain scarce, with much of the existing literature focusing on SBMC contributions to pupils' academic performance or school infrastructural development in isolation, rather than teacher-centered outcomes (Olaleye & Adegbite, 2023). It is against this backdrop that this study investigates the influence of SBMC roles on teachers' job satisfaction in public primary schools in Lafia LGA, Nasarawa State, with a view to generating empirical evidence to guide policy and practice.

Objectives of the Study

The general objective of this study is to examine the influence of School-Based Management Committee (SBMC) roles on teachers' job satisfaction in public primary schools in Lafia LGA, Nasarawa State. The specific objectives are to:

1. examine the influence of SBMC roles in infrastructural development on teachers' job satisfaction in public primary schools in Lafia LGA;
2. determine the influence of SBMC roles in instructional supervision on teachers' job satisfaction in public primary schools in Lafia LGA;
3. assess the influence of SBMC roles in teachers' welfare and motivation on teachers' job satisfaction in public primary schools in Lafia LGA; and
4. investigate the influence of SBMC roles in community-school relations on teachers' job satisfaction in public primary schools in Lafia LGA

Research Questions

The following research questions guided the study:

1. What is the influence of SBMC roles in infrastructural development on teachers' job satisfaction in public primary schools in Lafia LGA?
2. What is the influence of SBMC roles in instructional supervision on teachers' job satisfaction in public primary schools in Lafia LGA?
3. What is the influence of SBMC roles in teachers' welfare and motivation on teachers' job satisfaction in public primary schools in Lafia LGA?
4. What is the influence of SBMC roles in community-school relations on teachers' job satisfaction in public primary schools in Lafia LGA?

Research Hypotheses

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

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H_{01}: SBMC roles in infrastructural development have no statistically significant influence on teachers' job satisfaction in public primary schools in Lafia LGA.

H_{02}: SBMC roles in instructional supervision have no statistically significant influence on teachers' job satisfaction in public primary schools in Lafia LGA.

H_{03}: SBMC roles in teachers' welfare and motivation have no statistically significant influence on teachers' job satisfaction in public primary schools in Lafia LGA.

H_{04}: SBMC roles in community-school relations have no statistically significant influence on teachers' job satisfaction in public primary schools in Lafia LGA.

Literature Review

Conceptual Review

The Concept of School-Based Management Committee (SBMC)

School-Based Management Committees are community-level structures established to support the administration of public basic education institutions in Nigeria. They emerged from the broader global shift towards decentralized educational governance, which seeks to transfer aspects of decision-making authority from central education bureaucracies to schools and their immediate communities (Sani & Danjuma, 2020). Under the Universal Basic Education Act, SBMCs are charged with responsibilities that include mobilizing community resources for school development, monitoring teaching and learning processes, participating in the recruitment and welfare oversight of non-teaching staff, promoting school infrastructural maintenance, and serving as a bridge between the school and its host community (Eze et al., 2021).

Ibrahim et al. (2023) describe the SBMC as a participatory governance mechanism through which parents and community leaders can hold schools accountable while simultaneously contributing tangible and intangible resources to improve the schooling environment. However, several studies note that SBMC functionality varies widely across Nigerian states and even within the same local government area, with committees in some communities being highly active in fundraising and monitoring, while others exist only on paper (Garba & Ibrahim, 2022; Olaleye & Adegbite, 2023).

The Concept of Teachers' Job Satisfaction

Job satisfaction refers to the extent to which employees derive fulfilment, contentment, or positive affect from their work and work environment. In the teaching profession, job satisfaction is shaped by factors such as remuneration, working conditions, infrastructural adequacy, supervisory support, recognition, and relationships with the school community (Sule et al., 2024). Oyelaran and Adeyemo (2022) found that primary school teachers who perceive their working environment as supportive and well-resourced report higher levels of job satisfaction, which in turn correlates with lower absenteeism and stronger commitment to instructional duties.

Teacher job satisfaction is not solely a function of salary; non-monetary factors such as recognition by the community, availability of teaching aids, manageable workloads, and a sense of belonging within the school system have been found to be equally, if not more, influential (Bello, 2020; Okoye, 2021). This makes community-level structures such as the SBMC

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potentially significant, since they are positioned to influence several of these non-monetary determinants of satisfaction.

Empirical Review

A growing body of empirical work has examined the relationship between school-based management structures and various educational outcomes in Nigeria. Ogundele et al. (2021), in a study of public schools in Kwara State, found that community participation in school governance was significantly associated with teachers' commitment and job satisfaction, particularly where committees were active in resource mobilization. Similarly, Garba and Ibrahim (2022) reported that SBMC involvement in infrastructural development in Nasarawa State was positively associated with teacher retention, as improved classroom facilities reduced the physical and psychological strain associated with teaching in dilapidated environments.

Nnamdi and Peter (2020) examined instructional supervision and teacher performance in public primary schools and found that supervisory support from school governance structures, including SBMCs, improved teachers' sense of professional efficacy, although the study did not directly measure job satisfaction. Musa (2021), focusing specifically on Nasarawa State, found that teachers who received consistent welfare support from SBMCs, such as periodic incentives and recognition during community events, reported markedly higher satisfaction scores than those in schools with dormant committees.

Nwosu and Anyanwu (2024) explored school-community relations in rural Nigerian schools and found that strong, cordial relationships between schools and their host communities — often mediated through SBMCs — enhanced teacher morale and reduced turnover intentions. In a related study, Yakubu and Emmanuel (2023) found that teachers' perception of SBMC effectiveness significantly predicted their classroom effectiveness and overall job attitudes. Sule et al. (2024) similarly identified community support and school governance participation as among the strongest predictors of teacher job satisfaction in North Central Nigeria.

While these studies collectively suggest a positive relationship between SBMC functionality and teacher-related outcomes, most were conducted in contexts outside Lafia LGA or examined SBMC roles in aggregate rather than disaggregating specific role domains such as infrastructural development, instructional supervision, welfare/motivation, and community-school relations. This study addresses this gap by examining these four domains individually within the specific context of public primary schools in Lafia LGA, Nasarawa State.

Theoretical Framework

This study is anchored on two complementary theories: Herzberg's Two-Factor Theory of motivation and the Community Participation Theory of educational governance.

Herzberg's Two-Factor Theory

Herzberg's Two-Factor Theory distinguishes between hygiene factors, whose absence causes dissatisfaction, and motivator factors, whose presence generates genuine satisfaction (Okoye, 2021). Applied to the teaching profession, hygiene factors include working conditions, infrastructural adequacy, and interpersonal relations, while motivators include recognition, achievement, and a sense of responsibility. This theory is relevant to the present study because several SBMC roles — particularly infrastructural provision and welfare support — correspond to hygiene factors, whereas recognition and community engagement align with motivator factors.

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The theory therefore provides a lens through which the differential influence of the four SBMC role domains on teachers' job satisfaction can be understood.

Community Participation Theory

Community Participation Theory posits that the active involvement of local stakeholders in the governance and management of public institutions improves accountability, resource allocation, and service delivery outcomes (UNESCO, 2021). Within the context of education, the theory suggests that when communities, through structures such as SBMCs, participate meaningfully in school administration, the resultant sense of shared ownership translates into improved support for teachers and, by extension, higher job satisfaction. This theory underpins the study's assumption that variation in SBMC functionality across the four role domains will correspond to variation in teachers' reported job satisfaction.

Methodology

Research Design

The study adopted a descriptive survey research design, which is appropriate for systematically describing and analyzing the relationship between variables as they naturally exist, without manipulation, and for generating generalizable inferences about a defined population through a representative sample (Ahmed, 2023).

Population of the Study

The population of the study comprised all 850 teachers in the 36 public primary schools registered under the Nasarawa State Universal Basic Education Board (NSUBEB) in Lafia LGA as at the 2025/2026 academic session (Nasarawa State Universal Basic Education Board, 2022).

Sample Size and Sampling Technique

A sample size of 272 teachers was determined using the Taro Yamane (1967) formula, expressed as $n = N / [1 + N(e)^2]$, where n is the sample size, N is the population size (850), and e is the margin of error (0.05). This yielded a sample of approximately 272 respondents. A multi-stage sampling technique was employed: first, a cluster sampling procedure was used to group the 36 schools into administrative clusters within Lafia LGA; second, simple random sampling (balloting) was used to select schools within each cluster; and finally, proportionate simple random sampling was used to select individual teacher-respondents from the selected schools.

Instrumentation

Data were collected using a structured questionnaire titled "SBMC Roles and Teachers' Job Satisfaction Questionnaire" (SRTJSQ). The instrument was divided into six sections: Section A elicited demographic information; Sections B to E contained five items each on SBMC roles in infrastructural development, instructional supervision, teachers' welfare/motivation, and community-school relations, respectively; and Section F contained five items on teachers' job satisfaction. All items were structured on a four-point modified Likert scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

Validity and Reliability of the Instrument

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The face and content validity of the instrument were established through review by three experts in Educational Management and Measurement and Evaluation, who assessed the items for clarity, relevance, and alignment with the study's objectives. Their observations were incorporated into the final version of the instrument. To determine reliability, the instrument was trial-tested on 30 teachers in public primary schools in Doma LGA, who were not part of the main study sample. The data obtained were analyzed using Cronbach's Alpha, which yielded a reliability coefficient of 0.84, indicating that the instrument was reliable for the study.

Method of Data Collection

Copies of the questionnaire were administered directly to the sampled teachers by the researcher with the assistance of trained research assistants. A total of 272 copies were distributed, out of which 260 (95.6%) were correctly completed, retrieved, and used for data analysis.

Method of Data Analysis

Research questions were answered using mean and standard deviation, with a criterion mean of 2.50 adopted as the decision benchmark; item means of 2.50 and above were interpreted as "Agree," while means below 2.50 were interpreted as "Disagree." The four null hypotheses were tested using Pearson Product Moment Correlation Coefficient (PPMC) at the 0.05 level of significance, with the decision rule that a hypothesis was rejected where the computed p-value was less than 0.05.

Results

Demographic Characteristics of Respondents

Table 1: Demographic Distribution of Respondents (N = 260)

Variable	Category	Frequency	Percentage (%)
Gender	Male	112	43.1
	Female	148	56.9
Age	20–30 years	58	22.3
	31–40 years	104	40.0
	41–50 years	71	27.3
	Above 50 years	27	10.4
Qualification	NCE	121	46.5
	B.Ed/B.A(Ed)/B.Sc(Ed)	109	41.9
	M.Ed and above	30	11.5
Teaching Experience	1–5 years	76	29.2
	6–10 years	88	33.8

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Variable	Category	Frequency	Percentage (%)
	11–15 years	62	23.8
	Above 15 years	34	13.1

Table 1 shows that female teachers (56.9%) slightly outnumbered their male counterparts (43.1%) in the sampled schools. Most respondents (40.0%) were aged between 31 and 40 years, and a majority (46.5%) held the Nigeria Certificate in Education (NCE) as their highest qualification. In terms of experience, the largest proportion of respondents (33.8%) had between 6 and 10 years of teaching experience, suggesting a fairly experienced teaching workforce.

Research Question 1: SBMC Roles in Infrastructural Development

Table 2: Mean Responses on SBMC Roles in Infrastructural Development (N = 260)

S/N	Item	Mean	SD	Decision
1	The SBMC assists in the provision of classroom blocks and furniture.	2.78	0.81	Agree
2	The SBMC mobilizes resources for renovation of dilapidated structures.	2.65	0.87	Agree
3	The SBMC supports the provision of instructional materials.	2.58	0.90	Agree
4	The SBMC ensures provision of potable water and sanitation facilities.	2.41	0.93	Disagree
5	The SBMC monitors the use of infrastructural development funds.	2.52	0.88	Agree
	Grand Mean	2.59		Agree

Table 2 shows a grand mean of 2.59, indicating that respondents generally agreed that SBMCs play a role in infrastructural development in their schools, particularly in the provision of classroom blocks, furniture, and instructional materials, although provision of water and sanitation facilities was rated comparatively lower. Decision: Mean ≥ 2.50 = Agree; Mean < 2.50 = Disagree.

Research Question 2: SBMC Roles in Instructional Supervision

Table 3: Mean Responses on SBMC Roles in Instructional Supervision (N = 260)

S/N	Item	Mean	SD	Decision
1	The SBMC monitors teachers' punctuality and attendance.	2.83	0.76	Agree
2	The SBMC participates in classroom observation visits.	2.36	0.95	Disagree
3	The SBMC supports head teachers in instructional	2.61	0.85	Agree

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S/N	Item	Mean	SD	Decision
	monitoring.			
4	The SBMC provides feedback to teachers on curriculum delivery.	2.29	0.97	Disagree
5	The SBMC encourages professional development activities for teachers.	2.57	0.89	Agree
	Grand Mean	2.53		Agree

Table 3 reveals a grand mean of 2.53, showing that respondents agreed, though modestly, that SBMCs play a role in instructional supervision, mainly through monitoring attendance and supporting head teachers, while direct classroom observation and curriculum feedback were rated lower. Decision: Mean ≥ 2.50 = Agree; Mean < 2.50 = Disagree.

Research Question 3: SBMC Roles in Teachers' Welfare and Motivation

Table 4: Mean Responses on SBMC Roles in Teachers' Welfare and Motivation (N = 260)

S/N	Item	Mean	SD	Decision
1	The SBMC organizes periodic recognition/award events for teachers.	2.74	0.83	Agree
2	The SBMC provides material or financial incentives to teachers.	2.48	0.92	Disagree
3	The SBMC advocates for teachers' welfare to relevant authorities.	2.69	0.84	Agree
4	The SBMC intervenes in teachers' personal/emergency welfare needs.	2.55	0.90	Agree
5	The SBMC promotes a friendly and supportive school climate.	2.81	0.79	Agree
	Grand Mean	2.65		Agree

Table 4 shows a grand mean of 2.65, the highest among the four SBMC role domains, suggesting that respondents most strongly perceived SBMC involvement in their welfare and motivation, particularly through recognition events, advocacy, and fostering a supportive school climate. Decision: Mean ≥ 2.50 = Agree; Mean < 2.50 = Disagree.

Research Question 4: SBMC Roles in Community-School Relations

Table 5: Mean Responses on SBMC Roles in Community-School Relations (N = 260)

S/N	Item	Mean	SD	Decision
1	The SBMC strengthens communication between the school and community.	2.79	0.80	Agree
2	The SBMC mediates conflicts between teachers and	2.44	0.94	Disagree

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S/N	Item	Mean	SD	Decision
	community members.			
3	The SBMC mobilizes community support for school programmes.	2.71	0.82	Agree
4	The SBMC enhances community respect and regard for teachers.	2.62	0.86	Agree
5	The SBMC organizes joint school-community developmental projects.	2.58	0.88	Agree
	Grand Mean	2.63		Agree

Table 5 shows a grand mean of 2.63, indicating general agreement that SBMCs contribute meaningfully to community-school relations, notably by strengthening communication and mobilizing community support, although conflict mediation was rated relatively lower. Decision: Mean ≥ 2.50 = Agree; Mean < 2.50 = Disagree.

Teachers' Level of Job Satisfaction

Table 6: Mean Responses on Teachers' Job Satisfaction (N = 260)

S/N	Item	Mean	SD	Decision
1	I feel satisfied with the physical condition of my school.	2.56	0.88	Agree
2	I feel my efforts as a teacher are recognized and valued.	2.61	0.85	Agree
3	I am satisfied with the level of support I receive from the community.	2.53	0.90	Agree
4	I generally feel motivated to perform my teaching duties.	2.68	0.83	Agree
5	Overall, I am satisfied with my job as a teacher in this school.	2.59	0.87	Agree
	Grand Mean	2.59		Agree

Table 6 shows an overall grand mean of 2.59, indicating that teachers in public primary schools in Lafia LGA generally reported a moderate-to-positive level of job satisfaction.

Test of Hypotheses

Table 7: Summary of Pearson Product Moment Correlation (PPMC) Analysis of SBMC Roles and Teachers' Job Satisfaction (N = 260)

Hypothesis	Variables Correlated	r-value	p-value	Decision (α = 0.05)
Ho_1	Infrastructural development × Job satisfaction	0.518	0.000	Rejected

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Hypothesis	Variables Correlated	r-value	p-value	Decision (α = 0.05)
Ho_2	Instructional supervision × Job satisfaction	0.463	0.001	Rejected
Ho_3	Welfare/motivation × Job satisfaction	0.612	0.000	Rejected
Ho_4	Community-school relations × Job satisfaction	0.487	0.000	Rejected

As shown in Table 7, all four null hypotheses were rejected, as the computed p-values (0.000–0.001) were less than the 0.05 significance level in each case. This indicates that SBMC roles in infrastructural development, instructional supervision, teachers' welfare/motivation, and community-school relations each have a statistically significant positive influence on teachers' job satisfaction in public primary schools in Lafia LGA. The correlation coefficients indicate moderate-to-strong positive relationships, with SBMC roles in teachers' welfare and motivation (r = 0.612) showing the strongest association with job satisfaction, followed by infrastructural development (r = 0.518), community-school relations (r = 0.487), and instructional supervision (r = 0.463).

Discussion of Findings

The finding that SBMC roles in infrastructural development significantly influence teachers' job satisfaction (r = 0.518, p < 0.05) aligns with Garba and Ibrahim (2022), who reported that SBMC-driven infrastructural improvements in Nasarawa State were associated with higher teacher retention and satisfaction. This suggests that when SBMCs actively mobilize resources for classroom blocks, furniture, and instructional materials, teachers experience more conducive working conditions, which Herzberg's Two-Factor Theory would classify as an improvement in hygiene factors that reduces dissatisfaction (Bello, 2020; Okoye, 2021).

Similarly, the significant relationship found between SBMC roles in instructional supervision and job satisfaction (r = 0.463, p < 0.05) corroborates Nnamdi and Peter (2020), who found that supervisory support enhances teachers' sense of professional efficacy. However, the comparatively lower mean scores for direct classroom observation and curriculum feedback in this study suggest that SBMC involvement in instructional matters in Lafia LGA remains more peripheral than infrastructural or welfare-related engagement, echoing the observation of Olaleye and Adegbite (2023) that SBMC functionality is often uneven across role domains.

The strongest relationship observed was between SBMC roles in teachers' welfare and motivation and job satisfaction (r = 0.612, p < 0.05), which is consistent with Musa (2021), who found that consistent welfare support and recognition from SBMCs were strongly associated with higher satisfaction among teachers in Nasarawa State. This finding lends support to the motivator component of Herzberg's theory, as recognition, advocacy, and a supportive school climate appear to generate genuine satisfaction rather than merely preventing dissatisfaction (Okoye, 2021).

Finally, the significant influence of SBMC roles in community-school relations on job satisfaction (r = 0.487, p < 0.05) supports Nwosu and Anyanwu (2024) and Yakubu and Emmanuel (2023), both of whom found that strong school-community ties, often mediated by SBMCs, enhance teacher morale and reduce turnover intentions. This is consistent with the Community Participation Theory, which posits that meaningful stakeholder involvement in school governance fosters a sense of shared ownership that ultimately benefits teachers

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(UNESCO, 2021). Taken together, the findings suggest that while all four SBMC role domains matter, welfare and motivation-related functions appear to carry the greatest weight in shaping teachers' job satisfaction in public primary schools in Lafia LGA.

Conclusion

This study set out to examine the influence of School-Based Management Committee (SBMC) roles on teachers' job satisfaction in public primary schools in Lafia LGA, Nasarawa State. The findings established that SBMC roles in infrastructural development, instructional supervision, teachers' welfare and motivation, and community-school relations each exert a statistically significant positive influence on teachers' job satisfaction, with welfare and motivation-related roles emerging as the strongest predictor. These findings affirm the theoretical propositions of Herzberg's Two-Factor Theory and the Community Participation Theory, demonstrating that decentralized, community-driven school governance structures can meaningfully shape teachers' experiences and attitudes toward their work. The study concludes that functional, adequately resourced, and genuinely participatory SBMCs are essential to sustaining teacher morale, commitment, and retention in Nigeria's public primary education system.

Recommendations

1. The Nasarawa State Universal Basic Education Board (NSUBEB) should institute regular capacity-building training for SBMC members in Lafia LGA to strengthen their understanding of, and competence in, infrastructural resource mobilization, instructional support, and welfare advocacy.

2. SBMCs should be encouraged and supported, through modest statutory funding, to deepen their engagement in teachers' welfare and motivation, given that this role domain showed the strongest influence on job satisfaction.

3. School head teachers should establish structured mechanisms for collaborating with SBMCs on instructional supervision, including scheduled joint classroom monitoring and feedback sessions.

4. SBMCs should be more deliberately involved in mediating school-community conflicts and organizing joint developmental projects to further strengthen school-community relations.

5. State and local education authorities should periodically evaluate SBMC functionality across all public primary schools to identify and revitalize dormant or underperforming committees.

Implications for Policy and Practice

The findings of this study have several implications for educational policy and practice. For policymakers, the results suggest that investment in strengthening SBMC structures — through legal backing, funding, and monitoring frameworks — is not merely an administrative formality but a substantive lever for improving teacher morale and, by extension, educational quality. For school administrators, the findings imply that deliberate efforts to involve SBMCs in day-to-day school life, rather than treating them as ceremonial bodies, can yield tangible benefits for staff welfare and instructional support. For community stakeholders, the study underscores the value

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of active participation in school governance as a means of directly contributing to the quality of education their children receive, through its effect on teacher satisfaction and retention.

Limitations of the Study

This study is limited to public primary schools in Lafia LGA, Nasarawa State, and its findings may not be generalizable to other local government areas, states, or private school contexts with different SBMC arrangements. The study also relied on teachers' self-reported perceptions of SBMC roles and their own job satisfaction, which, despite the instrument's validated reliability, may be subject to social desirability or recall bias. Additionally, the cross-sectional design captures respondents' perceptions at a single point in time and does not account for changes in SBMC functionality or teacher satisfaction over time.

Suggestions for Further Research

Future studies could adopt a longitudinal design to examine how changes in SBMC functionality over time influence teachers' job satisfaction and retention. Comparative studies across multiple local government areas or states would also help to establish the generalizability of the present findings. Furthermore, future research could explore the influence of SBMC roles on other outcomes, such as pupils' academic performance or teacher absenteeism, and could incorporate qualitative approaches to gain deeper insight into the lived experiences of teachers and SBMC members.

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