

INFLUENCE OF SCHOOL-BASED MANAGEMENT COMMITTEES ON TEACHERS' MOTIVATION AND STUDENTS' ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN NORTH CENTRAL NIGERIA

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Abstract

This study examined the influence of School-Based Management Committees (SBMCs) on teachers' motivation and students' academic achievement in public secondary schools in North Central Nigeria. The study was guided by two research questions and two hypotheses. A descriptive survey research design was adopted for the study. The population of the study comprised principals and teachers in public senior secondary schools in North Central Nigeria, from which a representative sample was drawn using simple random sampling technique. Data were collected using a structured questionnaire titled *Questionnaire on the Influence of School-Based Management Committees on Teachers' Motivation and Students' Academic Achievement in Public Secondary Schools in North Central Nigeria* and a proforma used to obtain students' academic records. The instruments were validated by experts and tested for reliability. Descriptive statistics of mean and standard deviation were used to answer the research questions, while chi-square statistical tool was used to test the hypotheses at 0.05 level of significance. Findings of the study revealed that participatory decision-making by SBMCs has a significant influence on teachers' motivation and students' academic achievement in public secondary schools in North Central Nigeria. The study also found that resource mobilization and financial accountability by SBMCs significantly influence teachers' motivation and students' academic performance. The study concluded that effective functioning of SBMCs plays a crucial role in enhancing both teacher motivation and students' academic outcomes. Based on the findings, it was recommended that SBMCs should be strengthened through capacity building, improved stakeholder participation, and enhanced accountability mechanisms to ensure better school governance and improved academic performance in public secondary schools in North Central Nigeria.

Keywords: School-Based Management Committees (SBMCs), teachers' motivation, students' academic achievement, participatory decision-making, public secondary schools, North Central Nigeria.

Background of the Study

Education remains a fundamental pillar for national development, social stability, and economic growth, as it equips individuals with the knowledge, skills, and competencies required for productive living and responsible citizenship. One of the key factors influencing the quality and effectiveness of education is school governance and management structure. In recent years, greater attention has been given to participatory governance systems as a means of improving accountability, efficiency, and educational outcomes in schools. In this regard, School-Based Management Committees (SBMCs) have emerged as a critical reform strategy aimed at decentralizing school management and involving key stakeholders in decision-making processes (UBEC, 2019).

School-Based Management Committees refer to community-based governance structures comprising parents, teachers, school administrators, traditional leaders, and other stakeholders who collaborate in the management of public schools. SBMCs are established to promote transparency, accountability, and community participation in school administration. Their core responsibilities include participatory decision-making, resource mobilization, monitoring of school activities, and supporting school improvement initiatives. Through these functions, SBMCs are expected to enhance school effectiveness and strengthen the overall learning environment in public secondary schools.

Globally, participatory school governance has been recognized as an important strategy for improving educational quality and student outcomes. Countries that have embraced decentralized school management systems often report improvements in teacher motivation, school accountability, and student achievement due to increased stakeholder engagement and shared responsibility in school operations (UNESCO, 2022). In contrast, weak school governance structures are frequently associated with inefficiency, poor resource management, low teacher morale, and declining student performance.

In Nigeria, the National Policy on Education (Federal Republic of Nigeria [FRN], 2014) emphasizes the importance of community participation in school management as a means of improving educational delivery and

ensuring accountability at the grassroots level. The introduction of SBMCs was therefore intended to bridge the gap between schools and communities, enhance transparency in resource utilization, and improve the overall quality of education in public secondary schools. However, the effectiveness of SBMCs varies across regions, with many schools still experiencing challenges related to weak implementation, inadequate funding, and limited stakeholder capacity.

Public secondary schools in North Central Nigeria operate within a complex educational environment characterized by infrastructural deficits, inadequate instructional materials, and limited government funding. These challenges place significant pressure on school administrators and teachers, often resulting in poor working conditions and reduced instructional effectiveness. In such contexts, SBMCs are expected to play a vital role in mobilizing community support, improving resource allocation, and fostering a more conducive teaching and learning environment.

Teachers remain central to the achievement of educational goals, as they directly influence instructional quality and student learning outcomes. Teacher motivation, which refers to the internal and external factors that stimulate commitment, enthusiasm, and job satisfaction, is a key determinant of classroom effectiveness. Motivated teachers are more likely to demonstrate higher levels of dedication, instructional creativity, punctuality, and student engagement. However, in many public secondary schools in Nigeria, teachers face numerous challenges such as delayed salaries, inadequate teaching resources, limited professional development opportunities, and poor institutional support, all of which negatively affect their motivation and performance.

Scholarly evidence suggests that teacher motivation is strongly influenced by school leadership practices, participatory decision-making, recognition, and the overall school climate (Ololube, 2018). When teachers are involved in school governance processes and perceive fairness and transparency in decision-making, their sense of belonging and professional commitment is enhanced. In this context, SBMCs can contribute to improving teacher motivation by promoting participatory governance, strengthening accountability, and ensuring that teachers' voices are considered in key school decisions.

Another important function of SBMCs is resource mobilization and financial oversight. Many public secondary schools in North Central Nigeria face serious funding constraints, making it difficult to provide adequate instructional facilities and maintain school infrastructure. SBMCs are therefore expected to mobilize additional resources from communities and stakeholders while ensuring transparency and accountability in the use of funds (Dare, 2023). Effective resource management can improve school

facilities, support teaching and learning activities, and create a more enabling environment for both teachers and students.

Furthermore, SBMCs play a role in strengthening community participation in education. Education is a shared responsibility between schools and their surrounding communities. When parents and community members actively participate in school activities, they contribute to improved discipline, better student attendance, and enhanced moral support for teachers and learners (Stephen, 2023). This collaboration fosters a sense of ownership and collective responsibility, which can positively influence both teaching effectiveness and student outcomes.

In addition, SBMCs are involved in monitoring and supporting academic performance in schools. This includes tracking student achievement, supporting curriculum implementation, and encouraging continuous improvement in teaching practices (Winifred, 2025). When properly implemented, such monitoring systems can promote accountability and provide opportunities for professional growth among teachers, thereby improving instructional quality and student performance.

Despite the intended benefits of SBMCs, their effectiveness in many public secondary schools in North Central Nigeria is often limited by challenges such as inadequate training of committee members, role conflict between school administrators and SBMCs, political interference, and weak accountability mechanisms. These challenges may hinder the ability of SBMCs to fully influence teacher motivation and student academic achievement.

Students' academic achievement remains the ultimate measure of school effectiveness. It reflects the extent to which educational objectives are being achieved and is influenced by multiple factors, including teacher motivation, instructional quality, school leadership, and availability of learning resources. Since teachers are directly responsible for classroom instruction, their level of motivation significantly affects students' academic engagement, discipline, and performance outcomes.

Given the critical role of SBMCs in school governance and the importance of teacher motivation in enhancing student achievement, it becomes necessary to examine the influence of School-Based Management Committees on teachers' motivation and students' academic achievement in public secondary schools in North Central Nigeria. The findings of this study are expected to provide empirical evidence that will guide policymakers, educational administrators, and stakeholders in strengthening school governance structures and improving educational outcomes in the region.

Statement of the Problem

Despite the introduction of decentralized school governance through School-Based Management Committees (SBMCs) in Nigeria, the quality of teaching and learning in many public secondary schools in North Central Nigeria continues to raise serious concerns among stakeholders. Public secondary schools in the region still experience persistent challenges such as weak stakeholder participation, inadequate instructional resources, limited community involvement, and ineffective school governance structures, all of which may negatively affect teachers' motivation and students' academic achievement.

Teachers are central to the success of the education system because they directly influence curriculum implementation and students' learning outcomes. However, many teachers in public secondary schools in North Central Nigeria are confronted with low motivation arising from poor working conditions, insufficient teaching facilities, limited opportunities for professional development, and inadequate recognition of their efforts. These conditions often lead to reduced commitment, low instructional effectiveness, absenteeism, and declining productivity, which ultimately affect students' academic performance.

Although SBMCs were established to enhance participatory governance, promote accountability, and strengthen community involvement in school management, their effectiveness in many public secondary schools remains uncertain. In several schools, participatory decision-making is either weak or not fully implemented, thereby limiting teachers' involvement in key administrative and instructional decisions. Similarly, resource mobilization and financial accountability mechanisms are often constrained by poverty, lack of awareness, and weak collaboration between schools and host communities.

Furthermore, stakeholder engagement and community participation, which are key pillars of SBMC operations, are often inadequate due to limited awareness of SBMC functions and poor communication between schools and communities. This weak participation reduces the level of support available to schools and limits opportunities for improving teachers' motivation and school development initiatives. In addition, monitoring and support for academic performance by SBMCs are sometimes poorly structured, with challenges such as insufficient training of committee members, role ambiguity, and ineffective supervision processes.

Students' academic achievement in public secondary schools in North Central Nigeria has remained a major concern, as performance in external examinations such as WAEC continues to be relatively low in many states within the region. This persistent poor performance has been linked to factors such as low teacher motivation, inadequate instructional support, weak

school governance, and insufficient community involvement in school activities.

Despite the existence of SBMCs as a reform strategy to improve school effectiveness, there is still limited empirical evidence on how their specific functions influence teachers' motivation and students' academic achievement in public secondary schools in North Central Nigeria. The problem of this study, therefore, is to investigate the extent to which participatory decision-making, resource mobilization and financial accountability, stakeholder engagement and community participation, and monitoring and academic support by SBMCs influence teachers' motivation and students' academic achievement in public secondary schools in North Central Nigeria.

Research Objectives

The main objective of this study is to examine the influence of School-Based Management Committees on teachers' motivation and students' academic achievement in public secondary schools in North Central Nigeria. Specifically, the study seeks to:

1. Determine the influence of participatory decision-making by School-Based Management Committees on teachers' motivation and students' academic achievement in public secondary schools in North Central Nigeria.
2. Examine the influence of resource mobilization and financial accountability by School-Based Management Committees on teachers' motivation and students' academic achievement in public secondary schools in North Central Nigeria.

Research Questions

The study seeks to answer the following research questions:

1. What is the influence of participatory decision-making by School-Based Management Committees on teachers' motivation and students' academic achievement in public secondary schools in North Central Nigeria?
2. What is the influence of resource mobilization and financial accountability by School-Based Management Committees on teachers' motivation and students' academic achievement in public secondary schools in North Central Nigeria?

Statement of Hypotheses

The study formulated the following null hypotheses:

1. H₀₁: There is no significant influence of participatory decision-making by School-Based Management Committees on teachers' motivation and students' academic achievement in public secondary schools in North Central Nigeria.
2. H₀₂: Resource mobilization and financial accountability by School-Based Management Committees have no significant influence on teachers' motivation and students' academic achievement in public secondary schools in North Central Nigeria.

Literature Review

School-Based Management Committees (SBMCs) have been widely recognized as important instruments for improving school governance, teacher motivation, and students' academic achievement. Several empirical studies have examined how participatory governance, resource mobilization, community engagement, and monitoring functions of SBMCs influence educational outcomes in public secondary schools.

Ubong and Okon (2023) found that SBMCs promote decentralized decision-making, which enhances accountability, transparency, and school effectiveness. The study emphasized that when stakeholders are involved in school governance, there is improved ownership of school policies, which positively influences school performance and teacher commitment.

Adeyemi and Bello (2024) examined SBMC operations in Nigerian secondary schools and reported that active committee participation in school administration leads to improved resource allocation, better infrastructure development, and stronger teacher motivation. The study further noted that schools with functional SBMCs recorded higher levels of teacher satisfaction and instructional effectiveness compared to those with weak committees.

Mohammed, Saratu and Akande (2025) found that participatory decision-making by SBMCs enhances collaboration between school administrators and community stakeholders. The study revealed that when teachers are involved in school planning and decision processes, their sense of ownership increases, thereby improving motivation and classroom performance.

Umar and Kwashabawa (2025) investigated resource mobilization by SBMCs and reported that committees play a significant role in improving school infrastructure through community contributions and partnerships. The study showed that schools with active SBMCs were better equipped with instructional materials, which in turn improved teaching quality and students' academic performance.

Shamsudeen and Abubakar (2024) found that stakeholder engagement and community participation strengthen school-community relationships and

improve discipline, monitoring of students, and support for teachers. The study concluded that community involvement contributes positively to both teacher motivation and student achievement.

Eze and Mohammed (2023) reported that SBMC involvement in school governance positively influences teacher motivation by enhancing recognition, participation in decision-making, and access to teaching resources. The study emphasized that motivated teachers are more committed to instructional delivery and student success.

Orji, Nguwasen and Nzewi (2021) identified challenges affecting SBMC effectiveness, including inadequate training, unclear roles, and limited participation. The study noted that where SBMCs are weak or poorly implemented, their impact on teacher motivation and student performance is minimal.

Ogunyemi and Adebayo (2021) found that teacher motivation is strongly influenced by working conditions, remuneration, and institutional support. Their study highlighted that supportive school governance structures, including SBMCs, can indirectly enhance motivation by improving school environments and teacher welfare.

Nwafor and Okon (2021) reported that professional development opportunities supported by school stakeholders significantly improve teacher motivation and instructional effectiveness. The study concluded that continuous training enhances teachers' confidence and commitment to teaching.

Ibrahim and Hassan (2023) found that recognition and positive social relationships within the school environment improve teacher morale and job satisfaction. The study emphasized that SBMCs that promote appreciation of teachers' efforts contribute to a more supportive school climate.

Overall, the literature suggests that SBMCs play a significant role in influencing teacher motivation and students' academic achievement through participatory decision-making, resource mobilization, stakeholder engagement, and monitoring functions. However, variations in implementation, capacity constraints, and unclear roles continue to limit their effectiveness in many public secondary schools in Nigeria, including those in North Central Nigeria.

Methodology

Research Design

This study adopted a descriptive survey research design, which is appropriate for examining the influence of School-Based Management Committees (SBMCs) on teachers' motivation and students' academic achievement in public secondary schools in North Central Nigeria. According to Nwankwo and Eze (2020), descriptive survey design enables the collection of data from a large population in order to describe existing conditions and identify relationships among variables without manipulation.

The design is considered suitable because it allows the researcher to gather data from teachers and school administrators regarding SBMC functions such as participatory decision-making, resource mobilization, financial accountability, stakeholder engagement, and monitoring of academic activities, and how these influence teachers' motivation and students' academic achievement in public secondary schools in North Central Nigeria.

Population of the Study

The population of this study consists of 82,959 respondents drawn from principals and teachers in public senior secondary schools in North Central Nigeria. The population comprises 1,704 principals and 81,255 teachers across 1,704 public senior secondary schools in the zone. These respondents are directly involved in school administration and instructional delivery and are therefore well positioned to provide relevant information on the influence of School-Based Management Committees on school outcomes.

Table 3.1: Population of the Study by States, Schools, Principals, and Teachers in Public Senior Secondary Schools in North Central Nigeria

S/N	States	No. of LGAs	No. of Schools	Principals	Teachers	Total
1	Benue State	23	350	350	13,705	14,055
2	Kogi State	21	163	163	7,335	7,498
3	Kwara State	16	214	214	12,480	12,694
4	Nasarawa State	13	213	213	11,135	11,348
5	Niger State	25	362	362	16,340	16,666
6	Plateau State	17	353	353	13,435	13,788
7	FCT Abuja	6	85	85	6,825	6,910

S/N	States	No. of LGAs	No. of Schools	Principals	Teachers	Total
Total		121	1,704	1,704	81,255	82,959

Source: Federal Ministry of Education, 2025

Sample and Sampling Technique

A sample of 8,301 respondents was selected for this study using a simple random sampling technique. Simple random sampling is a probability sampling method in which every member of the population has an equal chance of being selected. This method was adopted to ensure fairness in selection, reduce bias, and enhance the representativeness of the sample drawn from public senior secondary schools in North Central Nigeria.

The sample represents approximately 10% of the total population of 82,959 principals and teachers in public senior secondary schools in North Central Nigeria. This proportion is considered adequate for large populations and is consistent with established research guidelines, which recommend a 10% sample size for populations above 1,000 to ensure reliable and generalizable results.

The sample consisted of 173 principals and 8,128 teachers. Principals were included because of their administrative and leadership roles in the implementation of School-Based Management Committee (SBMC) policies, while teachers were selected due to their direct involvement in teaching and their exposure to SBMC-related school governance practices.

The use of simple random sampling ensured that every principal and teacher had an equal opportunity of being selected across the North Central geopolitical zone, thereby improving the validity and reliability of the findings.

Table 2: Sample Size of the Study

S/N	States	No. of Local Governments	No. of Senior Secondary Schools	Principals	Teachers	Total
1.	Benue State	2	35	35	1,371	1,406
2.	Kogi State	2	16	16	734	750

S/N	States	No. of Local Governmen ts	No. of Senior Secondary Schools	Principa ls	Teachers	Tot al
3.	Kwara State	2	21	21	1,248	1,269
4.	Nasarawa State	1	21	21	1,114	1,135
5.	Niger State	3	36	36	1,634	1,670
6.	Plateau State	2	35	35	1,344	1,379
7.	FCT Abuja	1	9	9	683	692
	Total	13	173	173	8,128	8,301

Instrumentation

Data for this study were collected using a structured questionnaire and a proforma. The questionnaire was titled *Questionnaire on the Influence of School-Based Management Committees on Teachers' Motivation and Students' Academic Achievement in Public Secondary Schools in North Central Nigeria (QISBMCTMSAAPSSNCN)*.

The instrument consisted of two sections. Section A elicited information on the demographic characteristics of the respondents, such as gender, qualification, years of experience, and school location. Section B contained 20 structured items designed to measure respondents' perceptions of the influence of School-Based Management Committees (SBMCs) on teachers' motivation and students' academic achievement. The items were based on a 4-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), weighted as SA = 4, A = 3, D = 2, and SD = 1.

In addition to the questionnaire, a proforma was designed and used to collect students' raw examination scores from selected public secondary schools in North Central Nigeria. The proforma was used to obtain objective data on students' academic achievement in core subjects such as Mathematics and English Language. This helped to complement the perceptual data obtained

from respondents and provided a more reliable basis for assessing academic performance.

The instruments were validated by experts in Educational Management and Measurement and Evaluation to ensure clarity, relevance, and alignment with the research objectives. Their inputs were used to improve the content validity of the instruments. The reliability of the questionnaire was determined through a pilot test, and Cronbach's alpha coefficient was used to assess internal consistency.

Method of Data Analysis

The research questions in this study were answered using descriptive statistics of mean and standard deviation. The mean scores were used to determine the respondents' level of agreement with each questionnaire item, while the standard deviation was used to determine the extent of variation in responses among respondents.

A decision rule was established using a benchmark mean of 2.50. Any item with a mean score of 2.50 and above was regarded as "Agreed," while any item with a mean score below 2.50 was regarded as "Disagreed." This decision criterion was based on the 4-point Likert scale used in the study.

In addition, the hypotheses formulated for the study were tested using the Chi-square (χ^2) statistical technique at a 0.05 level of significance. The Chi-square test was considered appropriate because it is suitable for examining relationships between categorical variables and determining whether observed differences in responses are statistically significant.

All analyses were carried out to determine the extent to which School-Based Management Committees (SBMCs) influence teachers' motivation and students' academic achievement in public secondary schools in North Central Nigeria.

Results

Descriptive Statistics

A total of 8,301 questionnaires were distributed to respondents across selected public senior secondary schools in North Central Nigeria. Out of these, 7,920 questionnaires were duly completed and returned, yielding a response rate of approximately 95.4%. This high response rate is considered adequate for statistical analysis and enhances the reliability and validity of the study findings.

The respondents comprised 8,128 teachers (97.9%) and 173 principals (2.1%). The distribution reflects the structure of the study population, with teachers forming the larger proportion due to their direct involvement in classroom instruction and daily school activities, while principals provided administrative perspectives on School-Based Management Committee (SBMC) operations and school governance.

Table 1: Demographic Characteristics of Respondents

Category	Frequency	Percent age (%)
Principals	173	2.1
Teachers	8,128	97.9
Total	8,301	100

Hypotheses Testing

The study tested four null hypotheses to determine the statistical significance of the influence of School-Based Management Committees (SBMCs) on teachers' motivation and students' academic achievement in public secondary schools in North Central Nigeria.

Hypothesis 1 (H_{01}):

There is no significant influence of participatory decision-making by School-Based Management Committees on teachers' motivation and students' academic achievement in public secondary schools in North Central Nigeria.

Table 2: Chi-square Test of Participatory Decision-Making and Teachers' Motivation/Students' Academic Achievement

Variables	χ^2	p-value	Interpretation
Participatory Decision-Making vs Outcomes	42.56	0.000	Significant

The Chi-square result ($\chi^2 = 42.56$, $p < 0.05$) indicates that there is a statistically significant influence of participatory decision-making by School-Based Management Committees on teachers' motivation and students' academic achievement. This implies that when teachers are actively involved

in school decision-making processes through SBMCs, their motivation increases and students' academic performance improves.

Therefore, the null hypothesis (H_{01}) is rejected.

Hypothesis 2 (H_{02}):

There is no significant influence of resource mobilization and financial accountability by School-Based Management Committees on teachers' motivation and students' academic achievement in public secondary schools in North Central Nigeria.

Table 3: Chi-square Test of Resource Mobilization/Financial Accountability and Outcomes

Variables	χ^2	p-value	Interpretation
Resource Mobilization vs Outcomes	38.91	0.000	Significant

The Chi-square result ($\chi^2 = 38.91$, $p < 0.05$) shows that resource mobilization and financial accountability by SBMCs have a significant influence on teachers' motivation and students' academic achievement. This suggests that improved transparency and availability of school resources positively enhance teacher morale and student learning outcomes.

Therefore, the null hypothesis (H_{02}) is rejected.

Summary of Findings

1. There is a significant influence of participatory decision-making by School-Based Management Committees on teachers' motivation and students' academic achievement in public secondary schools in North Central Nigeria.
2. Resource mobilization and financial accountability by School-Based Management Committees have a significant influence on teachers' motivation and students' academic achievement in public secondary schools in North Central Nigeria.

Discussion of Findings

The findings of this study provide empirical evidence that specific functions of School-Based Management Committees (SBMCs) significantly influence teachers' motivation and students' academic achievement in public

secondary schools in North Central Nigeria. The discussion is presented in line with the tested hypotheses.

Firstly, the study revealed that participatory decision-making by SBMCs has a significant influence on teachers' motivation and students' academic achievement. This implies that when teachers are actively involved in decision-making processes within the school system, their commitment, job satisfaction, and instructional effectiveness are enhanced. This finding aligns with Eze and Mohammed (2022), who reported that teacher involvement in school governance improves job satisfaction and professional dedication. It also supports Alfred (2022), who emphasized that participatory governance strengthens teachers' sense of ownership and positively affects school outcomes. The implication is that inclusive decision-making structures within SBMCs create a supportive environment that enhances both teaching effectiveness and student learning outcomes.

Secondly, the study found that resource mobilization and financial accountability by SBMCs significantly influence teachers' motivation and students' academic achievement. This suggests that when SBMCs effectively mobilize resources and ensure transparency in financial management, schools are better equipped with instructional materials and improved facilities, which in turn enhance teaching and learning processes. This finding is consistent with Dare (2023), who noted that SBMC-driven resource mobilization improves school infrastructure and supports educational development. It also agrees with Umar and Kwashabawa (2025), who found that financial transparency and community support contribute to better school environments and improved academic performance. The implication is that accountability and resource availability are critical factors in sustaining teacher motivation and improving students' academic achievement in public secondary schools.

Conclusion

The study has demonstrated that School-Based Management Committees (SBMCs) play a significant role in improving teachers' motivation and enhancing students' academic achievement in public secondary schools in North Central Nigeria. The findings revealed that participatory decision-making within SBMCs positively influences teachers' motivation and students' academic performance. When teachers are actively involved in school governance and decision-making processes, they tend to exhibit higher commitment, improved instructional effectiveness, and stronger dedication to student learning outcomes.

Furthermore, the study established that resource mobilization and financial accountability by SBMCs significantly contribute to improved teaching and learning conditions. Effective mobilization of resources and transparent

financial management enhance the availability of instructional materials, improve school facilities, and create a more conducive learning environment. These improvements ultimately strengthen teachers' motivation and lead to better academic performance among students in public secondary schools in North Central Nigeria.

Overall, the study concludes that SBMCs are essential instruments for improving school effectiveness, as their activities directly and indirectly influence both teacher performance and student academic outcomes.

Recommendations

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

1. Government and educational authorities should strengthen the implementation of participatory decision-making within School-Based Management Committees by ensuring that teachers are actively involved in school governance processes. This will enhance teachers' motivation and improve students' academic achievement in public secondary schools in North Central Nigeria.
2. School administrators and policymakers should ensure strict financial accountability and strengthen resource mobilization strategies within SBMCs. This includes transparent management of funds, increased community participation, and improved provision of instructional resources to create a more supportive learning environment for teachers and students in public secondary schools in North Central Nigeria.

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