

Achievements of school-based management committees (SBMCS) in primary schools in Maiduguri Metropolis, Borno State, Nigeria

Muhammad Babagana (Ph.D)¹, Prof. K. W. Bukar² & Ali Muhammad (Ph.D)³

^{1, 2} Department of Social Science Education, University of Maiduguri, Borno State, Nigeria

³ Department of Education, Mohammed Goni College of Legal and Islamic Studies, Maiduguri, Borno State, Nigeria

Emails: gajibo200@unimaid.edu.ng ¹ kakabukar2020@gmail.com ², awalimuhammad140@gmail.com ³

Abstract

The study sought the perspectives of School-Based Management Committees (SBMC) members on what resources they mobilised, how they mobilised and how they used it, what SBMCs are doing about enrolment if any, and how is the enrolment like, and what SBMCs are doing about school dropout and how is it like in primary school in Maiduguri Metropolis, Borno State. The study used a Convergent parallel mixed-method research design. Fifty-four (54) primary schools in Maiduguri Metropolis, Borno State, Nigeria, were used as the population of the study. A multistage cluster sampling technique was used to select fourteen (14) schools, and three (3) SBMC members were selected in each school and interviewed. Observation and interview schedules were used to collect data for the study. The data collected through the observation was ranked, and the interview transcription was subjected to content analysis. According to the study, SBMCs have made significant progress in providing teaching and learning materials and infrastructure. They have also mobilised resources for the school, boosted enrolment, and decreased dropout rates in primary schools in Maiduguri Metropolis, Borno State. According to the study, the Borno State Universal Basic Education Board ought to keep an eye on SBMC operations. SBMCs are urged to ensure that they use the resources to improve the quality and efficiency of schooling. SBMCs should ensure that they carry out their activities based on the Whole School Development Plan (WSDP). Borno State Universal Basic Education Board should ensure accountability from SBMCs.

Keywords: Achievements, SBMC, Infrastructural facilities, Teaching and learning materials, Resource mobilisation, Enrolment, dropout.

Introduction

In recent years, due to decay in the administration and management of education in public schools, School Based Management Committees (SBMCs) have been advocated by stakeholders in education as a viable means of decentralising the control of school from the basic education board to individuals' school in order to give school constituent, principal/head teachers, teachers, parents, community members and pupils/students to have more control over what happens in schools. Proponents of School-Based Management Committee (SBMCs) argue that increasing the involvement of stakeholders in education will increase schools' capacity and strengthen school ownership and accountability (Millet, 2011).

The programs have been adopted and are now being developed in several countries, including Hong Kong (China), Indonesia, Mexico, Paraguay, the Kyrgyz Republic, and Kenya, after beginning in the United States, the United Kingdom, Australia, and Canada. (BOSUBEB-SBMC, 2017). The programs represent a spectrum of the extent to which local decision-making is developed. The creation of School-Based Management Committees in all basic education schools nationwide was thus authorised by the National Council on Education (NCE) during its 52nd plenary session in 2006. The Universal Basic Education Commission (UBEC) then sent

guidelines for the implementation of this NCE policy to each State Universal Basic Education Board (SUBEB) in their respective states in 2007. The head of the school acts as the key secretary of the School-Based Management Committee (SBMC), which was formed by bringing together parents, teachers, community members, educational managers, and other stakeholders in education. This committee was tasked with taking part in the school's planning stages. They are responsible for creating school development plans, supervising the use of resources provided to the school, keeping an eye on school activities, including student and teacher attendance, informing parents, the government, and civil society about the schools, encouraging broad participation from all parties involved in school activities, encouraging women and children to fully participate, and organising communities for school improvement.

The tenure of members ranges from one to two years, and the frequency of meetings is usually twice a term (Ayeni & Ibukun, 2013) cited in Ogwuiké and Nweke (2022). SBMCs aim to foster a sense of community ownership of schools and close the gap between local education stakeholders and policymakers. By participating in the planning and decision-making processes for school development, highly effective SBMCs can enhance learning outcomes. The success rates of SBMCs have varied,

according on anecdotal evidence. An estimated 60% of Nigeria's government-owned primary schools lacked SBMCs in 2012 (Uzor, 2017), according to Ogwuikwe and Nweke (2022). The school-based management committee was created as part of Nigeria's school reform program to increase public participation in school governance (Abdulla, 2015). According to the Dakar Framework of Action (2000), the past decade's experience has demonstrated the need for better governance of the educational system in terms of efficiency, accountability, transparency, and flexibility to meet better the diverse and constantly changing needs of the students. Educational management urgently has to change from highly centralised, standardised, and command-driven management methods to more decentralised, participatory decision-making, implementation, and monitoring at a lower level of accountability (Federal Ministry of Education 2016). It has been noted that some school administrators, especially head teachers, believe that the SBMC function diminishes school autonomy. On the other hand, SBMC's mission is to support school autonomy. SBMC is defined by Cheng (1996) as tasks that are assigned based on the needs and characteristics of the school. As a result, school personnel have far more freedom and accountability for using resources to address issues and conduct instructional activities for the school's long-term growth.

Composition of SBMC

The composition of School-Based Management Committees (SBMCs) will be determined by the representation of various parties interested in enhancing the educational experiences of students in schools (National School-Based Management Policy, 2016). As may be defined in each state or FCT SBM Policy, SBMC memberships must range from eight (8) to twenty (20). The SBMC membership will be nominated by the organisations they represent. The minimum requirement is to serve schools in less populated areas, especially in rural areas and among migrant groups. The makeup of the SBMCs shall have a fair gender balance. The goal of having at least 40% of women in the SBMCs should be pursued. This and other tactics will strengthen the inclusive decision-making process. Students in secondary schools, especially those in higher classes, should be represented to enhance their ability to make decisions (National School-Based Management Policy, 2016).

According to BOSUBEB-SUBEB (2017), "Borno State adopted seventeen (17) membership as the composition of SBMCs, these include: traditional leader (1), principal/head teacher (1), representatives of parents teachers association (male and female, 2), representatives of teachers (male and female, 2), representatives of pupils (head boy and head girl, 2), representatives of old boys association (1), representatives of the faith-based organisation (2), representatives of a community-based organisation (1), representatives of youth association (1), representatives of women association (1), representatives of artisan/professional bodies (1), representatives of community development association (male and female, 2)" (P-9).

The goals of SBMCs

According to **the** National School-Based Management Policy (2016) are, "Increase participation of parents and communities in school, Empowering principals and teachers, budgeting local level capacity., Improving quality and efficiency of schooling, thus raising students' achievement level" (P-16)

Objectives of SBMCs

According to **the** National School-Based Management Policy (2016) the objectives are, "Engender community interest in school in their locality with a view to assuming ownership of their school, provide a mechanism for more effective management at school level, provide a platform on which community and school pool resources together to enrich school management, provide communities and local government education authority (LGEAs) with a new mechanism to demand accountability from school managers (Principals/head teachers), help the school in the formulation of its mission statement and articulation of its vision, provide a local framework involving stakeholders in planning, monitoring and evaluation of education at the school level, provide and update a school development plan on an annual and longer-term basis".(p-17)

Roles and responsibilities of SBMCs

The SBMCs' responsibility is to help each state achieve the goals outlined in its SBM policy. The following specific functions of SBMC will be highlighted: (i) effective involvement in the overall learning outcomes of students and pupils; (ii) effective involvement in the planning process for school development; (iii) networking with other stakeholders, encouraging partnerships and the inclusion of women and children towards better quality and inclusive education; (iv) mobilisation of resources for school improvement; (v) community awareness regarding improved enrolment of students and pupils, retention, completion, and transition; (vi) offering teachers and students encouragement and support; (vii) working with the community to ensure the safety of teachers, students, and school property; and (viii) supervising the distribution and use of money for school improvement (Borno State School Based Management Committee Training Manual, 2020).

Past studies have documented the achievement of SBMC by various researchers in schools (interested readers can refer to these). Umar, Kwashabawa and Yusuf (2016), Oyewole and Ehiola (2014), Ifechi (2015), and Abdalla (2015) reported significant impact of SBMC on instructional supervision and monitoring of teaching and learning facilities. At the same time, Osei-owusu and San (2012) reported that SBMC is ineffective in monitoring teachers and effective in monitoring students' attendance. Maina, Mohammed and Adeola (2020), James (2016) cited in Maina, Mohammed and Adeola (2020), and Adedokun (2011), reported that SBMC engages in the Maintenance of physical facilities through regular and periodic repairs of broken and dilapidated facilities. Maina, Mohammed and Adeola (2020), Bakwai and Yusuf (2016) reported that SBMC provide funds to augment the government investment in education. Abduljeleel, Akamu, and Isaac (2017) reported a significant impact of SBMC on

fundraising and making financial contributions in cash and kind to meet the school's immediate and recurrent expenses. Bakwai and Yusuf (2016) reported that SBMC engages in resource mobilisation. Lawal (2018) reported that SBMC had significantly contributed to the provision of instructional material such as tape, audio-visual aids, chalk and textbooks. However, it has no influence on infrastructural materials. Abduljeleel, Akamu and Isaac (2017) and Rout (2015) reported a significant impact of SBMC on enrolment, Kumar (2016), Meher and Patel (2018), Zaz, Zafar, and Saeed (2020) reported that SBMC had a positive impact in improving quality of education. Santibanez (2016) reported that SBMC reduced school dropout.

Statement of the Problem

Since the launch of the SBMC in 2006, the implementation has been characterised by inconsistency. Anecdotal evidence suggests that most of the schools in the outcast of the city do not have functional SBMCs. The researchers observed that most of the SBMCs were poorly constituted or there were problems in its formations for various reasons, ranging from lack of commitment of some members, lack of knowing the importance of the SBMCs, corruption and lack of community support. The researchers also observed that some schools have inadequate chairs, dilapidated classrooms, pupils' lateness to school, truancy, and shortage of instructional materials, among others. In recognition of these shortcomings, the Universal Basic Education Commission (UBEC) has established the necessary framework and set in motion a review of the SBMC guideline to promote effective performance and advance government commitment to attaining the Millennium Development Goal (MDGs). Based on these, the study assessed the achievements of SBMC in primary schools in Maiduguri Metropolis, Borno State, Nigeria.

The study sought answers to the following questions:

- 1) What are the achievements of SBMCs on infrastructural facilities in Primary Schools in Maiduguri Metropolis, Borno State?
- 2) What are the achievements of SBMCs in instructional materials in Primary Schools in Maiduguri Metropolis, Borno State?
- 3) What are the achievements of SBMCs in resource mobilisation in Primary Schools in Maiduguri Metropolis, Borno State?
- 4) What are the achievements of SBMCs in increasing enrolment in Primary Schools in Maiduguri Metropolis, Borno State?
- 5) What are the achievements of SBMCs in reducing dropout in Primary Schools in Maiduguri Metropolis, Borno State?

Methodology

The study adopted Convergent parallel mixed-method research. The population of the study were all fifty-four (54) primary schools in Maiduguri Metropolis, Borno State. Fourteen (14) schools were selected as samples; there were two hundred and thirty-eight (238) SBMC members in the fourteen (14) selected schools, i.e. seventeen (17) each in the

sampled schools, three (3) members were selected as a sample from each school comprising the Chairman, Secretary and one among the members to respond to the interview questions. Checklist/observation and interviews were used to collect data for the study. Observation methods were used to document the achievements of SBMCs in infrastructure and instructional materials.

In contrast, an interview was used to collect data on the achievements of SBMC concerning resource mobilisation, increasing enrolment and reducing dropout. The researchers personally went to the sampled schools to document the achievements of SBMC, while the interviews were carried out by one of the researchers in English and the local language, which is predominantly spoken by the people (Kanuri and Hausa). The consent of the participants was sought and obtained to record the interviews could be recorded. The audio content of the interviews was transcribed, translated and subjected to content analysis. The results of the analysis is presented below.

Result and Discussion

The study raised five (5) issues, what are the achievements of SBMCs in infrastructural facilities, achievements of SBMCs in instructional materials, achievements of SBMCs on resource mobilisation, achievements of SBMCs in increasing enrolment and achievement of SBMCs in reducing dropout in primary school in Maiduguri Metropolis, Borno State. The researchers personally went to the sampled schools to document the achievements of SBMC in infrastructural facilities and instructional materials, it sort the perspectives of SBMC Members on resources mobilisation, increasing enrolment and reducing dropout. The results and discussion are accordingly organised around these issues.

Research Question One: What are the achievements of SBMCs in infrastructural facilities in Primary Schools in Maiduguri Metropolis, Borno State?

Table 4.1 Frequency and Percentage of Observation on the Achievements of SBMCs in Infrastructural Facilities in Primary Schools in Maiduguri Metropolis, Borno State

S/no	Items	Response				Ranking
		Yes	%	No	%	
1.	Provision of furniture to the school	9	64	5	36	2 nd
2.	Repairs of broken furniture in the school	7	50	7	50	4 th
3.	Repairs of cracks in the school buildings	6	43	8	57	5 th
4.	Repairs of roofing sheet in the school	6	43	8	57	5 th
5.	Provision of borehole in the school	2	14	12	86	7 th

6. Provision of sanitation equipment	of	4	29	10	71	6 th
7. Renovations of toilets	of	10	71	4	29	1 st
8. Repairs of doors and windows		8	57	6	43	3 rd
9. Installation of solar	of	3	21	11	79	5 th

The result from Table 4.1 revealed that the renovation of toilets is the most observed achievement of SBMC in primary schools and ranks first with 71% among the achievements of SBMC in primary schools; this is followed by the provision of furniture to the school with 64%. However, the provision of boreholes in the school is ranked as the lowest, with 14% as an achievement of SBMC in primary schools in Maiduguri Metropolis, Borno State.

Research Question Two: What are the achievements of SBMCs in instructional materials in Primary School in Maiduguri Metropolis Borno State?

Table 4.2 Frequency and Percentage of Observation on the Achievement of SBMCs on Infrastructural Facilities in Primary School in Maiduguri Metropolis, Borno State

S/no	Items		Response				Ranking
			Yes	%	No	%	
1.	Provision of Audio-visual aid	of	9	64	5	36	3 rd
2.	Provision of computers to the school	of	6	43	8	47	6 th
3.	Provision of textbooks to the school	of	11	79	3	21	1 st
4.	Provision of blackboard to the school	of	7	50	7	50	5 th
5.	Provision of chalks to the school	of	8	57	4	43	4 th
6.	Provision of whiteboard	of	8	57	4	43	4 rd
7.	Provision of makers to the school	of	10	71	4	29	2 nd
8.	Provision of public address system	of	2	14	12	76	8 th
9.	Provision of charts	of	7	50	7	50	5 th
10.	Provision of maps	of	6	43	8	47	6 th
11.	Provision of exercise books to pupils	of	10	71	4	29	2 nd

12. Provision of pencils to pupils	of	9	64	5	36	3 rd
13. Provision of photocopying machine	of	3	21	11	79	7 th

Table 4.2 shows that the provision of textbooks to the school is ranked first with 79% as the most observed achievement of SBMC on infrastructural facilities; this is followed by the provision of exercise books to pupils and makers to the school, ranked second with 71% each. Whereas the provision of a public address system is ranked eight with 14%.

With regards to the achievements of SBMC in resource mobilisation, the most frequently mentioned resources are financial resources, material resources and human resources. For example, one of the respondents reported that "financial resources are the most important resources because with finance you can get both human and material resources" in the word of one of head teacher, "they mobilise material resources because it is what the school is lacking and teachers used it to impact knowledge to the pupils". On how did they mobilise the resource to the school? Respondents reported that "almost all SBMCs have resource mobilisation committees which is saddle with those responsibilities". The most frequent response is reaching out to philanthropists. One Chairman vividly illustrated that "the committee will reach out to the philanthropist within the community to explain the problems confronting the school and seek assistance in cash or kind". One of the head teachers opined that "they will reach to the philanthropist by constantly visiting and telling him/her about the school problems and seek for an assistant to execute some the problems facing the school". Another parent also indicates that "they usually meet philanthropists with some of the respected community members even without the committee with a view of getting assistance to the school". This finding is agreement with Usman (2023) who reported that SBMC mobilises financial resources to procure resources to support effective teaching and learning in schools.

Donations from old boys is also mentioned as one ways they used to mobilise for resources to the SBMC. This is vividly illustrated by one of the head master that "they usually write letters to the old boys of the school clearly explaining the problem facing the school and seek for assistance to solve some the school problem". A respondent (Chairman) reported that "he personally inform the old boys of the school to assist the school because as a former students of the school who are working somewhere else that the only legacy they will live is to the assist the so that they can be remembered," another respondent reported that "they usually named block of classroom with the names of some old boys of the school who assisted them in one way or the other so as to encourage others to so with a view of tackling some the school problems".

Monthly contribution from the SBMC members is also mention as ways to mobilising resources. One of the Chairman opined that "they monthly contribute token amount to the

SBMC account to meet the most urgent needs of the school". A head mistress reported that "one of the SBMC Chairman monthly pay for a volunteer teacher who was employed to cover a missing gap in the curriculum in his pocket". One member also explains that "they usually task themselves certain amount of money monthly, though not compulsory as their own assistance to their community". Assistance from other community members is also reported as way of resources mobilisation to SBMC. A respondent reported that "they seek assistance from some artisan like bricklayer and carpenter to do some repairs work in the school when the need arise". One the school head disclosed that "they get assistance from the youth of the community in sand feeling of the school during raining season to protect the school from flooding".

On how the resources were used. The most frequently ways mention by the respondents was the provision of teaching and learning materials, likes textbooks for teachers exercise books and pencils to the pupils, makers, charts and maps for teachers. This was followed by renovation of toilets, provision of furniture, repairs of door and windows, and payment of volunteer teachers and security. This confirms the findings of Umar, Kwashabawa and Yusuf (2016), Oyewole and Ehiola (2014), Ifechi (2015), Abdalla (2015) reported a significant impact of SBMC on instructional supervision and monitoring of teaching and learning facilities.

Regarding the achievements of SBMCs in increasing enrolment, the most frequently mentioned is engaging in enrolment campaign drive. One head teacher reported that "apart from the enrolment drive by SUBEB and LEA, there SBMC carry out similar campaign in their community to create awareness on the importance of schooling and the need to enrol children into school". Another respondent (Chairman) reported that "he normally leads the SBMC in creating the awareness in their community, calling on parents/guardians to enrol their children/ward during occasions". A women leaders in one of the schools vividly explain that "she does house to house campaigns to call on parents, especially the female one, encouraging them to enrol their children into school". This finding is in consonance with Abduljeleel, et al (2017), and Rout (2015) whose study reported a significant impact of SBMC on enrolment and Kumar (2016), Meher and Patel (2018), Zaz et al (2020) reported that SBMC had a positive impact in improving enrolment and quality of education.

Distribution of learning materials is also mentioned as ways SBMC use to increase enrolment and access to school. A head teacher reported that "their SBMC normally procure some learning materials to be distributed the pupils, they does this during the beginning of a session to encourage parents to enrol their children/wards". An SBMC Chairman explains that "their SBMC used to buy learning materials and gives to those newly enrolled into the school to encourage them to be coming to school regularly and will in turn encourage other pupils to be enrol in to school". This is in line with Maina, Mohammed and Adeola (2020) and Bakwai and Yusuf (2016) who reported that SBMC engage in resources mobilisation to procure learning materials to schools. Lawal (2018) also reported that SMBC had significantly contributed in the

provision of instructional material such as tape, audio-visual aids, chalk and textbooks.

Provision of uniform, sandal and socks is also reported as what SBMC does to increase school enrolment. One of the respondent reported that "their SBMC buy uniforms and collaborated with school management to distribute the uniform to the all newly enroled children and distribute the one provided by UNICEF to other children to encourage access to school within the community". A head teacher opined that "they normally distribute these material to pupils who are newly enrol to encourage other parents/guardians to also enrol their children/wards and those who comes to school on resumption day on the basis of first come first serve basis". This findings agreed with that Lawal (2023) who reported that SBMCs procure uniform, canvass and socks to pupils to encourage parents to enroll their children and wards into school and increase enrolment rate) On how the enrolment is like almost all respondents reported that what their SBMCs does about enrolment, confirmed that it have tremendously increased the school enrolment and access to education.

With respect to what SBMC are doing about dropping out of school and what it is like. The most frequently mention is the awareness on the importance education. One of the Chainman reported that "the school SBMC usually carryout awareness campaign to educate both parents and pupils on the effect of dropping out of school before completion." Another head teacher explain that "they use to inform their pupils during assembly that they should be coming to the school, remain in the school up to completion stage and cites examples of those who left school before completion". This is in line with Lawal (2023) who reported SBMC carry out awareness on the importance of education to reduce dropout of schools.

Monitoring of teachers and pupils attendance is also mentioned as something SBMCs does to reduce school dropout. This was vividly illustrated by one the Chairman that "they usually visit the school and ask from the school management those children that are not regularly coming to the school, and then call on the attention of their parents, this is because when children are not regularly coming to school, that is how they became absentees and subsequently dropout of school". One of the head teacher also reported that "they call on the attention of the form masters to submit the names of pupils that are not regular in school and then call the attention of their parents because some the parents might not even know that their children/ward are not going to school." If this not track and measures are taken, they become school dropout. Another member of SBMC disclose that "they monitor teachers that are not coming to school and take appropriate measures on them, this is because it's pave way for children to be not coming to school and subsequently dropout of school". This is not in agreement with Osei-owusu and San (2012) reported that SBMC is ineffective in monitoring teachers and effective in monitoring students' attendance.

Many of the respondents reported that their SBMC take disciplinary measures on truant pupils. One of the head teacher reported that "their SBMC first call on the attention of parents whose children are truant and also warn the child and if there is no changes, they will report the child to the school management to take necessary action". Another member of the SBMC reported that "the truant child will be warn first, if there is no changes, they report to the school management to punished the child and still if there is no changes, they will liaise with the school management to suspend the child". This finding is line with Garga (2022). Whose study reported that SBMC takes disciplinary measure on pupils who abscond from school before the closure hours?

Conclusion and Recommendations

The study concluded that SBMCs has achieved a lot in providing infrastructural facilities, teaching and learning material, increasing enrolment and reducing dropout. However, there is less efforts in term of resource mobilisation in primary schools in Maiduguri Metropolis, Borno State.

The study recommended that:

- 1) Borno State Universal Basic Education Board should supervise the activities of SBMCs.
- 2) SBMCs are urged to use the resource mobilise to improve the quality and efficiency of schooling.
- 3) SBMCs should ensure that they carry out their activities based on the Whole School Development Plan (WSDP).
- 4) World Bank through State Universal Basic Education Board should ensure accountability from SBMCs.

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