

Influence of School-Based Management Committee Participation on Quality Assurance for Girl-Child Education among Primary Schools in North-West, Nigeria

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Abstract

The study examined the influence of school-based management committees (SBMC) participation in quality assurance for girl-child education among primary schools in the North-West zone Nigeria. Two objectives and two research questions guided the study. A descriptive survey design was adopted. Research advisors (2006) was used to obtained a sample size of 384 primary school teachers and school-based management committee members. Multistage sampling technique (Purposive, proportionate and simple random) was used to select the respondents. Data were collected using a validated questionnaire titled, Quality Assurance Questionnaire (QAQ), with a reliability coefficient of 0.85. Analysis of data involved frequency counts, means, and standard deviations. Findings revealed moderate level participation of SBMC in improving the quality of teaching and learning and in providing quality teaching environment for the girl-child in primary school. Based on the findings of the study, it can be concluded that SBMC participation remains moderate in the North-West. The researcher identifies two recommendations among others, SBMC should be more active in order to ensure adequate provision of teaching and learning materials to improve learning outcome. SBMC and stakeholders need to provide more instructional materials such as: Flash cards, charts, model clay, and computers to boost teaching and learning. There is need to improve on conducive and quality teaching environment for effective girl-child education in North-west zone, Nigeria.

Keywords: Girl-Child Education, School-Based Management Committee, Quality Assurance

Introduction

Quality education equips people with the ability that will enable them explore the world and manipulate it for their survival and establishment. Njoku (2016) opined that quality education has been the backbone of development in most countries of the world, because it propels both economic and social emancipation of a nation. Nigerian education system emphasized the setting of and compliance with Quality Assurance (QA) mechanisms to improve education quality and academic capability of primary school pupils (FRN, 2013). However, Nigeria has approximately 18.3 million out-of-school children (United Nations International Children's Emergency Fund (UNICEF), 2024). In Nigeria, 7.6 million girls are out-of-school (OOS); 3.9 million are in primary school and 3.7 million are in junior secondary school (UBEC, 2018). According to UBEC (2018), almost 50% of girls do not attend basic education classes between the first and last year of primary school and between Primary 6 and JSS1. North-west Nigeria has a significant number of out of school girls specifically, 48% of girls age 5-14 are out of school (UNICEF, 2024). Quality assurance (QA) involves systematic monitoring, evaluating, regulating and reporting of educational programmes and practices to ensure that acceptable standards are attained and maintained (National Education Quality Assurance Handbook (NEQAH), 2016). Quality assurance establishment in Nigerian education system introduces a paradigm change from the previous practice of school inspection to a process of monitoring and assessment that offers a new practical technique of evaluation. It guarantees that assessment procedures and processes are followed in accordance with established guidelines that improve student outcomes (Okpa, Odigwe, Emeribe & Obule, 2020). Quality assurance in primary education, therefore, aims at preventing quality problems and ensures that the products of the system conform to standard. Mukhtar (2015), asserted that, the quality of education is the extent to which learning is considered successful in terms of pupils achieving a high level of performance within the context



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of the aims and objectives of education. Quality assurance is carried out according to set standards that bring about improvement in teaching and learning. In primary education, quality assurance activity focuses on whether learners are achieving as much as they can and whether everything the school provided has the best possible impact on learners. The educational administrators are always faced with the responsibility of determining the priorities of management to ensure the achievement of qualitative educational outcome. However, it is very clear that government alone cannot provide the required access and functional basic education as resources involved are enormous and the provision of basic education is seen as responsibility of all, hence the role of School-Based Management Committee (SBMC) cannot be overemphasized. National Policy on Education (FRN, 2013) enshrined that SBMC and the Local Government Education Authority shall be responsible for the management of schools at the appropriate levels. School-Based Management Committee was established by the Nigerian National Council on Education (NCE) in 2006 to the decentralization of school authority from the government to relevant stakeholders at the community level (Sokoto State School-Based Management Policy Guideline, 2017) School based management committee is a group of stakeholders including teachers, parents, students and community members responsible for managing and overseeing the affairs of the school (UNESCO, 2019). According to Ayeni and Ibokun (2017), school-based management committee is the process of de-centralization of power and authority from government to significant stakeholders to perform statutory responsibilities in the administration, monitoring, evaluation and review of educational policies to ensure effective teaching and learning among others for improved learning outcomes. On the flip side, girl-child education is an opportunity provided for the girl-child to acquire formal education and skills that will enable her function effectively in the society. Girl-child education refers to the education of the female children from birth to eighteen years old (Doreen & Gospel, 2019). It is about ensuring that girls have access to primary education and are able to complete their primary education with necessary skills to compete in the labour market. Additionally, there are 7.6 million girls are out-of-school (OOS); 3.9 million are in primary school and 3.7 million are in junior secondary school in Nigeria (UBEC, 2018). According to UBEC (2018), almost 50% of girls do not attend basic education classes. Between the first and last year of primary school and between Primary 6 and JSS1, 1 million and 0.6 million girls, respectively, drop out of each cohort. North-west Nigeria has a significant number of out of school girls specifically, 48% of girls age 5-14 are out of school (Unicef, 2024). From the aforementioned postulation, it is obvious that millions of Nigerian girls are not attending school, mostly in primary and junior secondary education, which is a worrying disparity in the country's educational landscape. This makes Nigeria the country with the highest number of out-of-school children globally. Related empirical studies were reviewed which include: Agi and Igwe (2023) investigated the role of School Based Management Committees (SBMCs) in the improvement of schools and students learning outcomes in rural areas of Rivers State, Nigeria.

Three research questions and three hypotheses guided the study. It adopted a descriptive survey research design with a population of 1,038 teachers in rural secondary schools in Rivers State. Its sample comprised 150 respondents. An instrument titled, Role of School-Based Management Questionnaire was used for data collection. The instrument was validated by experts. The internal consistency of the instrument was determined through a test re-test method, with reliability index of 0.82, obtained through Cronbach Alpha statistic. The research questions were answered using mean and standard deviations, while the hypotheses were tested with z-test at 0.05 level of significance. The findings of the study showed that the role of School-Based Management Committees (SBMCs) is critical in the improvement of schools and students learning outcomes in secondary schools in Rivers State, Nigeria. The study therefore, recommended among others, that government should monitor and enforce the existence and operations of School-Based Management Committees in all primary and secondary schools in Rivers State, Nigeria. Maina, Mohammed and Adeola (2020) examined the influence of school-based management committees on management of public senior secondary school in Nigeria. The study adopted descriptive survey research design. The population of the study consisted of 2,280 principals, 64,009 teachers, 30,702 SBMCs' members and 3,389 inspectors making a total of 100,380 respondents. A sample of 384 respondents was randomly selected for the study, while questionnaire was the instrument used for data collection. The reliability coefficient values of 0.760 and 0.781 were obtained using Cronbach Alpha. The research questions were answered using mean and standard deviation, while the hypotheses were tested using ANOVA at 0.05 level of significance. The findings showed that SBMCs engaged in the maintenance of physical facilities through regular inspection and periodic repairs of the broken and depleted facilities and SBMCs provide funds to augment the government's investment in education. The study recommended that

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SBMCs should intensify efforts at raising funds through cooperate social responsibility and international donors for the development of the schools.

Statement of the Problem

School-Based Management Committees (SBMCs) were established to strengthen quality assurance in primary schools through active community participation in monitoring teaching and learning, infrastructure provision, teacher support, and the promotion of inclusive and gender-responsive school environments, in line with the Universal Basic Education (UBE) Act (2004). Ideally, effective SBMC participation should enhance accountability, improve school conditions, and support quality learning outcomes for all pupils, particularly the girl-child. However, the researcher observed that many primary schools in the North-West Zone Nigeria continue to experience declining educational quality, as reflected in public concern over the standard of primary school leavers. Ogunode and Ajape (2023) noticed that primary schools still faced inadequate facilities, shortage of qualified teachers, weak instructional supervision and limited attention to gender-sensitive practices. These challenges disproportionately affect girls, whose access, retention, and learning outcomes depend largely on safe, supportive, and inclusive school environments. This apparent gap between the expected role of SBMC in quality assurance and their actual level of participation raises concerns about their effectiveness in promoting quality education for the girl-child. Consequently, this study seeks to assess SBMC participation in quality assurance for girl-child education in primary schools in the North-West Zone of Nigeria, with a view to identifying gaps and suggesting strategies for improvement.

Objectives of the Study

The objectives of the study seek to:

1. Examine the extent of SBMC participation in improving the quality of teaching and learning in primary schools in North-west zone, Nigeria.
2. Find out the level of SBMC participation in providing quality teaching environment for girl-child education in primary schools' North-west zone, Nigeria.

Research Questions

1. To what extent does SBMC participation improve the quality of teaching and learning for the girl-child in primary schools in North-west zone, Nigeria?
2. To what extent do SBMC participate in providing quality teaching environment for girl-child education in primary schools' North-west zone, Nigeria?

Research Methodology

This study adopted a descriptive survey research design to guide data analysis. Iliya (2018), noted that descriptive survey is a type of research design that is concerned with conditions that exist, practices that prevail, beliefs and attributes of people considered to be representative of the entire population. The population of the study comprised all the primary school teachers and school-based management committee members in public primary schools in North-west zone Nigeria in the 2024/2025 academic session. There are seven states, comprised of Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto and Zamfara States with 181, 047 public primary school teachers and 234,852 SBMC members, totaling 415,899 teachers and SBMC members from 20,578 public primary schools in North-west zone Nigeria. The sample size of the study consisted of 384 respondents from a population of 415,899 teachers and SBMC members. The selection of sample size was based on the recommendation of Research Advisors (2006), table for determining sample size from a given population to ensure appropriate representation of members of a given population. Table 1 illustrates the summary of the sample size.

Table 1: The Summary of Respondents from the Sampled Three States in North-West Zone Nigeria.

S/N	State	Edu. Zones Selected	Number of LGEAs Selected	Number of Primary Schools Selected	Number of Teachers Selected	Number of SBMC members Selected	Total

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1	Kaduna	Zaria Edu. zone Jema'a Edu. zone Manicipal	Zaria Giwa Jema'a Kano	9	104	27	131
2	Kano	Edu. zone Nasarawa Edu. zone Wamakko	Manicipal Gwale Nasarawa	12	150	36	186
3	Sokoto	Edu. zone Tambuwal Edu. Zone	Wamakko kware Bodinga	9	40	27	67
GrandTotal				30	294	90	384

Source: Field Work (2025)

Table 1 shows the sample size of the study which comprised 294 primary school teachers and 90 SBMC members were selected from 30 primary schools across the three sampled states in North-west zone Nigeria. This study adopted multi-stage sampling technique (Purposive, proportion and random sampling). Quality Assurance Questionnaire (QAQ) was adapted from Arogundade and Belo (2019) and was used for data collection. To ascertain the validity of the instrument (QAQ), copies of the instrument were given to four experts for face and content validity. They experts assessed the relevance and clarity of the instrument for evaluating SBMC' participation in teaching and learning and provision of quality teaching environment for girl-child education in primary schools in North-west, Nigeria. The reliability of the instrument (QAQ) was obtained through a trial testing which was carried out on fifty (50) primary school teachers and SBMC members which consisted of 40 teachers and 10 SBMC members who were randomly selected from two primary schools in Birnin Kebbi, Kebbi State. The selected teachers and SBMC members were part of the researcher's population of the study but they were out of the sampled size. Cronbach's Alpha (α) analysis was conducted in ensuring the internal consistency of the instrument. The reliability index of all the items in the instrument was 0.85 which ensured the reliability of the instrument. The researcher enlisted six research assistants and provided them with training about the purpose of the study and the structure of the questionnaire. The researcher, along with the research assistants, distributed the 384 questionnaires to the sampled respondents in the selected primary schools. The respondents received the questionnaires in their respective schools, completed them independently, under the supervision of the researcher and the assistants. The instruments were retrieved from the respondents after they had responded to the items. All the 384 questionnaires were returned and used for study. This approach ensured a high return of the completed questionnaires. The data for the study was analysed using descriptive statistics which include frequency, mean and standard deviation using Statistical Package for Social Sciences (SPSS) version 23.0 to answer the research questions. The items responses were 5 points rating scale: Very High (HV), 4 points is High (H), 3 points is Moderate(M), 2 points Low(L) and 1 point Very Low (VL). A criterion Mean score of 1.00 – 1.80 indicate "Very Low" extent; 1.81 – 2.60 indicate "Low" extent; 2.61 – 3.40 indicate "Moderate" extent; 3.41 – 4.20 indicate "High" extent and 4.21 – 5.00 indicate "Very High" extent.

Presentation of Result

Research Question One: To what extent does SBMC participation improves the quality of teaching and learning for the girl-child in primary schools in North-west zone, Nigeria?

Table 2: Mean and Standard Deviation Assessing SBMC Members Participation in Improving the Quality of Teaching and Learning of the Girl-Child in Primary Schools in North-West, Nigeria.

S/N	VH	H	M	L	VL	Mean	SD	Decision
1. To what extent do SBMC members monitor the Implementation of curriculum in primary schools?	20	92	102	145	25	2.84	1.03	Moderate



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2.	To what extent do SBMC members provide resources and materials necessary for quality education in primary schools.	21	87	86	163	27	2.77	1.05	Moderate
3.	To what extent do SBMC members supervise teaching and learning to improve the quality of primary education?	21	81	107	146	29	2.79	1.04	Moderate
4.	To what extent do SBMC members Encourages innovative teaching methods and practices in primary schools?	21	81	86	166	29	2.84	2.35	Moderate
5.	To what extent do SBMC members provide white board in primary schools to Enhance teaching and learning?	31	68	85	162	37	2.72	1.11	Moderate
Grand Mean		22.8	81.8	93.2	1564	29.4	2.79	1.32	Moderate

Source: *Researcher's Fieldwork (2025)*

Table 2 presented descriptive statistics of mean and standard deviation computed to assess the extent to which SBMC members' participation in improving the quality of teaching and learning of the girl-child in primary school in North-West zone, Nigeria. The results of the analysis revealed the mean ratings for all the 5 items as follows: The extent of SBMC members monitoring the implementation of curriculum in primary schools (Mean = 2.84, SD = 1.03); the extent to which SBMC members provides resources and materials necessary for quality education in primary schools (Mean = 2.77, SD = 1.05); the extent to which SBMC members supervise teaching and learning to improve the quality of primary education (Mean = 2.79, SD = 1.04); the extent to which SBMC members encourages innovative teaching methods and practices in primary schools (Mean = 2.84, SD = 2.35); and the extent to which SBMC members provide white board in primary schools to enhance teaching and learning (Mean = 2.72, SD = 1.11) were all having a mean score between 2.61 – 3.40 suggesting that the participants assessed each item as moderate extent of SBMC members' participation in improving the quality of teaching and learning of the girl-child in primary school in North-west zone, Nigeria. Similarly, the standard deviations of all the 5 items were between 1.03 – 2.35 indicating that the participants have diverse opinions on the participation of the SBMC members in improving the quality of teaching and learning of the girl-child in primary school in North-west zone, Nigeria. Nonetheless, the overall grand mean of 2.79 with a standard deviation of 1.32 (Mean = 2.79, SD = 1.32) for all the mean ratings of the 5 items also falls between a criterion mean score = 2.61-3.40 indicating that there was an overall moderate extent of SBMC members' participation in improving the quality of teaching and learning of the girl-child in primary school in North-West zone, Nigeria. Therefore, the study concluded that there was moderate level of participation of SBMC members in improving the quality of the teaching and learning of the girl-child in primary school in North-west Zone, Nigeria.

Research Question Two: To what level do SBMC participate in providing quality teaching environment for girl-child education in North-west zone, Nigeria

Table 3: Mean and Standard Deviation Assessing SBMC Members' Participation in the Provision of Quality Teaching Environment in Primary Schools in North-West, Nigeria.

S/N		VH	H	M	L	VL	Mean	SD	Decision
6	To what members extent do SBMC contribute in providing classrooms for pupils?	39	76	138	105	26	2.99	1.07	Moderate
7	To what extent do SBMC Members develop and support implementation of	30	70	92	166	26	2.77	1.07	Moderate

policies that promote gender equality
within the school environment?

8	To what extent do SBMC members35 advocate for the construction of gender-segregated sanitation facilities, such as separate toilets for boys and girls, to ensure that girls have access to safe and hygienic facilities during menstruation?	70	83	156	40	2.75	1.15	Moderate	
9.	To what extent do SBMC Members36 provide seats in primary schools for the girls- child to access quality education?	70	64	181	33	2.73	1.14	Moderate	
10.	To what extent do SBMC members29 provide sports facilities for the girl-child in primary school?	61	60	192	42	2.59	1.11	Low	
Grand Mean		33.8	69.4	87.4	160	33.4	2.77	1.11	Moderate

Source: *Researcher's Fieldwork (2025)*

Table 3 presented descriptive statistics of mean and standard deviation computed to assess the extent of SBMC members' participation in the provision of quality teaching environment for girl-child education in North-west zone, Nigeria. The results of the analysis revealed the mean ratings for all the 5 items as follows: The extent to which SBMC members contribute in providing classrooms for pupils (Mean = 2.99, SD = 1.07); the extent to which SBMC members develop and support implementation of policies that promote gender equality within the school environment (Mean = 2.77, SD = 1.07); the extent to which SBMC members advocate for the construction of gender-segregated sanitation facilities, such as separate toilets for boys and girls, to ensure that girls have access to safe and hygienic facilities during menstruation (Mean = 2.75, SD = 1.15); the extent to which SBMC members provide seats in primary schools for the girls-child to access quality education (Mean = 2.73, SD = 1.14); the extent to which SBMC members provide sports facilities for the girl-child in primary school (Mean = 2.59, SD = 1.11) shows all the 5 items have mean score between 2.59 – 2.99 indicating that 4 items are between a criterion mean score of 2.61 – 3.40 suggesting that the participants assessed each item as moderate extent and 1 item between criterion mean score of 1.81 – 2.60 which indicated a low extent. Similarly, the standard deviation of all the 5 items were between 1.07 – 1.15 indicating very close similarity in the opinions of the participants regarding SBMC members' support in providing quality teaching environment for the girl-child education in North-west zone, Nigeria. However, the overall grand mean of 2.77 with a standard deviation of 1.11 (Mean = 2.77, SD = 1.11) for all the mean ratings of the 5 items also falls between the criterion mean score = 2.61 – 3.40 indicating that there was an overall moderate extent of SBMC participation in providing support for quality teaching environment for the girl-child education in North-West zone, Nigeria. Therefore, the study concluded that there was moderate level of participation of SBMC members in supporting the provision of quality teaching environment for the girl-child education in North-west Zone, Nigeria.

Summary of Findings

1. There was a satisfactory (moderate) extent participation of SBMC members in improving the quality of teaching and learning for the girl-child in primary schools in the North-west zone, Nigeria.
2. There was a satisfactory (moderate) extent participation of SBMC members in providing quality teaching environment for girl-child education in primary schools in North-west zone, Nigeria.

Discussion of Findings

School Based Management Committee members' participation in enhancing the quality of teaching and learning in primary schools indicates a moderate extent of engagement across the different dimensions assessed. This finding is in line with the finding of Agi and Igwe (2023) whose study shows that the role of School-Based Management Committees



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(SBMC) is critical in the improvement of schools and students learning outcomes in secondary schools in Rivers State, Nigeria. The committees' involvement in monitoring curriculum implementation is particularly fair, reflecting commitment to ensure that the curriculum is effectively delivered in the classrooms. This moderate extent commitment suggests that SBMC members are systematically evaluating teaching practices and ensuring that instructional content aligns with expected learning outcomes, which is essential for maintaining educational quality. Similarly, their contribution to providing necessary teaching and learning resources for quality education is moderate, indicating that schools possess essential materials that are vital for effective instruction. Although there is an engagement in supervising teaching and learning activities, this effort remains fair demonstrating that there is improvement in classroom instruction. SBMC members encouragement in innovative teaching methods, the committee are involved in pedagogical development. SBMC participation can ensure modern strategies that could enhance engagement, participation, and better learning outcomes for the girl-child as reported by Mganga and Lekule (2021), quality assurance activities in schools play a fundamental role in the teaching and learning. SBMC members demonstrated moderate level of participation in the provision of whiteboards in primary schools to enhance teaching and learning. The findings indicate that the participation of SBMC in improving teaching and learning remains moderate, with an average mean reflecting engagement across areas.

The findings on SBMC members' participation in providing quality teaching environment for the girl-child in primary schools is moderate across all areas examined. The present finding aligns with the findings of Maina, Mohammed and Adeola (2020) which revealed that SBMC engaged in the maintenance of physical facilities through regular inspection and periodic repairs of the broken and depleted facilities and SBMC members provide funds to augment the government's investment in education. SBMC involvement in classroom provision and seating facilities is fair, suggesting that schools possess infrastructure that influences learning experience of girl-child. Availability of classrooms and seats has upgraded pupils' ability to learn comfortably. Similarly, participation in promoting gender equality policies and advocating for gender-segregated sanitation facilities is moderate. Furthermore, the provision of sports and extracurricular facilities remains average, reflecting attention to activities that promote holistic development, confidence building, and social inclusion for the girl-child. Extracurricular engagement is important for fostering self-esteem, leadership skills, and a sense of belonging, all of which contribute to academic success. The overall findings indicate that while some efforts exist, particularly in areas approaching the benchmark for participation, these initiatives create an enabling condition necessary for effective learning and comprehensive development of the girl-child. The results suggest that SBMC members play a role in providing quality teaching and learning environment. Their engagement across infrastructural provision, gender-sensitive facilities, and extracurricular support enhances active, and sustained interventions. Strengthening SBMC involvement in these areas is essential for ensuring that the girl-child have access to a safe, supportive, and inclusive educational environment that fosters both academic achievement and overall development.

Conclusion

Based on the findings of this study, the researcher concludes that there is satisfactory participation of SBMCs in quality assurance for girl-child education in primary schools in North west Nigeria. This signifies that SBMCs have been actively involved in school activities. Therefore, School Based Management Committee should be maintained in primary schools. however, SBMC should be more active so as to exceed from a moderate level to high level participation in quality assurance in primary schools in North-west zone Nigeria.

Recommendations

1. Adequate provision of teaching and learning materials to improve learning outcome is recommended. SBMC and stakeholders need to provide more instructional materials such as: Flash cards, charts, model clay, and computers to boost teaching and learning. SBMC capacity should be improved through targeted training and community engagement programmes so members can take a more active role in sensitization, monitoring, mentorship, and school-community collaboration to improve teaching and learning quality.
2. There is need for SBMC to improve on conducive and quality teaching environment for effective girl-child education this can be supported by community and government through provision of infrastructural development, including classrooms, furniture, and gender-sensitive sanitation facilities in order to ensure quality teaching environment for girl-child education in North-west zone, Nigeria.



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