

Administration of School-Based Management Committee and Quality Assurance in Public Secondary Schools in Ekiti State, Nigeria

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Abstract: This study investigated the administration of School-Based Management Committee and quality assurance in public secondary schools in Ekiti State, Nigeria. The purpose of the study is to examine the relationship between the administration of school-based management committee and quality assurance in public secondary schools in Ekiti State, Nigeria. Correlational research design was used for the study. The population consisted of 8,167 teachers and 90,370 students in 208 public secondary schools. Twenty-five schools were selected through simple random sampling technique. Ten teachers and 10 students were selected from each school through simple random sampling technique making 500 respondents. Administration of School-Based Management Committee Questionnaire (ASBMCQ) and Quality Assurance Questionnaire (QAQ) were designed for the study. Pearson product moment correlation statistics was used to test the research hypothesis at 0.05 level of significant. The study revealed that there is no significant relationship between the administration of school-based management committee and quality assurance in public secondary schools in Ekiti State, Nigeria.

Keywords: Assurance, Committee, Management committee, Public secondary schools, Quality assurance, School-Based Management Committee.

Introduction

Education is one of the major factors a nation can utilize to compete favorably among other nations. High quality and standard education should be attained and

sustained in order to achieve economic growth, development and social transformation. In view of this, Federal Republic of Nigeria (2014) asserted that education is the major drive of human development of a nation that is poised towards developing needed man power for national development. A nation that achieves and maintains high standard in her education will produce quality man power which will give rise to increase in growth and development.

In recent times, from national and international perspectives, it seems, quality has been at top of most agendas. Similarly, it seems, improving the quality of education is probably the most important task facing any educational institution. It seems that government of every nation wants to see the transformation of schools by improving the quality and standard of her education. Transformation has been achieved when significant, systematic and sustained change has occurred, resulting in improved outcomes for all students in all settings, thus making a contribution and economic wellbeing of a nation.

According to Akib (2023), different types of quality assurance exist in education and they may include: institutional accreditation, programmatic accreditation, assessment evaluation, continuous improvement, peer review, student feedback and surveys, external quality audits, technology driven quality assurance, international benchmarking, regulatory compliance, transparency and accountability, curriculum development and review, faculty development programmes among others. However, these are the mechanisms that ensure that quality assurance is conducted by the School-Based Management Committee on the basis of assessing the above variables with the latest societal desires and aspirations.

It seems, Ekiti State has been facing a lot of challenges in her public educational sector (schools) which has been attributed to inadequate funding, poor and irregular payment of salaries and other incentives of teachers (motivation), increase in students' enrolment and attendance (pupils' welfare) which has led to over population of the students, poor learning environment, inadequate infrastructural and instructional facilities for effective teaching and learning, poor communication between schools and community (shared management), teacher absenteeism, poor quality and quantity of teachers; teacher's instructional task such as, poor curriculum planning, inadequate subject knowledge, poor curriculum delivery, inappropriate pedagogical styles, inadequate learners' assessment, and poor record keeping; and principal leadership task such as, inappropriate deployment and time allocation, poor instructional supervision, poor performance of administrative duties and the use of work ethics, and provision of professional development. It has been observed that these difficulties have resulted to low

quality in terms of student's performance and seeming fall in standard of education in public secondary school system in Ekiti State, Nigeria.

In view of the above problems, many of the School-Based Management Committee members should be knowledgeable enough in statutory matters such as, interpretation, adaptation, and operationalizing national education policies; formulating, reviewing and regulating school-based policies, procedures and practices; setting of standard and assessment of teachers' and leadership effectiveness; facilitating the implementation of internal and external evaluation reports; reviewing the analysis of learners' results in both internal and external examinations; and mobilizing resources for infrastructural development and capacity building in which they are expected to offer professional and technical inputs in decision making and performance evaluation for sustainable improvement in the public school system. More so, there should be no politicization of school policy issues such as selection of textbooks and disciplinary problems often caused by little knowledge and inadequate experience of some SBMC members. The researchers observed that SBMC have been established in many secondary schools in Nigeria in line with the directives of the National Council on Education but only few of them are operating effectively, that findings by the Federal Ministry of Education (2011) revealed that a significant proportion of 60% of schools are without functional SBMC and that there has been low administrative capacity of key members of the SBMC. The teachers also seem to perceive the roles of SBMC as interference on their profession.

Literature Review

School-Based Management Committee

The practice of School-Based Management Committee dates back to 1909 in the United States of America and regarded as the Teacher Council Movement which featured teacher-dominated councils that made policy recommendations for the administration of individual schools. By 1930, the school councils were restructured to become the Democratic Movement which represents a range of perspectives and interests (teachers, students, parents and communities) in democratic governance of the schools. In the mid-1960s, School-Based Management Committee became the Community Control Movement which allowed a wide range of constituents including, leaders of community groups and minority parents in school policy decisions.

School-Based Management Committee (SBMC) is one of the prominent international trends of school reforms which emphasizes decentralization down to the school level, giving schools autonomy as the major means for promoting effective decision making, accountability of public funds, proper allocation of budget, utilization of resources in teaching and learning. All these are meant to meet diverse school-based educational needs. Bakwai (2017) defined the concept of School-Based Management

Committee as the systematic decentralization of authority and responsibility to enable decision-making at the school level with the active participation of the community. According to Caldwell (2005), decentralization gives schools more power to impact positively in improving schools' performance and effectiveness. Gamage (1998) also said, School-Based Management Committee has resulted in a healthier administrative environment leading to more efficient and effective schools with improved and higher quality of education. Recently, many African countries like Botswana, Kenya, Ghana and Nigeria promoted decentralization. These countries apply School-Based Management Committee to improve the quality of both their primary and secondary schools.

School-Based Management Committee is called different names in different countries. These names depend on how the concept is operated in these countries. The names ascribed to this concept include, School-Lump Sum Budgeting (SLSB), Administrative Decentralisation (AD), School-Based Curriculum Development (SBCD), Decentralisation Management (DM), School-Site Autonomy (SSA), Site-Based Management (SBM) and so on. All these names mean decentralization of authority to school level. According to Bautista, Bernardo and Ocampo (2010), the School-Based Management Committee reform has concretized decentralization in the public education sector of different parts of the world as Site-Management (SM) or School-Based Management (SBM). Therefore, School-Based Management Committee means, integrating the voices of parents, teachers, students and other community stakeholders in school management in a formal manner that enhances school efficiency, teachers' productivity and student learning outcomes.

According to Abulencia (2012), School-Based Management Committee response by concerned national government is a reform effort anchored on the decentralization trend of the 70's and 80's to address the relative problems confronting the public school system across the countries concerned. School-Based Management Committee is the decentralization of decision making authority from the government to parents and to the communities of the school. Caldwell (2005) cited in Eboatu, Ezeugbor and Golu (2018); Ayeni and Ibukun (2013) opined that School-Based Management Committee is the process of decentralization of power and authority from government to significant shareholders to perform statutory responsibilities in the administration, monitoring, evaluation and review of education policies, ensuring effective teaching and learning among others, for improved learning outcomes. In support, Brown (1990) cited in Olomosaye (2018) opined that the centralization of educational decision making is one of such strategies that could help in maintaining and building a quality standard of education for the learners. Therefore, assistance from the environment, such as teachers

and parents, is very important to shape the children's learning atmosphere (Hamalik, 2002).

According to Tshabalala (2013), comprehensive involvement of parents in School-Based Management Committee is a pre-requisite for improving the culture of teaching and learning in schools but Barrera-Osorio, Fasih, Patrinos and Santibanez (2009) stated that further experiential discussion of School-Based Management Committee is necessary because, little is known about whether these particular policy options actually alter the nature of decision making practices at the school level as expected relative to the achievement of students learning outcomes. In addition, Nielson (2007) opined that a number of studies have indicated the difficulties in implementing the reform.

The leadership styles of the school principal are central to the operation of any structure that aims to have participant influences on the operation of the school. These styles do not take account of efficiencies created where principal have much time taken up in dealing with administrative task like purchasing supplies and services rather than educational administrative tasks. Many of these non-educational administrative tasks can be carried out by members of the committee. Therefore, participatory management helps schools to make the most effective use of limited resources to deal with the educational needs of the students they serve in order to achieve educational goals.

In a bid to ensure effective participation of local communities in the management of affairs of schools, the National Council on Education in 2006 approved the establishment of School-Based Management Committee in all primary and secondary schools in Nigeria as part of government strategy to re-structure the school administrative process and ensure inclusive participation of stakeholders in the school management at the community level. At each school, SBMC is meant to include 12 to 19 members. This is expected to be achieved through the involvement of meaningful, close, strong and goal-oriented partnership between the school authority and other relevant stakeholders (Parents-Teachers Association, Old Students Association, Communities, Traditional Institutions, Civil Societies, Organisations, Faith-Based Organisations, Ministries and other professional and social institutions). A minimum of 42 percent of the total SBMC members must be female. The tenure of members, ranges from one to two years and the frequency of meetings is usually twice a term. This synergy is necessary because, a virile and responsive school-community relationship is a building block for a sustainable quality education (Ogwuike & Nweke, 2022; Ayeni & Ibukun, 2013 & Universal Basic Education Commission, 2011).

School based management was started as one of the strategies to improve school quality in Nigeria. In a bid to ensure effective participation of local communities in the

management of schools, the National Council of Education (NCE) at its 52nd session in 2005 approved the establishment of SBMC in all primary and secondary schools, provided guidelines for their establishment and recommended a SBMC structure which is aimed at increasing active community participation in planning and managing schools. The Federal Government institutionalized the BMC in the country with the decision of the NCE in 2005 to the effect that all schools should establish SBMC. The NCE directives provided a set of guidelines for the establishment of SBMC which include composition, tenure, roles and responsibilities for the SBMC in Nigeria.

School-Based Management Committee is a recent Nigerian government intervention effort for autonomy of public schools administration and management of available funds and other limited resources initiated amidst public outcry to rescue and improve public education at the local level. It is a framework of governance which transfers the power and authority as well as resources to the school level on the assumption that the school heads including teachers, parents and key leaders in the community know the sources and possible solution to the problem bedeviling their local schools. According to School-Based Management Committee guidebook (2009), in Nigeria, School-Based Management Committees are established by government to act as a bridge between schools and the committee they serve.

The Federal Ministry of Education issued guidelines to support SBMC in Nigeria. In 2009, the program was inaugurated and implemented with the support of Education Sector Support Programme in Nigeria (ESSPIN) in six states. The states are: Jigawa, Kaduna, Lagos, Kano and Kwara as an integrate approach to school improvement. Education Sector Support Programme in Nigeria's support for community engagement and learner participation in school improvement to strengthen accountability for education by increasing the capacity of communities and civil society to support school and demand inclusive, quality, basic education service to improve the standard of education in public schools. Education Sector Support Programme in Nigeria is supporting the establishment and functioning of School-Based Management Committee as the main vehicle for enabling communities of support school and improving school governance. It also seeks to make quality education accessible to all children and to improve learning outcomes.

According to Agustinus (2008), research on School-Based Management in Indonesia indicated that there is a dramatic improvement in students' achievement due to the effective operation of government's policy guidelines to establish mandatory corporate school governing councils in accordance with Education Act 20/2003 on National Education System which allows maximum involvement of local communities in the management of the school to achieve better quality education. Article 56 of the Act

provides that the community leaders are required to participate actively in the quality improvement of educational services which include: strategic planning, curriculum implementation, and monitoring and evaluation of educational programmes through the educational council and school council while the government through the Ministry of National Education regulates the power and authority vested in the school councils as well as the operational procedures/characteristics and formation of membership and structure of a school council.

According to Sokoto State School-Based Management Policy Guide (2017), the SBMC shall consist of 15 members with representations from a diverse range of groups as follows:

- | | |
|--|---|
| a. Traditional leader or representative | |
| | 1 |
| b. Head teacher of the school | |
| | 1 |
| c. Representative of teachers | |
| | 1 |
| d. Representative of pupils (Head girl and Head boy) | 2 |
| e. Representative of community women | 1 |
| f. Representative of community development association (Female and Male) | 2 |
| g. Representative of old pupils' association of the school (Female and Male) | 2 |
| h. Representative of Parents/Teachers association (Female and Male) | 2 |
| i. Representative of Artisan (Female and Male) | 2 |
| j. Religious leader or Representative | |

Quality Assurance

According to Oguntimehin (2023), the word "quality" connotes the degree of excellence of a product or service. Usman (2020) opined that the word "quality" is the degree with which a product, service, phenomenon conform with an established standards and which makes it to be relatively superior to others. Quality assurance and accountability according to Ajayi and Adegbesan (2007) cited in Idowu (2023), are both focused on improving the efficacy and efficiency of educational systems and services in light of their respective missions and goals. In order to guarantee the provision of a high-

quality education, quality assurance is a procedure used to assess the efficacy and suitability of teaching and learning. It is a comprehensive strategy for pinpointing and fixing flaws in the academic system as a whole, for the sake of constant quality. European Education Area (n.d) cited in Akor, Offor, Omachonu, Ugboja, Ochijenu, Emah, and Obera (2024) saw quality assurance in the educational practice as a deliberately organized approach towards the provision and maintenance of improved quality, equality and efficiency.

Quality assurance can be achieved by quality control as Adegbesan (2011) explained. According to Okojie (2013), organisations typically equate quality control and assurance. Therefore, quality assurance is defined as the application of well-thought-out methods that are supported by evidence to meet or exceed quality requirements. The procedures, setting, and end result all play a role in this (Okebukola, 2010 & Okojie, 2013). When it comes to education, quality assurance is all about the process while control is all about the end result (Adegbesan, 2011). To ensure that educational institutions are meeting the basic academic standards or the required professional standards of the programme, external quality assurance typically comprises a review by an authorized agency or professional body. The purpose of this exercise is to check for evidence of continued upkeep and enhancement of quality controls. Okojie (2013) defined internal quality assurance as the secondary school's internal policies and methods for ensuring that it is satisfying its aims and the standards that apply to secondary education generally or to the profession or discipline in question.

Quality assurance in education is the efficient management, monitoring, supervision, assessment and reviews of the resource inputs and curriculum implementation process to produce quality learning outcomes (productive value) that meet set standards and expectations of the society. It can also be looked at as the efficient and effective mobilization and utilization of the available resources to achieve educational goals in order to improve the quality of education. Quality assurance has been acknowledged as a systematic assessment of procedures adopted by the government and educational institutions in order to monitor supervise and evaluate performance against objectives and ensure quality outputs and improvement in various institutions within the countries to achieve quality education. According to Wahlen (2008) cited in Idowu (2023), the activities of research analysis, acceptance quality, recruitment, appointment procedures, and other mechanisms and systems are all examples of quality assurance in education. When it comes to education, quality assurance is the efficient management, monitoring, supervision, assessment and reviews of the resource inputs and

curriculum implementation process to produce quality learning outcomes (product value) that meet set standard and expectations of the society (Ayeni & Ibukun, 2013).

According to Raouf (2008) cited in Ayeni and Ibukun (2013), quality assurance in education is the continual improvement in the method of implementing the various aspects of educational programmes and activities in an institution of learning to meet the desires of the stakeholders in education. This is premised on the principle of Deming's cycle of continuous improvement, which fundamental based upon Plan, Do, Check and Act cycle. This process enables the School-Based Management Committee to strategically articulate educational programmes; systematically monitor the implementation process; and critically assess and evaluate the quality of resources inputs, teaching learning process and students' learning outcomes in line with the set standards.

Federal Republic of Nigeria (2014) cited in Yunisa and Madudili (2021) emphasized on education quality assurance in Nigeria that has a paradigm shift from the former practice of school supervision and inspection to a monitoring and evaluation process that provides a new operative mode of evaluation. This is carried out according to set standards that bring about improvement in teaching and learning. Therefore, the strategic objective of quality assurance is to prescribe standards and ensure that inputs, process and outputs of the system meet these standards.

In Nigeria, quality assurance strategies may have been observed to be tools used for ensuring quality education in the country. This encompasses all policies, systems, procedures and processes directed at ensuring the maintenance of education provision thereby ascertaining that, errors are eliminated within institutions, school performance could have influence on students' academic performance as well as teacher's role, school plants, discipline, good school community relationship and also administrative efficiency and accountability in terms of monitoring, supervision and evaluation in order to improve and ensure quality delivery of educational services which is effective teaching and learning. Therefore, the need for quality assurance cannot be over emphasized.

Strategies for effective quality assurance in Nigeria schools according to Nwakohu, Ajah and Kpee (2021) are:

Inspection: This involves an assignment of available facilities and physical resources in schools with the view of establishing how far a particular school has that prescribed standard (Ayuba, Edozie & Sobah, 2019).

Monitoring: This refers to the process on the programmes, activities and level of effectiveness of teachers, students, communities and so on, within the school system.

This will make the planning of the school to be achieved because, without monitoring the planning of quality, it will make the effective of quality education to fail (Ehinder, 2001).

Planning: This refers to the areas where the schools have to be located, academic environment and faculty structures. This is because, schools should be in area that is suitable for learning and comfortable for learners with appropriate goals objectives to be followed within the school system (Ogunsaju, 2006).

Quality Control: This is the main strategies for establishing quality assurance in the inferior educational system at all levels. According to Olaleye and Oyewole (2016), it appears, there are needs for school administrators to examine the qualification of teachers, learners by gender, the adequacy of the standard curriculum, availability of resources, equipment and infrastructures required as well as the process involved in the various skills to ensure quality education. This has become one of the best strategies for quality assurance in the education system at all levels..

Supervision: This goes beyond monitoring because, it will improve the planning, monitoring for effectiveness, quality education given to the students and communities.

In a study conducted by Olowookere (2018) on School-Based Management Committee practices and quality assurance in Kwara State secondary schools, Nigeria, revealed that there was significant relationship between School-Based Management Committee practices and quality assurance in Kwara State secondary schools. A study conducted by Yusuf, Mustapha and Yusuf (2022) on School-Based Management Committee and quality education in Basic Schools in Ilorin Metropolis, Kwara State, revealed that there was significant relationship between School-Based Management Committees and quality education in Ilorin Metropolis Basic Schools. A study conducted by Andoh-Robertson, Effah, Eshun and Kwasi (2020) on assessment of the performance of School Management Committee towards the attainment of quality basic education in the Tarkwa-Nsuaem Municipality of Ghana, revealed that the inputs SMCs make in the performance of their assigned roles in school management towards the attainment of quality basic education would eventually affect school academic performance in a very minimal measure.

In Great Britain, the 1988 Education Reform Act under the Thatcher government devolved power and authority to school committees to constitute management boards as mandatory corporate bodies constituting of the head teacher and governors elected by the parents, teachers, and representatives of the local authority. Under the Act, public secondary schools became autonomous and grant-maintained schools owned and managed solely by each school's governing board composed of 10 to 15 member entity including the head teachers and parents' representatives; devoid of local education

authority control. The study on this approach revealed that students achievement improved by 0.25 of a standard deviation in pass rates on standardized examinations (Clark, 2009). Fullan and Watson (1999) cited in Abulencia (2012) in studying the SBMC in developing countries of Africa, Asia and Latin America claimed that there was not yet any overall evidence that SBMC in developing countries was directly linked to improvements in the quality of learning. .

Pearson's Social System and Organisation Theories

It is a social system defined as the plurality of individual actor interacting with each other in a situation (organization/school) which has at least, physical or environmental aspects in chosen as school is a social intervention designed to serve the needs of the society and individuals that make it up. According to Kiragu and Migosi (2013) cited in Ihedioha (2021), no school has ever operated in a vacuum apart from the society it serves. The emphasis is the fact that a social system involves individuals interacting among themselves in a particular area.

To link the above theory with this study, school-based management committees are made up of range of local people involved with their school. School-Based Management Committees work to increase community involvement in education and to help improve the quality and effectiveness of schools.

It appears a school where management committee is based, assurance in quality of education abound more than a school where this committee is not in existence. It is against this background that this study found out the relationship between administration of school-based management committee and quality assurance in public secondary schools in Ekiti State, Nigeria

Hypothesis

The hypothesis below was formulated to guide the study:

1. There is no significant relationship between School Based Management Committee and quality assurance in public secondary schools in Ekiti State, Nigeria.

Methodology

The descriptive survey and correlational research were adopted for the study. The population of the study consisted of 8,167 teachers and 90,370 students in 208 public secondary schools in Ekiti State, Nigeria as at the time of this study(Source: Teaching Service Commission, Ekiti State, Nigeria). Twenty-five schools were selected through simple random sampling technique. Ten teachers and 10 students were selected from each school through simple random sampling technique making 500 respondents.

Administration of School-Based Management Committee Questionnaire (ASBMCQ) and Quality Assurance Questionnaire (QAQ) were used for the study..

Result

Table 1: Test of relationship between administration of School-Based Management Committee and quality assurance

Variables	N	Mean	SD	r-cal	P
Administration of School-Based Management Committee	500	28.37	9.62	.031	.491
Quality assurance	500	18.16	7.03		

Table 1 shows the relationship between administration of School-Based Management Committee and quality assurance. The correlation $r=0.31p<0.05$. Therefore, the null hypothesis earlier formulated is accepted. This then means that, there is no significant relationship between administration of School-Based Management Committee and quality assurance in public secondary schools in Ekiti State, Nigeria.

Discussion

The result showed that there is no significant relationship between administration of SBMC and quality assurance in public secondary schools in Ekiti State, Nigeria. This means that the administration of SBMC will not necessarily enhance the quality assurance in public secondary schools in Ekiti State. This may be as a result of the members' attitudes and difficulties towards the formation of SBMC in schools. This finding agrees with Fullan and Watson (1999) cited in Abulencia (2012) in studying the SBMC in developing countries of Africa, Asia and Latin America claimed that there was not yet any overall evidence that SBMC in developing countries was directly linked to improvements in the quality of learning; Ezenwaji, Out, Ezegbe, Okide and Ezeadi (2019) who conducted a study on community participation in quality assurance in public secondary schools in Enugu State, Nigeria found out that SBMC enhanced quality assurance in public secondary schools in Enugu State to a low extent; and Barrera-Osorio, Fasih, Patrinos, and Santibanez (2009) who stated that further experiential discussion of SBMC is necessary because, little is known about whether these particular policy options actually alter the nature of decision-making practices at the school level as expected relative to the achievements of students learning outcomes.

Conclusion

Ekiti State seems to be facing a lot of problems in her public schools which has been attributed to the factors such as: inadequate funding, poor and regular payment of salaries and other incentives to teachers, poor communication between schools and community, poor instructional supervision by the school heads and so on. The above factors appear to have resulted to low quality in terms of students' performance and seeming fall in standard of education. Based on the findings of this study, it can be concluded that the administration of School-Based Management Committee cannot enhance quality assurance in public secondary schools in Ekiti, Nigeria.

Research study is needed to investigate on a wider coverage by sampling more schools and teachers on a national basis. Such a research will surely contribute positively to making quality assurance impactful to students in schools in the country. Research study could be carried out on other levels of education such as primary schools and tertiary institutions. Other aspects of School-Based Management Committee could also be considered by other prospective researchers in carrying out similar studies.

The policy implications of this study are: Quality assurance policies can encourage the involvement of stakeholders in school governance such as, parents, teachers and community members to foster a collaborative approach for the improvement of educational outcomes; implementing quality assurance gives way to benchmarking of schools against national standard that can foster a culture of continuous improvement; and quality assurance can identify leadership gaps, prompting targeted training for school administrators to improve overall school management.

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