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ASSESSMENT OF SCHOOL-BASED MANAGEMENT COMMITTEES' PARTICIPATION IN THE MANAGEMENT OF PUBLIC SENIOR SECONDARY SCHOOLS IN SOUTH-WEST NIGERIA

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Abstract

The study assessed School-Based Management Committees' participation in the management of public senior secondary schools in South-West Nigeria. The objectives of the study were to examine SBMCs' involvement in the management of security, as well as teaching and learning facilities, in public senior secondary schools in the South-West Geo-Political Zone of Nigeria. The total population consisted of 100,380 participants from public senior secondary schools in the South-West Zone of Nigeria. A multi-stage sampling technique comprising stratified, proportional, and purposive sampling methods was adopted. A sample size of 384 was selected from the population using Research Advisors (2006). The respondents sampled included SBMC members, inspectors, principals, and teachers. The instrument used was a researcher-designed questionnaire titled "Assessment of School-Based Management Committees' Participation in the Management of Public Senior Secondary Schools in South-West Nigeria." The questionnaire was reviewed by an expert in the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria, to establish its validity. The reliability coefficients of the instrument were 0.760 and 0.781, determined using Cronbach's Alpha statistics. Data were analysed using SPSS version 22.0 at a 0.05 level of significance. The findings indicate that the calculated F-value (0.416) is lower than the critical value of 2.84, and the p-value (0.741) exceeds the 0.05 significance level, demonstrating no significant difference in respondents' opinions regarding School-Based Management Committees' participation in security matters; thus, Null Hypothesis 1 is retained. Similarly, the F-value (1.404) is below the critical value of 2.84, and the p-value (0.241) is greater than 0.05, indicating no significant difference in respondents' opinions on SBMCs' involvement in managing teaching and learning facilities; therefore, Null Hypothesis 2 is also retained. The study revealed that SBMCs make limited contributions to school security and provide inadequate support for essential teaching and learning facilities, as well as other capital-intensive projects in public secondary schools. It is recommended that SBMCs prioritise safety and security while strengthening stakeholder commitment to improve the management of teaching and learning facilities through increased incentives and adequate provision of instructional materials to enhance educational quality and outcomes.

Keywords: School-Based Management Committees, Security, Teaching and Learning Facilities

Introduction

Debates concerning the quality of education in Nigeria continue to attract significant public attention, particularly following the annual release of the West African Senior School Certificate Examination (WASSCE) results. Despite sustained investments by the government and families, students' outcomes are widely perceived as falling short of expectations. Recent analyses highlight persistent concerns about declining academic standards and the extent to which teachers, the central actors in school-level instructional delivery, possess the requisite competencies to ensure effective learning (Adebayo & Olatunji, 2021; Yusuf, 2019). Scholars argue that the perceived deterioration in educational quality has become a pressing national issue, given the recognised role of education in social transformation and development (Usman & Okoye, 2020; Abdulbaqi et al., 2025).

Improving educational outcomes at the secondary school level requires robust school management practices, particularly in areas such as pedagogy, curriculum mastery, provision and maintenance of learning facilities, school discipline, teacher development, funding, and safety (Akorede et al., 2023; Okoro & Igwe, 2018; Oduwaiye et al., 2022). In recognition of these needs, the Federal Government of Nigeria introduced policies promoting community participation in school administration. Among the most significant of these initiatives was the

institutionalisation of Public-Private Partnerships (PPP) and the establishment of School-Based Management Committees (SBMCs) to strengthen governance and accountability at the school level (Federal Ministry of Education, 2018).

SBMCs are designed to provide a participatory platform through which schools and their host communities collaborate to improve management, transparency, and learning outcomes in basic and secondary education. Their establishment was intended to bring schools closer to the communities they serve. Although SBMCs have been widely created across Nigeria, evidence suggests that functionality varies considerably, with only a proportion of committees in Southern Nigeria operating effectively (UNICEF Nigeria, 2020; Cárdenas et al., 2019). Nevertheless, studies show that active SBMCs have contributed positively to school governance, community engagement, and resource mobilisation.

Support for SBMC operations in Nigeria has come largely through government agencies and development partners, most notably the Education Sector Support Programme in Nigeria (ESSPIN). These organisations have continued to invest in capacity building, stakeholder sensitisation, and the strengthening of school–community partnerships, all of which are vital to functional school management systems (Akinyemi, 2021).

Despite the existence of federal, state, and local education bodies, such as the Ministry of Education, Universal Basic Education Commission (UBEC), National Commission for Colleges of Education (NCCE), and various inspection boards, many schools continue to struggle with infrastructural decay, bureaucratic delays, inadequate supervision, politicisation of school leadership, and other systemic constraints. These recurring challenges undermine efforts to enhance quality and accountability across the Nigerian education system (Olojede & Ogunode, 2023).

Over the past decade, there has been a global and national shift towards decentralisation in educational governance. Scholars contend that devolving decision-making responsibilities to schools, often through bodies such as SBMCs, represents one of the most significant reforms for enhancing efficiency, accountability, and responsiveness in school administration (Barrera-Osorio et al., 2020). In Nigeria, the National Policy on Education explicitly encourages community involvement in the management of schools, recognising that stakeholders possess valuable experience and local knowledge that can strengthen monitoring, resource mobilisation, and school improvement efforts (FRN, 2014; Oyetade, 2019).

Effective school–community collaboration promotes transparency, shared responsibility, and improved learning environments. SBMCs are therefore considered a key mechanism for enhancing participation, accountability, and quality assurance in school planning, monitoring, and evaluation (Adeniran & Ishola, 2022). Accordingly, the National Council on Education approved the establishment of SBMCs in all public schools as part of broader reforms aimed at improving stakeholder engagement in school governance. Membership typically includes 12 to 19 individuals representing parents, school authorities, alumni, traditional leaders, faith-based organisations, civil society groups, and other relevant stakeholders.

Within the South-West geopolitical zone, comprising Lagos, Ogun, Oyo, Osun, Ondo, and Ekiti States, the SBMC initiative has been widely implemented, with many Local Government Areas benefiting from ESSPIN, supported by whole-school development programmes. In LGAs receiving these interventions, SBMCs are generally more functional due to extensive training provided to committee members, principals, and school supervisors. Conversely, in non-ESSPIN LGAs, limited funding has resulted in fewer capacity-building activities and weaker implementation structures (Akomolafe & Ige, 2021).

Although, Barrera-Osorio et al. (2020) and Ogwuike and Nweke (2022) recognised School-Based Management Committees (SBMCs) as important mechanisms for decentralisation and educational reform, their analyses are largely confined to broad functions such as governance, community participation, and resource mobilisation, with only general observations on regional disparities in effectiveness, particularly between intervention-supported and non-supported areas. More specifically, Barrera-Osorio et al. (2020) conceptualise SBMCs within wider school-based management frameworks but do not empirically interrogate their roles in discrete operational domains.

There is a clear gap in the literature regarding the specific operational roles of School-Based Management Committees (SBMCs), particularly in areas such as school security and the provision and maintenance of teaching and learning facilities, as well as a lack of comparative stakeholder perspectives across different implementation

contexts. This study addresses these limitations by providing context-specific empirical evidence and incorporating stakeholder viewpoints to offer a more comprehensive understanding of SBMCs' contributions to school governance in public senior secondary schools in South-West Nigeria.

Problem Statement

Mandating School-Based Management Committees (SBMCs) in Nigeria was intended to strengthen school governance, enhance community participation, and improve educational quality. However, research shows that their impact on the physical condition of schools remains limited. Studies from different regions reveal that, although SBMCs promote financial accountability and help mobilise supplementary resources, inadequate funding, weak stakeholder engagement, unclear role definitions, and policy ambiguities restrict their capacity to maintain or improve deteriorating infrastructure. As a result, many public schools continue to suffer from dilapidated classrooms, insufficient laboratories and toilets, poor furniture, and other essential deficits that compromise teaching, learning, and student well-being (Solomon et al., 2025).

These shortcomings are compounded by systemic financial and governance challenges. While SBMCs are expected to support school maintenance and resource mobilisation, the funds they generate are far from sufficient to address widespread infrastructural decay. Their credibility is also weakened by comparison with Parent Teacher Associations (PTAs), which often command more financial influence due to their ability to levy fees on parents. The lack of allowances or financial incentives for SBMC members contributes to declining participation and weakens deliberative processes essential for effective governance. Chronic underfunding of the education sector further constrains progress despite efforts to involve communities and private actors.

Beyond infrastructure and finance, additional barriers undermine educational quality in public schools. These include the presence of unqualified teachers, inadequate support for science education, weak monitoring and evaluation of curriculum delivery, and substandard training opportunities. Compounding these problems are rising levels of student indiscipline, including truancy, verbal abuse, intimidation, and drug use, which create unsafe learning environments (Olubiyi et al., 2019). Although oversight bodies such as Quality Assurance Bureaus and State Ministries of Education formally supervise schools, deep-rooted issues like bureaucratic inertia, politicised resource allocation, and poor maintenance culture continue to drive underperformance, reflecting a broader systemic failure despite the existence of SBMC structures.

Objectives of the Study

1. Examine School-Based Management Committees' participation in the management of security in public senior secondary schools in the South-West Geo-Political Zone, Nigeria.
2. Assess School-Based Management Committees' participation in the management of teaching and learning facilities in public senior secondary schools in the South-West Geo-Political Zone, Nigeria;

Research Questions

1. Do the School-Based Management Committees participate in security matters in public senior secondary schools in the South-West Geo-Political Zone, Nigeria?
2. Do the School-Based Management Committees participate in the maintenance of teaching and learning facilities in public senior secondary schools in the South-West Geo-Political Zone, Nigeria?

Hypotheses

HO_1: There is no significant difference in the opinion of stakeholders on School-Based Management Committees' participation in the management of security in public senior secondary schools in the South-West Geo-Political Zone, Nigeria.

HO_2: There is no significant difference in the opinion of stakeholders on School-Based Management Committees' participation in the management of teaching and learning facilities in public senior secondary schools in the South-West Geo-Political Zone, Nigeria

Literature Review

School-Based Management Committees' Participation in the Security in Public Senior Secondary Schools in South-West Geo-Political Zone, Nigeria.

School security refers to the measures and systems put in place to protect students, staff, and school environments from harm and disruption, thereby ensuring a safe and conducive atmosphere for teaching and learning. Contemporary perspectives emphasise that effective school security goes beyond physical protection to include psychological safety, risk management, and coordinated stakeholder involvement (Akorede et al., 2021; UNICEF, 2022). Schools with clearly defined rules, inclusive governance structures, and active collaboration among educators, parents, and communities tend to experience fewer security threats. However, in recent years, concerns about school safety in Nigeria have intensified due to rising incidents of abduction, violence, and vandalism, underscoring the need for proactive and well-coordinated security frameworks within the education system.

Research indicates that security threats in schools originate from both internal and external sources, including students, community members, and criminal groups, and are often influenced by factors such as school climate, location, and socio-economic conditions. Recent studies highlight that a positive and supportive school climate significantly reduces behavioural problems and enhances academic performance, while unsafe environments disrupt learning and school operations (OECD, 2021; World Bank, 2022). Urban schools and those located in high-crime areas are particularly vulnerable to security challenges, which may spill over from surrounding communities into school premises. Consequently, improving school safety requires not only infrastructural measures but also the promotion of inclusive, supportive, and well-managed school environments.

Ensuring school security is critical to educational effectiveness, as both students and teachers require a safe environment to concentrate, teach, and learn effectively. In response to growing security concerns, School-Based Management Committees (SBMCs) and other stakeholders are increasingly recognised as vital actors in strengthening school safety through community engagement, monitoring, and resource mobilisation (Federal Ministry of Education, 2020; UNICEF Nigeria, 2022). Despite these efforts, challenges such as inadequate funding, weak implementation of security policies, and limited coordination among stakeholders persist. Addressing these issues requires stronger government commitment, improved policy enforcement, and sustained collaboration between schools, communities, and security agencies to create safer and more resilient learning environments.

School-Based Management Committees' Participation in the Management of Teaching and Learning Facilities in Public Senior Secondary Schools in South-West Geo-Political Zone, Nigeria.

Teaching and learning effectiveness is not determined solely by teachers' qualifications and competence but also by the availability and effective utilisation of instructional resources, commonly referred to as teaching and learning facilities (Abdullahi et al., 2025). Contemporary scholars and international bodies emphasise that these facilities, ranging from traditional tools to digital technologies, provide concrete experiences that enhance concept clarity, stimulate learners' interest, and improve knowledge retention (UNESCO, 2023; World Bank, 2022). Teaching and learning facilities include visual, audio, and audiovisual materials such as charts, models, labouratories, computers, and multimedia devices, which help transform abstract ideas into meaningful and engaging learning experiences. Their integration into classroom practice, particularly through technology-enhanced learning environments, has become increasingly essential for achieving quality education in the 21st century.

Empirical evidence indicates that the effective use of instructional materials significantly improves students' academic achievement, motivation, and participation. Recent studies highlight that well-resourced learning environments support differentiated instruction, cater to diverse learner needs, and promote active engagement (OECD, 2021; Darling-Hammond et al., 2020). Instructional facilities also enable teachers to create interactive and student-centred classrooms, thereby enhancing comprehension and long-term retention of knowledge. However, in many Nigerian secondary schools, the inadequate availability and utilisation of these facilities continue to hinder effective teaching and learning, limiting students' ability to fully grasp instructional content and reducing overall educational outcomes (Fatai et al., 2021).

Despite policy efforts and interventions, many public secondary schools in Nigeria still face significant challenges, including outdated facilities, insufficient funding, and inequitable distribution of resources, often exacerbated by administrative inefficiencies and political influences. School-Based Management Committees (SBMCs), supported by government and development partners, have contributed to improving access to instructional materials through community participation and resource mobilisation (UNICEF Nigeria, 2022; Federal Ministry of Education, 2020). Nevertheless, these efforts remain insufficient to meet current educational demands, as the scale of infrastructural deficits exceeds the capacity of SBMCs alone. Addressing these challenges requires stronger political commitment, increased investment, and coordinated stakeholder collaboration to ensure the provision of adequate, modern, and functional teaching and learning facilities in Nigerian secondary schools.

Methodology

The population of the study consists of 2,280 principals, 64,009 teachers, 30,702 SBMC members, and 3,389 inspectors, making a total of 100,380 participants of public senior secondary schools in the South-West Zone, Nigeria. The stratified sampling technique was adopted to categorise the population into states, while the purposive sampling technique was used to select three public senior secondary schools from each of the strata. Therefore, a sample size of 384 was selected from a target population of 100,380 using Research Advisors (2006). The proportional sampling technique was used to determine the number of respondents from each of the sampled public senior secondary schools, and the purposive sampling technique was used to determine the respondents for the study. The sampled respondents were the SBMC members, inspectors, principals, and teachers. The instrument used to collect data for this study was the researcher's designed questionnaire tagged "Assessment of School-Based Management Committees' Participation in the Management of Public Senior Secondary Schools in South-West Nigeria" with five points Likert scale of Strongly Agreed (SA-5), Agreed (A-4), Undecided (U-3), Disagreed (D-2) and Strongly Disagreed (SD-1), comprising of two sections- Section A is on bio-data of the respondents and section B is on items of the variables. The researcher adopted 3.000 as a benchmark for the mean, otherwise known as the decision mean, since the instrument was structured in line with the five-point Likert rating scale. The designed instrument was given to a statistician, experts in the field of measurement and evaluation, and the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria, to determine the face and content validity of the instrument, while all the comments & observations raised were effected on the questionnaire before the final copy was produced. The reliability coefficient of the instrument was determined at .760 and .781, respectively, using Cronbach's Alpha statistics. Ethical approval was obtained, informed consent was secured from all participants, and the study ensured voluntary participation, confidentiality, and adherence to standard research ethics throughout the data collection. Statistical Package of Social Sciences (SPSS) version 22.0 was the tool used to analyse the data collected, while frequency count, percentage, mean, and standard deviation were adopted to answer the research questions raised, and Analysis of Variance (ANOVA) statistics was used to test the hypotheses at a 0.05 level of significance (95% confidence level).

Results

Answering Research Questions

Research Question 1: Do the School-Based Management Committees participate in security matters in public senior secondary schools in the South-West Geo-Political Zone, Nigeria?

Table 1: Opinions of Respondents on School-Based Management Committees' Participation in Security Matters in Public Senior Secondary Schools in South-West Geo-Political Zone, Nigeria

S/N	STATEMENT	Respondents	SA	A	U	D	SD	Mean	Std. Dv
1	SBMCs provide a safe, sound, and effective learning environment	Principals	10	7	20	12	5	3.09	1.217
		Teachers	24	41	77	36	19	3.03	1.177
		SBMC Members	12	23	42	25	16	2.91	1.184
		Inspector	-	2	4	5	1	2.58	0.900
2	SBMCs ensure that classrooms are provided with doors to curtail the indiscriminate use of the classrooms.	Principals	6	13	14	18	3	3.02	1.124
		Teachers	21	52	72	37	18	3.11	1.105
		SBMC Members	11	31	40	29	7	3.08	1.059
		Inspector	-	1	6	5	-	2.67	0.651
3	SBMCs ensure that separate toilets are provided for female students for safety purposes.	Principals	6	17	11	20	-	3.17	1.060
		Teachers	18	52	58	51	21	2.97	1.141
		SBMC Members	8	30	37	32	11	2.93	1.084
		Inspector	-	2	5	5	-	2.75	0.754
4	SBMCs ensure that a safe environment is provided for effective teaching and learning activities.	Principals	7	14	15	14	4	3.11	1.160
		Teachers	25	33	69	58	15	2.97	1.123
		SBMC Members	9	24	45	32	8	2.95	1.028
		Inspector	-	2	4	5	1	2.58	0.900
5	SBMCs ensure that safety facilities and protective measures are put in place for students with physical disabilities.	Principals	9	16	19	8	2	3.41	1.055
		Teachers	18	54	59	55	14	3.04	1.091
		SBMC Members	10	36	40	30	2	3.19	0.969
		Inspector	-	2	8	1	1	2.92	0.793
6	SBMC's security measures have seriously reduced the menace of violence within the school environment	Principals	2	17	15	13	7	2.89	1.110
		Teachers	28	58	47	55	12	3.18	1.158
		SBMC Members	15	28	39	26	10	3.10	1.143
		Inspector	-	2	9	-	1	3.00	0.739
7	SBMC's security management strategies have tremendously improved the teaching and learning atmosphere within the school environment.	Principals	4	15	14	17	4	2.96	1.098
		Teachers	22	48	48	69	13	2.97	1.163
		SBMC Members	11	26	38	34	9	2.96	1.112
		Inspector	-	5	4	2	1	3.08	0.996
8	SBMCs ensure school improvement by constantly monitoring and communicating issues to the community and to local/state governments.	Principals	12	11	12	16	3	3.24	1.258
		Teachers	28	29	47	85	11	2.89	1.160
		SBMC Members	7	19	41	46	5	2.81	0.963
		Inspector	-	6	3	3	-	3.25	0.866
9	The dialogue approach adopted by SBMCs in addressing security issues has tremendously strengthened the school/community relationships.	Principals	5	16	15	13	5	3.06	1.140
		Teachers	12	46	67	59	16	2.89	1.039
		SBMC Members	11	29	45	25	8	3.08	1.051
		Inspector	-	5	5	1	1	3.17	0.937
10	SBMCs, in collaboration with school management, facilitate the provision of security personnel in schools to enhance the security of lives and property.	Principals	9	12	10	13	10	2.87	1.505
		Teachers	27	48	53	57	15	3.07	1.180
		SBMC Members	11	25	37	31	14	2.87	1.202
		Inspector	-	7	3	2	-	3.42	0.793

Across Items 1–10, respondents showed mixed and often divided views on SBMCs' contributions to school safety and security, with principals, teachers, and SBMC members accepting only about half of the items and inspectors rejecting most safety-related ones. Mean scores generally hovered around the decision point, principals (2.87–3.41), teachers (2.89–3.18), SBMC members (2.81–3.19), and inspectors (2.58–3.42), indicating only moderate support overall. While stakeholders tended to endorse SBMC efforts related to general safety measures and some security practices, they consistently rejected items concerning toilets for female students, safe learning environments, improved teaching atmosphere through security strategies, and communication of school improvement issues. Overall, the data reflect inconsistent perceptions and limited consensus on the effectiveness of SBMCs in safety and security management.

Research Question 2: Do the School-Based Management Committees participate in the maintenance of teaching and learning facilities in public senior secondary schools in the South-West Geo-Political Zone, Nigeria?

Table 2: Opinions of Respondents on School-Based Management Committees' Participation in the Maintenance of Teaching and Learning Facilities in Public Senior Secondary Schools in South-West Geo-Political Zone, Nigeria

S/N	STATEMENT	Respondents	SA	A	U	D	SD	Mean	Std. Dev
11	SBMCs provide appropriate teaching and learning facilities in public secondary schools to enrich and support curriculum delivery.	Principals	9	8	16	13	8	2.94	1.295
		Teachers	35	34	53	52	26	3.00	1.288
		SBMC Members	10	22	28	37	21	2.69	1.210
		Inspector	-	-	11	1	-	2.92	0.289
12	SBMCs ensure that labouratory facilities are made available in schools for practical activities and experiments.	Principals	10	16	8	13	7	3.17	1.342
		Teachers	23	44	53	64	16	2.96	1.162
		SBMC Members	19	21	25	36	17	2.88	1.353
		Inspector	-	3	6	3	-	3.00	0.739
13	SBMCs ensure that textbooks are made available for effective teaching and learning activities.	Principals	6	18	7	19	4	3.00	1.204
		Teachers	21	36	63	54	25	2.90	1.209
		SBMC Members	11	29	32	29	17	2.92	1.237
		Inspector	-	2	9	-	1	3.00	0.739
14	SBMCs ensure that teachers are provided with appropriate teaching materials to promote effective instructional delivery.	Principals	4	9	17	14	10	2.69	1.179
		Teachers	18	39	63	66	14	2.90	1.078
		SBMC Members	12	22	33	38	13	2.85	1.159
		Inspector	-	7	5	-	-	3.58	0.515
15	SBMCs ensure that libraries are adequately equipped with relevant textbooks to improve students' reading and literacy skills.	Principals	6	13	10	21	4	2.93	1.179
		Teachers	22	59	49	48	22	3.05	1.191
		SBMC Members	11	37	24	33	13	3.00	1.191
		Inspector	-	3	8	1	-	3.17	0.577
16	SBMCs provide audio/visual instructional materials for teachers to enhance teaching quality.	Principals	4	10	11	17	12	2.57	1.238
		Teachers	28	47	53	55	17	3.07	1.188
		SBMC Members	12	34	22	36	14	2.95	1.218
		Inspector	-	7	5	-	-	3.58	0.515
17	SBMCs ensure that information communication technologies gadgets are adequately provided in schools to improve the quality of teaching and learning in public schools.	Principals	11	12	15	11	5	3.24	1.258
		Teachers	20	43	46	77	14	2.89	1.129
		SBMC Members	14	27	31	30	16	2.94	1.229
		Inspector	-	1	9	2	-	2.92	0.515
18	SBMCs, in support of school management, ensure that teaching and learning facilities provided are targeted to meet instructional objectives.	Principals	4	12	17	19	2	2.94	1.017
		Teachers	24	43	63	48	22	2.99	1.176
		SBMC Members	12	34	28	30	14	3.00	1.198
		Inspector	-	5	5	2	-	3.25	0.754
19	SBMCs provide the school with the necessary resources to meet the teaching and learning needs of the teachers.	Principals	4	6	14	17	13	2.46	1.193
		Teachers	21	56	43	62	18	3.00	1.173
		SBMC Members	11	30	31	33	13	2.94	1.164
		Inspector	1	2	8	-	1	3.17	0.937
20	SBMCs, in collaboration with school management, ensure instructional materials provided are in line with the requirements of the Ministry of Education.	Principals	6	11	17	14	6	2.94	1.172
		Teachers	19	60	66	43	12	3.14	1.094
		SBMC Members	9	31	29	38	11	2.89	1.160
		Inspector	-	10	1	1	-	3.75	0.622

Across items 11–20, respondents showed generally low to moderate support for SBMCs' role in providing teaching and learning materials, with mean scores reflecting wide variation across stakeholder groups. Principals rejected most items (means ranging from 2.46 to 3.24), accepting only items 12, 13, and 17, while teachers, with means between 2.89 and 3.14, accepted only items 11, 15, 16, 19, and 20. SBMC members showed mostly negative assessments, rejecting the majority of items with mean scores from 2.69 to 3.00, except for items 15 and 18, which met the decision threshold. Inspectors presented the most favourable evaluations overall, accepting items 12, 13, 14, 16, 18, 19, and 20, with mean scores between 2.92 and 3.75. Overall, the statistical trends indicate inconsistent perceptions across groups, with principals and SBMC members generally expressing low confidence in SBMCs' provision of educational materials, teachers showing moderately divided views, and inspectors demonstrating the highest level of acceptance.

Hypotheses Testing

Hypothesis 1: There is no significant difference in the opinion of stakeholders on School-Based Management Committees' participation in the management of security in public senior secondary schools in the South-West Geo-Political Zone, Nigeria

Table 3: Summary of Analysis of Variance (ANOVA) in the Opinions of Respondents on the level School-Based Management Committees' Participation on Security Matters in Public Senior Secondary Schools in South-West Geo-Political Zone, Nigeria

Status	Sum of Square	df	Mean of Square	F	Prob	F-critical	Decision
Between Groups	38.724	3	12.908	.416	.741	2.84	Retained
Within Groups	11778.524	380	30.996				
Total	11817.247	383					

As shown in Table 3, if the p-value is lower than the level of significance, the hypothesis is rejected; otherwise, it is retained. In this case, the calculated F-value (.416) is less than the critical value of 2.84, and the p-value (.741) is greater than the significance level of 0.05. This indicates that there is no significant difference in respondents' opinions regarding the extent of School-Based Management Committees' participation in security matters in Public Senior Secondary Schools in the South-West Geo-Political Zone of Nigeria. Therefore, since the p-value (.741) exceeds the 0.05 threshold, Null Hypothesis 1 is retained.

Hypothesis 2: There is no significant difference in the opinion of stakeholders on School-Based Management Committees' participation in the management of teaching and learning facilities in public senior secondary schools in the South-West Geo-Political Zone, Nigeria

Table 4: Summary of Analysis of Variance (ANOVA) in the Opinions of Respondents on the Participation of School-Based Management Committees on Management of Teaching and Learning Facilities in Public Senior Secondary Schools in South-West Geo-Political Zone, Nigeria.

Status	Sum of Square	df	Mean of Square	F	Prob	F-critical	Decision
Between Groups	168.240	3	56.080	1.404	.241	2.84	Retained
Within Groups	15174.750	380	39.943				
Total	26585.953	383					

As presented in Table 4, a hypothesis is rejected when the p-value is lower than the significance level; otherwise, it is retained. In this analysis, the calculated F-value (1.404) is below the critical value of 2.84, and the p-value (.241) is higher than the significance level of 0.05. This shows that there is no significant difference in respondents' opinions regarding the participation of School-Based Management Committees in the management of teaching and learning facilities in Public Senior Secondary Schools in the South-West Geo-Political Zone of Nigeria. Consequently, since the p-value (.241) exceeds the 0.05 threshold, Null Hypothesis 2 is retained.

Discussion

Table 3 indicates that the p-value (.741) is greater than 0.05, showing no significant difference in respondents' views on SBMCs' participation in school security, leading to the retention of Null Hypothesis 1. Responses from Table 1 further reveal that most respondents do not support SBMC involvement in security matters, suggesting they have not effectively contributed to safety measures. This finding aligns with studies in Ondo State, Nigeria (Thompson & Akinfolarin, 2018), and Kenya (Kirui, Mbugua, & Sang, 2011), which reported that SBMCs play a limited role in managing school security, leaving responsibility mainly to school management and government authorities.

The p-value (0.242) in Table 4 exceeds 0.05, indicating no significant difference in respondents' opinions on SBMCs' involvement in managing teaching and learning facilities, leading to retention of Null Hypothesis 2.

Responses also show that most respondents reject SBMC participation in maintaining facilities, suggesting limited support for essential school resources. This finding aligns with Onibon (2009) and Umar (2016), though Adediran (2010) highlights the potential of school-based management systems to enhance resource provision.

Conclusion

The study concludes that there is inadequate support for security management strategies in public senior secondary schools, particularly in the provision of safety facilities and protective measures needed to safeguard students against unforeseen incidents. In addition, support for school management in the provision of essential teaching and learning facilities such as labouratories, libraries, classroom blocks, toilets, halls, ICT resources, and other capital-intensive infrastructure remains limited in most schools studied. However, these findings should be interpreted with caution due to certain limitations of the study, including the reliance on self-reported data, which may be subject to respondent bias, the fact that data collection was conducted in 2019 and may not fully reflect current realities, and the restriction of the study to the South-West geopolitical zone, which limits the generalizability of the findings to other regions of Nigeria.

Recommendations

Based on the findings and conclusions of the study, the following recommendations were made:

1. Strengthen SBMC Capacity for School Security Management: Government education authorities should intensify capacity-building programmes for School-Based Management Committees (SBMCs), particularly in school security planning, risk assessment, and emergency response. In addition, policy reforms should clearly define SBMC roles in school safety, while adequate funding and technical support, similar to ESSPIN-type interventions, should be provided to enable the installation and maintenance of effective security facilities in public secondary schools.
2. Improve Funding and SBMC Participation in Provision of Learning Facilities: Government at all levels should increase and ensure transparent funding for the provision of essential teaching and learning facilities, while SBMCs should be further empowered to participate in needs assessment, resource mobilisation, and monitoring of infrastructure projects. Lessons from successful ESSPIN-supported interventions should be scaled up to strengthen community-driven school improvement initiatives, ensuring equitable distribution and sustainability of learning facilities such as labouratories, libraries, ICT resources, and classroom infrastructure.

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