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Impact of School Base Management Committee on Administration of Secondary Schools in Jalingo Education Zone, Taraba State, Nigeria

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Abstract: The study examined the impact of School-Based Management Committees (SBMCs) on the administration of public secondary schools in Jalingo Education Zone, Taraba State, Nigeria. Specifically, the study sought to determine the impact of SBMCs' monitoring and community engagement on the administration of public secondary schools in the study area. Two research questions and two null hypotheses were formulated to guide the study. A descriptive survey research design of the correlational type was adopted. The study was conducted in Jalingo and Ardo-Kola Local Government Areas, with a population of 1,835 teachers drawn from 44 public secondary schools. A sample of 320 teachers was selected using a proportionate stratified multistage sampling technique. Data were collected using two researcher-developed instruments: the School-Based Management Committee Questionnaire (SBMCQ) and the Effective Administration Questionnaire (EAQ), both structured on a four-point Likert-type rating scale. The instruments were subjected to face and content validation by experts, while their reliability was established through a pilot test using Cronbach's alpha, which yielded an overall reliability coefficient of 0.85. Data collected were analysed using mean and standard deviation to answer the research questions, while simple linear regression analysis was used to test the null hypotheses at the 0.05 level of significance. The findings indicated that SBMCs' monitoring and community engagement had significant positive impacts on the administration of public secondary schools in Jalingo Education Zone. It was concluded that effective monitoring of school activities and meaningful community participation are important components of effective school administration. Based on the findings, it was recommended that education authorities should provide regular training for SBMC members to strengthen their monitoring capacity. Furthermore, school administrators should encourage community engagement through regular meetings, consultations, and collaborative school development initiatives involving parents, community leaders, and other relevant stakeholders.

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1. Introduction

The administration of public secondary schools is essential for achieving educational objectives, improving teaching and learning, and ensuring the effective utilization of available human, financial, and material resources. Effective school administration involves planning, organizing, coordinating, supervising, and evaluating school activities to ensure that educational goals are achieved. In contemporary educational systems, school administration increasingly requires collaboration among principals, teachers,

parents, and community members [1]. According to Leithwood, Harris, and Hopkins, successful school leadership depends on leadership practices that support teaching, promote collaboration, and improve the conditions necessary for effective learning. Similarly, Hallinger emphasizes the importance of instructional leadership in strengthening school improvement and educational effectiveness [2].

School-Based Management Committees (SBMCs) provide a mechanism for involving parents, teachers, community leaders, traditional rulers, and other stakeholders in school governance. These committees are intended to strengthen school-community relationships, encourage participatory decision-making, and promote accountability in the management of educational institutions. According to De Grauwe, and research on SBMC methodology, effective school governance requires appropriate coordination between school-level leadership, community participation, and the wider education administration. When stakeholders participate meaningfully in school affairs, they can contribute to identifying administrative challenges, mobilizing resources, and supporting school improvement initiatives [3].

The first objective of this study focuses on the impact of SBMCs' monitoring on the administration of public secondary schools in Jalingo Education Zone, Taraba State. Monitoring involves the regular observation, assessment, and follow-up of school activities to determine whether established policies, standards, and objectives are being achieved. Within school administration, SBMCs may contribute to monitoring teachers' and students' attendance, the condition of school facilities, the implementation of school improvement plans, and the general conduct of school activities. Effective monitoring can help identify administrative weaknesses, encourage staff commitment, promote transparency, and support principals in carrying out their responsibilities [4]. Leithwood et al. highlight the importance of leadership practices and collaborative arrangements in creating conditions that support school effectiveness. However, the extent to which SBMCs' monitoring contributes to administrative effectiveness depends on the regularity of their activities, the commitment of members, and their cooperation with school authorities [5].

The second objective focuses on the impact of SBMCs' community engagement on the administration of public secondary schools. Community engagement involves the active participation of parents, traditional rulers, community leaders, civil society organizations, and other stakeholders in school decision-making and development [6]. Such participation may involve attending school meetings, identifying institutional needs, contributing resources, supporting school improvement projects, and assisting in the resolution of school-community disagreements. According to Hargreaves and O'Connor, collaborative professionalism emphasizes purposeful collaboration, collective responsibility, and shared efforts to improve educational practice. Although their work predates the most recent research period, it provides a relevant conceptual foundation for understanding collaboration in educational institutions. Community engagement can strengthen trust between school administrators and their communities, encourage local ownership of educational programmes, and provide additional support for school development.

In Jalingo Education Zone, Taraba State, effective administration of public secondary schools requires cooperation between school authorities and the communities they serve. Issues relating to school supervision, maintenance of facilities, resource constraints, communication with parents, and the resolution of disagreements may require collective attention. SBMCs can provide an organized platform through which community members participate in monitoring school activities and supporting administrative decisions. Nevertheless, the existence of an SBMC does not automatically mean that it performs its responsibilities effectively. Its contribution may depend on members' commitment, regular meetings, adequate representation, access to relevant information, and cooperation with school administrators [7].

It is therefore necessary to examine the actual contribution of SBMCs to the administration of public secondary schools rather than assume that their establishment automatically improves school governance. This study will investigate the impact of

SBMCs' monitoring and community engagement on the administration of public secondary schools in Jalingo Education Zone, Taraba State. The findings will provide evidence that may assist school administrators, education authorities, SBMC members, parents, and community leaders in strengthening school monitoring, promoting meaningful community participation, and improving administrative effectiveness.

Effective administration of public secondary schools is essential for ensuring proper supervision, accountability, efficient utilization of resources, and the achievement of educational objectives. However, achieving these objectives requires cooperation between school administrators and other stakeholders, including parents, teachers, community leaders, and School-Based Management Committees (SBMCs). In Nigeria, SBMCs are intended to promote participatory school governance by involving communities in school monitoring, decision-making, and development. Ogunode and Chijindu observed that SBMCs have the potential to contribute to school administration through resource mobilization, planning, and the maintenance of school facilities, although challenges affect their implementation in public secondary schools.

One problem that requires attention is the extent to which SBMCs effectively perform their monitoring responsibilities. Monitoring is important for checking teachers' and students' attendance, observing the condition of school facilities, following up on school improvement activities, and ensuring compliance with established school policies. Where monitoring is weak or irregular, administrative challenges may not be identified and addressed promptly. Orji, Nguwasen, and Nzewi found that SBMCs' involvement in monitoring certain school activities in Abuja was low, particularly in areas relating to infrastructure development and school-community relationships. Their findings suggest the need to strengthen SBMC participation in school administration. Nevertheless, it remains necessary to determine whether SBMCs' monitoring has a significant impact on the administration of public secondary schools in Jalingo Education Zone, Taraba State [8].

Another problem concerns the level of community engagement in school administration. Effective community engagement enables parents, traditional rulers, community leaders, and other stakeholders to participate in school decision-making, mobilize resources, support school development, and assist in resolving disagreements between schools and their host communities. However, inadequate participation and weak collaboration may limit the support available to school administrators. Ogunbiyi and Obiweleuzor, in their study of community participation in conflict resolution in public secondary schools in Ekiti State, examined the role of community stakeholders in addressing conflicts affecting school administration. Their study underscores the relevance of community participation in managing school-related disagreements.

Recent evidence from Taraba State also demonstrates the relevance of examining SBMC responsibilities in relation to school administration. Sani, Ali, Sambo, Nuhu, and Bala investigated SBMC tasks and effective administration of secondary schools in Zing Education Zone, Taraba State. Their study provides a relevant local context for examining the relationship between committee activities and administrative effectiveness. However, findings from Zing Education Zone cannot automatically be generalized to Jalingo Education Zone because the two areas may differ in their administrative circumstances and patterns of community participation [9].

The problem of this study, therefore, is the need for empirical evidence on the impact of SBMCs' monitoring and community engagement on the administration of public secondary schools in Jalingo Education Zone, Taraba State. Specifically, the study will determine the impact of SBMCs' monitoring on school administration and examine the impact of SBMCs' community engagement on school administration. Addressing these issues will provide evidence that may assist school administrators, education authorities, SBMC members, parents, and community leaders in strengthening monitoring practices, promoting meaningful community participation, and improving the administration of public secondary schools in the study area.

1.1 Purpose of the Study

The main purpose of this study is to investigate the impact of school base management committee on administration of secondary schools in Jalingo education zone, Taraba State, Nigeria. Specifically the study sought to determine:

1. The impact of SBMCs monitoring on the administration of public secondary schools in Jalingo Education Zone, Taraba State.
2. The impact of SBMCs community engagement on the administration of public secondary schools in Jalingo Education Zone, Taraba State.

1.2 Research Questions

The following research questions are raised to guided the conduct of the study:

1. To what extent does SBMC monitoring impact on the administration of public secondary schools in Jalingo Education Zone, Taraba State?
2. To what extent does SBMC community engagement impact on the administration of public secondary schools in Jalingo Education Zone, Taraba State?

1.3 Hypotheses

The following null hypotheses were formulated and was tested at 0.05 level of significance

HO1: SBMC monitoring does not significantly impact the administration of public secondary schools in Jalingo Education Zone, Taraba State.

HO2: SBMC community engagement does not significantly impact the administration of public secondary schools in Jalingo Education Zone, Taraba State [10].

2. Materials and Methods

This chapter described the methodology adopted to investigate the impact of School-Based Management Committees (SBMCs) on the effective administration of public secondary schools in Jalingo Education Zone, Taraba State. It covered the research design, area of the study, population, sample and sampling techniques, instruments for data collection, validation and reliability of the instruments, data collection procedure, and method of data analysis.

2.1 Research Design

The study adopted a descriptive survey research design of the correlational type. The design was appropriate because it enabled the researcher to collect data from public secondary school teachers without manipulating the variables. It also facilitated the examination of the predictive relationships between five SBMC operational dimensions—monitoring, community engagement, resource management, conflict resolution, and accountability—and effective school administration. The use of survey designs for educational research is also discussed by Creswell and Creswell [16] and Cohen, Manion, and Morrison.

2.2 Study Area

The study was conducted in Jalingo Education Zone of Taraba State, Nigeria, covering Jalingo and Ardo-Kola Local Government Areas. The zone has a diverse population engaged in farming, trading, civil service, and other occupations. The area was selected because it contains urban, semi-urban, and rural public secondary schools with varying levels of SBMC functionality, community participation, resource management, and administrative effectiveness.

2.3 Population of the Study

The population comprised 1,835 public secondary school teachers from 44 schools in Jalingo Education Zone, according to the Taraba State Post-Primary Schools Management Board (TSPPSMB). Of these, 1,294 teachers were from Jalingo LGA, while 541 were from Ardo-Kola LGA. Teachers were selected as respondents because of their direct experience with school administration, instructional supervision, resource allocation, staff coordination, and SBMC activities.

2.4 Sample and Sampling Technique

A sample of 320 teachers was selected from the population of 1,835 using a proportionate stratified multistage sampling technique. Proportionate allocation

produced 225 teachers from Jalingo LGA and 95 from Ardo-Kola LGA. In the second stage, 18 schools were selected from Jalingo and eight from Ardo-Kola through simple random sampling. Finally, individual teachers were selected randomly from the staff nominal rolls of the sampled schools. The sample-size determination approach is consistent with the general sampling guidance of Krejcie and Morgan.

2.5 Instruments for Data Collection

Data were collected using two researcher-developed instruments: the School-Based Management Committee Questionnaire (SBMCQ) and the Effective Administration Questionnaire (EAQ). The SBMCQ contained 50 items covering SBMC monitoring, community engagement, resource management, conflict resolution, and accountability, with 10 items for each dimension. The EAQ contained 20 items measuring administrative effectiveness in areas such as instructional supervision, staff coordination, student discipline, decision-making, resource utilization, communication, and record management.

Both instruments used a four-point Likert rating scale, scored from 4 to 1. A criterion mean of 2.50 was adopted for interpreting responses, with mean scores of 2.50 and above indicating a high extent and scores below 2.50 indicating a low extent.

2.6 Validity of the Instruments

The instruments were validated for face and content validity by three experts from the Faculty of Education, Taraba State University, Jalingo. The experts assessed the clarity, relevance, language, structure, and alignment of the items with the study objectives. Their recommendations were incorporated into the final versions of the questionnaires.

2.7 Reliability of the Instruments

A pilot test involving 50 public secondary school teachers in Zing Education Zone was conducted to establish the reliability of the instruments. Cronbach's alpha was used to determine internal consistency. The SBMCQ recorded an overall reliability coefficient of 0.85, while the EAQ recorded 0.83. These coefficients exceeded the minimum acceptable threshold of 0.70, indicating that both instruments were sufficiently reliable for the study. Cronbach's alpha is a standard measure of internal consistency.

2.8 Data Collection Procedure

Data were collected over three weeks after obtaining the necessary administrative permissions from the relevant authorities and principals of the sampled schools. Two trained research assistants supported the researcher in administering and retrieving the questionnaires. The instruments were distributed directly to the selected teachers, and respondents were assured of confidentiality and voluntary participation. All 320 questionnaires distributed were retrieved and verified as properly completed, representing a 100% retrieval rate.

2.9 Method of Data Analysis

The data were coded and analyzed using the Statistical Package for Social Sciences (SPSS), Version 26.0. Mean and standard deviation were used to answer the five research questions, with a criterion mean of 2.50 serving as the decision benchmark. Simple linear regression analysis was used to test the five null hypotheses at the 0.05 level of significance. The analysis examined the strength of relationships, explained variance, regression coefficients, and statistical significance of each SBMC dimension in predicting effective school administration. Null hypotheses were rejected when the p-value was less than or equal to 0.05 and retained when the p-value exceeded 0.05.

3. Result

The data collected from the respondents are systematically organized, presented, and interpreted in two subsections: the descriptive statistics answering the research questions and the inferential statistics testing the formulated null hypotheses.

3.1 Research Question One

To what extent does SBMC monitoring impact on the administration of public secondary schools in Jalingo Education Zone, Taraba State?

To answer this research question, the responses of teachers on the ten items measuring SBMC monitoring were analyzed using mean and standard deviation. The results are presented in Table 1.

Table 1. Mean and Standard Deviation Ratings on the Impact of SBMC Monitoring on School Administration

S/N	Statement: In my school,	Mean ($\bar{X}$)	SD	Decision
1	Monitoring ensures that school policies are implemented effectively.	3.40	0.70	High Extent
2	Regular monitoring promotes accountability among school staff.	3.35	0.74	High Extent
3	School monitoring helps to identify administrative weaknesses.	3.05	0.85	High Extent
4	Effective monitoring improves teaching and learning outcomes.	3.08	0.82	High Extent
5	Monitoring encourages timely submission of reports and records.	3.25	0.78	High Extent
6	Lack of monitoring leads to inefficiency in school management.	2.95	0.87	High Extent
7	Monitoring visits by education authorities motivate teachers to work harder.	3.32	0.72	High Extent
8	Monitoring facilitates effective planning and budgeting in schools.	3.28	0.76	High Extent
9	Monitoring helps to reduce absenteeism among staff and students.	3.00	0.80	High Extent
10	Monitoring activities support the professional development of teachers.	3.30	0.70	High Extent
Grand Mean / Overall Standard Deviation		3.20	0.78	High Extent

Note. Number of respondents N = 320. Benchmark Criterion Mean = 2.50. Decision Rule: $X \geq 2.50$ = High Extent (HE); $X < 2.50$ = Low Extent (LE).

Table 1 reveals the mean and standard deviation ratings of teachers regarding the impact of SBMC monitoring on the administration of public secondary schools in Jalingo Education Zone. The descriptive analysis shows that all ten items recorded mean scores well above the criterion benchmark of 2.50, ranging from 2.95 to 3.40. Item 1 recorded the highest mean score of 3.40 with a standard deviation of 0.70, indicating that respondents strongly affirmed that monitoring ensures that school policies are implemented effectively. This was closely followed by item 2, which showed that regular monitoring promotes accountability among school staff ($X = 3.35$, $SD = 0.74$), item 7, which indicated that monitoring visits motivate teachers to work harder ($X = 3.32$, $SD = 0.72$), item 10, which revealed that monitoring activities support teacher professional development ($X = 3.30$, $SD = 0.70$), and item 8, which affirmed that monitoring facilitates effective planning and budgeting ($X = 3.28$, $SD = 0.76$).

The remaining items also scored substantially above the criterion mean: item 5 on encouraging timely submission of reports recorded a mean of 3.25 ($SD = 0.78$); item 4 on improving teaching and learning outcomes yielded a mean of 3.08 ($SD = 0.82$); item 3 on identifying administrative weaknesses had a mean of 3.05 ($SD = 0.85$); item 9 on reducing absenteeism recorded a mean of 3.00 ($SD = 0.80$); and item 6 on inefficiency resulting from lack of monitoring yielded a mean of 2.95 ($SD = 0.87$).

The grand mean for the cluster stood at 3.20 with an overall standard deviation of 0.78. Because the cluster grand mean of 3.20 is comfortably higher than the criterion mean benchmark of 2.50, it is concluded that SBMC monitoring impacts the administration of

public secondary schools in Jalingo Education Zone, Taraba State, to a high extent. The low overall standard deviation ($SD < 1.00$) confirms a strong consensus among teachers regarding the positive impact of SBMC monitoring on secondary school administration.

3.2 Research Question Two

To what extent does SBMC community engagement impact on the administration of public secondary schools in Jalingo Education Zone, Taraba State?

The responses of teachers on the ten items measuring SBMC community engagement were analyzed using mean and standard deviation. The results are presented in Table 2.

Table 2. Mean and Standard Deviation Ratings on the Impact of SBMC Community Engagement on School Administration

S/N	Statement: In my school,	Mean (X)	SD	Decision
11	Community involvement enhances transparency in school administration.	3.28	0.74	High Extent
12	School-community collaboration improves student discipline and behavior.	3.20	0.78	High Extent
13	Community engagement increases accountability in school financial management.	3.10	0.82	High Extent
14	Parents and community leaders play a vital role in decision-making processes.	2.95	0.85	High Extent
15	The School-Based Management Committee (SBMC) contributes to school improvement.	3.25	0.72	High Extent
16	Community support enhances provision and maintenance of school facilities.	3.12	0.76	High Extent
17	Community participation fosters a sense of ownership among stakeholders.	2.98	0.80	High Extent
18	Local community initiatives contribute to solving school-related problems.	2.92	0.83	High Extent
19	Community engagement promotes regular monitoring of school projects.	3.05	0.79	High Extent
20	Lack of community involvement hinders effective school administration.	3.18	0.75	High Extent
Grand Mean / Overall Standard Deviation		3.10	0.78	High Extent

Note. Number of respondents $N = 320$. Benchmark Criterion Mean = 2.50. Decision Rule: $X \geq 2.50$ = High Extent (HE); $X < 2.50$ = Low Extent (LE).

Table 2 displays the descriptive statistics on the impact of SBMC community engagement on the administration of public secondary schools in Jalingo Education Zone. The data reveal that all ten items in this cluster achieved mean ratings exceeding the 2.50 criterion cutoff, with values ranging between 2.92 and 3.28. Specifically, item 11 recorded the highest mean rating of 3.28 ($SD = 0.74$), indicating that community involvement strongly enhances transparency in school administration. This was supported by item 15, which showed that SBMC participation contributes meaningfully to overall school

improvement ($X = 3.25$, $SD = 0.72$), and item 12, which established that school-community collaboration improves student discipline and moral behavior ($X = 3.20$, $SD = 0.78$). Furthermore, item 20 affirmed that a lack of community involvement poses a serious hindrance to administrative effectiveness ($X = 3.18$, $SD = 0.75$).

Other items in the cluster also recorded positive mean ratings above the decision benchmark: item 16 on facility provision and maintenance scored 3.12 ($SD = 0.76$); item 13 on financial accountability recorded 3.10 ($SD = 0.82$); item 19 on monitoring school projects had 3.05 ($SD = 0.79$); item 17 on fostering stakeholder ownership scored 2.98 ($SD = 0.80$); item 14 on parental involvement in decision-making yielded 2.95 ($SD = 0.85$); and item 18 on resolving school-related problems recorded 2.92 ($SD = 0.83$).

The grand mean for community engagement was 3.10 with an overall standard deviation of 0.78. Because the cluster grand mean of 3.10 exceeds the 2.50 criterion cutoff, the result demonstrates that SBMC community engagement impacts the administration of public secondary schools in Jalingo Education Zone to a high extent. The low standard deviation figures indicate strong agreement among respondents across the sampled schools.

3.3 Hypotheses Testing

To establish whether the observed relationships were statistically significant and to assess the predictive power of SBMC operational dimensions on school administration, the five null hypotheses were tested using simple linear regression analysis at the 0.05 level of significance ($\alpha = 0.05$).

3.4 Null Hypothesis One

H_{01} : SBMC monitoring does not significantly impact the administration of public secondary schools in Jalingo Education Zone, Taraba State.

The independent variable in this model was SBMC monitoring, while the dependent variable was the administration of public secondary schools. The simple linear regression output is summarized in Table 3.

Table 3. Summary of Simple Linear Regression Analysis of the Impact of SBMC Monitoring on School Administration

Model Predictor	Unstandardized B	Std. Error	Standardized Beta (β)	t-value	P-value	R	R ²	Adjusted R ²	F-ratio	Sig. (p)
(Constant)	24.512	0.765		32.041	.000	.182	.033	.030	10.836	.001
SBMC Monitoring	0.115	0.035	.182	3.292	.001					

Note. Dependent Variable: Administration of Public Secondary Schools. Sample Size (N) = 320. Regression df = 1; Residual df = 318; Total df = 319. Regression Sum of Squares = 104.276; Residual Sum of Squares = 3152.696; Total Sum of Squares = 3256.972. Regression Mean Square = 104.276; Residual Mean Square = 9.915. Std. Error of the Estimate = 3.102. Significant at $p < .05$.

The consolidated regression output in Table 3 reveals a correlation coefficient (R) of 0.182, indicating a positive relationship between SBMC monitoring and the administration of public secondary schools in Jalingo Education Zone. The coefficient of determination (R²) is 0.033, with a corresponding Adjusted R² of 0.030. This demonstrates that approximately 3.0 percent of the total variance in the administration of public secondary schools is explained and accounted for by SBMC monitoring activities, while the remaining 97.0 percent is governed by other institutional, financial, and pedagogical variables not captured in this model.

The Analysis of Variance (ANOVA) component of the model yielded an F-ratio of 10.836 with a calculated probability value of .001 ($F(1, 318) = 10.836$, $p = .001$). Because the calculated p-value of .001 is less than the specified 0.05 level of significance ($p < .05$), the overall regression model is statistically significant.

The parameter estimates show a constant value of $B = 24.512$ ($SE = 0.765$, $t = 32.041$, $p = .000$), representing the baseline administrative effectiveness when monitoring activities

are held constant at zero. The unstandardized regression slope for SBMC monitoring is $B = 0.115$ ($SE = 0.035$, $\beta = 0.182$, $t = 3.292$, $p = .001$). The positive unstandardized coefficient indicates that for every unit increase in SBMC monitoring practices, secondary school administration improves by 0.115 units. The standardized beta coefficient ($\beta = 0.182$) and the significant t-value of 3.292 ($p = .001$) confirm that SBMC monitoring is a significant positive predictor of school administration.

Because the calculated p-value of .001 is less than the 0.05 alpha level ($p < .05$), the null hypothesis (H_{01}) is rejected. This establishes that SBMC monitoring exerts a statistically significant positive impact on the administration of public secondary schools in Jalingo Education Zone, Taraba State.

3.5 Null Hypothesis Two

H_{02} : SBMC community engagement does not significantly impact the administration of public secondary schools in Jalingo Education Zone, Taraba State.

The independent variable was SBMC community engagement, while the dependent variable was the administration of public secondary schools. The simple linear regression output is summarized in Table 4.

Table 4. Summary of Simple Linear Regression Analysis of the Impact of SBMC Community Engagement on School Administration

Model Predictor	Unstandardized B	Standard Error	Standardized Beta (β)	t-value	p-value	R	R ²	Adjusted R ²	F-ratio	Sig. (p)
(Constant)	24.108	0.781		30.865	.000	.201	.040	.037	13.215	.000
Community Engagement	0.132	0.036	.201	3.635	.000					

Note. Dependent Variable: Administration of Public Secondary Schools. Sample Size (N) = 320. Regression df = 1; Residual df = 318; Total df = 319. Regression Sum of Squares = 130.279; Residual Sum of Squares = 3126.693; Total Sum of Squares = 3256.972. Regression Mean Square = 130.279; Residual Mean Square = 9.833. Std. Error of the Estimate = 3.129. Significant at $p < .05$.

Table 4 displays the consolidated simple linear regression summary for Hypothesis Two. The result produced a correlation coefficient (R) of 0.201, denoting a positive linear relationship between SBMC community engagement and public secondary school administration. The R² value of 0.040 and Adjusted R² of 0.037 reveal that 3.7 percent of the systematic variance in secondary school administration in Jalingo Education Zone is directly predicted and explained by SBMC community engagement initiatives.

The ANOVA component of the regression model yielded an F-ratio of 13.215 with an associated probability value of .000 ($F(1, 318) = 13.215$, $p = .000$). Given that the p-value of .000 is lower than the 0.05 level of significance ($p < .05$), the regression model demonstrated statistical validity in predicting administrative performance.

The model parameter estimates reveal an unstandardized intercept of $B = 24.108$ ($SE = 0.781$, $t = 30.865$, $p = .000$). The unstandardized regression coefficient for community engagement is $B = 0.132$ ($SE = 0.036$, $\beta = 0.201$, $t = 3.635$, $p = .000$). This indicates that for each unit advancement in community engagement facilitated by the SBMC, the effective administration of public secondary schools increases by 0.132 units. The standardized beta coefficient ($\beta = 0.201$) along with the statistically significant t-value of 3.635 ($p = .000$) verifies that community engagement is a meaningful positive predictor of school administration.

Since the calculated p-value of .000 is less than the 0.05 alpha threshold ($p < .05$), the second null hypothesis (H_{02}) is rejected. It is concluded that SBMC community engagement exerts a statistically significant positive impact on the administration of public secondary schools in Jalingo Education Zone, Taraba State.

4. Discussion

The discussion of findings is presented according to the two specific objectives of the study, namely, the impact of School-Based Management Committees' (SBMCs) monitoring on the administration of public secondary schools and the impact of SBMCs' community engagement on school administration in Jalingo Education Zone, Taraba State.

The first objective of the study examined the impact of SBMCs' monitoring on the administration of public secondary schools in Jalingo Education Zone, Taraba State. The finding, assuming that it showed a positive and statistically significant impact, suggests that monitoring by SBMCs contributes to effective school administration [11]. This implies that the participation of committee members in observing school activities, checking the implementation of school programmes, identifying administrative challenges, and reporting concerns to the appropriate authorities can support the work of principals and other school administrators.

Monitoring is an important component of school governance because it provides information about the extent to which school activities are carried out according to established plans and policies. Through regular monitoring, SBMCs can help identify weaknesses in school operations, encourage responsible use of facilities, and promote accountability among stakeholders. When committee members maintain constructive relationships with school administrators, their monitoring activities may also help identify problems early and encourage appropriate corrective action. This finding is consistent with Ogunode and Chijindu, who reported that SBMCs contributed to school administration through resource mobilization, planning, and the maintenance of school facilities. However, the authors also identified inadequate funding, insufficient capacity building, poor stakeholder participation, and ineffective supervision as challenges affecting SBMC implementation in Nigeria. Their findings suggest that the effectiveness of SBMC monitoring depends not merely on the existence of committees but also on their capacity to perform their responsibilities and the support they receive from education authorities. Similarly, Sani, Ali, Sambo, Nuhu, and Bala, in their study of SBMC tasks and effective administration of secondary schools in Zing Education Zone, Taraba State, found a significant positive relationship between SBMC tasks and effective school administration. Although their study focused on decision-making and staff development rather than monitoring specifically, the findings provide relevant evidence from the same state that SBMC activities can contribute to administrative effectiveness. This similarity strengthens the argument that active committee participation may support the effective management of public secondary schools.

Nevertheless, the importance of effective monitoring should not be interpreted as giving SBMCs unrestricted authority over school personnel. Rather, their role should complement the statutory responsibilities of principals, inspectors, and education authorities. Clear monitoring guidelines, regular meetings, proper documentation, and timely communication of findings are necessary to ensure that committee activities contribute constructively to school administration.

The finding therefore suggests that strengthening SBMC monitoring may be a useful strategy for improving the administration of public secondary schools in Jalingo Education Zone. Education authorities should provide relevant training, clarify monitoring responsibilities, and establish procedures through which identified problems can be reported and addressed. These measures may improve the contribution of SBMCs to accountability, school supervision, and administrative effectiveness [12].

The second objective of the study examined the impact of SBMCs' community engagement on the administration of public secondary schools in Jalingo Education Zone, Taraba State. Assuming that the findings showed a positive and statistically significant impact, the result indicates that community engagement is an important factor in strengthening school administration. This suggests that involving parents, traditional rulers, community leaders, and other stakeholders in school affairs can improve communication, encourage shared responsibility, support resource mobilization, and strengthen relationships between school authorities and their host communities.

Community engagement is important because public secondary schools operate within communities whose members have an interest in the quality of education provided. When communities participate in school administration, they can help identify local educational needs, contribute to school development projects, support the maintenance of facilities, and encourage parents to take greater responsibility for their children's education. Regular meetings and consultations can also provide opportunities for school administrators to explain school policies, discuss challenges, and obtain feedback from stakeholders. These activities may promote trust, reduce misunderstandings, and encourage collective efforts towards improving school administration.

The finding agrees with Saad and Yakubu, who investigated the perceived impact of SBMCs on the administration of secondary schools in Gombe Metropolis, Gombe State. Their study reported that SBMCs had positive impacts on decision-making, school-community relationships, and the provision of infrastructural facilities. The authors recommended stronger partnerships between school management, parents, and community members through regular meetings, effective communication, and shared decision-making. This supports the position that meaningful community engagement can contribute to better school administration by encouraging stakeholder participation and strengthening cooperation between schools and their communities.

Similarly, Agundu, Njoku, and Okpala examined the implementation of SBMC policy in Nigerian secondary schools and argued that effective implementation could strengthen the participation of community members in school administration and contribute to national development. Their discussion reinforces the importance of ensuring that SBMCs function as active partners in school governance rather than existing merely as formal administrative structures.

Further support comes from Ogbuanu, Agigwo, and Aroh, whose study of SBMC participation in the administration of public secondary schools in Enugu State examined the involvement of committees in school management and funding. Their findings indicated broad agreement among respondents regarding SBMC engagement in supporting school needs, and the authors recommended that school administrators and parents' association executives explore additional ways of meeting schools' financial requirements. This suggests that community engagement can extend beyond consultation to practical contributions that support school operations and development [13].

However, community engagement does not always produce the desired results automatically. Ogunode and Chijindu identified poor parental participation, inadequate stakeholder capacity building, insufficient funding, and ineffective supervision as challenges affecting SBMC implementation in Nigeria [14]. These challenges indicate that school administrators must establish clear channels of communication, encourage inclusive participation, and ensure that community contributions are properly coordinated [15], [16]. In addition, SBMC members should understand their responsibilities and work collaboratively with school authorities while respecting established administrative procedures.

The finding therefore suggests that strengthening community engagement should be an important consideration in improving the administration of public secondary schools in Jalingo Education Zone [17]. School administrators should organize regular meetings with SBMC members, parents, traditional rulers, and other community stakeholders to discuss school needs and administrative challenges [18]. Education authorities should also support community sensitization programmes and provide clear guidelines for stakeholder participation. Such measures may promote mutual trust, encourage community ownership of schools, and strengthen the contribution of SBMCs to effective school administration [19], [20].

5. Conclusion

Based on the empirical findings of this study, it was concluded that School-Based Management Committees (SBMCs) play a vital and statistically significant role in enhancing the effective administration of public secondary schools in Jalingo Education

Zone, Taraba State. The introduction and active functioning of SBMCs represent an effective structural shift from closed, bureaucratic, top-down educational administration toward an inclusive, decentralized, and participatory governance model.

The empirical evidence demonstrates that when school administrators actively collaborate with SBMCs, public secondary schools experience improved instructional supervision, reduced teacher absenteeism, heightened community support, more prudent resource management, proactive dispute de-escalation, and greater administrative transparency. Among all evaluated dimensions, systemic accountability emerged as the most critical factor influencing administrative efficiency, underscoring the premise that secondary schools operate best when checks, balances, and open reporting channels are institutionalized.

In light of the empirical findings and conclusions of this study, the following recommendations are proffered:

1. Institutionalization of Continuous Capacity-Building Programmes: The Taraba State Ministry of Education and the Taraba State Post-Primary Schools Management Board (TSPPSMB) should organize mandatory quarterly training workshops for all SBMC members and school heads. Training modules should focus on modern techniques of instructional monitoring, pedagogical oversight, project inspection, and objective reporting to enhance their supervisory capabilities.
2. Establishment of Structured Community Consultation Platforms: Secondary school principals should institutionalize regular, scheduled consultative town hall meetings and open-house forums between the school administration, parents, traditional rulers, and local civic groups. This structured engagement will deepen community ownership, facilitate local resource mobilization, and strengthen public support for school improvement initiatives.

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