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School-Based Management Committee Participation In Enrolment And Security Provisions For Girl-Child Education In Primary Schools In North-West, Nigeria

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ABSTRACT
The study examined school-based management committees (SBMC) participation in enrolment and security provision for girl-child education in primary schools in the North-West zone Nigeria. Two objectives and two research questions guided the study. A descriptive survey design was adopted. Research advisors (2006) was used to obtained a sample size of 384 primary school teachers and school-based management committee members. Multistage sampling technique (Purposive, proportionate and simple random) was used to select the respondents. Data were collected using a validated questionnaire titled, Quality Assurance and Security Provision Questionnaire (QASPQ), with a reliability coefficient of 0.85. Analysis of data involved frequency counts, means, and standard deviations. Findings revealed moderate level participation of SBMC in both enrolment and security provision for the girl-child in primary school. Based on the findings of the study, the researcher concluded that SBMC participation remains moderate in primary schools in the North-West zone Nigeria. It was recommended that, to ensure all girls are enroll in schools, there should be combine effort of SBMC members, stakeholders, government, non-governmental organization (NGOs) and community-based organizations to provide all the needed funds and mobilisation. There is also need for provision of more security services and facilities to various schools by fencing, employing trained security personnel, security guards, installing CCTV cameras, and access control systems to make schools safer and ensure security provisions for the girl-child in primary school in North-west zone, Nigeria.

Keywords: Enrolment, Girl-Child Education, Security Provisions and School-Based Management Committee,

INTRODUCTION

Primary education is core to development and progress in modern societies. Education provides information to an inexperienced person not minding his/her gender in order to help him/her develop physically, mentally, socially, emotionally, politically and economically. However, Nigeria has approximately 18.3 million out-of-school children (United Nations International Children's Emergency Fund (UNICEF, 2024). In Nigeria, 7.6 million girls are out-of-school (OOS); 3.9 million are in primary school and 3.7 million are in junior secondary school (UBEC, 2018). According to UBEC (2018), almost 50% of girls do not attend basic education classes between the first and last year of primary school and between Primary 6 and JSS1. North-west Nigeria has a significant of number of out of school girls specifically, 48% of girls age 5-14 are out of school (UNICEF, 2024). It is very clear that government alone cannot provide the required access and functional basic education as resources involved are enormous and the provision of basic education is seen as responsibility of all, hence the role of School-Based Management Committee (SMBC) cannot be overemphasized. National Policy on Education (FRN, 2013) enshrined that SBMC and the Local Government Education Authority shall be responsible for the management of schools at the appropriate levels.

Additionally, Girl-child enrolment in primary school specifically refers to the admission and registration of girls in primary education, one of the serious problems in girl-child education is the issue of enrolment. Girl-child education is not prioritized by many parents and community in North west zone Nigeria. Gado, Dansabo and Bashir (2023) posit that the low rate of girl-child enrolment is a threat not only to the present generation but also to the generation yet unborn. On the flip side, girl-child education is an opportunity provided for the girl-child to acquire formal education and skills that will enable her function effectively in the society. Girl-child education refers to the education of the female children from birth to eighteen years old (Doreen & Gospel, 2019). It is about ensuring that girls have access to primary education and are able to complete their primary education with necessary skills to compete in the labour market.

Similarly, Security provision for the girl-child in primary school refers to the measures, protocols, and resources put in place to ensure the physical, emotional, and psychological safety and well-being of girls in an educational setting. (Puldu & Stephen 2022). Insecurity in the North-western zone of Nigeria has become a matter of tremendous concern over the years. The challenges of insecurity range from sporadic attacks on innocent civilians as well as security forces, kidnappings or abductions, banditry and of recent Fulani herders' attacks on farmers in the region and other regions of the country (Oghuvbu & Chidozie, 2018). Girls are a consistent target of these terrorist and are constantly exposed to brutal violence in their schools being soft targets of the bandit's terrorist. UNICEF (2023), reported that since the emergence of the Boko Haram in the North-west over ten (10) years ago, at least 2,295 teachers have been killed and more than 1,400 schools have been destroyed. Most of these schools have not reopened because of extensive damage or ongoing insecurity and fear of attacks on their schools.

School-Based Management Committee was established by the Nigerian National Council on Education (NCE) in 2006 to the decentralization of school authority from the government to relevant stakeholders at the community level (Sokoto State School-Based Management Policy Guideline, 2017) School based management committee is a group of stakeholders including teachers, parents, students and community members responsible for managing and overseeing the affairs of the school (UNESCO, 2019). According to Ayeni and Ibokun (2017), school-based management committee is the process of de-centralization of power and authority from government to significant stakeholders to perform statutory responsibilities in the administration, monitoring, evaluation and review of educational policies to ensure effective teaching and learning among others for improved learning outcomes.

Statement of the Problem

Education is a fundamental right of every Nigerian child, as guaranteed by the Universal Basic Education (UBE) Act of 2004, which provides for free and compulsory basic education for both boys and girls. However, despite this legislative framework and several government initiatives aimed at achieving universal access to education, significant gender disparities in enrolment, retention and completion

persist, particularly in the North-west zone of Nigeria. North-west Nigeria has a significant of number of out of school girls specifically, 48% of girls age 5-14 are out of school (Unicef, 2024). The researcher also observed that many girls in North-west zone are not attending school. However, despite this legislative framework and several government initiatives aimed at achieving universal access to education, significant gender disparities in enrolment, retention and completion persist, particularly in the North-west zone of Nigeria. North-west Nigeria has a significant number of out of school girls specifically, 48% of girls age 5-14 are out of school (Unicef, 2024). The researcher also observed that many girls in North-west zone are not attending school.

Furthermore, the researcher observed increasing security challenges in the North-West, such as banditry, boko haram, insurgency, kidnapping, communal violence, gender-based violence, and cattle rustling pose additional threats to girls' access to safe education. This can deter parents from sending their daughters to school. Safety and security are paramount for the continuation of girls' education, unfortunately girls in the Northern States are affected by insecurity. The kidnapped of 276 Chibok girls, abduction of 110 Dapchi girls in Yobe state, the kidnapped 121students at Bethel Baptist school, 280 school students at kuriga in kaduna state and the recent abductions of school girls, including the kidnapping of 24 girls from Government Girls' Comprehensive Secondary School in Maga, Kebbi State, and the abduction of over 300 girls from St. Mary Catholic School, Papiri, Niger State, have heightened fears among parents and communities. These incidents raise serious concerns about the effectiveness of SBMC in supporting school security and about the overall capacity of government and community structures to protect the girl-child in school. Therefore, there is need to review the process of securing schools in order to promote sustainable national security for effective girl-child education. It is very clear that government alone cannot attend to all the problems confronting primary schools. The role of the community is very clear and SBMCs represent the community in the governance of schools. These prompted the researcher to investigate the participation of SBMC in enrolment, and security provisions for the girl-child in primary schools in North-west zone Nigeria.

Objectives of the Study

The objectives of the study seek to:

1. Determine the level of SBMC participation in enhancing the enrolment of girl-child in primary schools in North-west zone, Nigeria
2. examine the extent of SBMC participation in supporting security provision for the girl-child in primary school in North-west zone, Nigeria

Research Questions

The following research questions were formulated for the study:

1. What is the level of SBMC participation in enhancing enrolment of girl-child in primary schools in North-west zone, Nigeria?
2. How does SBMC support in provision of security for the girl-child in primary school in North-west zone, Nigeria?

Review of Related Empirical Studies

In this study, several relevant empirical studies were reviewed such as Bala (2022) who conducted a study on addressing barriers to girl-child enrolment through SBMCs in Sokoto State, Nigeria. The study adopted descriptive survey research design and convenience sampling technique was employed to select 120 community members and teachers as the sample size for the study. Data were collected through girl-child and SBMC Questionnaire. The instrument was subjected to validation by experts. The reliability coefficient for the instrument was 0.79 using Cronbach alpha. The finding of the study revealed that SBMC intervention in rural communities significantly improved girl-child enrolment by reducing cultural barriers. The study recommends among others that SBMC should develop outreach programs to further increase enrolment rate among marginalized groups in Sokoto State.

The study of Bala (2022) is related to the present study as both studies are concerned with girl-child enrolment in school. However, both studies differ as Bala (2022) study was on addressing barriers to girl -

child enrolment through SBMCs in Sokoto State Nigeria, while the present study focused on SBMCs participation in enrolment and security provision for girl-child education in primary schools in North-west zone, Nigeria.

Shinco and Isa (2024) who assessed the contributions of School-Based Management Committees (SBMCs) in providing school security in Secondary Schools in Sokoto State, Nigeria. The study adopted the descriptive research design. The study was guided by three research objectives and three research questions. A sample of 389 SBMC was drawn from a total population of 2,286 consisting of 1845 SBMC and 381 administrators used for the study. A Researcher-designed questionnaire titled "Contributions of SBMC in School Security Rating Scale (CSBMCSSRS)" was used to collect data for the study. The instrument was validated by experts, the reliability of the instrument was 0.81 using Cronbach alpha analysis. The study's findings revealed a very high extent SBMC contributed in identifying forms of security challenges facing secondary schools in Sokoto State. Based on the findings of the study, it was recommended that there is the need for the Involvement of SBMC in ensuring that major stakeholders are involved in the educational mobilization, awareness and sensitization of members of the communities on the importance of school security, the need to safeguard education and the need to send their children to school.

The study of Shinco and Isa (2024) is related to the present study as both studies are concerned with security and safety in school. However, both studies differ as the study of Shinco and Isa (2024) assessed the contributions of School-Based Management Committees (SBMCs) in providing school security in Secondary Schools in Sokoto State, Nigeria while, the present study focused on SBMCs participation in enrolment, quality assurance and security provision for girl-child education in primary schools in North-west zone, Nigeria.

RESEARCH METHODOLOGY

This study adopted a descriptive survey research design to guide data analysis. Iliya (2018), noted that descriptive survey is a type of research design that is concerned with conditions that exist, practices that prevail, beliefs and attributes of people considered to be representative of the entire population.

The population of the study comprised all the primary school headteachers/teachers and school-based management committee members in primary schools in North-west zone Nigeria. There are seven states, comprised of Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto and Zamfara States with 181, 047 public primary school headteachers/teachers and 234,852 SBMC members, totaling 415,899 headteachers/teachers and SBMC members from 20,578 public primary schools in North-west zone Nigeria.

The sample size of the study consisted of 384 respondents from a population of 415,899 Headteachers, teachers and SBMC members. The selection of sample size was based on the recommendation of Research Advisors (2006), table for determining sample size from a given population to ensure appropriate representation of members of a given population. Table 1 illustrates the summary of the sample size.

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

S/N	State	Edu. Zones Selected	Number of LGEAs Selected	Number of Primary Schools Selected	Number of Teachers Selected	Number of SBMC Members Selected	Total
1	Kaduna	Zaria Edu. zone Jema'a Edu. zone	Zaria Giwa Jema'a	9	104	27	131
2	Kano	Manicipal Edu. zone Nasarawa Edu zone	Kano Manicipal Gwale Nasarawa	12	150	36	186

3	Sokoto	Wamakko Edu.zone Tambuwal Edu. Zone	Wamakko kware Bodinga	9	40	27	67
Grand Total				30	294	90	384

Table 1 shows the sample size of the study which comprised 294 primary school head teachers/teachers and 90 SBMC members were selected from 30 primary schools across the three sampled states in North-west zone Nigeria.

This study adopted multi-stage sampling technique. Quality Assurance and Security Provision Questionnaire (QASPQ) was adapted from Arogundade and Belo (2019) and was used for data collection. To ascertain the validity of the instrument (QASPQ), copies of the instrument were given to four experts for (face and content validity) One from Department of Curriculum Studies and Educational Technology, two from the Department of Adult Education and Extension Services (AEES) and one from the Department of Science and Vocational Education (SVE) all from Usmanu Danfodiyo University, Sokoto. They experts assessed the relevance and clarity of the instrument for evaluating SBMC' participation in enrolment and security provision for girl-child education in primary schools in North-west, Nigeria.

The reliability of the instrument (QASPQ) was obtained through a trial testing which was carried out on fifty (50) primary school headteachers/teachers and SBMC members which consisted of 2 headteachers, 40 teachers and 8 SBMC members were randomly selected from two primary schools in Birnin Kebbi, Kebbi State. The selected teachers and SBMC members were part of the researcher's population of the study but they were out of the sampled size. All the fifty questionnaires administered were returned and used for analysis. Cronbach's Alpha (α) analysis was conducted in ensuring the internal consistency of the instrument. The reliability index of all the items in the instrument was 0.85 which ensured the reliability of the instrument.

The researcher enlisted six research assistants and provided them with training about the purpose of the study and the structure of the questionnaire. The researcher, along with the research assistants, distributed the 384 questionnaires to the sampled respondents in the selected primary schools. The respondents received the questionnaires in their respective schools, completed them independently, under the supervision of the researcher and the assistants. The instruments were retrieved from the respondents after they had responded to the items. All the 384 questionnaires were returned and used for study. This approach ensured a high return of the completed questionnaires.

The data for the study was analysed using descriptive statistics which include frequency, mean and standard deviation using Statistical Package for Social Sciences (SPSS) version 23.0 to answer the research questions. The items responses were 5 points rating scale: Very High (HV), 4 points is High (H), 3 points is Moderate(M), 2 points Low(L) and 1 point Very Low (VL). A criterion Mean score of 1.00 – 1.80 indicate "Very Low" extent; 1.81 – 2.60 indicate "Low" extent; 2.61 – 3.40 indicate "Moderate" extent; 3.41 – 4.20 indicate "High" extent and 4.21 – 5.00 indicate "Very High" extent.

RESEARCH RESULTS

Research Question 1: *What is the level of SBMC participation in enhancing enrolment of girl-child in primary schools in North-west zone, Nigeria?*

Table 2: Mean and Standard Deviation Assessing SBMC Participation in Enrolment of the Girl-Child in Primary Schools in North-West, Nigeria.

S/N	Items	VH	H	M	L	VL	Mean	SD	Decision
1	To what extent do SBMC members participate in Sensitization to boost girl-child enrolment in primary school?	77	74	91	123	19	3.17	1.22	Moderate
2	To what extend do SBMC members participate in mentorship and guidance to girls to enhance high enrolment in primary education?	46	98	71	140	28	2.98	1.18	Moderate
3	To what extent do SBMC members monitor and evaluates the progress of girl's attendance in primary school?	34	87	103	140	20	2.93	1.07	Moderate
4	To what extent do SBMC members addresses issues related to gender-based discrimination so as to promote girl-child enrolment in primary education?	40	82	97	139	26	2.92	1.12	Moderate
5	To what extent do SBMC members organise interaction with various religious and community leaders to promote girl-child enrolment in primary education?	44	83	89	150	18	2.96	1.12	Moderate
	Grand Mean	**48.2**	**84.8**	**90.8**	**138.4**	**22.2**	**2.99**	**1.14**	**Moderate**

Source: Researcher's Fieldwork (2025)

Table 2 presented descriptive statistics of mean and standard deviation computed to assess the extent of SBMC members' support in the enrolment of girl-child in primary school in North-West zone, Nigeria. The results of the analysis revealed the mean ratings for all the 5 items as follows: SBMC members participation in sensitization to boost girl-child enrolment in primary school (Mean = 3.17, SD = 1.22); SBMC members participation in mentorship and guidance to girls to enhance high enrolment in primary education (Mean = 2.98, SD = 1.18); SBMC members monitor and evaluates the progress of girls' attendance in primary school (Mean = 2.93, SD = 1.07); SBMC members addresses issues related to gender-based discrimination so as to promote girl-child enrolment in primary education (Mean = 2.92, SD = 1.12); and SBMC members organise interaction with various religious and community leaders to promote girl-child enrolment in primary education (Mean = 2.96, SD = 1.12). This implied that all the mean ratings were between a criterion mean of 2.61 – 3.40 suggesting that the participants assessed each item as moderate extent of participation. Similarly, the standard deviations for all the 5 items were between 1.07 – 1.22 suggesting that there was very close similarity among the opinions of the entire participants on the extent of participation of SBMC members in enhancing enrolment of girl-child in primary school in North-west zone, Nigeria. Similarly, the overall grand mean of 2.99 with a standard deviation of 1.14 (Mean = 2.99, SD = 1.14) for all the mean ratings of the 5 items also falls between a criterion mean score = 2.61 – 3.40 indicating that there was an overall moderate extent of SBMC members' participation in the enrolment of girl-child in primary school in North-West zone, Nigeria. Therefore, the study concluded that there was moderate level of participation of SBMC members in enrolment of girl-child in primary school in North-west Zone, Nigeria.

Research Question 2. *How does SBMC support in provision of security for the girl-child in primary school in North-west zone, Nigeria?*

Table 3: Mean and Standard Deviation Assessing SBMC Members' Participation in the Provision of Security for the Girl-Child in Primary Schools in North-West, Nigeria.

S/N	Items	VH	H	M	L	VL	Mean	SD	Decision
6	To what extent do SBMC participates in provision of school fence?	32	67	120	126	37	2.82	1.10	Moderate
7	To what extent do SBMC members provide financial support for security guard provision for schools?	24	75	82	174	29	2.72	1.06	Moderate
8	To what extent do SBMC participates in regular safety and emergency advocacies to the girl-child and staff in the schools?	19	71	116	146	32	2.74	1.02	Moderate
9	To what extent do SMBC participates in addressing Gender Based Violence (GBV) Bullying and Harassment Cases in schools?	23	84	88	166	23	2.79	1.04	Moderate
10	To what extent do SBMC collaborates with local authorities to address issues of security concerns affecting girl child education?	28	73	88	159	36	2.73	1.10	Moderate
	Grand Mean	**25.2**	**74.0**	**98.8**	**154.2**	**31.4**	**2.76**	**1.06**	**Moderate**

Source: Researcher's Fieldwork (2025)

Table 3 presented descriptive statistics of mean and standard deviation computed to assess the extent of SBMC members' support in the provision of security for the girl-child in primary school in North-West zone, Nigeria. The results of the analysis revealed the mean ratings for all the 5 items as follows: The extent to which SBMC participates in provision of school fence (Mean = 2.82, SD = 1.10); the extent to which SBMC members provide financial support for security guard provision for schools (Mean = 2.72, SD = 1.06); the extent to which SBMC participates in regular safety and emergency advocacies to the girl-child and staff in the schools (Mean = 2.74, SD = 1.02); the extent to which SMBC participates in addressing Gender Based Violence (GBV) Bullying and Harassment Cases in schools (Mean = 2.79, SD = 1.04); and the extent to which SBMC collaborates with local authorities to address issues of security concerns affecting girl-child education (Mean = 2.73, SD = 1.10) were all having mean score between 2.72 – 2.82 which falls within the criterion mean score of 2.61 – 3.40 suggesting that the participants assessed each item as moderate extent. Similarly, the standard deviations of all the items falls between 1.02 – 1.10 which are very close indicating that there was close similarity in the opinions of the participants regarding the extent to which SBMC members support the provision of security for girl-child in primary school in North-west zone, Nigeria. However, the overall grand mean of 2.76 with a standard deviation of 1.06 (Mean = 2.76, SD = 1.06) for all the mean ratings of the 5 items also falls between the criterion mean score of 2.61 – 3.40 indicating that there was an overall moderate extent of SBMC members' participation in the provision of security for girl-child in primary school in North-West zone, Nigeria. Therefore, the study concluded that there was moderate level of participation of SBMC members in the provision of security for the girl-child in primary school in North-west Zone, Nigeria.

Summary of Findings

1. There was satisfactory (moderate) participation of SBMC members in the enrolment girl-child in primary school which resulted to increase in the enrolment of girl-child in primary schools in the North-west zone, Nigeria.

2. There was satisfactory (moderate) participation of SBMC members in supporting security provision for girl-child education in primary schools in North-west zone, Nigeria.

DISCUSSION OF FINDINGS

The findings revealed that the participation of School-Based Management Committee (SBMC) members in enhancing the enrolment of girl-child in primary school in North-West zone Nigeria was moderate and effective. The findings of the study agree with the findings of Bala (2022) whose findings revealed that SBMC intervention in rural communities significantly improved girl-child enrolment by reducing cultural barriers. SBMC members undertake initiatives aimed at sensitization or community engagement, these efforts have translated into meaningful increased in enrolment. School Based Management Committee members are involved in essential activities that could directly influence enrolment outcomes, such as monitoring and evaluating the progress of girls' attendance, sensitization to enhance enrolment, curbing gender discrimination and providing mentorship and guidance to the girl-child. This moderate engagement suggests that SBMC members are exercising their potential role as community-based advocates and overseers of girl-child education, bridging the gaps and supporting the girl-child who are at risk of non-enrolment. There is interaction with community stakeholders, including religious and traditional leaders, these engagements are also moderate. Such interactions have structured and increased awareness about the importance of girl-child education, mobilizing community support, and addressing socio-cultural barriers that often inhibit the girl-child enrolment in primary school.

The findings on security provision revealed that School-Based Management Committees have demonstrated moderate participation in ensuring the security and safety of the girl-child in primary schools in North-West Nigeria. These findings align with the findings of Shinco and Isa's (2024) which showed that SBMC made substantial contributions to identifying and addressing security challenges in secondary schools in Sokoto State. Moderate engagement in activities promotes a secure and conducive learning environment. These findings stressed the need for SBMC to become more active and strategic in tackling security threats that disproportionately affect girl-child education. SBMC modest involvement in providing financial support for security personnel and addressing gender-based violence indicates a commitment in funding and training. SBMC are averagely involved in curbing insecurity in schools vulnerable to harassment, abduction, and infrastructural insecurity. They also collaborate with local authorities and advocate for safety, these efforts sustained and create a meaningful change. SBMC fair engage in sensitization campaigns on school safety, gender-based violence, and the importance of secure learning environments emphasized that SBMC are active in ensuring that schools in the North-West become conducive for the girl-child to learn.

CONCLUSION

Based on the findings of this study, the researcher concludes that there has been moderate participation of SBMC in enhancing enrolment and security provision for girl-child education in primary schools in North-west Nigeria. This signifies that SBMC members are involved in school activities, therefore, SBMC should be maintained in primary schools. However, SBMC should be more active so as to exceed from a moderate level to high level participation in enhancing enrolment and supporting security provision for girl-child education in primary schools 'in North west zone Nigeria.

RECOMMENDATIONS

Based on the findings of the study the following recommendations were made:

1. There is need to increase the rate of girl-child enrolment, through combine effort of SBMC members with stakeholders involving government agents, Non-governmental organization (NGOs), community-based organizations through public enlightenment to strengthen SBMC capacity through sustained funding.
2. Improved security and safety system for the girl-child should be intensify. There is need for provision of more security services and facilities to various schools by fencing, employing trained

security personnel, local law enforcement, security guard and, installing CCTV cameras. ensure security provision for the girl-child in primary school in North-west zone, Nigeria

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