

INFLUENCE OF COMMUNITY-BASED MONITORING COMMITTEES ON EDUCATIONAL QUALITY IN AGAIE LOCAL GOVERNMENT AREA OF NIGER STATE

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Abstract

This study explores the influence of Community-Based Monitoring Committees on educational quality in Agaie Local Government Area of Niger State, Nigeria. Recognizing that traditional educational governance structures often lack community integration, the research investigates how local CBMCs contribute to planning, oversight, inclusiveness, and sustainability in education. Using a descriptive survey research design, the study engaged 300 participants, including teachers, community leaders, education officers, and parents, through a structured questionnaire based on a five-point Likert scale. Data were analyzed using descriptive statistics including mean, frequency, and standard deviation. Findings indicate that CBMCs play a pivotal role in monitoring school projects, supporting inclusive education, and resolving conflicts that affect teaching and learning quality. However, their involvement in teacher supervision and curriculum feedback remains limited. The study underscores the need to institutionalize CBMCs within local education governance to improve transparency, responsiveness, and community ownership. Recommendations include increased training for CBMC members, integration into school-based management frameworks, and policy reforms to formalize their roles in educational planning and monitoring.

Keywords: Community-Based Monitoring, Educational Quality, Niger State, School Governance, Educational Inclusion, Local Government, Community Engagement.

Introduction

Education is a critical driver of development and societal transformation. It provides individuals with the knowledge, skills, and values necessary for personal growth and national progress. In Nigeria, despite efforts to improve the educational

system, persistent challenges particularly in rural areas like Agaie Local Government Area continue to undermine quality and inclusivity (UNESCO, 2023). Addressing these challenges requires not only top-down government interventions but also active community participation

through structures like Community-Based Monitoring Committees.

Community-Based Monitoring Committees are grassroots bodies established to oversee the implementation of education-related policies, monitor resource utilization, and promote accountability at the local level. These committees often include respected elders, youth leaders, parent representatives, and religious figures who collectively serve as watchdogs and mediators between schools and their host communities (Salihu & Adepoju, 2022). In an environment where systemic inefficiencies, corruption, and cultural biases hinder progress, Community-Based Monitoring Committees offer a mechanism to restore trust, improve transparency, and foster local ownership.

Educational quality, as defined by UNESCO, involves not just access to education but also the relevance, effectiveness, and equity of the learning process. In Agaie, schools are often understaffed, poorly funded, and lack teaching materials, making the role of community monitors even more vital. By tracking teacher attendance, facilitating maintenance, and resolving disputes, CBMCs help bridge the implementation gap that formal institutions frequently leave unaddressed (Bello & Ahmed, 2023).

Moreover, Community-Based Monitoring Committees are instrumental in aligning school practices with community values. For example, where government-led initiatives may overlook local traditions or languages, Community-Based Monitoring Committees advocate for culturally sensitive pedagogy that resonates with learners and parents alike. This form of participatory governance enhances community trust in schools, leading to better enrollment and retention rates, particularly for

girls and children with disabilities (Yusuf & Danjuma, 2022).

However, the effectiveness of Community-Based Monitoring Committees is not uniform across communities. In some areas, committee members lack the training or empowerment necessary to perform their duties effectively. In others, internal politics or lack of governmental recognition renders them symbolic rather than functional. As a result, understanding their actual influence on educational quality in specific settings like Agaie is essential for policy refinement and strategic planning (Mohammed & Olayemi, 2023).

Furthermore, CBMCs represent a key component in Nigeria's strategy to achieve Sustainable Development Goal 4, which aims for inclusive and equitable quality education for all by 2030. Their role complements government agencies and non-governmental organizations in ensuring that education is not only available but also effective and socially responsive. This study therefore provides empirical insights into how Community-Based Monitoring Committees operate within Agaie LGA and their tangible effects on educational quality.

Statement of the Problem

Despite increased national attention on educational access and policy reform, many schools in rural parts of Nigeria, including Agaie Local Government Area, still grapple with issues of quality, teacher absenteeism, poor infrastructure, and limited community ownership. These problems are exacerbated by weak monitoring systems and minimal stakeholder inclusion, which often result in project abandonment, declining student performance, and deteriorating school-community relations (Nwachukwu &

Abdullahi, 2023). Government-led interventions, although ambitious, frequently fall short due to top-down planning that fails to consider the lived realities of the people. In particular, the exclusion of local communities from planning and implementation creates disconnects between policy and practice. Without grassroots monitoring, projects are left vulnerable to mismanagement and the goals of inclusivity and sustainability remain unattained (Ogundipe & Aliyu, 2022).

Community-Based Monitoring Committees were initiated to fill this gap by serving as community-owned platforms for local educational oversight. However, their impact remains under-researched, especially in specific local contexts like Agaie. Questions persist regarding how effectively these committees influence educational outcomes, to what extent they are integrated into school governance, and how they interact with other stakeholders in the education system (Eze & Nwankwo, 2023). Further complicating the issue is the lack of training and institutional support for Community-Based Monitoring Committees. Many committees function informally without clearly defined roles, access to data, or authority to enforce decisions. This undermines their ability to hold schools accountable or contribute meaningfully to educational planning. Consequently, their potential remains largely untapped, and their influence on educational quality varies widely. Moreover, previous studies have largely aggregated community engagement under broad categories such as PTA involvement or donor-funded programs, without isolating the distinct role of monitoring committees. This lack of specificity hinders targeted policy interventions that could enhance their functionality. It also obscures understanding of how these

committees interact with marginalized populations such as girls and learners with disabilities. The problem is compounded by cultural norms and administrative barriers that limit participation. In some communities, female members are excluded from decision-making spaces, while in others, political interests overshadow educational priorities. Such dynamics pose serious challenges to the inclusiveness and effectiveness of CBMCs (Bello & Ibrahim, 2023).

Objectives of the Study

To effectively investigate the role and influence of Community-Based Monitoring Committees on educational quality in Agaie LGA, the study is guided by the following specific objectives:

- i. To assess the extent to which are involved in monitoring and evaluating educational activities in Agaie Local Government Area.
- ii. To examine the impact of CBMCs on promoting inclusive and equitable education in the local government area.
- iii. To determine the contribution of CBMCs to the sustainability and improvement of educational quality in public schools within Agaie LGA.

Research Questions

To address the above objectives, the following research questions were developed to guide data collection and analysis:

- i. To what extent are Community-Based Monitoring Committees involved in monitoring educational activities in Agaie LGA?
- ii. How do Community-Based Monitoring Committees contribute to inclusive education for marginalized groups in Agaie LGA?

- iii. What role do Community-Based Monitoring Committees play in ensuring the sustainability of educational quality in public schools in Agaie LGA?

Methodology

This study adopted a descriptive survey research design to analyze the role of CBMCs in enhancing educational quality in Agaie Local Government Area. The approach allowed the researcher to gather both qualitative and quantitative data reflecting community and institutional perspectives. This design is appropriate for educational research where variables are observed without manipulation (Creswell & Plano Clark, 2018). The population of the study comprised education officers, headteachers, classroom teachers, members of School-Based Management Committees (SBMCs), Parent-Teacher Association (PTA) leaders, and recognized members of Community-Based Monitoring Committees within Agaie LGA. This diverse group ensured a representative sample of stakeholders with insights into educational monitoring processes. Using stratified random sampling, the

researcher selected 300 respondents from ten wards in Agaie to ensure fair representation of urban, semi-urban, and rural communities. Stratification helped to reflect the varied educational realities across the LGA. Key criteria for inclusion were direct involvement in or awareness of community monitoring activities related to education. Data were collected using a structured questionnaire consisting of three sections, each aligned with one of the research questions. The instrument employed a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5) to measure respondents' perceptions of the extent, impact, and sustainability of CBMC involvement. The questionnaire was validated by educational experts and piloted in a nearby LGA to refine clarity and reliability. For data analysis, descriptive statistics (frequency, percentage, mean, and standard deviation) were used to summarize responses to each item. The decision benchmark for acceptance or rejection of item statements was a mean score of 2.50 and above, in line with standard Likert scale interpretation practices (Mohammed & Olayemi, 2023).

Results and Discussion

Research Question 1: To what extent are Community-Based Monitoring Committees involved in monitoring educational activities in Agaie LGA?

S/N	Statement	F	Mean	Std. Dev	Decision
1	CBMCs regularly visit schools to monitor activities.	300	2.96	1.04	Agree
2	CBMCs participate in school development project monitoring.	300	2.93	1.06	Agree
3	CBMCs receive reports from school heads on academic progress.	300	2.83	1.07	Agree
4	CBMCs are involved in classroom observations or teacher assessments.	300	2.51	1.11	Agree
5	CBMCs collaborate with PTAs and SBMCs in decision-making.	300	3.13	1.02	Agree

Source: Field Survey, 2025

Average Mean: 2.87

These results suggest that CBMCs in Agaie LGA are moderately involved in school-level monitoring. They actively visit schools (Mean = 2.96), monitor development projects (Mean = 2.93), and engage in decision-

making with PTAs and SBMCs (Mean = 3.13). However, their engagement in direct instructional monitoring is relatively weaker (Mean = 2.51), indicating a potential area for improvement.

Research Question 2: How do Community-Based Monitoring Committees contribute to inclusive education for marginalized groups in Agaie LGA?

S/N	Statement	F	Mean	Std. Dev	Decision
1	CBMCs advocate for the enrollment of girls in schools.	300	3.20	0.98	Agree
2	CBMCs campaign against child marriage and early school withdrawal.	300	3.11	1.03	Agree
3	CBMCs support inclusion of children with disabilities in schooling.	300	2.80	1.08	Agree
4	CBMCs organize sensitization for inclusive education.	300	2.82	1.09	Agree
5	CBMCs report discrimination or marginalization issues in schools.	300	2.73	1.10	Agree

Source: Field Survey, 2025

Average

Mean: 2.93

The analysis reveals significant contributions by CBMCs in fostering inclusive education. They actively promote girls' education (Mean = 3.20), combat early withdrawal (Mean = 3.11), and raise awareness on

inclusion (Mean = 2.82). These efforts align with equity goals in the education sector, although there is room for more structured interventions for learners with special needs.

Research Question 3: What role do Community-Based Monitoring Committees play in ensuring the sustainability of educational quality in Agaie LGA?

S/N	Statement	SD	Mean	Std. Dev	Decision
1	CBMCs lead efforts in maintaining school infrastructure.	300	3.10	1.02	Agree
2	CBMCs help resolve school-community conflicts affecting education.	300	2.99	1.05	Agree
3	CBMCs monitor teacher punctuality and commitment.	300	2.67	1.10	Agree
4	CBMCs participate in evaluating school performance outcomes.	300	2.63	1.11	Agree
5	CBMCs mobilize resources for long-term school development.	300	2.85	1.08	Agree

Source: Field Survey, 2025

Average Mean: 2.85

CBMCs play a meaningful role in sustaining educational quality in Agaie. Their work in infrastructure maintenance (Mean = 3.10) and conflict resolution (Mean = 2.99) supports long-term functionality of schools. However, their involvement in pedagogical monitoring and performance evaluation remains moderate (Mean = 2.63), suggesting the need for greater capacity building.

Discussion of the Findings

The findings of this study demonstrate that CBMCs in Agaie LGA are moderately but meaningfully involved in educational monitoring and evaluation. They contribute to oversight of school activities, engage in project tracking, and collaborate with PTAs and SBMCs on key decisions. This confirms earlier assertions by Salihu & Adepoju (2022) that community oversight enhances transparency and school responsiveness. The relatively lower involvement in classroom supervision is similar to findings by Eze & Nwankwo (2023), who identified instructional monitoring as a commonly neglected function of grassroots committees.

In terms of inclusiveness, CBMCs were found to be strong advocates for girls' education and against harmful traditional practices like early marriage. These results mirror the conclusions of Yusuf & Danjuma (2022), who emphasized that community voices can be powerful catalysts for social change in education. However, the support for children with disabilities, though present, remains modest. This points to a gap in training and advocacy specific to special needs education, also highlighted by Umar & Musa (2022).

The role of CBMCs in sustaining educational quality is evident in their efforts to maintain infrastructure and resolve conflicts. Such activities

contribute to a sense of ownership and promote continuity of service delivery. Ogunlade & Hassan (2021) noted that sustainability is enhanced when communities see schools as their collective responsibility. The findings from Agaie reinforce this, especially where CBMCs lead renovation drives or mediate disputes.

Moreover, the study suggests that where CBMCs are empowered with training, legitimacy, and resources, their impact is amplified. Conversely, lack of formal recognition and limited access to performance data reduces their effectiveness. Mohammed & Olayemi (2023) recommend formalizing CBMC roles in state education policies, which would strengthen their institutional relevance.

Summary of the Findings

The analysis of data from this study reveals the following key findings:

Community-Based Monitoring Committees are actively involved in monitoring educational activities such as visiting schools, overseeing development projects, and participating in joint decision-making with school stakeholders. However, their involvement in teacher appraisal and instructional supervision is less pronounced.

CBMCs significantly contribute to inclusive education in Agaie LGA. They promote enrollment and retention of girls, challenge harmful traditional practices, and organize awareness programs that foster educational equity. Their efforts concerning children with disabilities, though present, need further enhancement through targeted training and policy support.

CBMCs play a critical role in sustaining educational quality. They participate in infrastructure

maintenance, resolve conflicts, and mobilize local resources. These activities contribute to long-term community commitment to education, although deeper involvement in monitoring learning outcomes and pedagogy remains necessary.

Conclusion

The findings from this study provide compelling evidence that Community-Based Monitoring Committees (CBMCs) are indispensable players in the educational development process within Agaie Local Government Area. Their involvement in monitoring educational activities, advocating for inclusive education, and ensuring the sustainability of school quality reflects their potential to transform local education governance. CBMCs are not passive observers but active contributors to the performance and improvement of schools in their communities. On the first research question, it is clear that CBMCs carry out crucial oversight functions including visiting schools, tracking project implementation, and collaborating with other stakeholder groups such as Parent-Teacher Associations and School-Based Management Committees. These contributions enhance transparency and help bridge the gap between government agencies and grassroots education management. However, their involvement in teaching quality supervision remains limited due to either lack of training or undefined roles. In relation to the second research question, the study shows that CBMCs are significantly involved in promoting inclusive education. They are actively engaged in campaigning for girls' education, raising awareness against early marriage, and encouraging school attendance among marginalized groups. Nevertheless, their efforts in

supporting children with disabilities are modest, suggesting a need for more structured inclusion training and policy alignment. Regarding the third research question, CBMCs are contributing to the long-term sustainability of educational quality through infrastructure maintenance, conflict resolution, and community mobilization. These efforts reflect a deep sense of ownership and long-term investment in education among local stakeholders. However, their impact on pedagogical quality and learning outcomes is still evolving and requires institutional strengthening.

Recommendations

Based on the study's findings and conclusions, the following recommendations are proposed:

1. Training programs should be developed by the Niger State Ministry of Education and local NGOs to build the monitoring capacity of CBMC members, particularly in instructional supervision, budgeting transparency, and data-driven oversight.
2. CBMCs should be empowered to play a more active role in the inclusion of marginalized groups, especially children with disabilities.
3. The role of CBMCs in sustaining education should be formally recognized in local government education policies.

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