

---

## LOCAL CONTROL OF EDUCATION AND EFFECTIVE MANAGEMENT OF POST-BASIC SCHOOLS IN NORTH-EAST, NIGERIA.

**DABO SAIDU BENJAMIN**

[dabobengy@gmail.com](mailto:dabobengy@gmail.com)

**PROF. ESTHER BABA SHAMAKI**

[shamakiesther@gmail.com](mailto:shamakiesther@gmail.com)

**ODAUDU SUNDAY ADEJO Ph.D**

[odaudu.Sunday@tsuniversity.edu.ng](mailto:odaudu.Sunday@tsuniversity.edu.ng)

**ASSOC. PROF. PATIENCE OKWUDIRI NWOSU**

[patsydearest@gmail.com](mailto:patsydearest@gmail.com)

1,2,3&4 Department of Educational Foundations  
Taraba State University, Jalingo, Nigeria.

### ABSTRACT

*The study examined Local Control of Education and Effective Management of Post-Basic Schools in North-East, Nigeria. Two (2) research purposes, research questions and hypotheses guided the study. The population of the study comprised twenty-one thousand seven hundred and seventy-three (21773) teachers in one thousand three hundred and four (1304) Post-basic Schools in the North East Geopolitical Zone. A sample of one thousand, three hundred and ninety-eight (1398) Post-basic School teachers drawn from the population was used for the study. The study adopted correlational research design and used two questionnaires designed by the researcher for data collection. The questionnaires were tagged Local Control of Education Questionnaire (LCEQ) and Effective Management Questionnaire (EMQ). Both (LCEQ) and (EMQ) were validated by three experts in the Faculty of Education, Taraba State University, Jalingo. Reliability coefficients of .76 and .76 were obtained for LCEQ and EMQ respectively which shows that both instruments were reliable. Mean, standard deviation and Pearson product moment correlation coefficient were used to answer the research questions while regression analysis was used to test the null hypotheses at 0.05 level of significance. It was discovered that Local Control of education has a positive and significant correlation with Effective Management of post-basic schools in North-East, Nigeria. Findings of the study also revealed the existence of a positive and significant relationship between Curriculum/policy Adaptation and Effective Management of post-basic schools in North-East, Nigeria. The study concluded that local control of education has a positive and significant correlation with*

*Effective Management of post-basic schools in North-East, Nigeria. Increased local control and curriculum/policy adaptation engender effective management of post-basics schools. It was recommended that the Federal Ministry of Education should ensure more participation of stakeholders at the Local level in Education Policy formulation processes for the purpose of enhancing the effectiveness of education management. It was also recommended that Federal Ministry of Education should ensure that curriculum and education policies are formulated to allow for local adaptability while still retaining national standard.*

**Keywords:** Local Control, Education, Effective Management, Post-basic Schools, North-east, Nigeria.

## Introduction

The examination of how local control correlates with effective management of post-basic schools in North-East, Nigeria, is crucial for understanding the impact of decentralization on education governance and administration. Devolution of power refers to the transfer of authority and decision-making from Central Government bodies to Local or Regional entities, which in the context of education, may include State Governments, Local Education Authorities, or School Management Committees.

Local Control in the management of post-basic schools refers to empowering Local and State Governments to take charge of the administration, decision-making, and resource allocation. Key aspects of Local Control in post-basic school management includes: Autonomy in Decision-Making, Curriculum Adaptation and Local Relevance, Teacher Recruitment and Deployment, Resource Allocation and Funding, School Governance and Community Participation (Adekola, 2020).

Local authorities and State Governments are given significant authority in managing the curriculum, staffing, and financial allocations in post-basic schools. This autonomy enables the tailoring of education policies to meet local needs, addressing issues such as regional educational disparities (Adekola, 2020). For example, a state like Lagos, with its large population and industrialization, may prioritize technical and vocational education to meet the needs of its growing labour market, whereas a less industrialized state may focus on expanding access to traditional academic tracks. Devolving power allows decision-making to be tailored to the specific needs and contexts of local communities. In the North-East States of Nigeria which face unique socio-economic and security challenges, decentralization can enable education authorities to address issues more effectively by taking into account local realities and priorities (World Bank, 2024). Local Control also extends to the recruitment and deployment of teachers and administrative staff in post-basic schools. This approach enables local governments to hire teachers who are familiar with the cultural and social context of the area, which is crucial for improving educational outcomes. Localized teacher training and development programs can also be tailored to meet regional needs (Adeyemi & Olatunji, 2020).

Local Control enhances resource allocation and funding which are crucial for improving infrastructure, learning materials, and school facilities in post-basic schools. Local authorities can better allocate resources to address specific regional challenges such as overcrowding, insufficient infrastructure, or inadequate teaching materials (Ogunyemi & Oyedokun, 2021). Another critical aspect of Local Control is the establishment of School-Based Management Committees (SBMCs) that involve local stakeholders in the governance of post-basic schools. These committees include parents, teachers, students, and local community members, who participate in decision-making processes related to school policies, discipline, and academic standards. This increased community participation fosters a sense of ownership and accountability, which is vital for the long-term sustainability of education reforms (Agbatogun, 2019). Additionally, it allows local communities to advocate for the changes that matter most to them. (Oduaran & Bhola, 2021).

Effective Management of Post-Basic Schools requires Curriculum Development processes that take into account the local context, culture, and socio-economic realities of the North-East states of Nigeria. Proper management of post-basic schools involves aligning curriculum development efforts with educational goals and objectives. By ensuring that the curriculum reflects the needs, interests, and aspirations of students, schools can provide relevant and meaningful learning experiences that prepare students for success in further education, employment, and civic life (Ogundehi, 2020). By incorporating local content, examples, and perspectives into the curriculum, schools can enhance the relevance and authenticity of learning experiences for students (Okonkwo, 2021). Integrating 21st-century skills such as critical thinking, communication, collaboration, and digital literacy into the curriculum at the post-basic level is critical. By incorporating these skills across subject areas and grade levels, schools can equip students with the competencies they need to succeed in a rapidly changing global economy (Olofu & Akah, 2024). Also, curriculum development efforts should be supported by professional development opportunities for teachers to ensure effective implementation. Proper management practices involve providing training, workshops, and resources to help teachers understand the curriculum, develop instructional strategies, and assess student learning outcomes (Adeyemi & Aderinoye, 2025). Proper management of post-basic schools requires ongoing monitoring and evaluation of the curriculum to assess its effectiveness and relevance. By collecting and analysing data on student performance, curriculum implementation, and stakeholder feedback, schools can identify strengths and weaknesses, make informed decisions, and continuously improve the curriculum (Eze, 2023). Additionally, curriculum development processes should address the specific needs and challenges faced by students in the North-East states of Nigeria by incorporating content that reflects local contexts, cultural heritage, and socio-economic realities, thus making learning more relevant and meaningful for students (Okebukola, 2020).

Effective Management of Post-Basic Schools involves optimizing resources to support curriculum development efforts. This includes allocating sufficient time, funding, and personnel for curriculum planning, implementation, and evaluation. Proper management practices ensure that resources are utilized efficiently and effectively to enhance the quality of

education for students (Anwana, 2021). The issue of flexibility and adaptability are important considerations in curriculum development. Hence, it should be designed to accommodate changes in educational policies, emerging trends, and student needs. Properly managed curriculum development processes enable schools to respond effectively to evolving educational challenges and opportunities, ensuring that the curriculum remains relevant and up-to-date (Ogundesi, 2020). Moreover, proper management of post-basic schools involves aligning curriculum development efforts with assessment practices to ensure coherence and consistency in evaluating student learning. This includes developing assessment tools and methods that align with the curriculum objectives, allowing teachers to measure student progress accurately and provide meaningful feedback for improvement (Okonkwo, 2021).

The relationship between Curriculum Policy Adaption and Effective Management of Post-Basic Schools in North-East, Nigeria, is multifaceted and critical for ensuring the delivery of quality education. Properly managed curriculum development processes address local needs and challenges, promote inclusive education, optimize resources, foster flexibility and adaptability, and align with assessment practices to enhance student learning outcomes.

Local Control in the management of Post-Basic Schools is a critical component of Nigeria's decentralized education policy. By empowering Local and State Governments to make decisions that are tailored to the specific needs of their communities, decentralization can improve educational access, quality, and relevance in post-basic education. However, the effectiveness of Local Control depends on the capacity of Local Governments, the equitable distribution of resources, and the involvement of communities in the governance of schools.

Historically, the Federal Government of Nigeria has played a dominant role in policy formulation, curriculum development funding, and regulation of post-basic education. However, unique educational challenges faced by different regions seem not sufficiently addressed. Recognizing the need for autonomy, flexibility, and responsiveness in addressing local educational challenges by education system necessitate the adoption of Local Control of Education especially at the

Post-Basic level. Effective Management of Post-Basic Schools may not be attainable without autonomy in decision-making, adequate community participation as well as Curriculum and Policy Adaptation. With the ongoing insurgency and conflict in the North-East which have led to widespread displacement of families, affecting students' ability to attend school regularly, the management of education in this region will require discretion and proficiency. Education managers must adopt the best and most suitable model that will cater for the specific needs of these communities to make education relevant in solving local challenges. Hence, the problem of this study is to determine the relationship between Local Control of Education and Effective Management of Post-Basic Schools in North-East, Nigeria.

The main purpose of the study was to determine the correlation between Local Control of Education and Effective Management of Post-Basic Schools in North- East, Nigeria. Specifically, the study sought to:

- Determine the extent of relationship between Local Control and Effective Management of Post-Basic Schools in North-East, Nigeria.
- Determine the extent to which Curriculum Policy Adaptation relate to Effective Management of Post-Basic Schools in North-East, Nigeria.

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

**H<sub>01</sub>:** There is no significant relationship between Local Control and Effective Management of Post-Basic Schools in North-East, Nigeria.

**H<sub>02</sub>:** There is no significant relationship between Curriculum Policy Adaptation and Effective Management of Post-Basic Schools in North-East, Nigeria.

Correlational research design was used for the study. Correlation research design is used to examine relationship between two or more variables (Kazdin, 2020). Correlational research involves collection of data to determine the extent to which relationship exist between two or more variables. The degree of relationship is expressed in terms of coefficient of correlation. The design was found suitable for the present study because it seeks to establish the existence of relationship and the extent of such relationship that may exist between the independent variable (Local Control of Education) and the dependent variable (Effective Management) being the major variables of the study. The study was carried out in the North-East Geopolitical Zone of Nigeria. The population of the study comprise all Post-Basic School Teachers in the North East Geopolitical Zone which is twenty-one thousand seven hundred and seventy-three (21,773) teachers in one thousand three hundred and four (1,304) Post-Basic Schools in the study area. A sample of one thousand, three hundred and ninety-eight (1398) Post-Basic School teachers drawn using multi stage sampling procedure was used for the study. The researcher-developed two Questionnaires tagged Local Control of Education Questionnaire (LCEQ) and Effective Management Questionnaire (EMQ). Both (LCEQ) and (EMQ) were used for data collection. LCEQ and EMQ were subjected to face and content validation by three experts. To determine the reliability of the instruments, a pilot test was carried out in Plateau State, Nigeria. LCEQ and EMQ were administered to' a sample of sixty (60) respondents randomly drawn from four schools. The scores obtained from the pilot testing were subjected to Cronbach Alpha method to determine the internal consistency of LCEQ and EMQ. Reliability coefficients of .76 and .76 were obtained for LCEQ and EMQ respectively which indicates that both LCEQ and EMQ are reliable for data collection. Data collected were analyzed using mean, standard deviation, Pearson's r (Pearson's Product Moment Correlation Coefficient) to answer the research questions while linear regression was used to test the null hypotheses at 0.05 level of significance.

## Hypothesis One

**Table 1a: Model Summary**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.081 <sup>a</sup>	.006	.006	.38920	1.129

xlii. Predictors: (Constant), Local Control

b. Dependent Variable: EMQ

**Table 1b: ANOVAAa**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.372	1	1.372	9.054	.003 <sup>b</sup>
	Residual	210.248	1388	.151		
	Total	211.620	1389			

a. Dependent Variable: EMQ

b. Predictors: (Constant), Local Control

**Table 1c: Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients			Standardized Coefficients			Correlations	Collinearity Statistics			
	B	Std. Error	Beta	T	Sig. order	Zero-Partial		Part	Tolerance	VIF	
1	2.736	.087				31.377.000					
	Local Control. <b>.085</b>	<b>.028</b>	<b>.081</b>	<b>3.009</b>	<b>.003</b>	.081 .081	.081	1.000	1.000		

a. Dependent Variable: EMQ

The regression analysis explores the relationship between Local Control and Effective Management of Post-Basic Schools in North-East, Nigeria, the results presented in Tables 8abc. The dependent variable in this analysis is Effective Management, and the independent variable is Local Control. The analysis reveals that Local Control has a significant positive relationship with Effective Management of Post-Basic Schools, with a Beta coefficient of 0.081 and an unstandardized coefficient (B) of 0.085. This means that for every unit increase in Local Control, Effective Management of Post Basic-Schools increases by 0.085 units. This effect is statistically significant ( $p = .003$ ), suggesting that as Local Control increases, Effective Management increases. Thus, the null hypothesis which states that there is no significant correlation between Local Control and Effective Management of Post-Basic Schools in North-East, Nigeria is rejected.

### Hypothesis Two

**Table 2a: Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.491 <sup>a</sup>	.241	.240	.34022	1.243

a. Predictors: (Constant), Curriculum\_Policy\_Adaptation

b. Dependent Variable: EMQ

**Table 2b: ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	50.956	1	50.956	440.219	.000 <sup>b</sup>
	Residual	160.664	1388	.116		
	Total	211.620	1389			

a. Dependent Variable: EMQ

b. Predictors: (Constant), Curriculum\_Policy\_Adaptation

**Table 2c: Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	1.729	.061	28.299	.000					
	Curriculum Policy Adaptation	.423	.020			.491	20.981	.000	.491	1.000
a. Dependent Variable: EMQ										

The regression analysis explores the relationship between Curriculum Policy Adaptation and Effective Management of Post-Basic Schools in North-East, Nigeria, the results presented in Tables 2abc. The dependent variable in this analysis is Effective Management, and the independent variable is Curriculum Policy Adaptation. The analysis reveals that Curriculum Policy Adaptation has a significant positive relationship with Effective Management of Post-Basic Schools, with a Beta coefficient of 0.491 and an unstandardized coefficient (B) of 0.423. This means that for every unit increase in Curriculum Policy Adaptation, Effective Management of Post-Basic Schools increases by 0.423 units. This effect is statistically significant ( $p < .001$ ), suggesting that as Curriculum Policy Adaptation increases Effective Management increases. Thus, the null hypothesis which states that there is no significant relationship between Curriculum Policy Adaptation and Effective Management of Post-Basic Schools in North-East, Nigeria is rejected.

### Discussion of Findings

From The regression analysis, it can be seen that Local Control has a significant positive relationship with Effective Management of Post-Basic Schools with a p-value of 0.003, which is smaller than the significance threshold of 0.05. Since the p-value is below the chosen significance level, the null hypothesis is rejected. This proves the existence of a statistically significant correlation between Local Control and Effective Management of Post-Basic Schools in North-East Nigeria. The result indicates that, generally, as Local Control increases, there is a slight tendency for the management of these schools to improve. While Local Control has a slight positive influence, it doesn't necessarily mean it is a primary driver of school management outcomes in Post-Basic Schools in North-East Nigeria. it should however be considered as an important factor in school management in the zone. The findings discussed above is consistent with that of Omosule, (2019) who in a similar study carried out in Oyo State, Nigeria found that teachers had a positive perception of Local Control. On Curriculum Policy Adaption as it relates to Effective Management of Post-Basic Schools, the p-value obtained from regression analysis is 0.000. Since the p-value is less than the conventional

significance level of 0.05, the null hypothesis is rejected. This provides sufficient statistical evidence to conclude that there is a significant relationship between Curriculum Policy Adaptation and Effective Management of post-basic schools in

North-East Nigeria. This implies that effective adaptation of curriculum policies plays significant role in effective management in this context. The finding is consistent with that of Lydia (2021) who conducted research on Teachers' Participation in Curriculum Conceptualization and Effective Implementation of Secondary School Curriculum in Kenya and found that there was a statistically significant relationship between teachers' participation in curriculum conceptualization and effective implementation of secondary school curriculum.

## Conclusion

The study concluded that Local Control of Education has a positive and significant correlation with Effective Management of Post-Basic Schools in North-East, Nigeria. Increased Local Control and Curriculum Policy Adaptation engender Effective Management of Post-Basics Schools in North-East, Nigeria.

## Recommendations

The following recommendations were made based on the findings of the study:

- i The Federal Ministry of Education should ensure more participation of stakeholders at the Local level in Education Policy formulation processes for the purpose of enhancing the effectiveness of education management.
- ii Federal Ministry of Education should ensure that curriculum and education policies are formulated to allow for local adaptability while still retaining national standard.

## References

Adekola, O. (2020). *Education decentralization policy and local governance: Examining the impact on post-basic education in Nigeria*. Journal of African Education, 19(3), 67-82.

Adeyemi, M. & Olatunji, S. (2020). *Decentralization and the management of education in Nigeria: Challenges and prospects*. Nigerian Journal of Educational Policy and Administration, 28(2), 112-126.

Adeyemi, T. O., & Aderinoye, R. (2025). The Role of Quality Assurance in Enhancing Quality in Higher Education in Nigeria. *International Journal of Educational Management*, 25(4), 368–380.

Agbatogun, A. O. (2019). *Community participation in the management of education: The case of decentralized governance in Nigerian schools*. International Journal of Education Management, 33(6), 125-138.

Anwana, U. A. (2021). Community Participation in the Management of Primary Schools in Akwa Ibom State, Nigeria: Implications for Educational Development. *Journal of Education and Practice*, 6(2), 1–8.

Eze, T. (2023). The impact of staff development programmes on secondary school teachers' productivity. *International Journal of Research in Education*, 2(4), 13–18.

Kazdin, M. (2020). Relationship between Teachers' Effective Communication and Students' Academic Achievement at the Northern Border University, Saudi Arabia. *British Journal of Education*. 3(7): 42-51

Lydia, S. (2021). Mediating teacher liking and moderating authoritative teaching on Chinese adolescents' perception of antisocial and prosocial behaviors. *Journal of Educational Psychology* 3(2) , 69–80.

Oduaran, A., & Bhola, H. S. (2021). *Decentralization and school-based management*: The case of the Philippines. In D. Chapman, L. P. Prochner, & N. Shields (Eds.), School-based management and school effectiveness (pp. 195-215). Sense Publishers.

Ogundehi, P. (2020). Curriculum Development and Management in Higher Education. In P. K. Ogundehi & O. O. Fasoro (Eds.), Education in Nigeria: Past, Present, and Future Perspectives (pp. 69–88). College Press.

Ogunyemi, I. & Oyedokun, A. (2021). Resource management and education quality in post-basic schools: Insights from Nigeria's decentralization policy. *Journal of Educational Resource and Management*, 15(1), 1-15.

Okebukola, P. A. (2020). Policy Implications of Research Findings in Post-Basic Education in Nigeria. In Y. Amoo, G. K. Adegoke, & A. N. Ugwu (Eds.), Strategic Global Implications of Open Data in Nigeria. IGI Global.

Okonkwo, O. (2021). Curriculum Development and Implementation in Nigerian Educational System: Challenges and Prospects. *International Journal of Educational Administration and Policy Studies*, 7(6), 83–90.

Olofu, P., & Akah, I. (2024). Twenty-First Century Skills in Nigerian Secondary Schools: Preparing Students for the Future. *Journal of Education and Practice*, 8(1), 77–83.

Omosule, O.O. (2019). "Teachers' Perceptions of Education Decentralization in Oyo State." *African Journal of Educational Leadership*, 14(2), 76-85.

World Bank. (2024). Decentralization in Nigeria: The state of the states. Washington, DC: World Bank.