
EVALUATION OF THE MANAGEMENT OF SECONDARY SCHOOLS IN ZARIA AND GIWA EDUCATION ZONES, KADUNA STATE, NIGERIA

BY

Fati Isa Waziri¹

Department of Education, Faculty of Education, Gombe State University, Nigeria.

Email: fatimawaziri@gmail.com

&

Abubakar Sule²

Department of Educational Administration and planning, School of Education, Federal College of Education, Zaria, Nigeria.

Email: unclmaza@gmail.com

Abstract

The study examined the evaluation of the management of secondary schools in Zaria and Giwa Education Zone, Nigeria. Descriptive survey research design was adopted for the study. The population of the study is three hundred and eighty-six (386) comprising 5 MOE Officials, 60 principals from secondary schools, 203 teachers and 118 Parents Teachers Association (P.T.A) officials in both public and private secondary schools in the Education Zones. Multi – stage, simple and stratified random sampling technique was used to select the schools, teachers as well as parents used for the study. A set of structured questionnaires was used to collect data for the study. The data was analyzed using mean, percentages, frequencies, and Standard Deviation was used to answer research questions while Analysis of Variance (ANOVA) was employed to answered the Research hypotheses. The hypothesis formulated were tested at 0.05 level of significance. All hypotheses were Retained. The study revealed that parents were much involved in the funding of secondary schools in the Education Zones. The study also revealed that secondary schools were moderately effective. Based on the findings, some recommendations that parents and well-meaning individuals in the society should joint hand with government to fund secondary schools and that government should impose the evaluation of teachers by students and others stakeholders in the education industry to enhance academic performance of students.

Keywords: Evaluation, Management, Funding and Discipline

Introduction

The management of education in Nigeria is dictated by the country's political structure based on federalism. Consequently, the Federal Ministry of Education makes policies decisions on education. These policies are translated as the National policies on education. National Policy on Education (2013) emphasized effective teaching and learning in the management of secondary education in Nigeria so as to realize the goals of secondary schools. Makoju (2007) pointed out that through the various management agencies such as Nigerian Educational Research and Development Council. (NERDC), National Universities Commission (NUC) and State Ministry of Education (SMOE). These agencies plan the curriculum and gives approval to what should be taught. However, based on the approved National Policy on Education, the Secondary School is headed by a school administrator with the status of principal.

From the forgoing, the principal has the power and authority in collaboration with the teaching staff to take decision on what kind of activities to be carried out in school, he controls effective teaching and learning, supervise, managed school funds as well as discipline of students in the school and others. In view of this development Otu (2010) stressed that, the school head is responsible for the management of school funds. According to Otu (2010) the success of any school programme depends very much on the way the financial imputes are managed and this, in turn, affects the overall performance of the school. She therefore opines that, it is important that all school head have a sufficient knowledge of finance to be able to be effective financial managers.

Dare (2012) pointed out that, the right instruction associated with staffing and academic performance as well as effectiveness and efficiency of every education system in the world depend on the competences, effectiveness, efficiency and devotion of the teaching force. This is because a well supervised and motivated teacher appears to have the requisite knowledge skills and ability to convert the potential human capital resources for meaningful used. Otu (2012) posited that, one of the areas which affect the good management in our schools appears to be on the type of administration organized in secondary schools. This tend to suggest whether in secondary school that a laissez- faire principal cannot be equal with the democratic leader who carries teacher along in both decision-making process and ensures, that they are guided with basic information on the implementation of educational objectives.

The challenges of Secondary Education in Zaria and Giwa Education Zones are common to the challenges of other Education Zones in Nigeria that is why the budgetary allocation in the past years has been far short of the (UNESCO) recommendation of 26% and the general lack of transparency in the managements of the little finances provided has engendered shortages of instructional materials, facilities and equipment thereby making the administrative system short of adequate facilities needed for effective and efficient management of secondary schools.

Literature Review

It is universally accepted that education should enrich an individual's knowledge and develop his potentials thereby preparing him to undertake specific task and employment functions which are essential for the transformation of their own environment. It is based on the above fact, that this section of the review concerns management concept and management theories. Yusuf (2012) found that evaluation as appraisal of the worth or value of a programme and making decisions on the basis of such appraisal. It involves identifying, obtaining and providing information (data). Makoju (2007) concluded that management as an act of directing the activities of people who are willing and able to be led in order to harness the six basic resources-men/women, materials, methods, machines, funds, and market to achieve organizational objectives. Makoju (2007) established that management is a distinct process consisting of activities of planning, organizing, actuating, and controlling performed to determine and accomplish stated objectives with the use of human beings and other resources.

Igunnu (2006) sees management as effective organization and utilization of human and material resources in a particular system for achievement of identify objectives. Tijjani (2007) posited that management is the process undertaken by one or more individual to coordinate the activities of others to achieve results not achievable by one individual acting along. Makoju (2007) refers

to educational management as the utilization of available human and material resources, to achieve educational programmes. In line with this, some management theories such as the efficiency movement, human relations and the rationalist schools of thought will be examined. The scientific management movement was championed by Taylor (1856-1915). The main idea was to get more out of the workers through their enforced cooperation and the standardization of work methods. He emphasizes that management should make adequate provision for staff selection and training and that financial benefits should be based on merit. Frederick Taylor also argues that educational institutions should ensure that their teachers are duty-conscious and result-oriented. He opined that management should make provisions for staff selection and training and points to the importance of pre-service and in-service training for teachers in addition to having adequate machinery put in place for staff selection. This is very paramount in educational institution such as school, because schools have goals to achieve and for educational institutions to meet up these objectives, they must have staff that are up and doing in the field hence in-service training cannot be neglected.

Dare (2012) posited that the universal primary Education scheme launched by the western region in 1955, the Eastern region in 1957 and Lagos all failed because of insufficient funds. Enoh (2003) posited that several modifications were made as a result of the huge sum of money put in the universal primary education scheme in the northern area in 1958. These modifications met with negative reaction in eastern and western areas where people rioted and pulled their children out of schools. These and many others are part of the factor that led to the collapse of the scheme in the areas. In planning any educational system, there is the need to consider the rate of return or cost benefit analysis from such a system. Whatever is invested in education should be compared to what is accrues to the government in the future as a result of that investment in education. However, the rate of return or cost benefit analysis should not be considered to the detriment of quality education. Quality education should be considered along with the rate of return analysis (Yabo, 2007).

Peretomode (2004) found that discipline involves self-control, restraint, respect for self and respect for others. According to him, the disciplined person is guided in his behaviour moral and social principles and does what is right and good. A disciplined person will do what is right and good because he believes that such behaviour is better than actions which can harm other people. He does not need to be told or punished before he does the right thing. The urge to do what is right comes from within him. He concludes by defining discipline as the ability to respect constituted authority and to observe established laws and regulations of any organization or society.

Research Questions

1. What are the opinions of MOE Officials, Principals, Teachers, Parents as regards parents funding of Secondary schools in Zaria and Giwa Education Zones?
2. What are the opinions of MOE Officials, Principals, Teachers, and Parents as regards maintenance of discipline in secondary schools in Zaria and Giwa Education Zones?

Methodology

The descriptive survey research design was adopted for this study. The data collected was analyzed using the descriptive statistics of Mean, Percentages, Frequencies, and Standard

Deviation, while the inferential statistics of Analysis of Variance (ANOVA) was employed to answer the research questions and hypotheses. The population of this study comprised of 60 principals, 5 MOE Officials, 118 Parents Teachers Association Officials (P.T.A), and 203. The researcher used stratified random sampling techniques for the selection of the sample for the study. Randomization is a process by which participants are selected or elected from the population by chance and assigned treatment (Abiola, 2007). In the light of the above, Awotunde and Ugodulunwa (2004) and Abiola (2007) all suggested that a minimum of 10% of population of 2000-5000 for descriptive research and minimum of 20% of population where the population is considered small. In the same vein, they suggested that it is the circumstances of the study situation that determine what number or percentage of population would be sample. The researcher adopted this method due to the fact that all participants have equal chance of not only being selected but also being assign to any group as posited by Abdullahi, (2012) and Maina, (2012). The population of the study is 3676 consisting 9 MOE officials, 198 Principals, 2476 Teachers and 990 PTA Members with a sample size of 386 comprising 5 MOE officials, 60 principals, 203 Teachers and 118 PTA Members making a total of 386 as the sample for the study.

The researcher used a structured Likert questionnaire and observation to collect demographic information on target audience. The questionnaire was structured based on five-point rating. the instrument was faced-validated by programme analyst and test construct validity. (free from conflict of opinions). pilot testing of the evaluated instrument by the experts was administered on four (4) schools which are excluded from the sample population whom the final instrument was administered, *a split-half method* was adopted and Pearson Product Moment Correlation Coefficient (PPMCC) of 0.88 was obtained from the reliability of the instrument. The reliability co-efficient obtained was .8863. This value (.8863) according to Awotunde and Ugodulunwa (2004) implies that the instrument was reliable and could be used for the study. The data was computed, using descriptive and analytical approach which permit ready and meaningful analysis and interpretation Also the researcher take stand on the outcome of the study through test of reliability of the assumed hypothesis to determine whether the phenomenon is valid or otherwise (accept or reject the hypothesis). However, Percentages/frequencies distribution where the mean, standard deviation was used to determine the independence of opinions of respondents. While the raw scores was converted based on principles of inferential statistic where the responses was proportionately calculated using ANOVA (F:ratio table) in order to determine the significance difference of opinions between the two group by determine the degree of freedom (df) and mean square/deviation of the opinions of the respondent that constituted the population mentioned above.

Results

Hypothesis 1:

There is no significant difference in the opinions of ministry of education officials, teachers, principals and parents as regards funding between public and private secondary schools.

Table 1: Analysis of variance (ANOVA) no difference in the opinions of Ministry of Education Official, Teachers, Principals and Parents as regards funding of secondary schools' education in the area of study

Variable	Sum of squares	Mean square	df	F.cal	Prob	Critical value
Between Groups	737.515	245.838	3	4.754	.03	8.85
Within Groups	97531.938	51.712	382			
Total	20491.453			385		

From the above table the calculated f-ratio value (4.754) at 382 df 3 and at the level of 0.05. The critical value (8.85) is greater than f-ratio value (.865) and observed level of significance P (.03) is less than 0.05. This means that there is a significant difference between the opinions of ministry of education officials, teachers, principals and parents as regards funding of secondary schools. Therefore, the null hypothesis is rejected.

Hypothesis 2

There is no significant difference in the opinions of ministry of education officials, teachers, principals and parents with regards discipline in secondary schools in southern Kaduna senatorial zone.

Table 2: Analysis of variance (ANOVA) on difference in the opinions of ministry of education officials, teachers, principals and parents with regards discipline in secondary schools in southern Kaduna senatorial zone

Variable	Sum of squares	Mean square	df	F.cal	Prob	Critical value
Between Groups	48.201	6.067	3	.688	.560	8.85
Within Groups	8915.104	23.338	382			
Total		8963.306		385		

From the table 2 above, the calculated f-ratio value (.688) at 382 df 3 and at the level of 0.05. The critical value (8.85) is less than f-ratio value (.688) and observed level of significance P (.560) is greater than 0.05. This means that there is no significant difference between the opinions of Ministry of Education Official, teachers, principals and parents with regards

discipline in Secondary Schools in Southern Kaduna Senatorial Zone. Therefore, the null hypothesis is retained.

Discussion

Findings revealed that the funding of education is a joint responsibility of the Federal, State and Local governments and the private's sector. The study further revealed that, to a very large extent, parents and teachers were involved in the maintenance of discipline in secondary schools in the area of study.

The results showed that the parents, teachers and the schools worked hand- in-hand in order to ensure that the students are well disciplined. It is also shown that parents sometimes are appointed members of disciplinary committees in schools. This supports the study conducted by Makoju (2007) that parents and other organizations are much involved in the funding of secondary schools in the area of the study. Ameh and Masanawa (2013) found that the involvement of parents and teachers in school activities would create strong and cordial home-school relationship required for the growth and development of secondary schools education. Also, Otu (2010) and Otu (2012) For the success of the management of secondary school, it is the perceptions of the respondents that government should increase their financial allocation to secondary schools from time to time as well as applauded the efforts of MDGs, NGOs, parents and well-meaning individuals in area such as building of classrooms, drilling of borehole, provision of books e.t.c. to promote learning in our secondary schools. Similarly, heads of schools need to establish revenue yielding projects such as establishment of bookshops, farms, catering services, allocating of land for temporary market structures, consultancy service e.t.c. to support government in funding education.

Recommendations

Government agencies responsible for education should give priority to education through adequate budgetary allocation for the provision of necessary services at the secondary school level including teaching and welfare. Money is needed to pay for some services and labour rendered by hired staff while school administrators need to prudently manage their limited funds and explore other sources of funding to ensure sustainable school operations. Teachers should try as much as possible to deal with disciplinary issues privately than cause a student to "loose face" in front of their friends. They should start each day of school with the positive expectation that students will behave well. Students should seek to be intellectual and moral models, thus calculating self-discipline rather than waiting to be forced to do what is right. This can also be done by aspiring to succeed through academic integrity.

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