

IMPACT ON THE LEVEL OF EFFICIENCY IN MANAGEMENT OF PRIVATE SECONDARY SCHOOLS FOR EXPLORING POTENTIALS FOR SUSTAINABLE DEVELOPMENT IN 21ST CENTURY IN ZAMFARA STATE, NIGERIA

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Abstract

This research investigated the level of efficiency in the management of private secondary schools for exploring potentials for sustainable development in 21st century in Zamfara State, Nigeria. The objective were to find out the level of efficiency in the management of students personnel services in private secondary schools as well as level of efficiency in the management of teachers in private secondary schools. Descriptive research design was used to analyze the collected data using frequency counts and percentages. The study was guided by two research questions which aimed at finding out the level of efficiency of management of private secondary schools. Krejcie and Morgan (1971) table for determining the sample size was used to determine the sample size of the study where 40 principals out of 45 were selected for the study. A self-designed questionnaire tagged, "Questionnaire for Assessing the Level of Efficiency in the Management of Private Secondary Schools" (QALEMPSS) was used as the instrument for the study. Based on the findings of the research it was found out that all the sampled schools operate day school system which will prevent students from enjoying sports and extracurricular activities like quiz, debate, drama and so on which will help in increasing students' retention rate. It was concluded that, students lacked extra-curricular activities because most of the private schools do not provide boarding system, also students lack guidance and counselling services. It is therefore, recommended that all the private schools should provide a time for extracurricular activities and the stake holders should establish boarding private schools where students will enjoy extracurricular activities that would promote students' knowledge and skills that would enable them explore potentials for sustainable development.

Keywords: Management, Efficiency, Private Secondary Schools, Exploration, Potentials and Sustainable Development.

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Introduction

Education is the solid foundation and the surest investment in which the scientific, technological and socio-economic development of the nation is laid. Similarly, education is the greatest legacy any responsible parent can bequeath his/her child. This concept compels the present day to day parents to aspire for nothing less than the best for their children in terms of educational acquisition. This is why some parents when exposing their children to formal education some prefer private schools education, due to its effectiveness, efficiency and quality of it operation which is quite above that of public schools. (Abdulkareem & Fasasi, 2011). Educational management refers to the process of planning, organising, directing, coordinating, staffing, reporting and budgeting in an educational institution. Management is concerned with the efficient and effective utilization of limited resources for the attainment of organisational goals. Management is a broad term which includes planning, administration, supervision, policy and decision making at higher level of administrative authority (Manga, 2014).

This implies that, management is a process by which managers create, direct, maintain and operate purposive organizations through coordinated, cooperative human efforts to effectively and efficiently accomplish set objectives and goals. Underlying the understanding of management then is the existence of an organization with a set goal or aim, and with members who have roles assigned to them, and then a person at the top who coordinates activities to attain the already set goals of the organization. Besong (2013) identifies a number of quality control measures in education. These measures are indicators or tools for principals' administrative efficiency. They includes; space, equipment, books, materials, teachers or staff and administrative personnel as inputs of principals' efficiency. Government welcomes the participation of voluntary agencies, communities and private individuals in the establishment and management of secondary schools which give room for the establishment of numerous private secondary schools in Nigeria.

Zamfara State government has prescribed condition to be met by communities and others wishing to establish secondary schools. According to the Inspectorate Service Department Ministry of Education (ISMOE), the state has regulated the establishment of schools, to supervise and inspect school regularly and ensure that all schools followed approved curricula and conform to the National Policy on Education (NPE) which states the teacher student ratio at this level of education shall be 1:40 to enable teachers to handle a class effectively. Thus; the products of secondary education could be used as investment that could explore, create and build opportunities for sustainable development in the 21st century and it could equally yield rich productive dividends in the near future which could have far reaching effects on national development (Adeboyeje, 2000).

Statement of the Problem

Private secondary schools are operated more like commercial ventures than public ventures. Usually, school infrastructure are adequate and are commensurate with large fees they charge. The nature of ownership of private schools and the purpose for which the owners have set them up present a herculean task in having private schools lend themselves to inquiries and administrative cooperation from external bodies. For these reasons the problems to be stated in managing private schools would border students' services which include: accommodation services, transport services, food services, health services, sports services and extracurricular activities. Another

problem that leads to this research is the poor management of teachers' activities through their recruitment, placement base on profession, teachers' welfare and promotion. Another problem is in accomplishing teaching and learning facilities/equipment are central to any learner centred education. Most private schools especially the ones with Low Fee Payment (LFP) may not be able to afford facilities/equipment necessary for offering certain subjects in the curriculum especially in the sciences, technical and vocational areas. The problem here is that, most of these schools focus more on Social Sciences and Art Subjects to the detriment of a balanced curriculum as required by the an Nigerian educational system which would allow the students after graduation to be proactive and explore natural resources within their immediate environment for individual and sustainable national development.

Purpose of the Study

The specific objectives of this study were:

1. To find out the level of efficiency in the management of students' personnel services in private secondary schools in Zamfara state
2. To determine the evel of efficiency in the management of teachers in private secondary schools in Zamfara state,

Research Questions

The following research questions guided the study:

1. What is the level of efficiency in the management of students' personnel services in private secondary schools in Zamfara state?
2. What is the level of efficiency in the management of teachers' activities in private secondary schools in Zamfara state?

Methodology and Design

This study adopted the descriptive survey research. The population of the study comprised all the three geopolitical zones of the state which include;Zamfara central, Zamfara west and Zamfara east senatorial zones. There are 144 registered private secondary schools with 144 principals. The researchers used simple random sampling and Krejcie and Morgan (1971) population sample to select 40 schools out of 144 registered private secondary schools in the three geopolitical zones of the state. Thus, the total population of the study was 40 principals who served as the respondents. The instrument used for this study was self-developed questionnaire. The data for the study were subjected to appropriate statistical analysis. Qualitative analysis of data was employed using frequency counts and percentages, which were presented in a tabular form.

Literature Review

Duze (2012) posits that efficiency in management would strongly influences group activity toward goals accomplishment. It is thus the behaviour of the man in leadership position that involves strategy, innovation, initiating about change, creative problem-solving and decision-making. Others include actively seeking out alternatives and opportunities, reformulating goals and priorities, redeploying resources, negotiating, resolving conflicts, dynamic or active leadership diplomacy, statesmanship and a high degree of risk-taking and entrepreneurship. It is therefore, highly needed

more especially in secondary schools to make the students more active in exploring natural resources of the region.

External efficiency in education refers to the extent which education takes care of the broad, social economic and political goals of the community. Besong (2013) buttresses that, external efficiency of an educational system is the ability of the systems output to meet the needs and aspiration of the society or particular community. External efficiency of the school system is the fit between education and the needs of the society, especially in the labour market. Therefore, educational efficiency will be externally efficient if its outputs meet the needs of the society. That is to say students become responsible after graduation and explore their potentials for sustainable development of the nation.

Management of Students' Personnel Services in Secondary Schools

Students' personnel management services are specifically concerned with the attainment and satisfaction of the needs and interest of the students' population. Students' census is one place where schools authority records some general information on each student in the school system. The importance of information on students, according to Adesina (2009) can be seen in two major ways. First, it shows the historical trend of the flow of students into and outside the school system. In this way it provides the basis for planning and organizing the school system. Second, the documentary evidence provided in the schools census serves as a source at verifying information on the individual at any subsequent time if needed. Such information usually includes the names, addresses and occupation of parents as well as date and place of birth of students. Special information can continuously be updated in students' personnel file combined at intervals with that of the attendance register, which is normally kept by the classroom teacher.

Attendance and record services however, are primary for the welfare of the child. Irregular attendance can prevent a child from identifying with the peer group and can cause frustration and often failure. This is because, such failure may lead to the child dropping out of the school. This irregular attendance can also mean a potential human resources loss to the communities, states and nations. Accurate records are important because allocation of state funds is based on either average daily attendance or average enrolment in each school.

The Zamfara State government has been putting more effort to enhance students' enrolment in schools, thereby providing free services to the students, ranging from feeding, health, transport allowances, school uniform, house wear and sportswear etc. All these effort are put in place by the previous administration in order to increase the number of students in school primary and secondary respectively (Ministry of Education, Sokoto, 2014). With these determined efforts of government therefore, the optimism is high for increased students' enrolment. This invariably resulted to posing greater challenges to the school administrators and managers to as matter of urgency redirect their attention to the development of their students and lay the foundation of positive attitude for self-pride and patriotism for the nation. In view of this, the quality of provision of accommodation services, food services, extracurricular services, health services, guidance and counselling services. Transportation services was assessed. Although many studies have been carried out in this field of endeavour.

Data Analysis and Result

The data collected were analyzed using frequency counts and percentage. The research questions were analyzed with the same method as shown below.

Research Question One:

What is the level of efficiency in the management of students’ personal services in private secondary schools in Zamfara state?

Research question one was answered as presented in Table 1.

Table 1: Management of Students in Private Secondary Schools in Zamfara State

S/N	Items	Agree Freq(%)	Disagree Freq(%)	Undecided Freq(%)
1	Your school organizes screening test before admission of new students	19 (48)	10 (24)	11 (28)
2	Your school provide accommodation services	0 (0)	40 (100)	0 (0)
3	There is a functional clinic in your school with enough health facilities provided and Doctor visits regularly	18 (45)	15 (37)	7 (18)
4	There is functional sporting services in your for the benefit of students	10 (25)	20 (50)	10 (25)
5	Your school provides meals daily and in enough quantity is given to students	0 (0)	40 (100)	0 (0)
6	Your school provide guidance and counselling services	31(78)	9 (22)	0 (0)
7	Your school provide extracurricular activities	17(43)	23(57)	0(0)
8	Your school award scholarship for the best students	0(0)	40(100)	0(0)
9	Your school has functional bus services	40(100)	0(0)	0(0)
10	Your school organises students’ orientation program	0(0)	40(100)	0(0)

Source: Field Work 2019.

From Table 1: One can deduced that item 1 showed that, 48% of the sampled schools conducts entrance exams while 24% does not conduct entrance exams and 28% did not decide their responses. This clearly indicates that schools that conduct entrance exams manage students well for knowing their performance right from admission. Item 2 it shows that all the sampled schools are mostly operating on day system of secondary schools, as none of the samples school was boarding private secondary schools. Item 3 clearly shows that 45% of the sampled schools have functional health services by providing school clinic while 37% does not provide the health service which is vital in students’ management. Only 18 did not decide. On item 4, 25% of the responses agreed to have provided sporting services for the benefit of students while 50 did not agreed and 25% are undecided. Item 5 of the above question indicates that none of the sampled schools provide food services since the schools are operating on day system. Item 6 shows that 78% agreed to have provide guidance and counselling services for their students, 22% of the respondents disagreed to provide guidance and counselling services to the students. On item 7 of the first research question shows that 43% of the

respondents agreed to organise extracurricular activities to students, but 57% of the respondents disagreed to make the provision of extracurricular activities. Item 8 shows that 75% disagreed to award scholarship to their students while 25% of the respondents are undecided. On item 9 of the above table 100% agreed to provide school bus service for the transportation of their students, to manage the coming and going back of the students to their respective homes. Item 10 show that none of the sampled school provides students orientation for the new students and also for career choice at the advance level which will motivate students to study harder to achieve their goals.

Research Question Two:

What is the level of efficiency in the management of teachers’ activities in private secondary schools in Zamfara State?

Research question two was answered in Table 2.

Table 2: Management of Teachers Activities in Private Secondary Schools in Zamfara State.

S/N	Items	Agree Freq (%)	Disagree Freq (%)	Undecided Freq (%)
1	Your school conducts screening and interview during staff recruitment	40 (100)	0 (0)	0 (0)
2	Your school places staff appointment base on their qualification	35 (88)	0 (0)	5 (12)
3	Your school organise staff training for teachers	15 (37)	25 (63)	0 (0)
4	Your school send teachers to attend seminars and conferences	0 (0)	30 (75)	10 (25)
5	Your school organises in house workshops for the teachers	0 (0)	40 (100)	0(0)
6	Your school makes provision for staff quarters	0 (0)	40 (100)	0(0)
7	Your school provide staff promotion and teachers’ salary as at when due	10(25)	20 (50)	10(25)
8	Your school have standing disciplinary committee for teachers	0 (0)	40 (100)	0(0)
9	Your school share responsibilities to teachers	40(100)	0(0)	0(0)
10	Your school sponsor teachers for in-service training	0 (0)	40 (100)	0(0)

Source:Field Work 2019

From the Table 2 one can deduce that on item 1, 100% of the respondents agreed that they screened teachers before recruitment to have experienced and qualitative teachers. Item 2 shows that only 88% agreed to place their staff base on their qualification while 12% remain undecided for the question. On item 3, only 37% of the respondents have agreed to be organising staff training while 63% disagreed. Item 4 shows that, only 75% of the respondents disagreed to send their staff to attend

seminars and conferences to broaden their knowledge while 25% disagreed. Item 5 indicates that none of the sampled schools agreed to organise staff training. Item 6 shows that schools operating on day system did not provide lodge for the staffs. Item 7 shows that, only 25% of the respondents agreed to review their staff salaries by proving promotion of their salaries, while 50% disagreed and 25% are undecided. Item 8 shows that, none of the sampled schools have staff disciplinary committee. Item 9 shows that all the sampled schools agreed to have share responsibilities to their teachers. Item 10 shows that none of the sampled schools send teachers for in-service training.

Discussion of the Findings

This research study focused on the impact on the level of efficiency in the management of private secondary schools in Zamfara state. Two research questions were raised in order to identify the quality of services rendered to the management of private secondary schools in Zamfara state. The first research question focused on the management of students. Findings based on research question one depicts that all the sampled schools operates day school system which will prevent students from enjoying sports activities and extracurricular activities like quiz, debate, drama and so on which will help in increasing students' retention rate. In the same position Manga (2014) provided that good accommodation services in schools motivate students to learn. The researcher concluded that good accommodation services can make students have more love for education in general.

In an attempt to assess the efficiency in the management of teachers in private secondary schools in Zamfara State. Finding of research question two reveals that, teachers were employed on contract or temporary appointment. The staff were also not having lodge despite the fact that the private schools in Zamfara state are operating day system of education. However shelter needs to be provided to ease some high ranking staff like vice principals, examination officers and others to ease their transportation and serve the school effectively. This concurred with Manga (2014) who established that individual human beings need some basic and security needs to survive before the attainment of other hierarchy needs. Moreover, some teachers who have no teaching qualification should be asked to further their studies, attend seminars, training and retraining of staff workshops should be organized to refresh teachers' knowledge to teach and manage students efficiently and effectively.

Conclusions

Based on the major findings of the study, the following conclusions were drawn: Students lack extra-curricular activities because most of the private schools do not provide boarding system. Many students also lack guidance and counselling services and sports services. The school managers recruit staff on temporary appointments despite the high school fees they charged. Furthermore, all the sampled schools did not have staff lodge or quarters and they lack training, seminars and conferences, also the staff have no salary promotion or incentives.

Recommendations

Based on the major findings and conclusions drawn, the following recommendations are offered thus;

1. All private schools should provide a time for extracurricular activities. Some stakeholders of education should establish boarding private schools where students

- will enjoy extracurricular activities. Sufficient health facilities should be provided for proper health care of students.
2. Every staff should be properly educated on the need to attend seminars, conferences and workshops. All principals, irrespective of school ownership, should employ basic management strategies in managing their schools.
 3. Non Governmental Organizations (NGOs) should improve their participation in the provision of material resources to private secondary schools in Zamfara State. Presently there is dearth of material resources in many schools who need NGOs support for classrooms, offices, hostels for students, laboratories, alternative source of water supply, electricity facilities, teaching materials, learning materials, school furniture, laboratory equipment and ICTs facilities.

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