

ASSESSMENT OF PRIVATE SECONDARY SCHOOLS' ADMINISTRATION EFFECTIVENESS IN KWARA STATE, NIGERIA, 1999-2022

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ABSTRACT

This study assessed private secondary schools' administration effectiveness in Kwara State, Nigeria from 1999 to 2022. The target population comprised all private secondary schools in Kwara State, while the accessible population was 188 private secondary schools registered under the Kwara State Ministry of Education and Human Capital Development. The historical research method was adopted in the study. Purposive sampling technique was used to select 760 participants including Proprietors, Principals, experienced teachers, Parent-Teacher Association (PTA), Officials of the Ministry of education and its agencies. Questionnaire and structured interview were used as instruments to collect the data. Thematic analysis and percentage were used to answer the research questions in the study. The findings revealed that all private secondary schools in Kwara State were majorly administered by the proprietors of the various schools, through the principals, vice-principals, heads of departments, teachers and non-teaching staff, subject to the monitoring and supervision of the government. Based on the findings, it was concluded that private secondary schools were funded via proprietors' personal money, school fees, levies, and other charges paid by the students, voluntary donations from private individuals or organisations. Likewise, it was recommended that proprietors should continue to provide adequate funds for their schools and always maintain mutual relationship with parents, guidance, members of the public, corporate organisations and government to accrue more funds to the school via donations, PTA and loans from either banks or government to facilitate effective operation which would help to actualise the stated goals.

Keywords: Administration, Private secondary schools, Funding, Teachers' qualifications

INTRODUCTION

Administration is an essential factor in the school system. It involves general supervision in the schools, supervision of instruction and curriculum planning, financial

management, public and human relations, provisions and maintenance of school facilities as well as the equipment. School administration is a broad umbrella comprising a number

of processes such as planning, coordinating, controlling and being involved in other management processes and contribute to formulation of policies. Nwankwoala (2016) stated that school administration is the system of identifying, mobilising and utilising scarce human and material resources relevant in education for the purpose of achieving specific educational goals. This process involves a careful and systematic use of methods, principles, plans and procedures necessary to achieve the educational objectives.

In the Constitution of the Federal Republic of Nigeria (1999) as amended in (2011), the administration of secondary schools in Nigeria is in the concurrent lists of the Federal and State Governments. Therefore, the state governments play an intermediate role in the provision, management and control of education in the country because the administration of secondary school is directly under the state government. They perform this role through the agency of the Ministry of Education and other bodies at the state level. The State Ministry of Education is headed by a Commissioner appointed by the State Governor. The Commissioner is responsible for the formulation of policies and decision making in the Ministry while the head of

administration in the Ministry is the Permanent Secretary.

The State Ministry of Education handles planning, administration, supervision and other fundamental functions relating to schools. The State Ministries of Education have different departments or sections entrusted with various functions to ensure the achievement of goals of secondary education. They administered, supervised and controlled all the activities of public and private schools in the state. Moreover, The Teaching Service Commission in the states are also charged with the responsibilities of appointment, promotion, confirmation of appointment, posting, discipline and payment of salaries of teaching and non-teaching staff in secondary schools and other functions as delegated to them by the States Ministry of Education (Constitution of Federal Republic of Nigeria, 1999). Nakpodia (2010) specified that Teaching Service Commission in various states in Nigeria was established as a result of the Federal Government acceptance of Asabia's commission recommendations that a Teaching Service Commission should be established to serve as the employer of all teachers in secondary schools and that all traces of disparity should be eliminated.

It is therefore, significant to note that the regulatory agencies that involved in secondary school administration in Nigeria, particularly in Kwara State are the State Ministry of Education, Teaching Service Commission (TESCOM) and the State Universal Basic Education Board (SUBEB). However, since the return of democracy in Nigeria in 1999 and the introduction of the Universal Basic Education (UBE) programme in 1999, more secondary schools were established in Kwara State. Accordingly, it could be understood that the year 1999 was a major landmark in the history of secondary education in the State. Thus, this informs the commencement date of this study, while the termination year (2022) of the study was chosen because of its significance to Kwara State secondary schools administration in terms of schools restructured.

Generally, in Kwara State from 1999 to 2022, there are 564 secondary schools including the junior secondary schools jointly administered by the Teaching Service Commission (TESCOM) and the State Universal Basic Education Board (SUBEB). Out of these 564 secondary schools, 374 schools were directly under the TESCOM and SUBEB, while two were Federal

Government Colleges, under Federal Ministry of Education and the remaining 188 were private secondary schools. This number, 188 private secondary schools show an expansion in the secondary school compared to 41 private secondary schools that available in the State in 1999 (Kwara State Ministry of Education and Human Capital Development, 2022). Adepoju (2003) pointed out that management of staff records for smooth running of schools is one of the activities of Teaching Service Commission and the Universal Basic Education Board who are in charge of both senior and junior secondary schools. Thus, at secondary school level, there are line and staff. Line officers are those who are directly involved in the teaching-learning process while the staff are those rendering support service to complement the line. These are principals, vice-principal academics, vice-principal administrations, vice-principal special duties, head of departments, bursars, secretaries, typists, guidance and counsellors, health staff and the clerical officers.

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However, in practical terms and according to Saidu (2009), all public secondary schools in the State are jointly administered by the Kwara State Ministry of Education and Human Capital Development, State Teaching Service Commission

(TESCOM) and State Universal Basic Education Board (SUBEB), while private secondary schools in the State are majorly administered by the proprietors of the respective schools in line with the standards set by the agencies of government. In addition, Abolade (2010) submitted that private secondary schools were administered by the proprietors and principals of the various schools in terms of appointment, promotion, posting, discipline and payment of staff salaries. The proprietors were the major financiers of all private schools, though their efforts were sometimes aided by the Parent-Teacher Association of the various schools.

Similarly, Odeleye and Oyelami (2012) are of the view that the proprietors of private secondary schools find money by all means to provide all necessary resources for their schools to ensure smooth running and administration of their schools. Moreover, Obe (2009) stressed that without adequate funding, the standard of education at any level could be tantamount to a mirage that is, building castles in the air. Money is very important in a school system because it is used to construct classroom buildings, purchase needed equipment, pay staff salaries and allowances, maintain the plants and keep the services going,

among several other things. Consequently, Ayeni (2016) viewed that the involvement of the private sector in education industry gives room for the proprietor to establish a school business and employ teachers with different qualifications for the purpose of training students to acquire the necessary knowledge, skills and values for useful living. Hamilton-Ekeke (2013) emphasised that one of the most important factors in the teaching process is a teacher qualification. Hence, teacher's qualification is one of the critical factors that drive students' academic performance. A qualified teacher is the one who holds a teaching certificate and/or licensed by the state, owns at least a National Certificate in Education or Bachelor's Degree from a four-year institution and well qualified in his/her area of specialization (Olaleye, 2011).

The perspective of teachers' qualifications can go a long way to bring about students' higher academic achievement. Teachers' qualifications connect to competence in instruction, management of students and materials in the classroom. This shows that teachers are the fulcrum on which the lever of educational system rests on. They are the largest and most crucial input of educational system who influence to a great extent, the quality of

educational output. Thus, this study assessed private secondary schools administration effectiveness in Kwara State, Nigeria from 1999 to 2022. Against this background, this study investigated how the private secondary schools in Kwara State administered, the major sources of funding and the level of qualification of teachers on the staff pay-roll of private secondary schools in Kwara State from 1999 to 2022. Further, there is a tremendous increase in the number of private secondary schools established by different private individuals, communities, cooperate bodies and religious organisations in Kwara State and this has created a great concern for the stakeholders, educators and the general public, because it appears that some of the proprietors of the schools did not have enough money to fund their schools, in terms of construction of classroom buildings, purchasing of teaching resources and pay staff salary as at when due. In fact, some neglected the minimum standard approved by the government for the establishment, staffing and administration of private schools. They employed secondary school and national diploma certificate holders as teachers and paid them little amount of salary so as to make maximum profits into their purse which eventually affect the smooth running and effective administration

of the schools as a result of inadequate funds and unqualified teachers. Thus, this study assessed the private secondary schools' administration effectiveness in Kwara State from 1999 to 2022.

Objectives of the Study

The main objective of this study was to assess private secondary schools' administration effectiveness in Kwara State, Nigeria from 1999 to 2022. In order to achieve this goal, the specific objectives of this study are to:

1. investigate the administration effectiveness of private secondary schools in Kwara State from 1999 to 2022;
2. assess the efficiency of the sources of funding private secondary schools in Kwara State from 1999 to 2022; and
3. examine the qualifications of teachers on the staff roll of private secondary schools in Kwara State from 1999 to 2022.

Research Questions

The following research questions were answered in this study:

1. How were the private secondary schools in Kwara State administered from 1999 to 2022?
2. What were the sources of funding private secondary

- schools in Kwara State from 1999 to 2022?
3. Were the teachers on the staff roll of private secondary schools in Kwara State from 1999 to 2022 qualified?

METHODOLOGY

Research Design

This study adopted an historical research method which involves the process of questionnaire selection, interview, data collection and analysis. The thematic analysis and the percentage were used to explain responses of the participants on the variables used in this study.

Participants

The target population of this study consisted all private secondary schools in Kwara State, while the accessible population was 188 private secondary schools that registered under the Kwara State Ministry of Education and Human Capital Development and 45 officials in charge of private secondary schools in the Ministry of Education and its agencies. Stratified sampling technique was adopted to group the

participants into three. These were policy makers, implementers and beneficiaries. The purposive sampling technique was used to select 4 officials of Kwara State Ministry of Education and Human Capital Development, 2 officials of Kwara State Teaching Service Commission (TESCOM) and 2 officials of Kwara State Universal Basic Education Board (SUBEB), who were connected with private secondary schools. Moreover, purposive sampling technique was used to select all the 188 private secondary schools in Kwara State and from the schools, purposive sampling technique was used to select all the proprietors and principals of the schools; 1 official from the Parent-Teachers Association (PTA) and 1 experienced teacher from each of the 188 private secondary schools which equal to 760 participants for the study. Purposive sampling technique was considered and suitable for this study because the technique is in line with the Patton (2002) who asserted that purposive sampling technique can be used to select the participants when there is attribute of interest in the target population. The Table 1 shows the participants group.

Table 1: Participants for the Study

Participants Group	Number of Sample
Policy Makers:	
Ministry of Education and Human Capital Development	4
Teaching Service Commission	2
State Universal Basic Education Board	2
Implementers:	
Proprietors	188
Principals	188
Experienced Teachers	188
Beneficiaries:	
PTA Chairman	188
Total	760

Source: Field Study, 2023

Instrumentation

The research instruments used in this study were questionnaire and structured interview. A researcher-constructed questionnaire titled "Assessment of Private Secondary Schools Administration Questionnaire (APSSAQ)" was used to collect information from participants. Also, structured interview was used to obtain information from some key personalities such as Directors, Deputy-Directors and Officers in charge of private secondary schools in the Kwara State Ministry of Education and Human Capital Development, Kwara State Teaching

Service Commission (TESCOM) and Kwara State Universal Basic Education Board (SUBEB) in the State. All these served as primary sources for the study. Relevant textbooks, journals, articles, reports and encyclopedias were used as secondary sources of information for this study.

Validity of the Instruments

The instruments were validated by two lecturers in the Department of Arts Education and two experts in the field of Test and Measurement, Faculty of Education, University of Ilorin, Nigeria based on historical methods. This contained the process

of external criticisms. According to Alabi (2017), external criticism of historical source establishes the authenticity of the data collected. It concerns itself with determining either the document is a genuine one or otherwise.

Reliability of the Instruments

The reliability of the instruments involved internal criticism. Thus, internal criticism establishes the reliability, accuracy, originality and worth of the data obtained (Alabi, 2017). In order to establish the reliability, the researcher compared primary sources which include structured and oral interview as well as secondary sources in order to ascertain the real facts. Where there were different opinions on secondary sources, the researcher established the fact that was correct on the basis of the overall plausibility that formed the standpoint of internal consistency, general compatibility and agreement with other known and accepted facts.

Procedure for Data Collection

Questionnaires were distributed to the participants of the sample schools with the help of three research assistants in order to ensure high rate of returned. The effective administration of questionnaires was also aided by cooperation of colleagues and friends in the sample schools. Moreso, interview was

conducted to obtain information from officials of Kwara State Ministry of Education, TESCOM and SUBEB. The respondents were assured of concealment and confidentiality of their responses. This method facilitated on the spot collecting of the completed instrument and hundred percent retrieval.

Data Analysis

Thematic analysis was used to answer the research questions 1 and 2. This involved presenting the facts and interpreting the available evidence with the researcher based on the research questions formulated for the study. While, the percentage was used to answer the research question 3 in the study.

RESULTS

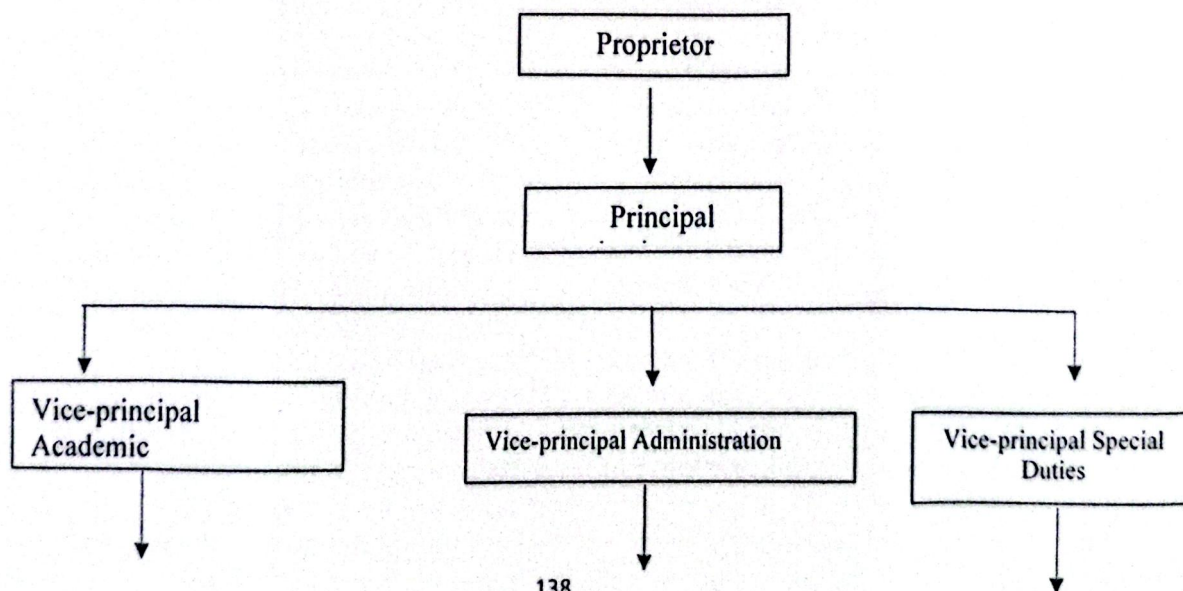
Research Question One: How were the private secondary schools in Kwara State administered from 1999 to 2022?

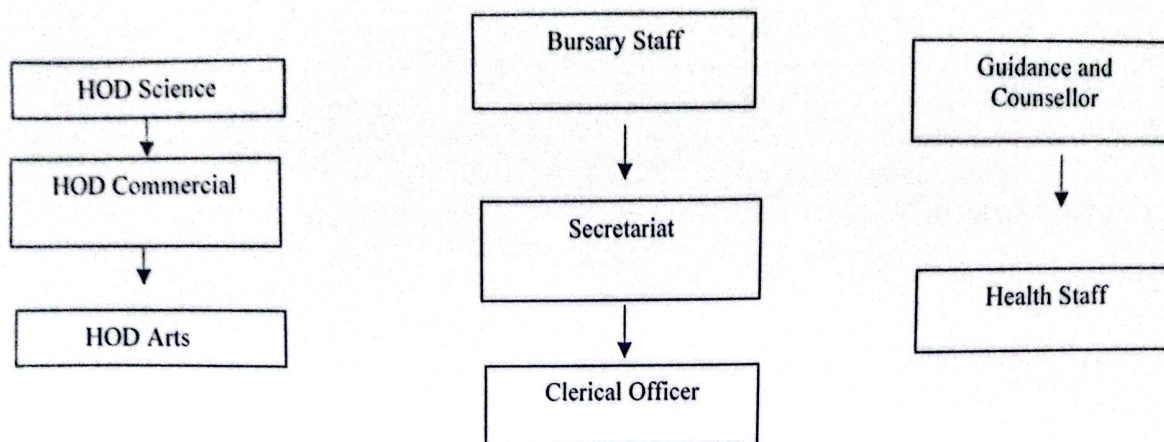
Based on the data collected and analysed, private secondary schools in Kwara State were administered by the proprietors, through the principals who ensure smooth activities of the schools on daily basis, with the help of vice-principals, heads of departments, teaching and non-teaching staff. The principal is an administrative head that plans, directs and coordinates all the staff and student affairs in the school. He

assigns duties to the teachers and supervises them in order to achieve the school objectives. The vice principal helps the principal in his daily administration of the school and deputises him whenever he is not present in school. The vice principal vets teachers' lesson plans and assists the principal to maintain adequate discipline among the teachers and the students. He is also in charge of school records such as duty roster, school register, and examination timetable. The head of department coordinates numerous activities of the teachers in his department. He goes through the lesson plans of the teachers in his department whenever such power is delegated to him by the principal or the vice-principal.

Moreover, the teacher is responsible for the academic activities of students. He can also serve as a class teacher together with the subject he teaches in the class as well as in charge of the head of department. Non-teaching staff such as bursar takes care of the financial matters of the school. He prepares salary, keeps financial expenses, cash or grants received and so on. The secretary keeps all school documents such as minutes of the staff meetings, memo and types examination questions. The clerical officers on the other hand, run errands for the principal, vice principal, teachers and secretary respectively. Figure 1 shows the organogramme of private secondary schools.

Figure 1: Organogram of Private Secondary School Administration





However, the organogram indicates how private secondary schools' administration structure should be, but this is not followed in most private secondary schools in Kwara State. The proprietors did not employ the service of three Vice-principals because of the money they would pay to them, instead they employed one Vice-principal to carry out the job in order to save their money and this affected smooth running of the academic programme in schools. In addition, as contained in the guidelines of Kwara State Ministry of Education and Human Capital Development on the administration of private secondary schools in the state, the Ministry of Education is charged with the responsibility of making educational policies and monitoring the various educational decisions in the state. There is a Quality Assurance Bureau in the Ministry of

Education which oversees the activities of the private schools via inspection. But, based on the information gathered through the interview of the Quality Assurance Team Leader for Ilorin West Local Government Area, the inspection of private secondary schools in the State was done twice in a year. Not only that, Teaching Service Commission (TESCOM) and Universal Basic Education Board (SUBEB) in the State were also involved in the implementation of the various educational policies of the government at both public and private secondary schools.

Research Question Two: What were the sources of funding private secondary schools in Kwara State from 1999 to 2022?

The major sources of funding private secondary schools in Kwara State, according to most of the proprietors had always been through the following ways:

- a. school fees, levies, and other charges paid by students;
- b. donations;
- c. appeal fund/launching; and
- d. grants from voluntary individuals, organisations, government in some cases such as interest-free loan made available to the private school proprietors during Covid-19 period.

a. School Fees, Levies, and Other Charges paid by Students: Money accrued to the purse of the proprietors through school fees, levies and other charges paid by students every term was used for the payment of teachers' salaries and allowances, building of more classrooms, provision of instructional materials, chairs and tables as well as maintenance of the facilities.

b. Donations: In some cases, they received donations from old students' Association of the school, philanthropists or corporate organisations. These include physical facilities such as class rooms building, toilets, libraries, chairs and tables, and sometime school buses in

order to easy the movement of both students and teachers.

c. Appeal Fund/Launching: This was also an avenue through which the proprietors realised money from parents, individuals and corporate organisations to fund the schools.

e. Grants from Voluntary Individuals, Organisations or Government: Grants were also realised from individuals, organisations to run the schools or at times government, like interest-free loan provided for private secondary schools during Covid-19 period to enable them operate the schools smoothly. Thus, based on the results of the study, it is significant to note that the proprietors of the respective schools used their personal funds, donations, appeal funds, grants from voluntary individuals, organisations, government, school fees, levies, and other charges paid by students to run their schools which are not sustainable enough to run the schools.

Research Question Three: Were the teachers on the staff roll of private secondary schools in Kwara State from 1999 to 2022 qualified?

The proprietors and the principals of the schools sampled for this study submitted that, most teachers in their schools were qualified. According to

them, 60% of the teachers in their schools possessed Bachelor's Degree in education such as B.A. (Ed), B.Sc. (Ed) and B. (Ed). Also, 25% were Higher National Diploma (HND) with Post Graduate Diploma in Education (PGDE) holders and 10% of the teachers had Nigeria Certificate in Education (NCE), while 5% possessed Master's Degree in Education. This indicates that private secondary schools in Kwara State were staffed with qualified teachers. Table 2 shows the teachers qualification as obtained from the respondents.

Table 2: Teachers' Qualification in Private Secondary Schools in Kwara State (1999 – 2022)

S/N	Teachers' Qualifications	%
1.	Bachelor's Degree in Education (B. A. Ed., B. Sc. Ed., B. Ed.)	60%
2.	HND with PGDE	15%
3.	NCE	5%
4.	M.Ed.	
	Total	100%

Discussion

The finding of this study revealed that all private secondary schools in

Kwara State were administered by the proprietors of the respective schools, through the principals who ensured the smooth running of school activities on daily basis, with the help of vice-principals, heads of departments, teachers and non-teaching staff; while the control and supervision of the schools remained as the responsibility of the government. This showed that private secondary schools were majorly administered by the proprietors of various private schools in Kwara State, subject to the monitoring and supervision of the government through the Ministry of Education and its agencies. This is in line with the submission of Abolade (2010) that in practical terms, the private secondary schools were administered by the proprietors through principals of the various schools in Nigeria. It also tallies with the finding of Saidu (2009) that all the public secondary schools in the State were jointly administered by the Kwara State Ministry of Education and Human Capital Development, State Teaching Service Commission (TESCOM) and State Universal Basic Education Board (SUBEB), while private secondary schools in the state were majorly administered by the proprietors of the respective schools.

This study showed that proprietors of all private secondary schools in

Kwara State had been the major source of funding their schools through personal money, school fee, levies and other charges paid by the students; however, their efforts were sometime aided by the Parents-Teacher Association (PTA) of their various schools via voluntary donations, launching and grants from voluntary individuals, organisations or government in some cases such as interest-free loan made available to private schools during Covid-19 period. This finding confirms the submission of Ayeni (2016) that the involvement of the private sectors in education enterprise give room for the proprietors to establish a school business for the purpose of training students to acquire the necessary knowledge, skills and values for useful living. They see opportunity from the motivational factors and translate the business ideas into school enterprise through the operational factors that ensure creativity in education delivery and fulfillment of quality learning outcome for students in secondary schools.

The outcome of the finding indicated that teachers in private secondary schools in Kwara State, within the period covered by this study, were qualified. This is because 60% of teachers in private secondary schools possessed Bachelor's Degree in

education such as B.A. (Ed), B.Sc. (Ed), B. (Ed). Also, 20% were HND with PGDE holders, and 15% had NCE, while 5% of the teachers possessed M. (Ed) that is, Master's Degree in Education with Teacher Registration Council of Nigeria (TRCN). This corroborates the view of Hamilton-Ekeke (2013) that one of the most important factors in the teaching process is the qualification of the teachers because it relates to the competence in instruction, management of students and materials in the classroom.

CONCLUSION

Based on the findings of this study, it was concluded that from 1999 to 2022, all private secondary schools in Kwara State were majorly administered by the proprietors of the respective schools, subject to the monitoring and supervision of the State Government through the Ministry of Education and Human Capital Development and its agencies. Also, they were funded via proprietors' personal money, school fees, levies, and other charges paid by the students and voluntary donations from private individuals or organisations. Moreover, private secondary schools in Kwara State, within the period covered by this study, were staffed with qualified teachers.

RECOMMENDATIONS

1. The proprietors should continue to provide adequate support to the principals while the principals should properly coordinate and encourage others staff to achieve the school goals. Also, the Ministry of Education and its agencies should intensify efforts in making educational policies and assiduously working towards its effective implementation through periodic inspection to sustain the established standards.
2. Proprietors should also continue to provide adequate funds for their schools and always maintain mutual relationship with parents, guidance, members of the public, corporate organisations and government to accrue more funds to the school via donations/launching, PTA and loans from either banks or government to facilitate effective operation which would help to actualise the stated goals.
3. Proprietors should not compromise the standard they have been sustaining by ensuring that only the qualified applicants are recruited into their schools as

teachers so as to facilitate effective realisation of the set goals.

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