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## ASSESSMENT OF THE MANAGEMENT OF FUNDING AND DISCIPLINE IN SECONDARY SCHOOLS IN SOUTHERN KADUNA SENATORIAL ZONE, NIGERIA

BY

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### ABSTRACT

*The study assessed the management of funding and discipline in secondary schools in southern Kaduna senatorial zone, Nigeria. Descriptive survey research design was used for the study. The population sample was three hundred and eighty-six (386) that is 5 Ministry of Education Officials, 60 principals from sixty secondary schools, 203 teachers and 118 Parents Teachers Association (P.T.A) officials in secondary schools in the area of study. Multi – stage, simple and stratified random sampling technique were used to select the schools, teachers and parents used for the study. A set of structured questionnaires was used to collect the data for the study. The data were analyzed using frequency, percentages and Analysis of Variance (ANOVA). The hypothesis formulated in the study was tested at 0.05 level of significance. Out of the two hypotheses, one was retained and one was rejected. The study revealed that parents were much involved in the funding of secondary schools in the area covered. The study also revealed that secondary schools were moderately effective. It was discovered that there is no significant relationship between parents' involvement in funding secondary school education. It is therefore evidenced that parents contribute greatly in funding secondary schools in southern Kaduna Senatorial zone. Based on the findings, some recommendations were made, two of which are: that parents and well-meaning individuals in the society should be more committed in their financial support for secondary education in the zone, and that government should impose the evaluation of teachers by students and other stakeholders in the education industry to enhance academic performance of students*

### 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 (2004) 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 control effective teaching and learning, supervise, managed school funds as well as discipline of students in the school and others.

From the very time when the Christian missionaries introduced western education in Nigeria, it was felt that the missionary education was deficient and not quite adequate to meet our changing societal needs. In other words, emphasis was on quantity of teachers for school system, but in contemporary Nigerian society as pointed out by Yabo (2006) the issue of quality of teachers is being given consideration "No system of education can rise higher than its teacher" and "the way to child-centred education can only be through teacher-centred school". Kochhar (2005). For quality teacher education programme to work effectively and efficiently in our secondary schools, it is important that practicing teachers and all that is associated with the school system should have in-depth knowledge regarding teacher education and related concepts and issues.

There are various inadequacies associated with the Nigerian educational system such as staff development, teaching and learning facilities, security in schools, infrastructural facilities, welfare services and instructional materials. Thus, despite the increase in the efforts of the different governments of the federation to provide funds for education, educational institutions still faced with inadequate necessary funds to implement various projects and programmes. The declining role of the State in the funding of public secondary schools have led to a dramatic increase in the number of non-governmental organizations in the past 20 years (Onyedineke, 2011).

Today, many countries in the developing world possess weak education systems due to poor funding (Ibrahim, 2013). Education sector in Nigeria is often faced with a tremendous burden and a low availability of trained professionals, equipment, and physical facilities. Thus, basic education needs of communities often go unmet.

Overall access to sustained quality education is poor, with very few public schools meeting up with most basic physical and infrastructural facilities in the southern kaduna senatorial Zone (Ibrahim, 2013). The material resources and managerial expertise for administering secondary education are insufficient and largely dependent on external financial and technical assistance. Existing education infrastructure and equipment are extremely poor, with many schools either dilapidated or only have the capacity and characteristics of lower-level facilities (Yakubu & Alasoluyi, 2016). In the same vein, there appear to be poor inculcation of discipline among teachers and students within the schools and post-secondary schools. Thus, there is a need for research investigating the management of funding and discipline in southern Kaduna senatorial zone, Kaduna state.

### ***Objectives of the study***

The purpose of the study was to assess the management of funding and discipline in Secondary Schools in Southern Kaduna Senatorial Zone. To this end, the study develops the following objectives for action on seeking for available information on the significance differences of opinions of respondents. The specific objectives are to:

- determine the funding of Secondary Schools in Southern Kaduna senatorial Zone
- examine the maintenance of discipline in Secondary schools in Southern Kaduna Senatorial Zone.

### ***Research Questions***

In line with the objectives of the study stated above the study answered the following questions.

1. What are the opinions of Ministry of Education Officials, Principals, Teachers, Parents as regards parents funding of Secondary schools in Southern Kaduna Senatorial Zone?
2. What are the opinions of MOE Officials, Principals, Teachers, and Parents about

maintenance of discipline in secondary schools in the area of study?

**Research Hypotheses**

**Ho1** There is no significant difference in the opinions of Ministry of Education officials, principals, teachers and parents as regards funding of secondary schools’ education in the area of study.

**Ho2** There is no significant difference in the opinions of MDE officials, principals, teachers and parents with regards discipline in secondary schools in Southern Kaduna Senatorial Zone.

**METHODOLOGY**

This study specifically adopted the survey descriptive research design. The population consisted all teachers, principals, PTA officials, and ministry officials, totalling 3673 stakeholders from southern Kaduna senatorial zone, Kaduna state. Using the stratified random sampling techniques, a sample of 386 was chosen. Self-constructed questionnaire which was validated and reliability coefficient of  $r = 0.88$  was ascertain while Analysis of Variance (ANOVA) was used to test the hypotheses at 0.05 alpha level of significance.

Item No	Item Statement	Categories of Respondent	RESPONSES					
			Agree		Undecided		Disagree	
			Freq	%	freq	%	freq	%
1.	Government takes full responsibility of funding secondary schools	1. M.D.E officials	2	40.0	0	0	3	60.0
		2. Principals	17	28.4	5	8.3	38	63.3
		3. Teachers	81	39.9	11	5.4	111	54.7
		4. P.T.A officials	56	47.5	6	5.1	56	47.4
2.	Parents Teachers Association Sources for funds and learning materials from NGOs, Agencies, and well-meaning individuals from the society to promote learning in our secondary schools	1. M.D.E officials	2	40.0	0	0	3	60.0
		2. Principals	27	45.0	4	6.7	29	48.3
		3. Teachers	136	67.0	13	6.4	54	26.6
		4. P.T.A officials	80	67.8	7	5.9	31	26.3
3	Parents contribute well during fund raising activity in the schools.	1. M.D.E officials	3	60.0	0	0	2	40.0
		2. Principals	43	71.6	3	5.0	14	23.4
		3. Teachers	156	76.9	20	9.9	27	13.2
		4. P.T.A officials	95	80.5	9	7.6	14	11.9

**Table 1:** Respondents Opinions on Funding of secondary schools.

Item No	Item Statement	Categories of Respondent	RESPONSES					
			Agree		Undecided		Disagree	
4	Employers of labour such as private companies contribute to funding of secondary schools.	1. M.D.E officials	3	60.0	0	0	2	40.0
		2. Principals	27	45.0	5	8.3	28	46.7
		3. Teachers	77	38.0	36	17.7	90	44.3
		4. P.T.A officials	48	40.7	20	16.9	50	42.4
5	Millennium Development Goals contribute in funding of secondary School.	1. M.D.E officials	1	20.0	1	20.0	3	60.0
		2. Principals	23	38.3	3	5.0	34	56.7
		3. Teachers	128	63.0	19	9.4	56	27.6
		4. P.T.A officials	73	61.8	18	15.3	27	22.9
6	Community organized self-help project to fund secondary schools.	1. M.D.E officials	3	60.0	0	0	2	40.0
		2. Principals	28	46.7	7	11.6	25	41.7
		3. Teachers	136	67.0	20	9.9	47	23.1
		4. P.T.A officials	79	66.9	12	10.2	27	22.9
7	Well-meaning individuals complement Government efforts in funding secondary school.	1. M.D.E officials	3	60.0	0	0	2	40.0
		2. Principals	35	58.3	4	6.7	21	35.0
		3. Teachers	129	63.5	20	9.9	54	26.6
		4. P.T.A officials	80	67.8	19	16.1	19	16.1
8	Government increases financial allocation to secondary schools from time to time.	1. M.D.E officials	4	80.0	0	0	1	20.0
		2. Principals	31	51.7	7	11.6	22	36.7
		3. Teachers	104	51.2	34	16.7	65	32.1
		4. P.T.A officials	58	49.2	28	23.7	32	27.1
9	Proprietors establish revenue yielding projects to provide more finance to their secondary schools.	1. M.D.E officials	1	20.0	2	40.0	2	40.0
		2. Principals	35	58.3	10	16.7	15	25.0
		3. Teachers	125	61.6	37	18.2	41	20.2
		4. P.T.A officials	72	61.0	20	16.9	26	22.1
10	Alumni Association Launches endowment funds for their secondary school.	1. M.D.E officials	2	40.0	2	40.0	1	20.0
		2. Principals	32	53.3	9	15.0	19	31.7
		3. Teachers	123	60.6	30	14.8	50	24.6
		4. P.T.A officials	80	67.8	18	15.3	20	16.9

The study revealed that the funding of education is a joint responsibility of the Federal, State and Local governments and the privates sector. In this connection, government welcomes and encourages the participation of parents, local community, well-meaning individual,

Millennium Development Goals (MDGs), private companies, Non-Governmental Organization (NGOs) in the management of secondary schools NPE(2004). This support the opinions of respondents.

**Table 2:** Respondents Opinions on Discipline in secondary schools.

	Item Statement	Categories of Respondent	RESPONSES					
			Agree		Undecided		Disagree	
			freq	%	Fre	%	freq	%
1	Parents are made members of disciplinary committee in secondary schools.	1. M.O.E officials	4	80.0	0	0	1	20.0
		2. Principals	44	73.3	3	5.0	13	21.7
		3. Teachers	165	81.3	5.9	26	12.8	12.8
		4. P.T.A officials	97	82.2	3	2.5	18	15.3
2	School works in collaboration with parents to ensure that students are well disciplined.	1. M.O.E officials	5	100	0	0	0	0
		2. Principals	50	83.3	4	6.7	6	10.0
		3. Teachers	188	92.6	8	3.9	7	3.5
		4. P.T.A officials	114	96.7	1	0.8	3	2.5
3	Teachers talk with offending students in accordance with school/class rule.	1. M.O.E officials	5	100	0	0	0	0
		2. Principals	59	98.3	0	0	1	1.7
		3. Teachers	177	87.2	12	5.9	14	6.9
		4. P.T.A officials	106	89.9	5	4.2	7	5.9
4	Principal is friendly, firm and fair in the discharge of his/her duties	1. M.O.E officials	5	100.	0	0	0	0
		2. Principals	59	98.3	1	1.7	0	0
		3. Teachers	187	92.1	9	4.4	7	3.5
		4. P.T.A officials	110	93.3	3	2.5	5	4.2
5	Principal spells out school goals clearly to teachers and students.	1. M.O.E officials	4	80.0	1	20.0	0	0
		2. Principals	56	93.3	1	1.7	3	5.0
		3. Teachers	183	90.2	8	3.9	12	5.9
		4. P.T.A officials	111	94.1	4	3.4	3	2.5
6	Principal makes adequate provision of teaching materials to enhance good teaching and learning.	1. M.O.E officials	4	80.0	1	20.0	0	0
		2. Principals	54	90.0	2	3.3	4	6.7
		3. Teachers	169	83.3	10	4.9	24	11.8
		4. P.T.A officials	114	96.6	2	1.7	2	1.7
7	School head share responsibilities in school for easy maintenance of discipline.	1. M.O.E officials	5	100	0	0	0	0
		2. Principals	54	90.0	3	5.0	3	5.0
		3. Teachers	196	96.5	3	1.5	4	2.0
		4. P.T.A officials	114	96.6	2	1.7	2	1.7

	Item Statement	Categories of Respondent	RESPONSES					
			Agree		Undecided		Disagree	
			freq	%	Fre	%	freq	%
8	Teachers start each day of school with the positive expectation that students will behave well.	1. M.O.E officials	5	100	0	0	0	0
		2. Principals	58	96.6	0	0	2	3.4
		3. Teachers	195	96.1	1	0.5	7	3.4
		4. P.T.A officials	116	98.4	1	0.8	1	0.8
9	Teachers avoid open confrontation with students.	1. M.O.E officials	4	80.0	1	20.0	0	0
		2. Principals	58	96.6	1	1.7	1	1.7
		3. Teachers	168	82.8	10	4.9	25	12.3
		4. P.T.A officials	97	82.2	6	5.1	15	12.7
10	Teacher is encouraged to possess the attribute of a good teacher in order to maintain discipline in class.	1. M.O.E officials	5	100	0	0	0	0
		2. Principals	58	96.6	1	1.7	1	1.7
		3. Teachers	192	94.6	7	3.4	4	2.0
		4. P.T.A officials	110	93.2	6	5.1	2	1.7

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. Ameh and Masanawa (2013) posited 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 school education.

**Hypotheses Testing**

The researcher formulated eight hypotheses in null form for the study. These were aimed at determining

the possible significance difference between the opinions of the respondents that include Ministry of Education Officials, Principals, teachers and P.T.A officials on the management of secondary schools in southern Kaduna senatorial zone.

All the hypotheses were tested at the 0.05% of significance using Oneway analysis of variance (ANOVA) with degree of freedom (df)3. Thus, a total of 386 questionnaire returned which shows df of (3,382) within groups

**Hypothesis 1:** This hypothesis states that, 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. For details see section B of the questionnaire.

**Table 3;** Analysis of variance (ANOVA) on the opinions of Ministry of Education Official, Teachers, Principals and Parents on funding of secondary school education in the area of study.

Variable	Sum of squares	Df	Mean square	F.cal	Prob	Critical value
Between Groups	737.515	3	245.838	4.754	.03	8.85
Within Groups	97531.938	382	51.712			
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 4.** Analysis of variance (ANOVA) on the opinions of ministry of education officials, teachers, principals and parents on discipline in secondary schools in southern Kaduna senatorial zone.

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

From the table 4 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

## FINDINGS OF THE STUDY

This section presents the summary of major findings of the study: The findings revealed that: -

1. The perceptions of the respondents that government as well as development partners should increase their funding to secondary schools.
2. It is the opinions of respondents that school need to works in collaboration with parents to

ensure that students are well disciplined as well as the need for school heads to share responsibilities in school for easy maintenance of discipline and that teachers should start each day of school with the positive expectation that students will behave well.

## CONCLUSION

Majority of the respondents hold the opinions that funding of secondary schools is a joint responsibility of government, MDGs, NGOs as well as well-meaning individuals in the society. From the result of the study, it was discovered that parents and teachers need to be made members of disciplinary committee in schools. Also, school principals need to share responsibility and spelt out school goals clearly to teachers and students.

## RECOMMENDATIONS

In view of the findings and conclusions of the study, it is hereby recommended that:

1. 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.
2. 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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