

Shared Constraints Experience by Private Secondary Schools and Management Approaches in Delta State

ATAINE Juliet Asoro (PhD)
State Universal Primary Education Board

Abstract

This study examined shared constraints experience by private secondary schools and management approaches in Delta State. The study is a descriptive survey which adopted the ex-post facto design. The population encompasses 324 principals of private secondary school which are registered under Delta State post-primary education board. Sampling technique adopted was stratified sampling technique and 162 respondents were selected for the study, representing 50% of the entire population. Self-developed instrument was used to solicit information from respondents. The instrument was titled Shared Constraints Experience by Private Secondary Schools and Management Approaches Questionnaire (SCEPSSMAQ). It was validated through face and content validity and thereafter subjected test re-test reliability using 20 respondents omitted from the core study and a coefficient of .78 was obtained shows a high reliability index. Data obtained was analysed using mean rating and standard deviation to answer research questions with benchmark of 2.50 while hypotheses was tested using t-test at .05 level of significance. Findings show that private secondary schools in Delta State have shared constraints experience on lack of overtime allowance, inadequate teachers, less qualified teachers, lack of space among others. It was also revealed that these constraints can be address or managed through siting schools in an environment that is conducive for learning and have establish a salary structure for private schools. It was recommended amidst others that private secondary schools in Delta State should follow appropriate guidelines in establishing a school.

Keywords: Shared Constraints, Experience, Private Secondary Schools, Management Approaches, Delta State.

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I. Introduction

Social awareness, mobilization, effective development, and instrument for political survival of any country is the biggest aim of education. Universally, education is considered as a right to every human and should be accorded to them. Education is considered as a fundamental human right by many international human right organisations. In Nigeria, the prime aim of education is to alter knowledge and skills by means of learning for the development of persons and societies regardless of race; tradition; religion; political or cultural background (Adavbiele, 2016). Resources such as human, capital, materials and learning have extremely battered quality of education. Insufficient attention to tackle educational constraints have resulted to high degree of school dropout, joblessness and greater effort in improving production and boosting economy of the country. (Udofot, 2005).

In Nigeria, secondary education holds the most significant aspect in educational system. The responsibility of education for her citizenry cannot be shouldered by government alone in a developing nation like Nigeria, this has resulted to communities, private individuals, corporate organisations and even missionaries to establish secondary schools. These schools are anticipated to operate similar curriculum and admit pupils who have finished their primary education. The schools are equally expected to provide essential instructional facilities, employ qualified tutors and manage the school with regard to procedures and guidelines laid down by ministry of education. Government welcomes contribution of charitable agencies, communities and individuals in the establishment of secondary education but guidelines mandatory must be followed (FRN, 2004).

Statement of the Problem

There is speculation that private secondary schools have been confronted with constraints in multi-dimensional facets which affect the effectiveness of the system. Such problems include challenges of inadequate funding, insufficient staff strength, improper communication, lack of cooperation from the teachers, students not being punctual and regular to school, increase in indiscipline behaviour of students and teachers, among others. These constraints have influence private secondary schools, such that the integrity of its certificate is becoming uncertain and endangered. It seems that private secondary schools are fast losing their relevance and value as its underlying aims and objectives within the overall national development objectives are being defeated.

Purpose of the Study

The general purpose of this study is to examine shared constraints experience by private secondary schools and management approaches in Delta State. In specific, the study was set to;

1. identify the shared constraints experience by private secondary schools in Delta State; and
2. investigate management approaches to the constraints experience by private secondary schools.

Research Questions

The following research questions guided the study;

1. What are the shared constraints experience by private secondary schools in Delta State?
2. What management approaches can be adopted to address the shared constraints experience by private secondary schools.

Hypotheses

The following hypotheses were formulated;

1. Significant difference does not exist between male and female respondents on their assessment of shared constraints experience by private secondary schools in Delta State.
2. Significant difference does not exist between male and female respondents on their assessment of management approaches that can be adopted to address the constraints experience by private secondary schools.

II. Literature Review

Aslam (2009) reveal that male are certainly more prospective to be sent to private schools than female within the household. The author discovered that private schools are better in terms of quality and more efficient than government schools in teaching literacy skills and mathematics. Formichella (2011) found a correlation between school's administrative arrangement and students' scholastic performance diminishes when school environment is taken for granted. In response of teachers Al-Mozain (2011) discovered no significant differences in connection with problems of orphan student, with respect to gender, specialization and experience. Al-Tawil and Al-Manseer (2011) revealed that private schools are confronted with problems of working conditions; proprietors; students; school administration; rules and regulations. Quality assurance; facilities/equipment; surroundings; fund; incentive and manpower have been identified by Ugochukw (2013) as problems experience by private secondary schools. Muhammad and Muhammad (2014) pointed out that main constraints private schools face were related to school physical facilities and administrative authorities. Yousra (2014) indicated that private schools in Jordan are confronted with internal and external difficulties like monetary, teachers' turnover, intervention of parents in school work, inadequate relationship between school authorities and teachers. Omede (2015) identified regular upward and exorbitant school fees, examination malpractice, propagation of inferior institutions, elevation of class awareness and distinctions, use of unqualified administrative staff and teachers, insufficient infrastructural facilities.

In addressing the constraints facing private secondary schools, Ugochukwu (2013) pointed out that an individual who intend to establish private school should provide evidence of completed school premises with approval from several government agencies in connection with such approval, staff recruitment and development processes, conditions of service for staff, development plan of facilities for short and long term, staff/students personnel policy. Adavbiele, (2016) revealed that worries of educational system in Nigeria can be eliminated by acceptable educational funding, trained and sufficient teachers, adequacy of facilities, availability of instructional resources, use of audio visual in classroom lessons, recommended text for all levels of education and suitable supervision. Ike (2017) emphasised on government and private sector to pull resources towards in development of education, re-orientating and educating teachers, need to discourage academic dishonesty by parents and students, establish technical and vocational education centres, enrolment fees for external examination for primary six and secondary schools should be taken over by government, qualitative and inexpensive education made available for all, properly staffing and equipment of schools, impartial and equal opportunity for aspirants seeking job placement.

III. Method

This study is a descriptive survey which adopted the ex-post facto design. The population encompasses 324 principals of private secondary school which are registered under Delta State post-primary education board. Sampling technique adopted was stratified sampling technique and 162 respondents were selected for the study, representing 50% of the entire population. Self-developed instrument was used to solicit information from respondents. The instrument was titled Shared Constraints Experience by Private Secondary Schools and Management Approaches Questionnaire (SCEPSSMAQ). It was validated through face and content validity and thereafter subjected test re-test reliability using 20 respondents omitted from the core study and a coefficient of .78 was obtained shows a high reliability index. Data obtained was analysed using mean rating and standard

deviation to answer research questions with benchmark of 2.50 while hypotheses was tested using t-test at .05 level of significance.

IV. Presentation of Result and Discussion

Research Question 1: What are the shared constraints experience by private secondary schools in Delta State?

Table 1: Mean rating and standard deviation on shared constraints experience by private secondary schools

S/N	Shared constraints experience by private secondary schools	Mean	SD	Remark
1.	Lack of overtime allowance	3.01	.84	Agree
2.	Inadequate teachers	2.99	.81	Agree
3.	Less qualified teachers	2.99	.81	Agree
4.	Lack of space	2.95	.83	Agree
5.	Lack of conducive learning environment	2.83	.81	Agree
6.	Insufficient classroom	2.75	.81	Agree
7.	Low staff remuneration	2.71	.82	Agree
8.	Improper siting of school	2.65	.77	Agree
9.	Lack of instructional facilities	2.47	.85	Disagree
10.	Lack of support from school administrator	2.40	.83	Disagree
Average mean rating		2.78	.82	Agree

In Table 1, result shows that respondents agree on items 1-8 with mean rating above 2.50 while respondents disagree on items 9-10 with mean rating below 2.50. An average mean rating of 2.78 revealed that private secondary schools have shared constraints experience on lack of overtime allowance, inadequate teachers, less qualified teachers, lack of space, lack of conducive learning environment, insufficient classroom, low staff remuneration and improper siting of school.

Research Question 2: What management approaches can be adopted to address the shared constraints experience by private secondary schools.

Table 2: Mean rating and standard deviation on management approaches to address shared constraints experience by private secondary schools

S/N	Management approaches to address shared constraints experience by private secondary schools	Mean	SD	Remark
1.	Follow appropriate guidelines in establishing a school	3.15	.64	Agree
2.	Site schools in an environment that is conducive for learning	3.01	.75	Agree
3.	Have a salary structure	2.99	.75	Agree
4.	Establish a mutual relationship between staff and management	2.90	.50	Agree
5.	Employ teachers based on merit	2.89	.53	Agree
6.	School surrounding should be conducive for learning	2.85	.61	Agree
7.	Provide overtime allowance for teachers	2.77	.54	Agree
8.	Provide appropriate teaching facilities	2.64	.66	Agree
9.	Sufficient space for recreational activities	2.62	.58	Agree
10.	Classroom should be of standard measurement	2.61	.54	Agree
Average mean rating		2.84	.61	Agree

Result in Table 2 shows that respondents agree on all items with mean rating above 2.50 benchmark. Thus, management approaches can be adopted to address the shared constraints experience by private secondary schools includes; follow appropriate guidelines in establishing a school, site schools in an environment that is conducive for learning, have a salary structure, establish a mutual relationship between staff and management, employ teachers based on merit, school surrounding should be conducive for learning, provide overtime allowance for teachers, provide appropriate teaching facilities, sufficient space for recreational activities and classroom should be of standard measurement.

Hypothesis 1: Significant difference does not exist between male and female respondents on their assessment of shared constraints experience by private secondary schools in Delta State.

Table 3: t-test summary table of difference between male and female respondents on their assessment of shared constraints experience by private secondary schools

Gender	N	\bar{x}	Df	Level of sign.	t-cal.	t-crit.	Decision
Male Respondents	71	2.51	160	.05	0.71	± 1.96	Not Significant
Female Respondents	91	2.58					

Data in Table 3 shows that the calculated t-value of 0.71 is less than the critical value of ± 1.96 at .05 level of significance this implies that significant difference does not exist between male and female respondents on their assessment of shared constraints experience by private secondary schools in Delta State.

Hypothesis 2: Significant difference does not exist between male and female respondents on their assessment of management approaches that can be adopted to address the shared constraints experience by private secondary schools.

Table 4: t-test summary table of difference between male and female respondents on their assessment of management approaches that can be adopted to address the shared constraints experience by private secondary schools

Gender	N	\bar{x}	Df	Level of sign.	t-cal.	t-crit.	Decision
Male Respondents	71	2.78	160	.05	0.65	± 1.96	Not Significant
Female Respondents	91	2.80					

Data in Table 4 shows that the calculated t-value of 0.65 is less than the critical value of ± 1.96 at .05 level of significance this implies that significant difference does not exist between male and female respondents on their assessment of management approaches that can be adopted to address the shared constraints experience by private secondary schools.

V. Discussion of Results

Finding shows that private secondary schools have shared constraints experience on lack of overtime allowance, inadequate teachers, less qualified teachers, lack of space, lack of conducive learning environment, insufficient classroom, low staff remuneration and improper siting of school. Hypothesis tested revealed that significant difference does not exist between male and female respondents on their assessment of shared constraints experience by private secondary schools in Delta State. This finding supports Al-Tawil and Al-Manseer (2011) who revealed that working conditions; school owners; students; students-parents; school administration; rules and regulations are major problems confronting private schools. Ugochukwu (2013) who established that quality assurance; facilities/equipment; environment; fund; motivation and manpower were problems experience by private secondary schools. Muhammad and Muhammad (2014) who pointed out that foremost challenges private schools encounter were in connection to authorities and physical school facilities. Yousra (2014) indicated that private schools encounter challenges such as financial; teachers' turnover; parents intervening in school work; schools face; weak relationship between teachers and school administrator.

Finding shows that management approaches can be adopted to address the shared constraints experience by private secondary schools includes; follow appropriate guidelines in establishing a school, site schools in an environment that is conducive for learning, have a salary structure, establish a mutual relationship between staff and management, employ teachers based on merit, school surrounding should be conducive for learning, provide overtime allowance for teachers, provide appropriate teaching facilities, sufficient space for recreational activities and classroom should be of standard measurement. Hypothesis tested revealed that significant difference does not exist between male and female respondents on their assessment of management approaches that can be adopted to address the shared constraints experience by private secondary schools. This finding supports Ugochukwu (2013) who pointed out that individuals who want to establish private school should provide confirmation of complete school structures with authorization from government agencies in charge of school establishment, staff recruitment process/development, conditions of service and financial plans that will cover ten years. Adavbiele (2016) who disclosed that suitable funding of schools, use of qualified and sufficient teachers, endowment of facilities and structures in schools, provision of resources for

teaching/learning resources to address challenges facing private schools. Ike (2017) who stressed on government and private sectors have to tweak in more exertion and resources concerning educational development.

Conclusion

Private secondary schools in Delta State have shared constraints experience on lack of overtime allowance, inadequate teachers, less qualified teachers, lack of space among others. These constraints can be address or managed through following appropriate guidelines in establishing a school, site schools in an environment that is conducive for learning and have a salary structure.

Recommendations

1. Private secondary schools in Delta State should follow appropriate guidelines in establishing a school.
2. Private secondary schools in Delta State should site schools in an environment that is conducive for teaching/learning.
3. As a matter of urgency, there is need for private schools particularly those in Delta State to have a salary structure of uniform payment and provide overtime allowance for teachers.
4. School administrators and management should establish a mutual relationship between staff and staff, staff and students and management and staff.
5. Employment of teachers into private secondary schools should be based on merit and qualification.
6. Private secondary schools in Delta State should provide appropriate teaching facilities, sufficient space for recreational activities and classroom should be of standard measurement.

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