COMPARATIVE ANALYSIS OF MANAGEMENT OF PUBLIC AND PRIVATE SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN BUSINESS EDUCATION

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
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MARCH, 2018

DECLARATION

I declare that this dissertation titled Comparative Analysis of Management of Public and Private Secondary Schools in Kaduna State, Nigeria, has been carried out by me in the Department of Vocational and Technical Education. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

_____ _____

Abdullahi Daniel Uzoma EZE **Date**

CERTIFICATION

This dissertation titled COMPARATIVE ANALYSIS OF MANAGEMENT OF PUBLIC AND PRIVATE SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA, by Abdullahi Daniel Uzoma EZE meets the regulations governing the award of the degree of Master of Business Education of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to My parents, Mr. and Mrs. Eugene and Stella Eze.

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OPERATIONAL DEFINITION OF TERMS

i. **Management**: - The way and manner a school is run vis-à-vis level of employment of teachers, provision of instructional teaching materials, school supervision, Infrastructural facilities, students Enrolment in school.

ii. **Private Secondary School**: - Private owned secondary schools in Kaduna State.

iii. **Public Secondary School:** - State owned secondary schools in Kaduna State.

ABSTRACT

The study was a comparative analysis of the management of public and private secondary schools in Kaduna State, Nigeria. The study had five specific objectives, five research questions and five null hypotheses. Descriptive survey research design was used for the study. The population of the study is one thousand five hundred and twenty eight (1528) which consists of principals from all public and private secondary schools in Kaduna State. Out of this number, three hundred and seven (307) were purposively sampled in the State from each of the two Local Government Areas. The researcher developed a checklist for data collection. The researcher collected a letter of introduction from the department of vocational and technical education, that enabled the researcher to collect official data needed for the study from Ministry of Education Kaduna State and other schools in the state. The data collected were analyzed using frequencies and percentages, while, the hypotheses were tested using t-test at 0.05 level of significance. The study results among others revealed that, public secondary schools were provided with more instructional materials than private secondary schools in Kaduna State. The study concluded that, Public secondary schools are better than private schools in terms of provision of instructional materials. The study recommends that proprietors of private secondary schools in Kaduna State should build on standard through the provision of adequate instructutional resources like their counterparts in public secondary schools.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Kaduna State was part of the former North Central State, which was created in 1967 when Nigeria changed from four (4) regional system to 19 state structure. In 1987, it was divided into two along the line of the old provincial boundary, thus Katsina province became Katsina State, while Zaria province formed the present Kaduna State.

The state capital is Kaduna, a status it has enjoyed since the old Northern region days. There are twenty three (23) Local Government Areas (LGAS) in the state, and Kaduna State covers an area of 44,408.3 square kilometers. The population according to 2006 census is 6,066,562, which then put the density at about 137 persons per square kilometer.

Kaduna State is a major industrial axis in the North, while Kaduna town has a lot of commercial activities and industries like the Peugeot car assembly and the petroleum refinery and textile industries. The state has an airport, which is accessible all year round because of fair weather. The State also has a major railway junction for the entire railway system between the North and the South.

Kaduna State Government (KSG) attaches high priority to the education of its citizens and had made concerted efforts to address the long-standing problems of low enrolment and poor educational quality, particularly at the primary and secondary education levels. The main interventions have been the restructuring of the school system, large-scale recruitment of teaching staff, the construction of many new classrooms and facilities and rehabilitation of existing ones,with the procurement of equipment and related teaching aids. (Kaduna 2015).

The objectives of education in Kaduna State, is to produce citizens who will be of use to the entire nation. There were Missionary bodies in so many communities in the State with the aim to enhance standards of education. History shows that at a time the Nigeria government took over schools from the missionary bodies, it was committed in providing and ensuring sustained improvement in the schools. To this end, the government was involved in development plans such as provision of transportation, communication, as well as social overhead, such as education and health. At a point the federal government saw the number of population of Nigerian children that enroll in secondary schools as large to fund all the schools. In this way, it is understood that economic retrenchment at all levels of government is one of the reasons that propels the issuance of lience to individuals in Nigeria to operate private secondary schools when the role of welfare state has been constrained. (Chiang, 2012).

Since the government can not fund education properly, the federal government, international agencies and donor financiers intensified increased coverage of education to ensure that all children go to school which necesitated the issuance of license to private providers to establish private schools in Nigeria. Comparatively, license issued to private individuals is used interchangeably as commercialization and public secondary schools is linked to government own schools while principals in both private and public secondary schools is described as management in a comparative sense. The role of school principals also has dramatically changed since 1990. Principals are not only the educational leaders of their secondary schools but managers who are responsible for financing, personnel, and the results of their institutions. Previously, a school principal was an experienced, senior teacher who was promoted for good service to education. Today's school principal must be a qualified leader who understands education development and has solid management skills to lead a school. Selection of new secondary school principals is often based on procedures more typical

of the private sector, with interviews and psychological tests to confirm the suitability of the candidate (Alava, Halttunen & Risku, 2012). Therefore, the need to ensure education for all which resulted in growing support for commercialization of education sector as an instrument to increase the current provision of the twenty first century. More so, under the growing pressure to meet the education for all goals, ministry of education in Nigeria has adopted the policy in line with privatization, commercialization and derugulation of education. Supporting this statement, Saidu (2011) stated that Nigeria commercialization and privatization Decree No.25 of 1988, is the reorganization of enterprises wholly and partly owned by the government in which such commercialzed enterprises shall operate as profit-making ventures and without subvention from government'. The commercialization of education in Kaduna State is seen as transformation of public goods and services into products that are privately owned by individuals or corporations and sold for profit. This has emerged the concept of education operating as an entrepreneurial industry in which institutions and other providers are competing for financial gains. Hence education is increasingly being treated by providers and consumers as a commercial product that can be bought and sold like any other commodity. The logic of this new perspective has placed more of the burden for financing education on it users.

For better understanding in exploring the private secondary school in teaching and learning environment, commercialized schools (private schools) influence commercial behaviors in their schools. In this case, commercialized schools refered to everyday effort within individual private schools which utilize contemporay managerial concepts and innovations to operate like business enterprise and customize various educational programs to serve different needs of their customers. The private schools also focused on how academic program compete in the market (among other private schools), by promoting their programs like other strategies that help advertise and deliver

educational program. In line with this, some private schools adopted corporate patterns of culture and practices into the traditional public schools by using various market-oriented activities which was the benefit in commercializing education sector in Nigeria by increasing private revenue that balance education sector.

Commercialized private schools are being applauded for taking up commercail behaviors, many are questioning the standard of education in Nigeria whether increasing private schools involvement in the commercialization process will lead to a decline in traditional academic value of education. A lot believed that the increase of private schools will caused education sector to lose their spirit and essence, and devastate the traditional standard of education. Many people have indeed given serious thought to the standards issue of education on the areas like enrolment ratio in line with students teacher ratio, the qualification of teachers in private secondary schools, infrastructural facilities, the academic performance of students in private secondary schools compared to those in public school and the instructional material used in private secondary schools as a standard of education.

In all the different types of standards enumerated, it is realised that information have to be collected to make useful and meaningful decision about the status-quo of the quality of education which is an extension of educational standards. These concern in turn, have implication for the content, quality and availabilty of infrastructure in teaching material and facilities, availabilty of teaching staff, manpower development, staff qualification, students enrolment ratio with teaching staff available and supporting staff in secondary schools in Kaduna State, Nigeria.

Reduction in subvensions to schools, have made them to find their own funding and resource. This situation led private schools today in such away that even grades are compromised for money, admission and forgery of results and lack of good evironment which has resulted in the change of society's perception about the need,value and

standards of education. This is why secondary schools are continuously breeding half-baked WACE and NECO holders into higher institutions who can not translate what they learned into practice in the real world.

Management of educational sector have come to stay in Nigeria, but the questions on factors challenging the prospect of the standard of education in Private Schools, the quality control of their staff qualification, infrastrature, enrolment ratio and the students academmic performance at large. Based on all the variables highlighted, this study investigate comparative analysis on the management of public and private secondary schools in Kaduna state, Nigeria.

1.2 Statement of the Problem

The educational sector in Nigeria is under continious criticism due to perceived falling standard of education. One major factor that has been attributed to be fundational basis, is the commercialized private secondary schools in Kaduna State, Nigeria. Scholars have continue to argue on the extent to which commercialization has contributed to falling educational standard. They have tied employment of teachers, as a result of profit maximisation which has consequently been attributed to precipitated the downward trend of education standard compared to public secondary schools.

One factor that has been ascribed to have fuelled by commercialization of schools is in adequate infrastructural facilities in public schools associated with acquisition and development of facilities and teachers. It is still argued that in public secondary school there may in adequate building, funitures such as chair and desk for the students. Consequently, the contribution of commercialization of education is the provision of adequate materials, that may also ultimately tied to finacial requirement for acquisation and maintainance. The provision of the instructural material and its userbililty has been

traced with a gap between the way public secondary schools is suplied with instructural material compared to its counterpart in private secondary schools.

Management skills inposed on untrained principals, as principals operating environments, schools have changed significantly over the last two decades. Gone is the school that the principal administered, ensuring implementation of standards and reporting on implementation. Today, a school as a principal's operating environment is a profit centre run by the principal as the manager of strategy, finances, administration, human resources, pedagogy, performance as well as a diverse service centre. Therefore selection of a wrong principal as a manager is a failure in school management both in private and public secondary schools in Nigeria.

Another issue of discussion is the way the private secondary schools devised to boost students academic performance through external examination bodies that commercially inclined. Centres which in local parlance is known as "miracle centres" have been devised to fraudulently boost performance of the students. Thus, parents have choose to take their ward or children to such schools because of the miracle inrespective of the cost, provided that their children will pass the examination. Another measure is the low teaacher-students ratio, which resulted from inadequate or sufficient teachers in private secondary schools which has been acknowledged by scholars and international agencies to be a major requirement for improved education standard. However, scholars have opioned that both the public and private secondary schools have this problem with teacher to hundered students in a classroom, mostly in public schools. But government have tried in providing instuctural materials to secondary schools in Kaduna state towards improve standard of education.

Thus, discussing the aforementioned issues among, following claims of potential shortcomings leveled against the management of education and the standard in Kaduna

State, Nigeria, which is the motivational factor that necessitated the investigation on comparative analysis on the management of public and private secondary schools in Kaduna state, Nigeria. as a scholarly contribution to knowledge and learning, become the problem which this study intends to address emperically.

1.3 Objectives of the Study

The mojor objective of this study was to determine the Comparative Analysis of Management of Public and Private Secondary Schools in Kaduna State, Nigeria. The specific objective are to:

(1) determine whether any difference exists between the management of public and private secondary schools with regards to employment of teachers in Kaduna State, Nigeria.

(2) establish whether any difference exists between the management of public and private secondary schools with regards to provision of instructional materials in Kaduna State, Nigeria.

(3) assess whether any difference exists between the management of public and private secondary schools with regards to school supervision in Kaduna State, Nigeria.

(4) findout whether any difference exists between the management of public and private secondary schools with regards to provision of infrastructural facilities in Kaduna State, Nigeria.

(5) investigate whether any difference exists between management of public and private secondary schools with regards to students enrolment ratio in Kaduna State, Nigeria.

1.4 **Research Questions**

In line with the specific objectives answers were sought to the following research questions:

(1) What is the difference between management of public and private secondary schools with regards to employment of teachers in Kaduna State, Nigeria?

(2) What is the difference between management of public and private secondary schools with regards to provision of instructional materials in kaduna State, Nigeria?

(3) What is the difference between management of public and private secondary schools with regards to school supervision in Kaduna State, Nigeria?

(4) What is the difference between management of public and private secondary schools with regards to provision of infrastructural facilities in Kaduna State, Nigeria?

(5) What is the difference between management of public and private secondary schools with regards to students enrolment ratio in Kaduna State, Nigeria?

1.5 **Research Hypotheses**

The following research hypotheses were tested in the study:

(1) There is no significant difference between management of public and private secondary schools with regards to employment of teachers in Kaduna State, Nigeria;

(2) There is no significant difference between management of public and private secondary schools with regards to provision of instructional materials in Kaduna State, Nigeria;

(3) There is no significant difference between management of public and private secondary schools with regards to school supervision in Kaduna State, Nigeria;

(4) There is no significant difference between management of public and private secondary schools with regards to infrastructural facilities in Kaduna State, Nigeria;

(5) There is no significant difference between management of public and private secondary schools with regards to students enrolment ratio in Kaduna State, Nigeria;

1.6 **Significance of the Study**

It's, expected that the findings of this study would be beneficial to the following stake holders: ministry of education, proprietors of private schools and parent, principals of public and private schools.

The findings of this dissertation will be of benefit to the Kaduna State ministry of education it is one body responsible for employment of teachers in public schools, monitoring the academic programmes of Kaduna state secondary schools. The ministry should impliment strong strategies of inspection or checking the quality control of the standard among the public and private schools in Kaduna state that will make the recipients of the programme more relevant to the society.

The study findings will motivate the proprietors of private schools within or out side Kaduna state to mentain the standard and help proprietors to provide the items on the checklist in their schools to benefit both staff and the students.

The study will also help to direct the perception of parent about commercialized schools (private schools), seeing that some of the private schools have the required standards checklist. It further will create competition among the private schools

particularly low standard, that motivate parents to send their children to standard schools.

The study will inform school principals both in public and private sechools more about standard requared to run the administration of school, based on standard checklist.

1.7 Delimitation of the Study

The study was delimited to two (2) Local Government Areas (LGAS) each from three (3) senatorial Zone of Kaduna State namely: Kaduna North Zone, Kaduna South Zone and Kaduna Central Zone, which cover the entire 23 LGA of the state.

The study was also delimited to principals from private and public secondary schools from three senatorial zone, This was done in order to conveniently handle the population which fairly represent the 23 LGA of Kaduna state. The researcher also delimites the procedure for data collection to range from 2005-2010. The researcher choose private and public secondary schools in this study in order to justify the license given to private individual to operate schools inline with commercialization.

1.8 Basic Assumptions

This study was based on the assumptions that:

(1) Private and public secondary schools in Kaduna State employ enough teachers in Kaduna State, Nigeria.

(2) Private and public secondary schools in Kaduna State make enough provision of instructional materials in Kaduna State, Nigeria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is intended to review related research work. This is essential because the review of the related literature provided a theoretical base for the researcher to build upon and provided the researcher with a sense of direction. The chapter focused on the following sub-headings:

2.1 Theoretical Framework

2.2 Conceptual Framework on Management of Schools in Nigeria

2.2.1 Concept of Secondary School Management

2.2.2 Concept of Standard of Education in Nigeria

2.4 Evolution of Private Secondary School Ownership in Nigeria

2.5 Employment of Teaching Staff in Secondary Schools

2.6 Availability of Infrastructural Facilities in Secondary Schools

2.7 Availability of Instructional Teaching Materials in Secondary Schools

2.8 Students-Teacher Enrolment Ratio in Secondary Schools

2.9 Supervision of Secondary Schools in Nigeria

2.10 Review of Related Empirical Studies

2.11 Summary of Reviewed Literature

2.1 Theoretical Frame work

The Theory adopted for this study was Educational Management Theory. This theory is concerned with operation of school and its administration. The researcher has argued that, the six models of educational management theories should be tied to the principal as a key player of secondary school management. The pursuit of organizational goals and objectives of a secondary school reflect on the principals performance. The key issue here is the extent to which school managers (principals)

are able to modify government policy and develop alternative approaches based on school administration.

Bush (2011), based on four element including the level of agreement about objectives, the concept of structure, the level of environmental influences and the most appropriate strategies within the educational organizations has categorized the models of educational management theory into six clusters which are formal, collegial, political, subjective, ambiguity and cultural models.

Formal

Structural, systems, bureaucratic, rational and hierarchical models constitute the formal models of educational management (Bush, 2011). These models assume that the structure of the organizations is hierarchical and predefined objectives are pursued based on a rational method. The authority and power of heads is the product of their formal positions and also these managers are responsible and accountable to sponsoring bodies for the operation and execution of agreed policies in their institutions. Formal models of educational management are linked with the managerial leadership style (Bush, 2011, p.60). This style of leadership has some assumptions such as concentration on execution of actions, tasks and activities proficiently as a means of facilitation of other organizational members activities, high degree of rationality in the behavior of organizational members and allocation of authority and influence to formal positions based on the status of the positions within the organizational chart (Leithwood, Jantzi & Steinbach 1999). Moreover, managerial leadership, unlike most of the leadership styles, does not encompass vision as a core concept since it is concentrated on successfully management of existing activities rather than dreaming a better future for the educational organization (Bush, 2011).

Collegial

The second models of educational management are collegial models. Major assumptions of these models are policy determination and formulation, decision making based on a process of discussions, agreements and consensus and sharing the power among some or all of the members of the organization who are considered to have a common perception of the organizational objectives (Bush, 2011). Collegial models are linked with three leadership styles which are transformational leadership, participative leadership and distributed leadership (Bush, 2011). The core assumptions of transformational leadership are concentration on commitments and competences of organizational members and the fact that the higher level of personal commitments to organizational objectives as well as greater capacities for goal attainment would contribute to the productivity of the organization (Leithwood, 1999).

Political

The third model of educational management is the political model (Bush, 2011) which assumes that educational policies and decisions in the institutions stem from a complicated process of bargaining and negotiation over the goals of subunits and specific policy objectives are pursued by interest groups through formation of alliances. Also conflict is a natural phenomenon based on this model and power accrues to coalitions with higher level of dominance instead of being the preserve of the formal leader in the organization. The practice of this model in educational settings has been called Micro-politics as well.

Subjective

The fourth educational management model is the subjective model (Bush, 2011). This model mainly stresses the aims and perceptions of individual members in the organization rather than subgroups, units or the whole organization and thus the concept of organizational objectives is rejected based on this perspective. Hence,

organizations are depicted as complicated entities reflecting interpretations and understandings of its members derived from their backgrounds, beliefs, values, and experiences and are formed based on the interaction of perceptions of these organizational members rather than something unchanging, stable or preset. In other words, organizations have different meanings for their members and finally, based on subjective model, relationships with external environments are considered subservient and therefore, little attention is paid to these interactions from subjective perspective. With respect to related leadership styles to subjective model of educational management, it may be noted that postmodern and emotional leadership are aligned with subjective model (Bush, 2011).

Ambiguity

Bush (2011) presented ambiguity model as the fifth educational management model in his classification which stresses in turbulence, confusion, instability and complexity of organizational life, loose coupling within the groups, uncertainty and unpredictability, sensitivity to the signals emanated from the external environment, emphasis on decentralization, lack of clarity of organizational objectives and low level of appreciation of processes due to the problematic technology utilized within the organization and a fluid participation of members in decision making process. Based on an empirical study by Cohen and March (1986) in the context of higher education institutions in the US, it was suggested that the ambiguity is the main feature of universities and the garbage can as the most popular perspectives of ambiguity was developed which rejected the rational process of decision making introduced in formal models. Based on this concept, the decision making process and choice opportunities within it is considered as a fundamental ambiguous activity similar to a garbage can into which different types of problems and solutions are dumped. These scholars argued that on the premise of the garbage can, the decisions would be made based on the four

fairly independent streams and interaction between them which are problems, solutions, participants in the process of decision making and the choice opportunities.

Cultural

The sixth model of educational management is cultural model (Bush, 2011). Based on this model, some concepts such as ideas, beliefs, norms, values, attitudes, symbols, rituals, traditions and ideologies are considered as central to organizations and the members behave and assess the behavior of other members based on them. Moreover, it focuses on how understanding and viewpoints of members are integrated into common organizational meanings.

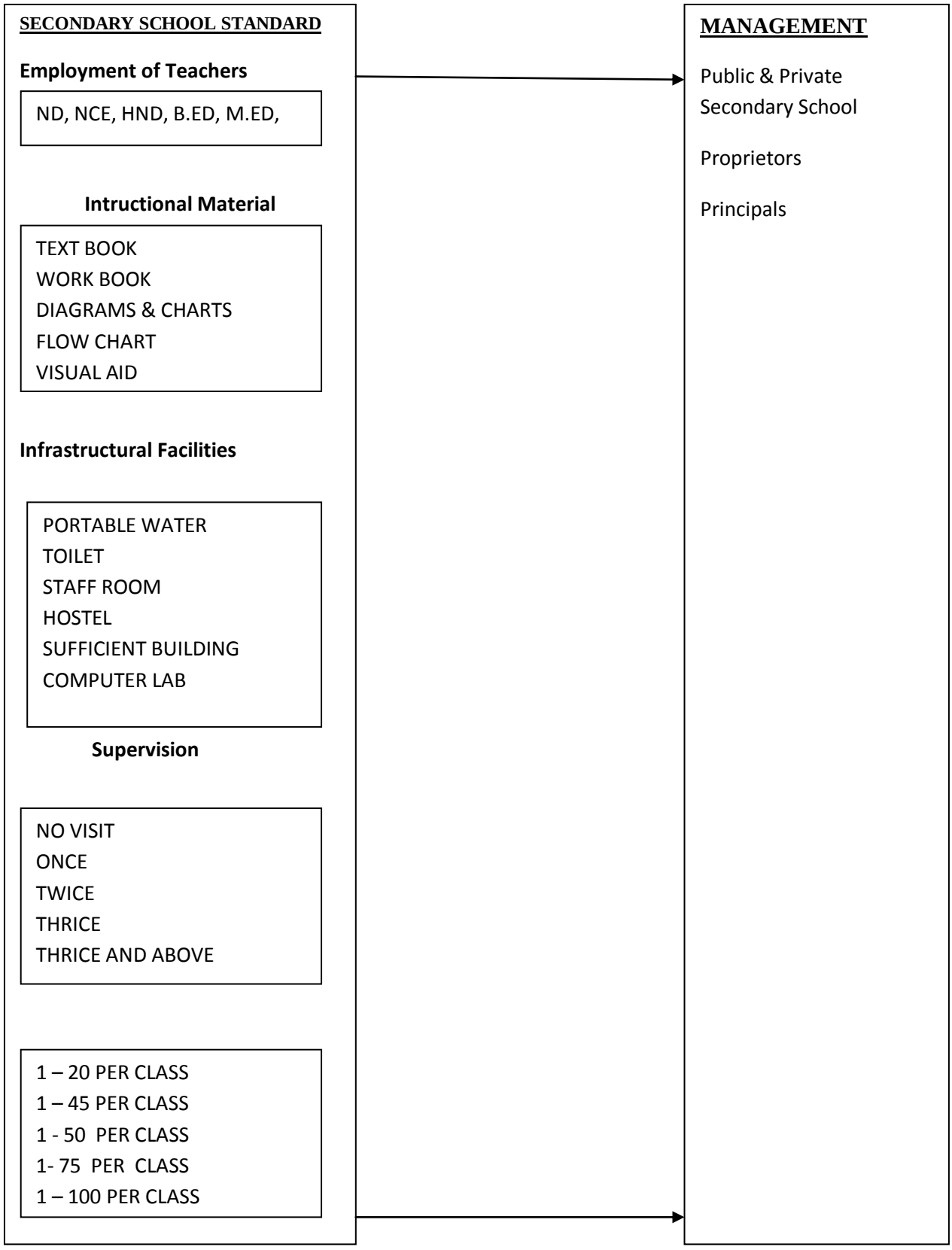
The most relevant leadership style to be aligned with cultural models of educational management is moral leadership which stresses in the values, beliefs and ethics of leaders in the organization (Bush, 2011). Some other terms has also been used by scholars to define moral or values-based leadership including ethical leadership (Starratt, 2004; Begley, 2007), authentic leadership (Begley, 2007), spiritual leadership (Woods, 2007), and poetic leadership (Deal, 2005).

Based on the aforementioned, the researcher agreed with the linking of six models of educational management theory to principals of secondary schools as a manager that over see all the policy determination and formulation, decision making, process of bargaining and negotiation over the goals of subunits and specific policy objectives are pursued, stresses the aims and perceptions of individual teachers in the school rather than subgroups, units or the whole organization, concepts such as ideas, beliefs, norms, values, attitudes, symbols, rituals, traditions and ideologies are considered as central to organizations.

Figure 1

2.2 Conceptual Framework on Management of Schools in Nigeria

Independent Variable **Dependent Variable**



source: Adapted by the researcher

Figure 1 shows linkage and interalationship between the independent variables and dependent varibles. The independent variables such as employment of teachers, instructional materials, infrastructural facilities, supervision of teachers, enrolment ratio of students are linked to secondary schools standard in Nigeria while the dependent is linked to the daily activities of the principals of secondary schools as the management of schools.

Employment of teachers in secondary school is based on their level of qualification from ND, NCE, HND, B.ED and M.ED. Literature supporting teacher certification requirements for employment contends that teaching is a profession that requires specialized skills and that certification ensures at least minimal standards in teacher quality (Hill and Gruber, 2011). However, there is another side to the debate,employment of a teacher, one that argues certification is a barrier to entering the profession, and notes the limitations of the research on the positive benefits of teacher certification and educational outcomes (Walsh as in Hill and Gruber, 2011). Base on the debate, today private secondary schools employ both teachers with ND and NCE certificate as a requirement for employment while the public secondary schools teachers are employed base on teaching profession such as NCE and B.ED certificate.

Instructional Materials, report by Bunyi, (2012) stated that, government is responsible for providing all school materials including textbooks. However, studies continue to report serious shortages of textbooks in classrooms. Policy issues related to the production of teaching-Learning materials and procurement of textbooks and other teaching- learning materials have been put in place to ensure availability of textbooks and other learning materials in schools, not effective though.

The learners are called to participate fully in the lesson, do experiment and where possible, improvise the learning materials from the locally available materials.

An object well-handled practically impresses itself firmly in the mind than object merely seen from a distance, Yadar, (2007) and UNESCO,(2008).Seeing, touching and listening which are characteristics of instructional materials are gateway of human learning in this 21st century. Aramide and Bolarinwe (2010) opine that instructional materials have the potential for enhancing students learning. Its role in teaching and learning is one of the most important and widely discussed issues in contemporary education policy. Similarly, Sempebwa (2009) noted that two decades after the liberalisation of private secondary school in Nigeria, educationists are still faced with the dilemma of declining levels of quality instructional material in secondary schools.

John,(2014) reported that, standard form for public schools with inspection and evaluation on public infrastructural facilities performed by qualified professionals within the last 5 years had been undertaken to improve the efficiency at the school, In a bid to attract students, many private secondary schools are said to be spending money on non-priorities such as school buses for boarding schools and expensive recreational facilities such as swimming pools and fancy buildings. This further increases the cost burden on the parents and robs them of income funds that would have otherwise been invested to create more wealth for the family and the nation at large.

Supervision of schools, are numerous techniques that could be adapted, to ensure efficiency. As it's often acknowledged, the human being is the most complex of creation, hence the supervisor must possess exceptional skills, and repertoire of strategies to perform his responsibilities effectively. Instructional supervisors are therefore expected to induct their supervisees by informing them about their performance expectation. Furthermore, the supervisor is to help "teachers develop a strong understanding of conceptual foundations of the subject matter as well as understanding of how knowledge is created and organized in the subject" (California Commission on Teacher Credentialing (CCTC) This is achieved through a "focus on

how effective teachers achieve their instructional goals and the kind of instructional process they employed."

Gimbert and Nolan (2003) argue that the role of the supervisor is shrouded with ambiguity. However, supervisors are appointed based on their training in education and classroom teaching experience. They are, therefore in a unique position, not only to systematically assist teachers in understanding and practicing the skills involved in the teaching-learning complex that goes on in the classroom. But more importantly to help them develop a set of principles of effective instructional activities through their experience of what works and what does not. Thus, it takes skilled and trained eyes to perceive, understand and observe the teaching-learning activities in the classroom. This is why supervisors relied upon to intervene in, confirm, and/or redirect the teacher's classroom activities. Lack of supervision and regulation was also cited as another contributing factor to commercialisation of education in Nigeria. It was noted by many that government supervisors are poorly motivated. This means that it is possible for private proprietors to start private secondary schools in order to make a quick buck without being stopped or supervised by anybody. This made it worse by lack of information for the members of the public who have no idea about which schools are registered and recognised by government (Twebaze, 2015).

Students-teacher enrolment ratio. Schrum (2002) argues that commercialisation of education in Nigeria has been influenced by the perceived reduction in the enrolment of secondary schools students in public school as a result of funding of educational infrastructual facilities and a sizable classroom of 50 per teacher in a time of rising costs and expectations. This has led to schools being asked to find their own funding which has turned school principals and proprietors into fundraisers. Another aspect of commercialisation is the involvement of business corporations which have invaded

schools with advertising schemes disguised as funding for the schools in the form of advertising in schools buses, sponsorship of school sports activities etc.

2.2.1 Concept of Secondary School Management

According to Farah, (2013), reviewed school management on this like the field of educational management relates varying approaches and established disciplines including economics, general management, psychology, sociology and political science. Good health management is expected to produce planned work done with the help of assigned people, within the allocated budget and within the given deadlines. Education institutions require management to plan, organize, direct, control and evaluate day to day activities to accomplish education goals through coordination education personnel and allocated budgets. Therefore school management and their and principal's discusses the roles of (principal) given to the school leader stands for. This does not mean that there are agreed definitions assigned to each letter as followed:

Planning is defined as a process of setting objectives and determining what should be done to achieve them. It is a decision-making activity through which, managers act to ensure the future success and effectiveness of their institutions and departments as well as themselves".

Planning helps educational managers to anticipate problems and opportunities, to think forward and to contribute efficacy of other managerial functions. Thus, "planning is a role of effective principal to provide a basis for control in a school and set priorities to focus their emergencies on important things first. The effective principle also focuses the attention of the teachers on objectives that can give a performance oriented sense of direction to the school". (Surya, 2011) stated that, the process of educational management consists of three basic functions, namely planning, implementing and controlling. A manager uses these functions to achieve educational organization goals and objectives."

Respects the wishes of the school population, replies their requirements and listens-This means that the effective principal responds the enquiries of the school populations that is the teachers, students, parents and other staff of the school and listens to their complaints. This is a good school management organization and the relations of the school population will be positive when the customers are listened and provided their requirements. “The power of knowledge management, particularly when compared to other changed efforts, it that it maintains focus on people-on faculty, staff and students-and their needs.

Thus, one of the leadership traits is to lead people in the organization through recommendations. The perfect leader does not impose hard orders to the staff but gives them mentoring and advice and staffs are delightful all the time. Like this, effective principal provides instructions and directions to the school populations and invites them to participate in developing education programs. “Principals play a major role in developing a “professional community” of teachers who guide one another in improving instruction.” The effective principal has networking skills and makes early contacts with the school population. She/he is not passive but is proactive and aware what is going internal and external of the schools. “Co-ordination is the process whereby two or more people/organisations work together to deal collectively with a shared task. The responsibility for co-ordination may be assigned to a single individual or a team/group of individuals, in consultation with all the parties concerned. Co-ordination would the major responsibility of a project coordinator, heading a project team.”

The perfect principal consults with the people in the school and initiates constructive changes. He or She accepts the suggestions and good ideas from people, creates atmosphere that letting all participate in school development. **“**Paternalistic form is where the manager makes decisions in the best interests of the employees rather

than the organization. The manager explains most decisions to the team members and ensures that their social and leisure needs are always met. This can help balance out the lack of staff motivation caused by an autocratic management style. Feedback is again generally downward; however feedback to the management will occur in order for the employees to be kept happy. This style can be highly advantageous, and can engender loyalty from the employees, leading to a lower staff turnover, thanks to the Management Structures emphasis on social needs." The effective principal instructs people and accepts their ideas. He or She makes appropriate transformations and information that enable school people to achieve assignments required.

The effective school management participates in school activities and encourages team work. She or He does not make decisions alone but asks people what to do, how to do, when to do and approves their suggestions. "One or more processes in which an individual or group takes part in specific decision-making and action, and over which they may exercise specific controls. It refers specifically to processes in which primary stakeholders take an active part in planning and decision-making, implementation, learning and evaluation. This often has the intention of sharing control over the resources generated and responsibility for their future use." "Team members have the experience and creative thinking that will be needed to ensure attainment of each deliverable." The effective principal attracts school population and motivates them to learn and teach hard. He or She motivates slow learners and rewards hard working and talented ones." A positive school culture is the underlying reason why the other components of successful schools were able to flourish. For example, one principal seeking ways to increase reading comprehension asked for and valued teacher suggestions. As a result, suggestions were developed into action plans that were then implemented. Because the principal valued the expertise of the teachers and allowed the latitude to try new approaches, an unbroken cycle of continuous improvement was

observed in the building. The culture was one where the teachers felt their opinions mattered and felt comfortable enough to take risks and try new methods. Therefore, the positive culture the principal created enabled continuous improvement to occur."

The effective principal leads school to the right direction and learns from other people. He or She follows planned steps and considers feedback from external and internal of the school to make supporting modifications and necessary changes. School principal is the manager of school programs, and interact directly with other stakeholders of school. "Communication between the manager and other stakeholders must flow in both directions. The manager should know, and be an active participant. The gab with the present study is that it focus on public and private secondary schools management in Kaduna state, Nigeria, and with the best of my knowledge this kind of research have not been carried out in Kaduna state in secondary school management.

2.2.2 Concept of Standard of Education in Nigeria

The New International Websters Comprehensive Dictionary (2004) Defined Standard of education as a systematic and generally accepted level of teaching and learning in an educational institution geared towards improving knowledge and developing skills. Drike (2003) Sees Standard of Education as to how education contributes to the public healthy or socio-political and economic development of a nation. Bello (2008) sees it from how secondary school contributes to knowledge and solving problems of mankind. Babalola (2006) focussed on the concept of Standard of Education from the point view of admission of Nigerian public secondary schools.

Similar view was expressed by Gateway to the Nation (2013) who used spoken and written English as parameter for measuring standard of Education, in which Secondary of London conducted a research on West Africa and the result showed that teachers trained by the colonial teachers were better than those trained by the indigenous teachers. In this case, standard is seen to mean the quality and

characteristics of a particular activity either physical, spiritual or intellectual in the life of a person or a nation.

Further more, whichever way one is viewing standard of education in Nigeria, and for one to conclude; there should be certain parameters of measurement. How reliable is this measuring instruments? How valid?, How relevant and adequate? Are there homogenous in terms of time and space, and facilities are the teaching methods the same? Or very similar? What quality of teacher were on ground, what other environmental factors are been considered and what is the mode of assessment now and then. These are relevant questions that are needed for consideration between a value Judgement could be made as to ascertain standard of Education in Nigeria.(Fidelis, 2013).

Thus, this study view standard of education on the following key area such as firstly, employment of teacher, based on qualification (ND, NCE, HND, BA/BSC, B.Ed, MA/MSC, M.Ed, PHD). This study tries to find out the best standard for secondary schools in Nigeria. Secondly, instructional materials, as measures for educational standard; Textbook, Workbook, Literature Textbook, Diagrams and Charts, Flowchart, Visual Aid, Computer Software, Magnectic Media.The study view it as the standard of education that is used in secondary schools. Thirdly, Infrastructural Facilities, in area like Sufficient Building, Borehole Water, Toilet, Sport Facilities, Library, Liboratroy, Hostels, Basketball Court, Main Hall, Staff Room, Internet Facilities, Computer Lab, Swimming Pool. Fourthly, Supervision of Teachers, the study inculcates supervision of teachers as standard of education in respect to how many times was the secondary schools is been supervised year either No Visit, Once, Twice, Thrice in a year which play a role as a standard of education. Fifthly, Teacher Students Enrolment Ratio, the study examine the number of students per teacher in secondary school such as 1-20 per Class,1-45 per Class,1-50 per Class, 1-75 per Class, 1-100 per

Class, Above 100 per Class, which the study opinioned that 1-50 students per class is a standard of education.

Many opinion leaders, commentators, professionals and educationist are always in agreement as to the fact that there is a decline in standard of Education in Nigeria. These views are indeed too worrisome and posed the greatest challenges to our educational sectors and much more to the teachers, lecturers and education officers. Many factors have in the past been considered as to reasons behind the falling standard, yet the status-quo seems to remain the same.

The argument is that, it is not the standard that has fallen but that the products from the school system matter. This is in terms of how the products can be measured in terms of outcome. Bello (2010) said that falling standard of education is a relative term, because there is no well defined instrument to measure it with utmost reliability and validity. Hence, opinion varies. For instance, Nigerian observer (2008) opined that, the issue of the quality of education in Nigeria should be critically analysed before determining whether or not the standard is falling or has fallen.

Osuntokun (2012) observed that the decline in education is not the same as the decline in knowledge. Young people nowadays are more knowledgeable than their parents. The point is, before we can be emphatic on the issue of falling standard one must be comparing two laid down or expected standard. This argument was borned out of the fact that, the present crops of our school levels are more scientifically and technologically inclined than the past ones when standard was said to be higher. But then, what of those in the secondary school who cannot write or speak a simple correct English. These are indeed abound and would indeed be sufficient to conclude that there is falling standard of education in Nigeria.

2.4 Evolution of Private Secondary School Owership in Nigeria

The history of private secondary sechool ownership in education sector in Nigeria could be traced to the period when western education was introduced to the country, in the 19th century. As at the time in question missionaries and churches played dominant roles towards the development and administration of education. Even, when the colonial and self-governments took over the control.

Thus, Ade-Ajayi, in Odeleye, Oyelami and Abike (2012) submited that education is the mechanism by means of which a society generates the knowledge and skills required for its own survival and sustenance and which it transmits to future generations through the process of instruction to its youths. Society can only develop and exist decently and wisely if it ensures that its educational system is adequate, relevant and sustainable. Also, against the background of the apparent inertia of government apparatus in providing quality education for the teeming population, it becomes expedient that private initiative in education be facilitated and encouraged. The decentralization of education sector is in response to the guidelines which contains the institutional responsibilities on the different sectors charged with the functioning of the educational system.

In this connection, the Federal Government of Nigeria (1985) as cited in Odeleye, etal (2012) stated that the success of any system of education is hinged on the proper planning, efficient administration and adequate financing. other measures are administration of organization and structure, proprietorship and control, inspection and supervision.The experience over the years show that public education sector in Nigeria have been poorly managed and administered in terms of poor funding, low morale of teachers and inspectors, hence, the call by public-spirited individuals and educationists that a state of emergency to be declared on the Nigerian educational system. Hence, the recognition of the private ownership to help towards salvaging the problems of

educational sector. In relation to this Akintayo and Oghenekowho (2008) argued that the private ownership in education could help in the attainment of the following goals: (i) qualitative research and development; (ii) access to advanced educational needs for technological development; (iii) efficiency in resource generation through partnership and cooperation; (iv) enhanced capacity-building relevant for the needs of the economies; (v) moderation of secondary school carrying capacity for observation of qualified and trainable human resources and (vi) combating the threats of the global challenges of illiteracy, poverty, disease, war and insecurity.

Again, Omotosho (2008) noted that, the education crisis in the country is rooted in the deterioration conditions within the citadels of learning in respect of teaching facilities, and other infrastructural facilities, the welfare of those engaged in the teaching profession and the ever increasing cost of education. The above submission corroborates the findings of Ajayi and Alamu (1996) and Oduleye (1985), in Odeleye, etal (2012) that students' unrest, teacher strikes and other industrial actions are at the bane of Nigeria's educational woes. These and others are the situations spreading private secondary schools in Nigeria. Omotosho (2008) again stressed that these private school proprietors of the private owned secondary school must ensure that all individuals have access to quality and appropriate educational opportunities.

For private ownership to be seen as alternative way of engendering better performance and better products that could meet the challenges of the world of works, efforts should be geared towards: discipline among the staff and students, conducive environment for learning, appropriate teaching facilities, moral conducts among students, student-teachers ratio, motivations and rewards for excellent performance, training and re-training of staff-members, research grants and loans for staff.

In addition to evolution of private secondary schools, more than four decades now private secondary schools have run as profit oriented enterprises, often owned by

an individual, cooperating individuals, voluntary agencies or faith based organizations. Private ownership of schools as earlier noted, dominated the education landscape of the country during the mid nineteenth century leading up to the later part of that century. The missionaries were predominantly responsible for those private secondary schools have persisted since then. In Rivers State, Nigeria there are 514 registered private secondary Schools at that time (BRACED COMMISSION, 2012). Private schools can be categorized according to fee regimes, as Low Fee Paying (LFP) and High Fee Pay (HFP). The fee regimes are directly determined by owner‘s defined standards and characteristics and not subject to government regulation. Fee payment determines access and sometimes quality of programmes available in each school. Private secondary schools are run on the basis of cash for provision mostly (ESSPIN, 2011). ESSPIN (2011) Report reveals all or some of the following about Private secondary school: Financed privately by propreitors,managed and run privately operate in environment less the standard of Public Schools, process of personnel recruitment / quantity /quality of personnel strictly restricted, conditions of service strictly restricted monitoring/evaluation system largely unknown, admission criteria/process determined by school, teacher development/training largely unknown, quality assurance measure largely undisclosed, government recognition largely unknown for many private schools All year round admission, Indiscriminate registration of candidates for certificate examinations, ready platforms as miracle centres, limited/non availability of facilitates e.g. laboratories, libraries, demonstration farms, play grounds, etc.

Supporting the above it is pertinent to note that while some private secondary schools in the Rivers State were rated highly in terms of academic performance, good facilities, discipline, and good school climate, others in other states are usually poorly rated and scarcely sought after, because they exhibit those characteristics that neither promote excellence in learning nor make contribution to education delivery. Here lies

the challenges that confront not only the private schools alone but also education delivery management.

2.5 Employment of Teaching Staff in Secondary Schools

To obtain effective education within secondary schools in kaduna state, Nigeria to strengting the teaching staff and the number of students must be balance with the workload of teacher in schools. Research has prove that the federal and state governent has stretched the secondary schools beyond their manpower carrying capacity resulting to overload for the teaching staff. This has resulted from indispensable roles which education play in the society and cultural development at large. Maduawu and Nwogu in Nkweke (2006) observed that the invaluable roles of the teachers in Nation building, stated that the teacher possesses so much innate abilities that can be harnessed for positive economic and all around development of Nigerian nation and as a matter of fact, education generally serve as an instrument par excellence for overall national development. Moreso, inadequacy of teaching staff and the over bearing workload potends great danger for the education system. Nkweke (2011) opined that private schools are deficient in the quality of teaching manpower, such that students can not get the best and this inadequancy negates positive achievement of the education objectives in terms of school effectiveness.

Thus, teacher supply is the total number of teachers that are willing and able to put in the required man hour in schools under the prevailing wage market condition of service within a given period of one school session (Nkweke,2011). However, where the number of teaching staff strength in a school is small, it will lead to excess workload. Zwalchir and Buenyen, in Nkweke, (2011) opined that when workers are overloaded with work, it will be at the detriment of efficiency and effectiveness which syncopate the organizational goal of quality attainment. Consequently, the overriding

functional and tenable secondary school goals of education in the national policy and the standard of education will be defeated.

Inaddition, the educational standards should ensure with the suppervisary board that there is balance in demand and supply of teaching strength in private secondary schools in Kaduna State in order to meet up with the standards of education in the state. This balancing will result in teaching staff strength equilibrium, which is the point at which the supply of teaching staff equals the workload with the statutory requirement of 1:40 teacher students ratio as enshrined in the national policy and the standards of education.

2.6 Availability of Infrastructural Facilities in Secondary Schools

The key concept underlying this study clarify pertinent issues that are pivotal to understanding of the study. The concept of infrastrutural facilities in public and private secondary schools was elaborated using scholarly opinions. Maintenance enhances the quality of building, toilet facilities and library etc. structure to meet modern requirements, in order to prolong the life span of infrastrutural facilities. It is required to ensure the safety of secondary school students in public and private secondary schools.

Shohet and Straub (2013) discussed increasing demands on maintenance programme to provide tools that will support maintenance planning on infrastrutural facilities in public and private secondary schools. This is also confirmed by Olagunju (2011) that lack of appropriate tool for predictive maintenance of existing infrastructure like hostels, basketball court, main hall of the school can have a detrimental effect in the future. It is necessary to carry out maintenance works for the safety of the students, teachers and principals of secondary schools in the enviroment, while also preserving the physical conditions of the infrastructure in operational state at all times. These standards can be achieved by providing maintenance tools especially for public

secondary schools in our communities. Maintenance issues play a major role in the performance of public and private secondary schools. (Oladunni, Oladipo and Vaughan 2014).

Isyaku (2015) also observed that lucrative infrastructures maintenance that are contracted or awarded without due process which also contributes to poor maintenance of the facilities. Zubairu (2015) attributed the array of abandoned and epileptically functioning infrastructures in the public facilities in Kaduna State, Nigeria too poor or lack maintenance.

Infrastructural development is a vital force towards increasing the value and usefulness of building and public facilities. Provision of portable water, electricity, drainages, sanitary facilities, sewage disposal and access roads essentially complement the facilities in such public and private schools while contributing to the proper functioning of the physical developments. Thus, several factors that contribute to the deplorable conditions of public schools infrastructure in Nigeria. These include inadequate government intervention, no sense of ownership by stakeholders, inadequate funding, and vandalism. Furthermore, lack of maintenance, neglect, deferred maintenance and overcrowding were also identified.

Base on the standards of educational sector the infrastructural facilities and physical environment give educational institutions their appropriate shape and atmosphere for teaching and learning. These facilities and the environment also portraly the quality of the institutions, therefore to ensure their quality and maintain global standards is very challenging. The avalilability of infrastructural development in private secondary schools involves the provision of buildings, classrooms, students hostels, staff quarters, workshops, laboratories, internet networked within the school environment and the classrooms , information and communication technology (ICT)

centers, libraries, health midpoint, health fitness and sports facilities. Which result to good market strategies in commercialized private secondary schools.

Thus, the provision of stimulating learning environment and safety is also a major consideration in infrastructural development. To maintain standards and effective commercialization of education, maintence, renewal and innovation are other determinants of the quality of the infrastructural development effort of the institutions that will attract the students, staff and foreigners to the school. (Uche, Okoli and Ahunanya, 2011). The decline in quality of education in Nigeria has been a mojor concern. It has been observed that the quality of infrastructural facilities is in poorly shape in private secondary schools. The quality of education at present time has deterioted substantially as a result of lack of availability of infrastractural facilities in private secondary school to mentain the standards of education. It is a fact that the environment in which we live creates a sense of importance and responsibility in our minds. A students will become more focus in his academic pursuit without much direction, if the environment is conducive for learning. Kaduna State government and proprietors of private secondary schools should put in place a standard check on schools across the State on Infrastructural facilities in the State.

A recent in-depth study on commercialization has shown that education as a sector is increasingly being opened up to profit-making and trade, and to agenda-setting by private, secondary schools interests that conceptualize the learner as a consumer and education as a consumer good.The reconfiguration of public secondary schools within globalization has placed education squarely in the headlamps of the private sector and international trade agreements such as the general agreement on trade in Services and the trade in services agreement. However, a number of scholars have critically examined the infrastructural facilities in private secondary schools, which is not

achieveable with those in public secondary schools as a result of Low-fee in private secondary schools.

2.7 Availability of Instructional Teaching Materials in Secondary Schools

Teaching in secondary schools requires that students be exposed to some form of simulation. Ikerionwu, (2000), refers to instructional materials as objects or devises that help the teacher to make learning meaningful to the learners. Instructional materials, which are educational inputs, are of vital importance to the teaching of any subject in the school curriculum. Wales (1975), opined that the use of instructional materials would discover facts firmly to the memory of students. A teacher who makes use of appropriate instructional materials to supplement his teaching help enhance student‟s innovative and creative thinking as well as help them become enthusiastic, Ekwueme and Igwe (2001).

Hence, instructional materials refer to objects or devises which help the teacher to make learning meaningful to the learners, (Ikenionwu, 2000). Ezegbe, (1994), classified them into two; visual materials made up of reading and non reading materials, and audio visual materials comprising electrically operated and none electrically operated materials. According to Aduwa et al, (2005), these materials and resources include, audio tapes recorders, video tape recorders, slide projectors, still pictures, programmed instructional film strips, maps, chart, graphs and many more; offer a variety of learning experience individually or in combination to meet different teaching and learning experiences. Ngaroga, (2007), talks of teaching and learning materials as those that are accessed in the School environment, collected and brought. They can be three dimensional, two dimensional real objects and others are electronic. Adipo (2015).

Instructional materials can be improvised, (SMASE Project, 2010). Onasanya et al: (2008), Adebimpe (1997) and Aguisiobo (1998) noted that improvisation demands

adventure, creativity, curiosity and perseverance on the part of teachers. Such skills are only realized through well-planned training program on improvisation. Odii F, (1990) asserts that improvised instructional materials may be used as practice devices with which the students build accuracy, understanding and efficiency. According to Dada (2006), improvised instructional materials involve the fact of producing and using alternative resources aimed at facilitating instruction. Again, Ikwuas and Onwiodiket (2006) state that improvised materials involve selection and deployment of relevant instructional elements of teaching and learning processes in absence or shortage of standard teaching and learning materials, for meaningful realization of specified educational goals and objectives. Abimbade (2004) had earlier noted that the approach of using improvised materials in mathematics classroom assist in proper introduction of new skills, develop understanding as well as show the appropriate way of doing things.

Instructional strategies need to be identified where the use of manipulative are often suggested as some of the effective approaches to improve student mathematics achievement (Gurbuz, 2010; Sherman & Bisanz, 2009). Mathematics manipulative-based instructional techniques are approaches that include opportunities for students to physically interact with the objects to learn target information (Carbonneau & Marley, 2012). For example, at the elementary level, teachers use play money to help students learn basic arithmetic functions. The use of manipulative in mathematics instruction has been cited as a strategy to allow students draw on their practical knowledge (Burns, 1996). Concrete objects that resemble everyday items should assist students in making connections between abstract mathematical concepts and the real world (Brown, Neil, & Glernberg, 2009).

The need for the provision of teaching instructional material such as students writing materials, textbooks for students and teacher's textbooks and other instructional materials which is the success of any private and secondary schools. The teacher cannot

teach in isolation while the learner on their part will be easily assisted if they could access relevant textual materials. The trade subject teaching requires a great deal of instructional material as the subjects are mostly practical in nature and the learners needs practical guide so that they too can learn on their own at a fast pace.

According to the final report shows how the majority of the students in private secondary schools lacks the necessary textbooks needed for their studies, the intervention of the government in this direction with regards to provision of the textbooks either as free distribution to the students or equipping of the various schools libraries will go a long way in solving this problems. (Universal Basic Education Commission, n.d)

Thus, the teacher will need to develop some instructional material from their immediate environment that can aid the teaching of these subjects. This is a challenge, the teacher will have to take up and approach head on, while proper understanding on how to use already prepared and provided instructional material by the teachers is another challenge. If instructional materials are not properly used or utilized, the aim of lesson to be taught or learnt by the learner might be jeopardized. The familiarized of the teacher with the instructional materials is therefore of paramount importance.

2.8 Student-Teacher Enrolment Ratio in Secondary Schools

Private secondary schools represent a significant part of the education sector and provide an opportunity for children to attend schools at cost that may offer benefits unavailable in the public secondary school system. Parents might choose to send their children to private secondary schools for a variety of reasons, including the availability of academic programs and extracurricular activities, religious reasons, dissatisfaction with the local public secondary schools, and school characteristics such as class size and student-teacher ratios. Over the last decade, government statistics seem to show that public secondary schools enrollment has shown a situation of 100 and more

students per classroom. Although the trend has been noted but the phenomenon has not been examined in detail (Aud et al, 2011).

Since private seconday schools represent a sizable portion of the education sector, 50 students per 1 teacher enrollment ratio would warrant attention. Specifically, is the result of a particular data collection system associated with a specific survey, or a real trend? Does the trend hold for various socio-demographic subgroups? If so, what are potential underlying causes? This research work seeks to provide relevant background information on the topic by comparing trends across datasets and subgroups and exploring possible underlying bases for students per teacher in classroom in private and public seconday school enrollment.

Limited research has examined trends in private secondary school enrollment over time. Private School Survey (PSS) reports released yearly by the Department of education provide a detailed look at enrollment by typology of private school; However, the annual reports do not provide a longitudinal analysis. The condition of education report by (Aud et al, 2011) documented that the percentage and actual number of secondary school students in private schools is 50 per teacher from 2005 to 2010, but the report examined only a single source of data on private school enrollment and did not explore possible explanations for the public. While little attention has been paid to possible public secondary school enrollment and its causes, some attention has focused specifically on the struggling school system for example, the Catholic school system grew rapidly after the civil war, particularly in cities and among working class immigrants (Baker 1999). By 1930, Catholic schooling comprised 60 percent of private secondary school enrollment, and Catholic schools enrolled almost one third of school children in the largest cities such as New York City and Milwaukee (Baker 1999). However, there have been notable declines in recent decades, particularly in the cities. While 5.2 million students were enrolled in 13,000 Catholic schools in 1960, only 2.3

million students were enrolled in 7,500 such schools by 2006 (Meyer 2007). While overall Catholic school enrollment declined by 1.6 percent annually from 2000 to 2008, the rate was a particularly high 5.6 percent in highly urban areas (Buddin 2012).

The research literature suggests several factors have likely contributed to declining Catholic school enrollment and school closures. Underlying factors that specifically affect Catholic schools rather than all private secondary schools are the changing number of students 80 per a teacher of the Catholic population and sex abuse scandals (Buddin 2012). Although the Catholic population continues to grow, many Catholic working- and middle-class families have moved from urban areas to the suburbs where there are better public schools and fewer Catholic schools; furthermore, urban Catholics are increasingly Hispanic, a group which tends not to send their children to Catholic schools (Buddin 2012). Other suggested causes for declining Catholic school enrollment could also affect enrollment in other religious and nonsectarian private schools as well. explanations include rising tuition costs and growth in the number of charter schools (Buddin 2012; Meyer 2007).

As the case study of the Catholic school system suggests, enrollment in private secondary schools in general may have declined for a number of reasons. The economic downturn of the most recent recession may have made it difficult for families to afford private school tuition, students may have transferred to charter schools as parents now have more options in the public school sector, or parents may have decided to homeschool their children.

Since private secondary schools can be expensive, financial difficulties may cause some families who previously sent their children to private schools to transfer their children to public schools. Studies have shown that financial considerations can be a determinant of enrolling children in private schools (Ferreyra 2007). For example, Ferreyra (2007) found that the availability of school vouchers, and the subsequent

alleviation of some of the financial burden, results in increased private school enrollment. If the recession that began in December of 2007 financially hurt families with children in private secondary schools, some may have decided to transfer their children to public schools to relieve financial strain. Consequently, the recession may be associated with the decline in private secondary school enrollment.

An additional explanation for the decline in private secondary school enrollment is an association with growth in home schooling. Homeschooling is notable because it represents a form of schooling dramatically different from what is offered by public schools. If families who enroll children in private schools also seek schooling that radically differs from public schooling, then there might be underlying similarities between households that homeschool and those that send children to private secondry school.

Base on the data collected from ministry of education Kaduna state on school census report 2014, stated that the ratio of students par teacher in public and private secondary schools should be at list 25 to 50 students per class. This information provides a baseline data for this study to contributeto the current literature debate on students teacher ratio in Kaduna State.

2.9 Supervision of Secondary Schools in Nigeria

Principals and proprietors of secondary schools supervise and evaluate employee performance for a variety of reasons including retention, promotion and accountability for completing job related tasks. Education is not different as it requires supervision of classroom management and instructions to evaluate teachers' effectiveness. Also, education aimed at bringing about the relatively change in behaviour of the learner as a result of learning. The behavioural change can only occur in learners based on the amount of instruction given to them at any level of education vis-a-vis how such instruction is been delivered during the teaching and learning

process. However, well packaged instruction at secondary school level of education without effective supervision during the delivery period, such instruction may fail to achieve its desired results.

In Nigeria, education is on the concurrent list of government and this makes the issue of instructional supervision to vary from one state to another. However, Kaduna States have adequate arrangement in place to effectively supervise instruction at secondary school level of education particularly in public and private secondary schools. Whereas some states failed to put the necessary machineries in place to effectively supervise instruction in their secondary schools. For example, Ondo State Government in 2009 created quality assurance education agency as a parastatal under ministry of education to supervise instruction in both primary and secondary schools in the state. Thus, in order to achieve the goals of educations, there is need for effective supervision of instruction in secondary schools. In general, instructional supervision is geared towards the improvement of the teaching and learning situation for the benefit of both the teacher and the learners. Evidence from previous studies conducted by scholars (Handal & Lauvas, 1987; Gregory, 2005 & Bilesanmi, 2006) showed that instructional supervision has always been regarded as an essential and integral part of school administration and basically geared towards the improvement of all factors in teaching and learning.

Obilade (1989) opined that supervision is a helping relationship whereby the supervisor guides and assists the teachers to meet the set targets. This definition described supervision from the point of establishing the relationship with stakeholders in school system for the purpose of achieving the set objectives. Similarly, Olaniyan (1996) described supervision as a means to help, guide, stimulate and lead teachers through criticism, appraisal and practices in their education and procedures. This

definition focuses much on teachers' attitudes over other vital elements that present themselves during the teaching and learning process.

Supervision is a service activity that exists to help teachers do their job better (Glickman, Gordon and Ross-Gordon, 2001). Supervision is a cycle of activities between a supervisor and a teacher with the main aim of improving classroom performance (Patrick & Dawson, 1985). Also, Nwankwo (1984) in Ajani (2001) noted that supervision is a set of activities which are carried out with the purpose of making the teaching and learning better for the learner. It has been observed that supervision is an essential activity for the effective operation of a good school system.

In addition, supervision is a behaviour that is officially designed which directly affects teacher behaviour in such a way to facilitate student learning and achieve the goals of the school system. Through the effective supervision of instruction, supervisors can reinforce and enhance teaching practices that will contribute to improved student learning. The foregoing suggested that instructional supervision particularly in secondary schools is basically concerned with supporting and assisting teachers to improve instruction through their changing behaviour.

Supervisor, according to Hazi (2004), are any certified individual assigned with the responsibility for the direction and guidance of the work of teaching. This implies that supervisors has the role of assisting teachers to do their work better through collaborative efforts. Ogunsaju (1983) defined supervisor as the mediator between the people and the programme. He designs various methods in performing his function of supervision in order to achieve educational objectives of the secondary schools under his control.

Also, Olele in Kiadese (2000) on the other hand sees supervisor as a person by virtue of his functions, carry out duties, which deal with managing both human and material resources within the secondary school system and how they can be best

utilized. In other words, supervisor is expected to assist in the learning environment to maximize the available resources to achieve the set goals of education. Eya & Leonard (2012) also looked at supervisor as anyone assigned the function of helping others (teachers) to improve on their instructional competencies. In view of these there is the need to discuss the qualities of a good supervisor in secondary school setting. Ogunsaju (1983) identified the following as qualities of a good supervisor, namely: He should be honest, objective, fair and firm, He has to be opened and democratic; He should be approachable, He has to be creative, imaginative and innovative, He has to be a good listener and observer, He should be friendly, courteous and consistent in his interactions with teachers and others, He should be an educational facilitator.

Similarly, Eferakeya & Ofo in Olorunfemi (2008) highlighted the following qualities of a supervisor which include: He must have enough energy and good healt, He must have good leadership style, He must possess ability to get along with people, He must possess sound knowledge and technical in his own area of specialization, He must develop positive attitude towards management; and He should have good communication skills.

In general, the major function of the supervisor is to assist others to become efficient and effective in the performance of the assigned duties. Apart from this general function, supervisors also perform the following roles in the school system especially at the secondary school level.

Instructional leader: Instructional leadership is one of the most important roles of supervisor. Supervisor leads other teachers in instruction to make them as effective as possible. They also lead teachers in developing and implementing an effective plan of instruction. Supervisors have to adapt to meet the needs of the people and the particular environment rather than practice a normative kind of leadership. Instructional leaders improve the quality of instruction by furthering professional growth for all

teachers. Supervisors should be flexible enough to deal with any situation and should maintain a good relationship with their staff.

Assessing student progress: A supervisor assesses students progress toward the established standards by the regulatory agencies, and also facilitates the planning of various types of instruction. Supervisors ensure that teachers are utilising information from a variety of valid and appropriate sources before they begin the planning of lessons or teaching. Supervisors determine if teachers are using the numerous evaluation processes available to assist in planning meaningful instruction. The Supervisors ensure that teachers are preparing and maintaining adequate and accurate records of student's progress. This will include the regular and systematic recording of meaningful data regarding students progress on specific concepts and skills related to the standards for each subject for the grade level they are teaching.

In addition, Aderonmu and Ehhiemetalor in Kiadese (2000) identified the following roles of supervisor in the school system.

Planning*:* The supervisor needs to apply the planning principles to the supervision from the beginning in order to ensure the aims of supervision are attained. The planning principles involve the articulation of objectives, selecting of the best strategies, mapping out of policies, programmes and procedures that would best help in achieving the stated objectives:

Staffing: supervisors are expected to identify through the process of supervision, staff vacancies in terms of grades and disciplines in accordance with the organisation structure of the school.

Coordination: The supervisor is expected by this function to co-ordinate the efforts of all participants and ensure that by so doing, decision making becomes a collective responsibility.

Observation: Supervisors are expected to observe management, staff and students at work during a typical supervision session. Thus, in a bid to help improve observed habits and standards, the supervisor should through consultation, offer advice to the participants in the seconday school system.

Curriculum development: In view of the level of involvement of supervisors in the school activities, they can however through observations make useful suggestions which can help the process of curriculum development in the country. Similarly, Kathleen (2006) summarized the roles of supervisor in this way, Monitoring or providing for mentoring of beginning teachers to facilitate a supportive induction into the profession, Bringing individual teachers up to minimum standards of effective teaching (quality assurance and maintenance functions of supervision, Improving individual teachers' competencies, no matter how proficient they are deemed to be,Working with groups of teachers in a collaborative effort to improve student learning, Working with groups of teachers to adapt the local curriculum to the needs and ability of diverse groups of students, while at the same time bringing the local curriculum in line with state and national standards, Relating teachers' efforts to improve their teaching to the larger goals of school-wide improvement in the service of quality learning for all students, From the forgoing, it is evident that the role of supervisor in a school system especially in the secondary schools in Nigeria is very crucial. Thus, for effective supervision of instruction, supervisors should be able to discharge their functions as expected if the goals of education are to be attained.

It must be noted that the essence of instructional supervision in secondary schools is to ensure things are done the way it should be in order to achieve the stated objectives. Hence, the purpose of supervision includes:To directly influence the behaviour of teachers and the teaching process employed to promote students learning, To ensure that each individual teacher within the secondary school system has been

performing the duties to which he was scheduled; and to cooperatively develop favourable climate for effective teaching and learning. Others purposes of supervision according to Ogunsaju (1983), Olatoye (2006) and Chike- Okoli (2006) are: To know the performance of the teachers recruited to teach in the secondary school system,To determine whether a teacher should be transferred, promoted, retrained or dismissed,To provide professional information to teachers, To improve the incompetent teachers, To discover special abilities or qualities possessed by teachers in the schools, To guide teachers to the sources of instructional materials, To provide a guide to staff development, To know the effectiveness of classroom management by the teachers.

In summary, supervision of instruction must be built on the supervisor's thorough understanding and indepth knowledge of instructional theory and not on a check list of what should be in a lesson.

Onoyase (1991) stated that supervision is an organisational behaviour system, which has the function of interaction with teaching behaviour system for the purpose of improving learning situation for students. However, instructional supervision has to be carried out within the school system and every system has various forces that present themselves as challenges that may affect effective functioning of the entire system. However, there are challenges facing instructional supervision in Nigerian schools particularly the secondary school education. These challenges present themselves in form of problems and they are discussed hereunder:

Poor incentive: Supervisors at times are dissatisfied with their job because of motivating factors that are minimal. In Nigeria context, several people who are not directly involve in a particular process or a given assignment may receive more compensation and reward more than those who actually carried out the assignment due to the high level of corruption in the country. This singular act may at times affect the way in which instructional supervision is being done in the secondary schools.

Limited educational resources: The issue of scarce resources is an economic one that attempts to rationalise spending in order to avoid waste. Effective instructional supervision however would be difficult to carry out if the funds that are supposed to be available are not there. School administrators as well as instructional supervisors would require certain resources to put things in order before supervision; non-availability of such resources would affect the supervision exercise.

Administrative issue: Administrative inadequacies emerge when planning fails to specify the scope of responsibilities and results that instructional supervision is expected to bring about in a school. Thus, detail planned visits should be made known to the supervisee and the agreement reached between the supervisor and supervisee on the objectives and the procedures. In other words, both instructional supervisor and school administrators must come to term if the instructional supervision is to achieve its objectives.

Lack of pre-professional training for supervisors: Technical issue: One of the major challenges facing instructional supervision in Nigerian secondary schools is the issue of competence and technical knowledge of the instructional supervisors. Most often than not, in Nigeria, political affiliation at times dictate who get a particular assignment without recourse to the technical competence of the person. Evidence from previous studies (Ajayi & Ayodele, 2006 and Eya & Leonard, 2012) revealed that some instructional supervisors lack knowledge and competence to carry out the exercise. Some instructional supervisors were appointed based on their level of involvement in the government of the day and not as result of their skills they possessed.

Corruption among major stakeholders in secondary school system: Both the school administrators as well as instructional supervisors are found guilty in this regard. Unholy collaboration between the supervisor and the school administrators on account of funds meant to procure necessary materials for the school system would not augur

well for instructional supervision in secondary schools. When funds are misappropriated in schools, instructional supervisors are in the best position to identify this problem but if they are been duly rewarded, such problem will continue unabated which would affect the standards that should to be achieved in the school system.

Political instability: The frequent change of government usually brings about incessant change of government policies regarding instructional supervision. In Nigeria, it is a common thing that the successive administration always discontinues the policy and programmes put in place by the previous administration. This singular act usually affects the effective supervision of instruction in schools. In other words, inconsistent policies on how instruction in schools should be supervised and the categories of people to be involved would adversely affect and pose a big challenge to instructional supervision especially in secondary schools in Nigeria.

Integration of Information and Communication Technology (ICT) in education: This involves the use of modern technological equipment and computer devices for the teaching and learning process. Anderson (2008) stated that technologies and internet offer students an alternative to traditional education in a classroom in a physical school building. This innovation has broken the traditional way of teaching and learning at all levels of education. However, with the current innovation in teaching, it is difficult for instructional supervisor to have access to how teaching is being conducted in the school system. The process of instructional supervision has generally occurred in a face-to-face setting with teachers and administrators physically present in the same location (Glickmein, et al, 2001). This traditional model of instructional is being threatened by online learning opportunities that are changing the delivery of instruction to a virtual environment (Anderson, 2004). Thus, since the use of ICT permits individual student to learn at their own convenient time (asynchronous learning), therefore the current

innovation in education pose a challenge to instructional supervision in the school system.

Adequate funding*:* Government at all level must strive to make adequate fund available to education sector in order to procure the necessary materials that will aid effective supervision of instruction in secondary schools. This can be done by way of increasing the grant usually allocated to school on termly basis. Government can also seek public private partnership in funding education since it has become clear that government alone can no longer provide necessary funds that are required in the education sector. The United Nations resolution was that 26% of nation's budget should go to education sector. Implementing this resolution would equally boost the funding requirement to the education sector which will afford all agencies and parastatals in education to carry out their educational activities effectively.

Capacity building among major stakeholders: In order to ensure adequate and effective supervision of instruction in secondary schools in Nigeria, government need to embark on capacity building of supervisors, administrators as well as teachers to enable them perform their duties effectively. This can be done through regular training, induction programmes, seminars and workshops to equip them with necessary skills and keep them abreast of the current trends in the school system. They can equally be given opportunities to participate in international conferences in other to acquit themselves with what operates in the school system outside the shores of Nigeria.

Selection of qualified supervisors: One of the ways of ensuring effective supervision of instruction is to select or appoint personnel who have technical skills about education especially at the secondary schools level. Government should not sacrifice the merit and competence on the altar of political affiliation. Qualified personnel in the field of education with sufficient knowledge, skills and experience in

secondary school education should be appointed as supervisors in order to exhibit all sense of professionalism in carrying out their functions in the school system.

2.10 Reviewed of Empirical Studies

This section contains review of related literatures that are similar in scope or direction to the main context of this study. The review of literatures was taken into consideration divergent views that have been advanced on the Comparative Analysis on the Management of Public and Private Secondary Schools in Kaduna State, Nigeria. This may not be unconnected with various multidirectional scope and finding from studies conducted on the subject matters was empirically reviewed. For the purpose of this study, the following empirical studies were reviewed:

Kajo**, (2011)** surveyed on administrative constraints to teacher effectiveness in government secondary schools in Benue state and consequently suggest ways of curbing them. The study investigated the following issues: organization for curriculum implementation instructional supervision, school plant management, school community relations and motivational factors. Five research questions and five null hypotheses guided the study. A questionnaire designed by the researcher, validated by experts and tested was used as the research instrument. This was administered to principals and 655 teachers of government secondary schools in Benne State. The mean and standard deviation were used to answer the research questions, while the z-test was used to test the hypotheses at 0.05 level of significance. The findings amongst others, indicate that the following constitute constraints to teacher effectiveness: organization for curriculum implementation, school plant management, school community relations and in-adequate motivation. Supervision of instruction however did not constitute a constraint. The major implications of the findings are that teachers can hardly be effective in the face of innumerable administrative constraints. Based on the findings recommendations were made.

Kajo's study shared similarities with the present study in the sense that both studies were on the management and administration, of decision making in secondary school and the sample respondents. The major differences in the two studies are that in Kajo's study two set of questionnaire were used for teachers and head teachers and for the parents study is only on secondary school principals with five checklist. The previous study used the analysis of variance (ANOVA) while the present study used the t-test statistics respectively to analysis the data.

It was observed that the simple percentage used to analyse the questionnaire was a good job in the theoretical and empirical studies which have served as a source of reference to the current researcher's study.

According to Sophia (2011) surveyed on the Relationship between Principal Leadership and Teacher Attitudes Evidence from the Schools and Staffing Survey, principals constitutes the core of school leadership teams and are increasingly thought to play an important role in determining a school's effectiveness. However, empirical evidence on the importance of principal leadership is more limited, partly because the concept of leadership and its components in the educational context have evolved over time. Leadership models that differentiate between instructional (the activities directly connected to classroom instruction) and organizational (the activities that impact the broader school culture and environment) components have more recently gained popularity in practice. This study uses data from the 1999-2000 Schools and Staffing Survey (SASS), a national survey of K-12 principals, teachers, and schools, to investigate the relationship between principal instructional and organizational leadership and teacher attitudes, which is an indicator of teacher and school effectiveness. the study find modest evidence that relative to instructional leadership, organizational leadership is more strongly positively related to teacher attitudes.

The researcher conducted a good research work even though there is no research question and the null hypothesis was not stated. In addition, the study is not similar to the present research work it is on the Relationship between Principal Leadership and Teacher Attitudes Evidence from the Schools and Staffing Survey, while the present is on Comparative Analysis on the Management of Public and Private Secondary Schools in Kaduna State, Nigeria. The researcher's population was 12 state while the present is only one kaduna state. Sophia research work is not cearly in the sence that she did not state the total population and sample size clealy to the public. The findings of this work was not stated, which are some of the short coming from Sophia study.

Fatima (2012) assess, decision making process in secondary schools in Kaduna state. The major factors considered were the management principles and their impact on decision making in secondary schools. This enabled the researcher to assess the decision making process and to determine whether they have impact on the management of secondary schools in Kaduna state. Consequently, four objectives, four research questions and corresponding four hypotheses were posed for the study. The review of literature gave broad spectrum of various definitions of decision making management as well as reviewed the trends on management principle and their impact on decision making process in secondary schools in Kaduna State. A number of relevant and related literature by different authors were reviewed on the research problem. The design adopted for the study was the descriptive research design using survey method. The population of the study comprised of one hundred and twenty three (123) secondary schools in Kaduna state, five thousand and thirty four (5034) teachers from which the sample was drawn to represent forty (40) secondary schools in which ten (10) principals each were selected from each zone to form part of the respondents. Though the sample size randomly selected for the study was three hundred and six

(306) from the thirty (30) secondary schools selected to represent teachers and principals, only two hundred and ninety six were retrieved and used for the study. The instrument for data collection was the likert five point scale questionnaire designed and adopted by the researcher. The data collected was used to answer the research questions while the four null hypotheses were statistically tested on 0.05 level of significance using the t-test statistics for independent samples. The study established that teachers were insignificantly involved in decisionmaking despite their eagerness to be involved. Some duties are given to senior teachers or committees even when teachers feel that they should be directly involved. There are times when school heads make unilateral decisions and impose them on teachers for implementation. The study recommends that heads of schools should give their teachers room to come up with ideas and look at all issues objectively. Fatima's study shared similarities with the present study in the sense that both studies were on the secondary school, management, Kaduna State, Nigeria, their sample size is 306 and 307 respectively. Decision Making Process in Secondary Schools in Kaduna State and Comparative Analysis on the Management of Public and Private Secondary Schools in Kaduna State, Nigeria.

The Fatima's sample size were 306 while the present study is 307. The major differences in both studies is that the previous study used questionnaire, teachers and principals while the parents study used principals and checklist. The previous and present study both used t-test statistics respectively to analysis the data.

Ndeto, (2013) examined, effectiveness of school rules in enhancing discipline in public secondary schools in Kangundo Division, Machakos County, Kenya. The study sought to establish the extent to which students were involved in the formulation of school rules and regulations in public secondary schools in Kangundo Division; the extent to which students were involved in the implementation of school rules and regulations to enhance discipline in secondary schools in Kangundo Division; the issues

arising from school rules and regulations in secondary schools in Kangundo Division; the attitude of teachers and students towards rules and regulations in secondary schools in Kangundo Division; challenges arising in enforcing the existing school rules and regulations in secondary schools in Kangundo Division and to recommend measures that should be taken to improve on the existing rules and regulations in secondary schools in Kangundo Division. A descriptive survey design was used to examine the effectiveness of school rules in enhancing discipline. The target population for this study consisted of all public secondary schools in Kangundo District. The sample frame included seven (7) public secondary schools, one hundred forty (140) students, twenty one (21) student leaders, twenty one (21) class teachers, seven (7) deputy head teachers and seven (7) head teachers. The study instruments were questionnaires for students, class teachers and Deputy Head Teachers and interview guides for Student leaders and Head Teachers. The research instruments were reviewed for validity by various groups of people who included the researcher‟s peers and supervisors at the Catholic University of Eastern Africa. Reliability of questionnaires was measured by Pearson‟s Correlation Coefficient which was computed with the help of Statistical Package for Social Sciences (SPSS). Data was analyzed using Statistical Package for Social Sciences (SPSS). Descriptive analysis such as frequencies and percentages were used in data presentation. The findings of the study revealed that students were not adequately involved in the formulation of school rules and regulations though they were highly involved in the implementation of the same. The findings further revealed that students were positive about school rules and regulations. They were willing to embrace them and seemed to recognize their intrinsic value in day to day life and discipline enhancement. The researcher recommends affirmative policy formulation to provide/encourage use of student friendly disciplinary measures like guidance and counseling by expert. The ministry of Education should expand its spheres of coverage

to incorporate school principals in addressing the challenges faced in enhancing student discipline. School management should organize seminars and forum for students on the importance of obeying rules and regulations. In such a workshop, teachers and other experts can share with students on real life experience on the obedience of rules and regulations.

Ndeto's study shared similarities with the present study in the sense that both studies were on management, secondary school and descriptive survey design. The major differences in the two studies is that in Ndeto's study were in Kangundo Division, Machakos County, Kenya and the instruments were questionnaires while the parents study is in Kaduna State, Nigeria and checklist were used as the instrument for data collection. It was observed that Ndeto's study did not clearly state the principals as the management of the secondary school like the present study represent.

Omoha, (2013) This study aimed at finding out the management of school records in secondary schools in Otukpo Education zone. When school principals fail to adhere strictly to effective and accurate records keeping management, achievement of effective school management will always be at the crossroads. Similarly, poor and inaccurate records keeping in school system dwindle and prevent understanding of real school events and activities. This study therefore, become very imperative with a view to advance remedial steps in the event of poor and inaccurate records keeping among secondary schools in Benue state. The study was carried out with four (4) research questions and three (3) hypothesis. The researcher's developed questionnaire was the instrument used in collecting data from 52 principals and 364 teachers randomly selected from the 52 state-owned secondary schools in Otukpo education zone. From the reactions of the respondents, the following two major findings were made. There are so many problems associated with records keeping management in secondary school system. That through various ideal administrative practices and strategies, there

will be wholistic improvement on records keeping in school system. In view of these findings, it was recommended that principals and teachers should employ ideal administrative practices and strategies to improve on records keeping management in secondary school system towards ensuring valid and reliable school information.

Thus, Omoha, study have no similarities with the present reseach study being carried out, the present study is on Comparative analysis on the management of public and private secondary schools in Kaduna State, Nigeria. Omoha, study was on record management and how teachers can improve on records keeping management in secondary school system towards ensuring valid and reliable school information the need come.

Kumbi, (2015) examined, the practices of teachers' participation in school decision-making in secondary schools of Arsi Zone. To conduct this study, a descriptive survey design was employed. A total of 231 respondents (119 teachers, 50 department heads, 20 unit leaders, 19 principals, 14 PTAs, and 9 secondary schools supervisors) were included in the study. The teacher respondents were selected by simple random sampling (lottery) technique where as principals, department heads, unit leaders, supervisors by availability sampling techniques and PTAs' chairpersons were selected by purposive sampling techniques. The data were gathered through questionnaire, interview and documents analysis. Data gathered through questionnaire were analyzed using frequency, percentage, weighted mean, standard deviation and independent sample t-test. Data obtained through interview and from documents were analyzed thematically. The study findings revealed that teachers' level of participation in decision making was not to the needed standards. They participated most in issues related to curriculum and instruction, and participated least in budget and income generation. School leaders' (Principals, department heads, and unit leaders) practices in encouraging teachers' involvement in school decision-making were found to be

ineffective. Absence of participatory school leadership, lack of trust between teachers and principals, lack of training and support, lack of commitment, and absence of motivation were some of the factors that were found to have impeded teachers' participation in school decision-making. These likely affect the overall activities of school in general and teachers' participation in school decision making process in particular.

Kumbi's study shared similarities with the present study in the sense that both studies were on the management of secondary schools. The major differences in the two studies is that Kumbi used PTAs, supervisors, teachers as respondents in simple size while the present study which have served as a source of reference to the current researcher's study.

2.11 Summary of Reviewed Literature

With the review of literature the researcher decided to use Decision Theory School. Model of the Major "Schools" of Management Theory. This chapter reviewed Conceptual Framework on Management of Schools in Nigeria which discussed the indepented variable and dependent variables. The researcher also pointed out concept of secondary school management. The researcher also looked at the concept of standard of education in Nigeria. The chapter discussed evolution of private secondary school ownership in Nigeria.

Thus, the chapter equally traced the employment of teaching staff in secondary sechools whereby looking at ND, NCE, B.ed and M.ed as a standard of education. The chapter reviewed availability of infrastructural facilities like sufficient building, portable water for students, toilet, sport facilities, hostels and so on, as a standard of education. The resarcher also reviewed availability of instructional teaching materials whereby considering things like textbook, workbook, literature textbook, diagrams and charts, visual aids and so on as a standard of education. The chapter also reviewed the

students-teacher enrolment ratio in secondary schools looking at the number of students per teacher wherether it is 1- 20 per class, 1-50 per class and 1-100 per class and so on as a standard of education. The researcher also looked at supervision of teachers in secondary schools such as number of time the supervisors visited secondary schools from 2005 to 2010 wherther it was No visit, Once, Twice, Thrice, and Thrice and Above, as a standard of education. This chapter also discussed some empirical studies related to the topic of the study, the past researchers did not identify any meaningful standards of education and also did not state clearly comparatively the management of public and private secondary sechool. The current study closes this gap by finding out comparatively the management of public and private regarding the standard of education on employment of teachers, provision of instructional teaching materials, and infrastructural facilities, supervision of teacher in secondary schools, and students – teacher enrolment ratio.

The gab of this research work is that with best knowledge of the researcher, no research dissertation has been carried out in Kaduna State of this nature. Comparative analysis on the management of public and private secondary schools in Kaduna State, Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presented the methodology used in the study. The chapter is organized under the following sub-headings:

3.1 Research Design

3.2 Population of the Study

3.3 Sample Size and Sampling Procedure

3.4 Instrument for Data Collection

3.4.1 Validity of the Instruments

3.4.2 Pilot Study

3.4.3 Reliability of the Instruments

3.5 Procedure for Data Collection

3.6 Procedure for Data Analysis

3.1 Research Design

Descriptive survey research design was used for the study. The most common descriptive research method is the survey (Thomas and Nelson, 2001). The method involves systematic collection of data from the entire population or sample through the use of checklist.

3.2 Population of the Study

The population of the study is one thousand five hundred and twenty eight (1528) which consisted of principals from all public and private secondary schools in Kaduna State. The population of the study is as represented in Table 3.3.1.

Table 1 Population for the Study

NAME OF LGA	NUMBER OF SCHOOLS		
	PUBLIC	PRIVATE	PRINCIPALS
IKARA	24	2	26
KUBAU	26	8	34
KUDAN	10	-	10
LERE	44	19	63
MAKARFI	17	8	25
SABON GARI	21	85	106
SOBA	24	2	26
ZARIA	31	85	116
JABA	20	8	28
KACHIA	54	13	67
JEMA'A	26	19	45
KAURA	31	3	34
KAURU	24	10	34
SANGA	28	2	30
KAGARKO	37	26	63
ZANGON KATAF	73	14	87
CHIKUN	41	162	203
GIWA	26	13	39
IGABI	36	48	84
BIRNIN GWARI	23	6	29
KAJURU	24	9	33
KADUNA NORTH	30	99	129
KADUNA SOUTH	26	191	217
TOTAL	**696**	**832**	**1528**

Source: Kaduna State School Census Report 2014

3.3 Sample Size and Sampling Procedure

The sample size of the study was 307, this is in line with Odukunle (2005) who recommended that if the population of a study is less than 2500 for descriptive study a 20% is enough to establish the existence or non existance of a relationship.

In order to get the required sample size, six local Governments were randomly selected two from each senatorial zone. One hundred and seventy four (174) public secondry school principals and one hundred thirty three (133) private secondry schools principals were purposively selected based on the number of principals. All 307 principals were used for the study. Random sampling using YES or NO technique was employed in the selection of the 307 principals. Purposive sampling used in this research study was in line with the opinion of Oliver (2006) who said that purposive sampling is a form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken by the researcher, based upon a variety of criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research. Purposive sampling is used for choosing participating schools for the descriptive survey because of the following reasons:

The results are expected to be more accurate, it is less time consuming, it is less expensive as it involves lesser costs and most respondents are selected more appropriately for the study. The breakdown of the sample is presented in Table 3.2

Table 2 Sample Size of the Study

Name of LGA	Number of Schools		
	Public	**Private**	**Principals**
Chikun	27	30	57
Kaduna South	30	21	51
Kagarko	21	15	36
Zangon Kataf	31	16	47
Sobon Gari	32	24	56
Zaria	33	27	60
Total	**174**	**133**	**307**

Source: Field Survey, 2016

3.4 Instrument for Data Collection

A checklist developed by researcher was used to collect the data for the study.The checklist was divided into five section (A,B,C,D, E and F). was Section A consists of eight (A) items (1-8) to answer the research question one (1) (what is the difference between private and public secondary schools regarding employment Of teachers in Kaduna State, Nigeria?) While section B consist of 9-16 items was used to answer research question two (2) (What is the difference between private and public secondary schools regarding the provision of instructional materials in kaduna State, Nigeria?) Section C consists of 17-29 items used to answer research question three (3) (What is the difference between private and public secondary schools regarding the supervision of teachers in Kaduna State, Nigeria?) While, section E consists of 30-34 items used to answer research question four (4) (What is the difference between private and public secondary schools regarding the provision of infrastructural facilities in Kaduna State, Nigeria?) Yet, section F consists of 35-40 items used to answer research question five (5) (What is the difference between private and public secondary schools regarding the

students enrolment ratio in Kaduna State, Nigeria?) All the items were placed in checklist from 2005 to 2010.

3.4.1 Validation of the Instrument

In order to test the content and face validity of the instrument, the draft copies of the checklist were submitted to two experts in the Department of vocational and technical education and the researcher's two supervisors who were not less than the rank of senior lecturers for vetting. This was in line with the view of Udoh (2002) who stated that validation of content of a research instrument by experts is both important and acceptable. All corrections and suggestions pointed out were incorporated before the final copy of the instrument was produced.

3.4.2 Pilot Study

In order to further test the suitability and the reliability of the instrument (checklist), a pilot study was carried out using the instrument on 25 public and private secondry school's principals in Kano State. The 25 principals were randomly selected using simple random sampling and were given the checklist to answer. Kano State was chosen because the respondents had similar characteristic with the population under study.

3.4.3 Reliability of the Instrument

The data collected from the pilot study was statistically analyzed using the Luthman split-half method to determine the reliability of the instrument. A reliability co-efficient of 0.830 was obtained. This reliability coefficient was high, and therefore the instrument was adjudged to be stable and reliable. This is in line with view of Olayiwola (2007), who stated that a reliability coefficient of 0.60 and above is high.

3.5 Procedure for Data Collection

The researcher collected a letter of introduction from the Department of vocational and technical education, faculty of education, Ahmadu Bello University, Zaria, which was presented to ministry of education Kaduna State head quarters. Base on this another introduction letter was given to the researcher from the ministry which was presented to principals of both public and private secondary schools used in this studied. The data that was collected were from 2005-2010.

The researcher and the trained research assistants administered the checklist to the respondents principals. This is expected to take the researcher 25 working days to go round the schools to administer the checklist in Kaduna State. The researcher covered Zaria Local Government Area (LGA) and Sabon Gari Local Government Area (LGA), while the research assistants covered Chikun, Kaduna South, Kagarko, and Zango Kataf Local Government Area (LGA) of Kaduna State, Nigeria.

3.6 Procedure for Data Analysis

The data collected was analysed; The research questions were answered using frequencies and percentages. Hypothesis was tested using t-test statistic at 0.05 level of significance.

In answering the research questions, the extent of difference (Percentage wise) indicated that the extent of difference between management of public and private secondary school with regards to the variables studied. For the null hypotheses, where t-calculated was greater than t-critical, the null hypothesis was rejected. On the other hand, equal to or less than the t-critical was greater than t-calculated, the null hypothesis was retained.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This chapter presents the analysis of the data collected for the study from the sampled respondents in Kaduna State under the study and the analysis was undertaken under the following sections:

4.2 Answers to Research Questions

4.3 Hypothesis Testing

4.4 Summary of Major Findings

4.5 Discussion of Findings

4.2 Answers to Research Questions

Answers to the five research questions were analysed and presented using frequency and percentages and presented in Table 3 to 7

Research Question One: What is the difference between management of public and private secondary schools with regards to employment of teachers in Kaduna State, Nigeria?

Table 3: Difference between Management of Public and Private Secondary Schools with regards to Employment of Teachers from 2005 – 2010

Variable	Public Schools		Private Schools	
	Freq.	%	Freq.	%
ND	94	5	476	59
NCE	1411	67	232	29
HND	66	3	54	7
BA/BSc	57	2	27	4
B.Ed.	476	23	16	1
MA/MSc	-	-	-	-
M. Ed	-	-	-	-
Ph.D.	-	-	-	-
Total	**2104**	**100**	**805**	**100**

Source: Field work 2016

Answer to research question one as presented on Table 3 showed that, public schools between 2005 – 2010 employed 94 (5%) ND holders, 1411 (67%) NCE

holders, 66 (3%) HND holders, 57 (2%) BA/B.Sc. holders and 476 (23%) B.Ed. holders. While private schools employed 476 (59%) ND holders, 232 (29%) NCE holders, 54 (7%) HND holders, 27 (4%) BA/B.Sc. holders and 16 (1%) B.Ed. holders.

Since the total number (2104) of teachers employed by public schools was more than the private schools, it means that there was a difference between public and private secondary schools regarding employment of teachers in Kaduna state.

Research Question Two: What is the difference between management of public and private secondary schools with regards to provision of instructional materials in kaduna State, Nigeria?

Table 4: Difference between Management of Public and Private Secondary Schools with regards to Provision of Instructional Facilities from 2005 – 2010

Variable	Public Schools		Private Schools	
	Freq.	%	Freq.	%
Textbook	3545	60.9	1123	52.7
Workbook	243	4.1	68	3.1
Lit. Textbook	107	1.8	21	.98
Diagrams and charts	1542	26.5	785	36.8
Flowcharts	200	3.4	73	3.4
Visual aids	63	1.0	10	0.46
Computer software	118	2.0	48	2.25
Magnetic media	-	-	-	-
Total	**5818**	**100**	**2128**	**100**

Source: Field work 2016

Result on Table 4 showed that public schools provided 5818 different instructional facilities for teaching and learning from 2005 – 2010. Private schools provided only 2128 instructional facilities. The results therefore, imply that difference existed between public and private secondary schools in the provision of instructional facilities from 2005 - 2010.

Research Question Three: What is the difference between management of public and private secondary schools with regards to provision of infrastructural facilities in Kaduna State, Nigeria?

Table 5: Difference between Management of Public and Private Secondary Schools with regards to Provision of Infrastructural Facilities from 2005 – 2010

Variable	**Public Schools**		**Private Schools**	
	Freq.	**%**	**Freq.**	**%**
Sufficient building	52	16.6	24	12.1
Drinking water	26	8.3	28	14.3
Sport facilities	138	44	101	51.7
Library	13	4.1	10	5.1
Laboratory	8	2.5	6	3
Hostels	11	3.5	4	2
Basketball court	5	1.5	2	1
Main hall	15	4.7	2	1
Staff room	32	10.2	13	6.6
Internet facilities	9	2.8	5	2.5
Computer lab.	4	1.2	-	-
Swimming pool	-	-	-	-
Total	**313**	**100**	**195**	**100**

Source: Field work 2016

Result on Table 5 showed that a total of 313 different infrastructural facilities were provided by public schools between 2005 and 2010. While, private secondary schools provided195 different instructional facilities. The result therefore means that differences exist between public and private secondary schools in the provision of infrastructural facilities from 2005 - 2010.

Research question four: What is the difference between management of public and private secondary schools with regards to supervision of teachers in Kaduna State, Nigeria?

Table 6: Difference between Management of Public and Private Secondary Schools with regards to Supervision of Teachers from 2005 - 2010.

Variable	Public Schools		Private Schools	
	Freq.	%	Freq	%.
No visit	-	-	-	-
Once	-	-	-	-
Twice	137	45	38	12
Thrice	151	49	90	29
Thrice and above	19	6	179	58
Total	**307**	**100**	**307**	**100**

Source: Field work 2016

Result on Table 6 showed the difference in the number of supervision between public and private schools. The result revealed that the respondents who said supervision in public schools was twice were 137 (45%), thrice were 151 (49%) and thrice and above were 19 (6%). While, on the other hand, those who said supervision in private schools was twice were 12 (12%), thrice were 90 (29%) and thrice and above were 179 (58%). This therefore means that private schools had number of supervision of teachers than public schools from 2005 – 2010.

Research Question Five: What is the difference between management of public and private secondary schools with regards to students enrolment ratio in Kaduna State, Nigeria?

Table 7: Difference between Management of Public and Private Secondary Schools with regards to Students' Enrolment Ratio from 2005 – 2010

Variable	Public Schools		Private Schools	
	Freq.	%	Freq	%.
1-20 per class	-	-	-	-
1-45 per class	23	7	67	22
1-50 per class	36	12	153	50
1-75 per class	111	36	81	26
1-100 per class	125	41	6	2
Above 100 per class	12	4	-	-
Total	**307**	**100**	**307**	

Source: Field work 2016

Result on Table 7 showed the difference in students' enrollment ratio between public and private schools. The result revealed that the respondents who said that students' enrollment ratio in public schools was 1-45 per class were 23 (7%), 1-50 per class were 36 (12%), 1- 75 per class were 111 (36%), 1- 100 per class were 125 (41%) and 100 and above per class were 12 (4%). Yet, those who said that students' enrollment ratio in private schools was 1-45 per class were 67 (22%), 1-50 per class were 153 (50%), 1- 75 per class were 81 (26%), 1- 100 per class were 6 (2%) and 100 and above per class had no score. This therefore means that there is difference between private and public schools regarding students' enrollment from 2005 – 2010.

4.3 Test of Null Hypotheses

Results of data used to test the null hypotheses were presented in Table 8 to 12

Null Hypotheses One: There is no significant difference between management of public and private secondary schools with regards to employment of teachers in Kaduna State, Nigeria;

Table 8: t-test Analysis of the Difference between Management of Public and Private Secondary Schools with regards to Employment of Teachers

Variable	X	Std.	t-cal.	t-crit.	Sig.
Public Sch.	15.0	11.652	5.941	1.96	.000
Private Sch.	4.82	1.4343			

In the test of null hypothesis one as presented in Table 8 revealed that, t-calculated (5.941) was greater than t-critical (1.96) at 5% level of significance. This implies that, there is a significant difference between public and private secondary schools with regards to the employment of qualified teachers. The result suggested that, public secondary schools had more teachers than the private schools in the study area. Therefore, the null hypothesis which stated that, there is no significant difference

between private and public secondary schools regarding employment of qualified teachers in Kaduna State was rejected.

Null Hypotheses Two: There is no significant difference between management of public and private secondary schools with regards to provision of instructional materials in Kaduna State.

Table 9: t-test Analysis of the Difference between Management of Public and Private Secondary Schools with regards to Provision of Instructional Facilities

Variable	X	Std.	t-cal.	t-crit.	Sig.
Public Sch.	41.6	21.185	3.101	1.96	.000
Private Sch.	12.7	9.2035			

Table 9 presented t-test analysis of the difference between private and public secondary schools regarding the provision of instructional facilities. The result revealed that, public secondary schools had provided more instructional facilities for teaching and learning than private schools. This is because, the calculated t-value (3.101) was greater than the critical t-value (1.96) at 5% level of significance. This means that, there is significant difference in the provision of instructional facilities between public and private schools in the study area. Therefore, null hypothesis two which stated that, there is no significance difference between private and public secondary schools regarding the provision of instructional facilities in Kaduna State was rejected.

Null Hypotheses three: There is no significant difference between management of public and private secondary schools with regards to provision infrastructural facilities in Kaduna State, Nigeria;

Table 10: t-test Analysis of the Difference between Management of Public and Private Secondary Schools with regards to Provision of Infrastructural Facilities

Variable	X	Std.	t-cal.	t-crit.	Sig.
Public Sch.	2.2	.3603	5.701	1.96	.000
Private Sch.	1.2	.1033			

Table 10 presented difference between private and public secondary schools regarding provision of infrastructural facilities revealed that, t-calculated (5.701) was greater than t-critical (1.96) at 5% level of significance. This implies that, the difference between private and public secondary schools regarding the supervision of teachers was statistically significant. The null hypothesis which stated that, there is no significant difference between private and public secondary schools regarding the provision of infrastructural facilities in Kaduna State was rejected.

Null Hypotheses Four: There is no significant difference between management of public and private secondary schools with regards to supervision of teachers in Kaduna State, Nigeria;

Table 11: t-test Analysis of the Difference between Management of Public and Private Secondary Schools with regards to Supervision of Teachers

Variable	X	Std.	t-cal.	t-crit.	Sig.
Public Sch.	1.5	.9202	4.340	1.96	.000
Private Sch.	2.7	1.234			

The t-test analysis used to test null hypothesis four as presented in Table 11 showed that, the difference between private and public secondary schools regarding the supervision of teachers was statistically significant. This is because, t-calculated (4.340) was greater than t-critical (1.96) at 5% level of significance. The mean score suggested that, private secondary schools supervised teachers more than public secondary schools do. Therefore, null hypothesis four which stated that, there is no significant difference between private and public secondary schools regarding supervision of teachers in Kaduna State was rejected.

Null Hypotheses five: There is no significance between management of public and private secondary schools with regards to students enrolment ratio in Kaduna State, Nigeria;

Table 12: t-test Analysis of the Difference between Management of Public and Private Secondary Schools with regards to Enrollment Ratio

Variable	X	Std.	t-cal	t-crit.	Sig.
Public Sch.	1.3	.71166	2.890	1.96	.000
Private Sch.	2.7	1.1534			

Table 12 presents t-test analysis of the difference between private and public secondary schools regarding students' enrollment ratio. The result revealed that there is significant difference between public and private secondary schools regarding students' enrolment ratio. This is because, the calculated t-value (2.890) was greater than the critical t-value (1.96) at 5% level of significance. The mean score showed that private schools maintained more standard of students teacher ratio. Therefore, null hypothesis one which stated that, there is no significance difference between private and public secondary schools regarding the students' enrollment ratio in Kaduna State was rejected.

4.4: Summary of Major Findings

The findings of this work which was carried out to determine the Comparative Analysis on the Management of Public and Private Secondary Schools in Kaduna State, were based on the results of descriptive statistics (mean and standard deviation) and t-test analysis. The major findings of this research work were summarized as follow;

There are differences between management of public and private secondary schools with regards to the employment of teachers. Public schools were found to have more teachers than public secondary schools. The difference was also found to be statistically significant at 5% level of significance. (p=.000).

Public schools were also found to be more effective in provision of instructional facilities than their private counterparts. The difference was found to be statistically significant (p=.000).

The study also found a significant difference between management of public and private secondary schools with regards to supervision of teachers for effective teaching and learning. Supervision of teachers is carried out on a more regular base in private schools than in public schools. The difference was also found to be statistically significant (p=.000).

The study also indicated that, public secondary schools have more infrastructures than private secondary schools in Kaduna state. (p=.000).

It was also found that, private secondary schools maintain the normal students per class ratio than their public counterparts in the study area. (p=.000).

4.5: Discussion of Major Findings

The result of this study revealed that, public secondary schools had employed more teachers than private secondary schools in Kaduna State between the period of 2005 – 2010 with public secondary schools employing 2104 teachers while, private secondary school employed 805 teachers. The finding of this study further revealed a significant difference with regards to the provision of teachers between public and private secondary schools. This was revealed by the calculated t-value of 5.941 greater than the critical t-value of 1.96 which implies that, the difference is statistically significant (p=0.005). This finding was in line with that of Stein (2004) who opined that, another reason for so little emphasis on teaching in private schools is that successful teachers are not offered positions for consultancy, or funded sufficiently compared to public schools teachers who are successful in doing research, especially reseach that offers huge potential revenue.

Another finding of this research indicated that, there is difference between public and private secondary schools in the provision of instructional facilities in Kaduna state. Respondents indicated that, public schools provided more instructional materials than private secondary schools between 2005 – 2010 for instance public secondary schools had provided 5818 different instructional facilities while private secondary schools provided 2128 instructional facilities for teaching and learning. T-test analysis further revealed a calculated t-value of 3.101 greater than the critical t-value 1.96 at 5% level of significance. It implies that, there is significant difference in the provision of instructional facilities between public and private schools in the study area. This study finding agrees with the work of Mowery and Sampat (2005) who suggested that in the knowledge based economy commercialization activities conducted by education institution can be a strategic asset that strengthens their links with industry and enhances technology transfer through effective use of instructional facilities, Chiang (2012) also believes that the privatization of education force to the colleges and univerisities to be more responsive to the needs of their customers (students) and produce better efficiencies that can help achieve the institutions' missions and goals.

The study further revealed that, public schools are better than their private counterparts in terms of infrastructural facilities. This was shown by answers to research question four in which the total number of infrastructural facilities provided by public schools from 2005 – 2010 was 313 while, private schools provided 195. The test of the null hypothesis three further showed that, the difference between private and public secondary schools regarding the provision of infrastructural facilities was statistically significant. This is because, t-calculated (4.340) was greater than t-critical (1.96) at 5% level of significance. This coreborate the finding of Akinsolu, (2010) who stated that, most Private secondary schools especially 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. This also causes most of these schools to focus more on social sciences and art subjects to the detriment of a balanced curriculum as required by the educational system. Agi, (2013) also observed that, over 80% of Private schools in Rivers State are sited in either private homes or make shift buildings and do not have capacity for further expansion in the nearest future. The provisions of sporting facilities, library, convenience, dispensary, etc. are functions of space. Agi, (2013) further explained that, most Private Schools are small in size, lacking teaching equipment and facilities and trapped in make shifts house or rented accommodation.

The study also found that, there is difference between public and private secondary schools with regards to the supervision of teachers. The result revealed that the respondents who said supervision in public schools was twice were 137 (45%), thrice were 151 (49%) and thrice and above were 19 (6%) while, those who said supervision in private schools was twice were 12 (12%), thrice were 90 (29%) and thrice and above were 179 (58%). This therefore means that private schools had more number of supervision of teachers than public schools from 2005 – 2010. Result of t-test analysis revealed that, t-calculated (5.71) was greater than t-critical (1.96) at 5% level of significance. This implies that, the difference between private and public secondary schools regarding the supervision of teachers was statistically significant. This finding was supported by Omotosho (2008) who noted that, the performance of private institution was enhanced by regular and effective supervision by school proprietors. Omotosho, (2008) further opined that, human and material resources are better utilized in private schools due regular supervision by the owners. Another finding of this study revealed that respondents who said that students' enrollment ratio in public schools was 1-45 per class were 23 (7%), 1-50 per class were 36 (12%), 1- 75 per class were 111 (36%), 1- 100 per class were 125 (41%) and 100 and above per class were 12

(4%) while those who said that students' enrollment ratio in private schools was 1-45 per class were 67 (22%), 1-50 per class were 153 (50%), 1- 75 per class were 81 (26%), 1- 100 per class were 6 (2%) and 100 and above per class had no score. This therefore means that there is difference between private and public schools regarding students' enrollment from 2005 – 2010. Results of t-test analysis further showed that, public secondary schools have higher enrolment ratio than the private schools. This is because; the calculated t-value (2.890) was greater than the critical t-value (1.96) at 5% level of significance which means that, there is a significant difference in the enrolment ratio between public and private secondary schools in the study area. Ibitoye (2003) discovered that there is a significant relationship between enrollment, utilization of classrooms provided for teachers, the teaching and learning activities and students academic performance. In the same way, Akpofure and N'dipu, (2000), reported the need for schools to maintain a manageable carrying capacity in utilization of classrooms, libraries and laboratories for effective teaching and learning and to effectively accommodate the increasing number of students moving from primary to secondary schools.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATTIONS

This chapter outlines the method and procedures used in conducting the study under the following sub-heading:

5.1 Summary

5.2 Contribution to Knowledge

5.3 Conclusion

5.4 Recommendations

5 5 Suggestion for Further Study

5.1 Summary

This study was carried out to determine the Comparative Analysis on the Management of Public and Private Secondary Schools in Kaduna State, Nigeria. Descriptive survey design was adopted for the study. To serve as a guide, five (5) specific objectives, five (5) research questions and five (5) null hypotheses were formulated. The population of the study consisted of six hundred and ninety six (696) principals of public secondary schools and eight hundred and thirty two (832) principal of private secondary schools in the state. This is based on Kaduna state 2014 schools census. A sample of 307 principals was drawn using purposive sampling techniques. Records (checklist) of teacher's employment, instructional materials, infrastructural facilities, school supervision and students per class enrollment were used for data collection. Data was analyzed using descriptive statistics and t-test statistics.

Results of the study indicated that, Public secondary schools employed more teachers than private schools in Kaduna state and that public secondary schools are better than private schools in terms of provision of instructional facilities. Public secondary schools in Kaduna State are better than private secondary schools in terms of

infrastructural facilities. It was also found that, private secondary schools in Kaduna state are more effective than public schools in terms of supervision of teachers for better performance. The study also revealed that, private secondary schools maintain the required students to class ratio than public secondary schools.

It was concluded among other things that public secondary schools employs more teachers than private schools in Kaduna state and that public secondary schools are better than privat schools in terms of provision of instructional facilities. Private secondary schools in Kaduna state are more effective than public schools in terms of supervision of teachers for better performance.

The researcher therefore recommended that, teachers in public secondary schools should give out their best like their private schools counterparts for the betterment of their institutions and their students. Both federal and state governments should provide relevant instructutional facilities needed for effective teaching and learning in their secondary schools. School authorities should also encourage teachers to always use the appropriate instructional materials provided for effective instructioned delivery. There should also be a regular supervision of teachers by both the federal and state government and the school authorities. This will make teachers put their best like their counterparts in private secondary schools. The research also recommended that, infrastructural facilities in secondary schools should be efficiently utilized and maintained by the school authorities and that government should expand and improve the standard of schools to accommodate the increasing number of student moving from primary too secondary schools.

5.2 Contribution to Knowledge

The study contributed to knowledge in the following ways that:

1. That significant difference existed between public and private secondary schools with regards to the employment of teachers. Public schools were found

to have employed more teachers than private secondary schools. The difference was also found to be statistically significant at 5% level of significance. *(p=.000)*.

2. Public schools were found to be more effective in the provision of instructional facilities than their private counterparts. The difference was found to be statistically significant (p=.000).
3. The study found a significant difference between that existed in public and private secondary schools in terms of supervision of teachers for effective teaching and learning. Supervision of teachers is carried out on a more regular base in private schools than in public schools. The difference was also found to be statistically significant (p=.000).
4. The study indicated that, public secondary schools had more infrastructures than private secondary schools in Kaduna state. (p=.000).
5. It was found that, private secondary schools maintained the normal students per class ratio than their public counterparts in the study area. (p=.000).

5.3 Conclusion

Based on the findings of this work, the following conclusions were made:

Public secondary schools employed more teachers than private schools in Kaduna State. this means, public secondary schools make more employment year in year out to meet up with demand on the population of Kaduna State it mean that public secondary school in Kaduna State meet with the standard of education in public secondary schools.

Public secondary schools are better than private schools in terms of provision of instructional materials. This means that instructional materials were well provided for

the students in public secondary schools, it indicates that public secondary schools had standard environment for teaching and leaning.

Public secondary schools in Kaduna State were better than private secondary schools in terms of infrastructural facilities. The ministry of education provides students and staff toilets, computer lab, library and basketball court. This means that staff and students in secondary schools enjoyed the provision of infrastructural facilities to enhance learning environment.

Private secondary schools in Kaduna state were more effective than public schools in terms of supervision of teachers for better performance. This means that both the proprietors of private secondary schools and supervisors from teachers service board in Kaduna State effectively supervised teachers than teachers in public secondary schools.

Private secondary schools maintain the require students per class ratio than their public counterparts in the study area. This indicates that the private secondary schools maintain the standard of students per class on like the students in public secondary schools per class.

5.4 Recommendations

Based on the findings and the conclusion of this research, the following recommendations were made;

1. School authorities should employ more teachers with teaching qualifications such as NCE, B.ed, M.ed, to meet the standard of education.
2. Proprietors of private secondary schools should provide sufficient instructional material such as textbook, visual Aid and computer soft ware, and also encourage teachers and students to make use of them.

3. Proprietors when establishing private secondary school should purchase enough land in order to build sufficient infrastructural facilities such as borehole water, toilet, library and sport facilities to meet with the standard of education.
4. State government should ensure regular supervision of teachers in public and private secondary schools is in line with the standard of education.
5. State government should endevour to admite students in public secondary school with at list 50 students to one teacher per class, being the set standard of student ratio.

5.6 Suggestion for Further Study

Further studies can be conducted in the following area:

1. Similar study can be conducted in tertiary institutions in Nigeria in order to establish if findings would be similar.
2. Correlational study can be undertaken between public and private secondary schools on infrastructure Conditions in secondary Schools of Nigeria
3. Influence of supervision of teachers and achievement at secondary schools students in Kaduna State Nigeria.

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Appendix I

DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA - NIGERIA

Telephone: 069-51755, 50692

VICE CHANCELLOR: Professor Ibrahim Garba, *B.Sc (Hons) Geology, M.Sc (Mineral Exploration) ABU, Ph.D Geology (London), D.I.C., FNMGS*
INTERIM HEAD OF DEPARTMENT: Dr. Sani Ibrahim, *B.B.Ed, M.Ed, Ph.D (ABU)*

Your Ref: _____

Our Ref: M.Ed/Educ/7122/2011-2012

Date: 24th October, 2017

Letter of Introduction

ABDULLAHI DANIEL UZOMA EZE - M.ED/EDUC/7122/2011-2012

This is to certify that the above mentioned name is a Postgraduate student (M.Ed Business Education) in the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria carrying out a research topic: **"Comparative Analysis of Management of Public and Private Secondary Schools in Kaduna State, Nigeria"**

Kindly give him every assistance he may require.

Dr. Sani Ibrahim
INTERIM HEAD OF DEPARTMENT

Appendix II

Checklist

BUSINESS EDUCATION (MARKETING) SECTION,
DEPT. OF VOCATIONAL & TECHNICAL EDUCATION,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY, ZARIA

Dear Respondent,

This checklist is being administered as part of Postgraduate research dissertation at the Business Education Section, Department of Vocational and Technical, Faculty of Education, Ahmadu Bello University, Zaria. It is designed to gather relevent information on the " Influence of Commercialization of Education on Standard of Education in KadunaState, Nigeria".

You are required to please kindly complete this checklist. All information would be treated confidentially and strictly used for academic purposes only.

Thank you so much in anticipation of your candid submissions and cooperation.

Yours faithfully,

Abdullahi Daniel Uzoma Eze.

Appendix III

Checklist

RECORD ON TEACHERS EMPLOYMENT, INSTRUCTIONAL MATERIALS, INFRASTRUCTURAL FACILITIES, SCHOOL SUPERVISION, ENROLLMENT RATIO FROM 2005 TO 2010

SECTION B		**COMPARATIVE ANALYSIS ON THE MANAGEMENT OF PUBLIC AND PRIVATE SECONDARY SCHOOLS ON EMPLOYMENT OF TEACHERS IN PUBLIC AND PRIVATE SECONDARY SCHOOLS**					
Please provide information regarding the number of teachers employed in the following years according to their qualification							
S/NO	**QUALIFICATION**	YEARS					
		2005	2006	2007	2008	2009	2010
1	ND						
2	NCE						
3	HND						
4	BA/BSC						
5	B.Ed						
6	MA/MSC						
7	M.Ed						
8	PHD						
SECTION C		**COMPARATIVE ANALYSIS ON THE MANAGEMENT OF PUBLIC AND PRIVATE SECONDARY SCHOOLS ON PROVISION OF INSTRUCTIONAL MATERIALS IN PUBLIC AND PRIVATE SECONDARY SCHOOLS**					
Please provide information regarding the number of instructional materials provided in your school							
INSTRUCTIONAL MATERIAL		YEARS					
		2005	2006	2007	2008	2009	2010
9	TEXTBOOK						
10	WORKBOOK						
11	LITERATURE TEXTBOOK						
12	DIAGRAMS AND CHARTS						
13	FLOWCHART						
14	VISUAL AID						
15	COMPUTER SOFTWARE						
16	MAGNECTIC MEDIA						

SECTION D		**COMPARATIVE ANALYSIS ON THE MANAGEMENT OF PUBLIC AND PRIVATE SECONDARY SCHOOLS ON INFRASTRUCTURAL FACILITIES IN PUBLIC AND PRIVATE SECONDARY SCHOOLS**					
Please provide information regarding provision of infrastructural facilities in your school							
INFRASTROCTURAL FACILITIES		YEARS					
		2005	2006	2007	2008	2009	2010
17	SUFFICIENT BUILDING						
18	PORTABLE WATER						
19	TOILET						
20	SPORT FACILITIES						
21	LIBRARY						
22	LIBORATROY						
23	HOSTELS						
24	BASKETBALL COURT						
25	MAIN HALL						
26	STAFF ROOM						
27	INTERNET FACILITIES						
28	COMPUTER LAB						
29	SWIMMING POOL						
SECTION E		**COMPARATIVE ANALYSIS ON THE MANAGEMENT OF PUBLIC AND PRIVATE SECONDARY SCHOOLS ON SUPERVISION OF TEACHERS IN PUBLIC AND PRIVATE SECONDARY SCHOOLS**					
Please Tick the number of Times your school was Supervised							
VISITATION OF SUPERVISION		YEARS					
		2005	2006	2007	2008	2009	2010
30	NO VISIT						
31	ONCE						
32	TWICE						
33	THRICE						

SECTION F		COMPARATIVE ANALYSIS ON THE MANAGEMENT OF PUBLIC AND PRIVATE SECONDARY SCHOOLS ON TEACHER STUDENTS ENROLMENT RATIO IN PUBLIC AND PRIVATE SECONDARY SCHOOLS					
Please provide the following information regarding teacher/students ratio per classroom							
STAFF/STUDENTS RATIO		2005	2006	2007	2008	2009	2010
35	1-20 PER CLASS						
36	1-45 PER CLASS						
37	1-50 PER CLASS						
38	1-75 PER CLASS						
39	1-100 PER CLASS						
40	ABOVE 100 PER CLASS						