

An Assessment of Stipulated Processes and Rate of compliance by Private Schools for the Establishment of Private Secondary Schools in Kaduna State, Nigeria

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Abstract

This paper is an assessment of stipulated processes and rate of compliance by private schools for the establishment of private secondary schools in Kaduna state. The study used a questionnaire titled 'Rate of Compliance for Private school Establishment' (RCPSE) the face and construct validity of the tool was ensured. The sample of the study was 36 principals and 36 proprietors of private secondary schools in Kaduna state. The objectives, research question and a hypothesis were formulated for the study. Frequency count and standard deviation was used to analyze the data questionnaire while t-test was used to test the hypothesis. The study revealed that in spite of the believes of many that private schools perform high, most of them do not really follow stipulated procedures laid down for school establishment in the state. The paper recommends that the government should relax its procedures so that the proprietors may identify with the government and follow the established rules.

Keywords: Assessment, Compliance, Proprietor, Private school.

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Introduction

Private initiatives in the educational sector are not only germane to the development of education in Nigeria but also an important part of government intentions as expressed in the National policy on education for moving education to a higher level. Private involvement in education is however not without regulation to ensure standards. This is why respective state government has put in place rules and regulations as a guide to any interested individual, group of individuals or corporate organization who may desire to explore opportunities inherent in this sector.

The need for qualitative and quantitative form of education for all social-economic classes in the Nigerian society underscores the importance and call for private initiative in the educational sector (FRN 2014). This is believed to ease the burden on government in matters related to education. The Federal Government of Nigeria in collaboration with UNICEF published a finding in a report tagged 'National Report' in 1993 where Yoloye (1993) opined that 'the hope for achievement of education for all in Nigeria by year 2000 AD may come from increased contributions of the non-governmental sectors'. This statement cannot be far from being true because the effect of the global economic recession and in particular the petro-allied international economic slump has adversely affected revenue generation prowess of most petroleum producing nations in Africa, including Nigeria. Ignatius (2020) reported that 'government writes national assembly for review of 2020 budget in view of slump in petroleum price in the international market due to Covid-19 infection' because the budget was originally prepared based on 53 dollars per barrel and now had come down to 25 dollars per barrel. The cost of giving every single Nigerian education according to Olomola (2014) is becoming increasingly high that government alone cannot cope with. It is a truism that some people have already responded to this call by establishing schools from pre-primary, primary, secondary and even tertiary level. It is also a truism that while some are doing well in the field, others have had their shut down because of challenges faced in the course of running theirs. According to Olomola (2002) more than twenty private Nursery, primary and secondary schools were short in the state for failure to meet the required standard of operation. Other reasons given by a committee set up by the government for this closure included failure to comply with registration processes for the establishment of schools by the ministry of education which include among others, obtaining a registration form, school certification, dilapidated buildings,

lack of adequate sitting space for pupils, operation of schools in rooms/houses meant for dwelling and failure to pay dues to the government for up to three years by some schools.

Requirement for Secondary Schools Establishment

The Kaduna State Ministry of Education is the ministry in-charge of all education matters in the state and it has the exclusive rights of prescribing guidelines for the establishment of any level of educational institution in the state aside those controlled by the federal government. In its handbook titled 'Guidelines on Establishment of Secondary schools' (2019) edition, it specified the following, among others, as criteria to be met for a secondary school to be given approval in the state.

- a) No post-primary institution (JSS or SSS) may open without the approval of the state ministry of education.
- b) No community, organization or private school should practice any form of segregation in its admission policy or objectives
- c) Every school must have a proprietor. The proprietor will represent the interests of the owners on all matters that affect the school.
- d) The Proprietor and leaders of every proposed school should be conversant with the requirements of the Education Law of Northern Nigeria, 1964.
- e) Any community, organization or private individual wishing to establish a school must be in possession of a certificate of Occupancy of Land issued by the State or Local Government. The Land should not be less than:
 - i) 10 acres for schools proposed as Day Secondary schools;
 - ii) 30 acres for schools to be Boarding schools

Physical Facilities

Building must conform to the following standard

- i) The classroom size should be 12m x 9m to accommodate 40 students
- ii) Each classroom should be cross-ventilated and well lighted
- iii) classroom must have storage facilities and built-in cupboards for items of equipment
- iv) The classroom should have two access doorways to serve as alternative exists and a verandah
- v) There must be a separate staffroom and office for the principals

Teachers Qualification

The Head teacher (Principal) must be a graduate with teaching qualification and at least 5 years' experience. The classroom teachers must be one of the following:

- i) Graduate with teaching qualification
- ii) NCE
- iii) The teacher-pupil ratio should not be more than 2 to 45

Records

Statutory administrative and academic records which should be kept are as follows:

Cash records, Admission, progress and withdrawal Registers, class attendance register. Log book, visitors Book, individual students' continuous assessment cards, examination results, inspection reports, Education Law, a copy of institutions scheme of work, syllabus, a school time table and punishment book.

The problem of this study is the closure of private schools in general and that of secondary schools in particular due to their inability to meet laid down criteria or follow due process for opening private schools in Kaduna state. It is obvious that closure of schools negate government intentions and policy provision of Section 13 (121) of the National Policy on Education (2014). The implications of closure of secondary schools portends a big danger to graduates of primary schools in the state because the level at which private primary schools are springing up in the state to complement those established by government shows that there may not be enough space to accommodate graduates of this level of education which may further compound the problems of out-of-school children in the state. In addition to this, it could also increase the unemployment figure of graduates employed by these schools, a situation which has a serious social and economic implication to the already battered economy.

Objectives of the Study

The objectives of this study are:

1. To find out if proprietors are aware of the existence of rules and regulation for the establishment of private secondary schools in Kaduna state.
2. To find out if the processes stipulated by government for the establishment of private secondary schools is the same processes being followed by proprietors.

Research Questions

Are proprietors aware of the existence of rules and regulations for the establishment of private secondary schools in Kaduna state?

Do proprietors of private secondary schools follow government stipulate processes in establishing and running private schools in Kaduna State?

Hypothesis

There is no significant difference in the processes stipulated by government for the establishment of private secondary schools and that used by the school proprietors in Kaduna state

Methodology

This study is targeted at private secondary schools in Kaduna state, as such the survey method was used in conducting the research because the object of study is a group with common characteristics (Nwana, 1985). The instrument used to collect data for this study was questionnaire titled 'Rate of Compliance for Private school Establishment' (RCPSE) which was validated by face and construct validity. The population of the study is made up of all the registered private secondary schools in Kaduna state and its respondents are made up of the school proprietors and their principals. According to Kaduna State Ministry of Education (2019) there are twelve educational inspectorate zones in Kaduna state made up of Anchau, Birnin-Gwari, Giwa, Godogodo, Kachia, Kaduna, Kafanchan, Lere, Rigachukwu, Sabon-Tasha, Zaria and Zonkwa. Out of these, Kaduna, Giwa and Zaria Educational Zones were purposely taken for this study because they have the highest concentration of private secondary schools in Kaduna State. According to the information obtained from the state ministry of education, Zaria has four registered secondary schools. Giwa has seven and Kaduna has twenty-nine, totaling forty (40) registered private secondary schools. Out of these forty, thirty –six (36) representing 90% of the private secondary schools were randomly selected as sample using the Hat-drawn method. This number is in line with the recommendation of Krejcie and Morgan (1990) which states that for a population of forty (40), thirty-six should be taken as sample. This gave 36 proprietors and 36 principals totaling 72. Out of these seventy-two, fifty-eight 58 respondents representing 80% responded to the instrument.

Data obtained from the instruments were analyzed using descriptive statistics involving frequency counts, percentages, mean and standard deviations while t-test was used to test the hypothesis. Rejection/acceptance of hypotheses was fixed at probability level of significant where Alfa is 0.05 ($p < 0.05$).

Result

The results below are presented based on the focus of the study. It concentrates essentially on the statement of objectives and the research questions provided above.

Table 1:
Awareness of Existence of Rules for Establishment of Private schools in Kaduna state

| Items | Frequency | Percentage |
|-----------|-----------|------------|
| Aware | 55 | 94. |
| Not Aware | 03 | 5.2 |
| Total | 58 | 100.00 |

The processes of establishing private secondary schools in Kaduna state is looked at here basically in the light of the requirements to be met before approval is given. Among the fifty-eight schools that responded to the questionnaire, only three (5.2%) said they are not aware of any stipulated procedure by the state government while fifty-five (94.8%) confirmed their awareness to these procedures. If this is case, one can assume that majority are aware of the rules guiding the establishment and management of private secondary schools in Kaduna state and by implication should have followed them to the latter.

Table 2:
Compliance to Ownership of Land

| Items | Frequency | Percentage |
|-----------------------------------|-----------|------------|
| School has its own land | 26 | 44.8 |
| School does not have its own land | 21 | 36.2 |
| No Response | 11 | 19.0 |
| Total | 58 | 100.0 |

The table above shows that 26 of the respondents said they have a land for their school or possibly operating on their own land while 21

respondents, representing 36.2% said they do not have a land for the school. If No response is taken as no land, then thirty-two respondents, representing 55.2% private secondary schools does not meet the land ownership requirement to start a school.

Table 3:
Compliance with Classroom Size

| Items | Frequency | Percentage |
|-------------|-----------|------------|
| No Response | 56 | 98.3 |
| 12m x 12m | 2 | 1.7 |
| 12m x 9m | - | - |
| Total | 58 | 100 |

The sizes of the classroom used by the schools were not specified by fifty-six of the respondents representing 98.3%. Where some specifications were indicated, most were exaggerated by the respondents. For example, two (1.7%) said the size of their classroom were 12m x 12m which contradicts the 12m x 9m stipulated by the ministry of education.

Table 4:
Compliance with Principals' Qualification

| Items | Frequency of Response | Percentage |
|-------------|-----------------------|------------|
| No Response | 2 | 3.4 |
| NCE | 3 | 5.2 |
| HND | 5 | 8.6 |
| B.Sc | 32 | 55.2 |
| B.Sc. Ed | 12 | 20.7 |
| B.Ed | 4 | 6.9 |
| Total | 58 | 100 |

Regarding the qualification of the principals of the private secondary schools, two (3.4%) did not respond to the questionnaire, three (5.2%) have NCE holder as principals, five (8.6%) have HND holders as principals, thirty-two (55.2%) has B.Sc holders as principals, twelve (20.7%) has B.Sc, Ed as their principals and 4 (6.9%) has B.Ed as principals in their schools. This means that the three NCE, twelve B.Sc Ed. and four B.Ed totaling nineteen (32.8%) are the only professional educators that headed the private secondary schools used as samples. In other words, it could be said that only nineteen out of fifty-eight schools have professionals as their principals.

Table 5:
Compliance with Statutory Records to be kept

| Statutory Records | YES | | NO | |
|------------------------------|-------|------|-------|------|
| | Freq. | % | Freq. | % |
| Cash Book | 14 | 24.1 | 44 | 75.9 |
| Admission Record | 43 | 74.1 | 15 | 25.9 |
| Progress Register | 16 | 27.6 | 42 | 72.4 |
| Attendance Register | 43 | 74.1 | 15 | 25.9 |
| Log Book | 10 | 17.2 | 48 | 82.8 |
| Visitors Book | 33 | 56.9 | 25 | 43.1 |
| Continuous Assessment Record | 7 | 12.1 | 51 | 87.9 |
| Examination Record | 30 | 51.7 | 28 | 48.3 |
| Inspection Book | 7 | 12.1 | 51 | 87.9 |
| Education Law Book | 10 | 17.2 | 48 | 82.8 |
| Punishment Book | 17 | 29.3 | 41 | 70.7 |
| Scheme of Work | 47 | 79.3 | 12 | 20.7 |

Table 5 shows that some of the very important records required for the operation of private secondary schools in Kaduna state are not kept by the proprietors. As could be seen, forty-four (75.9%) of their schools do not keep cash record.

Table 6:
Summary of Criteria for school establishment and rate of Compliance

| Criteria | Rate of Returns | | Population |
|--------------------------|-----------------|----|------------|
| | Yes | No | |
| Ownership of Land | 26 | 32 | 58 |
| Classroom Size | - | 58 | 58 |
| Principals Qualification | 7 | 51 | 58 |
| Statutory Records | | | |
| a) Cash Book | 14 | 44 | 58 |
| b) Progress Register | 16 | 42 | 58 |
| c) Log Book | 10 | 48 | 58 |
| d) Continuous Assessment | 7 | 51 | 58 |
| e) Inspection Book | 10 | 48 | 58 |
| f) Education Law Book | | | |

| | | | |
|----------------------------------|----|----|----|
| g) Punishment Book | 17 | 41 | 58 |
| Annual Dues/Renewal Fees payment | 17 | 41 | 58 |
| | 6 | 52 | 58 |

The table above shows that 26 respondents said they have land of their own while 32 said they have no land of their own. None of the schools followed the required recommendation on size of the classroom. Seven respondents have the right qualification for their principals while 51 principals have other types of certificate. On the statutory records to be kept, 15 schools have cash book while 44 has none. 16 schools keep progress Register while 42 does not. 10 schools keep Log book while 48 does not and 7 schools keep continuous assessment record while 51 does not. 17 schools keep education law book while 41 does not and 17 keep punishment book while 41 does not. On the issue of annual dues and renewal fees payment, only 6 schools are up to date in this regard while 52 respondents have one due or the other to pay. From this analysis, it could be said that most of these schools actually deserve to be closed down.

Test of Hypothesis

There is no significant difference in the processes stipulated by government for the establishment of private secondary schools and the processes used by Private school proprietors in Kaduna state.

The criteria for the establishment of private secondary schools have earlier been stated in this write-up. Compliance to these criteria is scored (1) and non-compliance was scored zero. The proprietors' scores in the total processes was applied to determine deviation from or compliance with the procedures by the private schools proprietors Table seven below shows the result of the t-test:

Table 7:
One-Tail t-test on Criteria for private secondary school establishment and proprietors' scores

| Govt./Respondent | Mean | SD | SE | t-value | DF | P |
|---------------------|-------|-------|-------|---------|----|-------|
| Government Criteria | 28 | 0.000 | 0.000 | | | |
| Proprietors' Scores | 5.308 | 2.339 | 0.324 | 69.95 | 51 | 0.000 |

For the computation of the test, it was expected that proprietors would comply to most, if not all of the government's criteria. Based on this assumption, criteria were assigned one (1) whole number each. A table of about twenty-eight criteria was identified. If a proprietor complied

with two, he or she is scored two. A complete deviation from the total shows the true test. The table above therefore shows the proprietors' scores on criteria compliance at the mean of 5.308 and standard deviation of 2.339 while the standard error is at 0.324. The test reads 69.95 at 51 degree of freedom. This shows that significant difference exist between government laid down procedures and the level of adoption of these procedures by private secondary school proprietors in establishing and managing their schools. The probability level is at ($P < 0.05$). The null hypothesis could therefore be rejected.

Discussion

This study has as its objectives to find out whether private secondary schools in the state are aware of laid down rules and regulations for the establishment of private secondary schools in the state and also to find out if they actually meet the requirement for the operation of their school. An hypothesis that suggest that 'there is no significant difference in the processes stipulated by government for the establishment and management of private secondary schools and that used by private school proprietors in the state' was formulated. An acceptance of this hypothesis would have been a major land mark towards arriving at a theory which suggests that complete handover of the educational system at the secondary school level to private proprietors will magically bring about the much awaited progress needed in the system as suggested by Yoloye (1993). It is however interesting to discover through the outcome of the study that this hypothesis could not be accepted because most private secondary schools do not follow the criteria laid down for them to establish their schools. It is interesting to note that even though studies like that of Adeyanju, in Olomola (2002) revealed parent's preference for private schools over that of public schools due to their performance, most of these private schools never really follow the processes laid down by the Ministry of Education.

Also, the fact that the Ministry agreed in a study by Olomola (2002) to not having the correct statistics of private secondary schools in the state shows that not all the private schools are duly registered with the government. By implication, most of them don't pay the required dues to the government. Also most of them are not only operating in a rented building, these buildings are constructed for domestic use and not for academic purpose which explain why classroom size specification of 12m x 9m for forty students were never met by the proprietors.

It is however imperative to discuss some salient point deduced from verbal discussion had with respondents particularly on why they could not meet the criteria. The issue of certificate of occupancy of a land for the school before the school takes off is one that only few of the proprietors could meet. In other words, majority of them could simply not meet this demand which explains why most of them start from rented apartment. This issue also explain why they possibly could not meet the requirement of standard classroom size of 12m x 9m since the rooms where not originally built for classroom purposes but residential.

Conclusion

This paper has as its focus the assessment of stipulated processes and rate of compliance by private schools for the establishment of private secondary schools in Kaduna state Nigeria. It developed some research questions like wanting to know if the proprietors are aware of criteria laid down by the state government for establishing private schools in the to which majority answered in the affirmative. The other question was whether they met all the criteria to which majority of the despondence could not agree to. It could therefore be concluded that majority of the proprietors are aware of the existence of rules and regulations for the establishment of private secondary school and that most private schools in the state do not meet the criteria laid down for the establishment of private schools in the state.

Recommendations

In the light of the foregoing findings and discussion the study will like to recommend that:

1. The issue of mandatory provision of certificate of occupancy alongside the registration form by would-be proprietor be looked into and reviewed for a beginner. This is because most proprietors are likely to start with rented building and not on their permanent site. If this clause is removed, proprietors will feel sage to identify with the Ministry and stop operating illegally.
2. Government should relax its criteria to enable the proprietors be able to meet them in view of their immense contributions to the educational development of the state.

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