

A Survey on the Organization and Management of Girls' Day Secondary Schools in Kaduna State of Nigeria

Dr. Benjamin C, Duruh

*Department of Educational Administration and Planning School
Of Education Federal College Of Education, Zaria*

Abstract: This research work investigated the Organization and Management of Girls' Day Secondary Schools in Kaduna State. The research design adopted was a survey design. The independent variables were the respondents which include principals, teachers, students, parents and government officials while dependent variable includes organization and management of girls' day secondary schools. This study was conducted in Girls' Day Secondary Schools across Kaduna State. Objectives of the study include to; examine what constitutes the nature of organization of girls-day secondary schools in Kaduna State of Nigeria, and investigate the nature of management of girls' day secondary schools in Kaduna State of Nigeria. A Multiple sampling technique was adopted to sample six hundred and forty-eight (648) respondents consisting of 300 males and 348 females. Two hypotheses guided the study. The instrument for data collection was the questionnaire which was duly validated and found to be reliable. Analysis of variance (ANOVA) was used to test the null hypotheses at 0.05 level of significance. Results showed that there was a significant difference among the respondents on the organization of Girls' Day Secondary Schools in Kaduna State, and there was a significant difference among the respondents on the management of Girls' Day Secondary Schools in Kaduna State. It was recommended that government should improve on the organization of Girls' Day Secondary Schools in Kaduna State by ensuring that roles are clearly defined and specified for smooth operation of work in the schools. That the right caliber of staff is employed and all necessary facilities made available with close supervision for effective teaching and learning in the schools.

Introduction

The universal declaration of Human Rights adopted by the United Nations General Assembly in December 1948 guaranteed for the individual a whole range of basic freedom with education serving as a basic right necessary for the achievement of all other freedoms. The achievement of the right to education requires that young people be given the opportunity necessary for the acquisition of the knowledge, skills, attitudes and values which will enable them lead happy and productive lives as individuals and discharge their social duties for the betterment of life in the society. This declaration by the United Nations General Assembly put governments of various countries of the world over to be on their toes in trying to develop their educational sectors by committing more resources towards the provision of good quality education to its citizens. Education has been recognized as the most important factor used by man to conquer his environment and it has charted his destiny. Education is an intrinsic value in itself needing no further justification. In fact, the Girl Child becomes better equipped to deal with adverse situations. Schooling also provides a break in the habits and culture which intensified the growth of the girl child. It opens up options and possibilities of new dreams and a newer future.

According to Chikweru (2013) Girls' education does not only bring the immediate benefit of empowering girls, but is seen as the best investment in a country's development. Educated girls develop essential life skills, including: self-confidence, the ability to participate effectively in the society, and protect themselves from HIV/AIDS and from sexual exploitation. Girl's education also helps cutting children and maternal mortality rates, contributing to national wealth and controlling disease and health status. Children of educated women are more likely to go to school and, consequently, this has exponential positive effects on education and poverty reduction for generations to come.

Girl-child education is the process through which the girl-child is made functional members of her society. It is a process through which the girl-child acquires knowledge and realizes her potentialities and uses them for self-actualization, to be useful to her-self and others. Offorma (2009) stated that the girl-child student is a biological female offspring from birth to eighteen (18) years of age. This is the age before one becomes young adult. This period covers the crèche, nursery or early childhood (0 — 5 years), primary (6 — 12 years) and secondary school (12 — 18 years). During this period, the young child is totally under the care of the adult who may be her parents or guardians and older siblings. It is made up of infancy, childhood, early and late adolescence stages of development. The girl-child student is malleable, builds and develops her personality and character. She is very dependent on the significant of others, those on whom she models her behaviour, through

observation, repetition and imitation. Her physical, mental, social, spiritual and emotional developments starts and progresses to get to the peak at the young adult stage.

The Concept Girl Child Education

Education is an all-inclusive enterprise by which societies of the world seek to empower and harness the potentialities of their citizenry or members for societal development; this is inclusive of the girl child.

According to Ocho, (2005) the Girl Child education is the process through which the female child is made a female member of her society. It is a process through which she acquires knowledge and realizes her potentialities and uses them for self-actualization, to be useful to herself and others. It is a means of preserving, transmitting and improving the culture of the society.

In their findings, Adetunde and Akampae (2008), indicate that two thirds of all those who have no access to education are girls and women. While sixty-five million (65, 000, 000) girls and women never even started school, an estimated one hundred million (100, 000, 000) do not complete primary education, often because the quality is poor and their opportunities are far from equal to those of boys. Again, two-thirds of those who cannot read and write are women and 60% of children that are not in school are girls. From the above, it is obvious that the girl-child is the most affected than the boys and this possesses serious challenge to many countries that are not genuinely committed to the basic education scheme for all children.

The Concept of Organization

Scholars of organization widely agree that the study of organization is faced with one difficulty that stem from the fact that organization is not readily visible or describable. Musaazi (1982:1) argues that ‘‘organizations are constituted because certain people have founded a common purpose and have shown willingness to contribute action towards accomplishment of purposes’’. Thus for the realization of the goals or needs establishing the organization, it is imperative that members must interact so as to contribute well-meaning actions towards this end. This working situation is useful in order to guide girl-child education programme in Kaduna State Nigeria.

According to Caplow (1976:340) organization is perceived as consisting of people in a pattern of relationships. It is such that instruction is given in the order of hierarchy occupied by individual staff. Waldo in Ostrander (1973:52) supported this view when he stated that in structured organization, there are authoritative and habitual personal interaction. Under this situation, some people give instructions to others and these instructions are habitually followed by other persons. However, an organizational pattern which defines the division of responsibility in one way and then operates in another is an incongruous operation, which nurtures individual’s anxieties and makes it more difficult for them to identify with the purposes of the institutions or help to define or redefine them.

Therefore, if an organization is expected to develop towards the achievement of certain goals and purposes, there should be proper and clear allocation of duties and responsibilities among the members of the organization. Thus, the absence of proper role specification in any organization is one of the major causes of redundancy in an organization. The operators of girl’s day secondary schools in Kaduna State should see themselves as partners in progress, the organizational hierarchies should be observed and made more functional towards the realization of the set goals.

The Concept of Management

The term management which is believed to be in all human organization has no single definition that is universally accepted or acclaimed. Perhaps this explains why in many attempts to offer useful explanation or even definitions of the term, people end up revolving around the intrinsic connotation of the concept.

However, writers on organization like Drucker (1954) and Baron (1978) are of the view that it could be seen as an activity that is associated with the goals of an organization and the setting up of strategies that could be employed in achieving the goals with minimum difficulties. The outcome of such actions will constitute the yardstick on which future objectives and further planning for actualizing them will be based. The perception from which these writers view management could be argued to be similar to that of Wheeler (1989) and Wilson (1989). The only difference is that Wheeler and Wilson feel more comfortable stressing the human side of managerial functions. For example, Wilson is of the view that management is largely an activity that reflects the willingness of members of an organization to work hard towards attaining the set objectives through a careful planned allocation of resources. In a sense, therefore, the success of organizational development depends to a large extent on joint efforts and co-operation among members of an organization.

The above definition of management have revealed that management has to do with the breaking down of organizational activities into smaller units so as to pave way for maximum utilization of resources that would bring out the anticipated results. It involves the effective contact and monitoring of the different segments of

educational development that include planning, administration, funding, staff development, supervision, and inspection, enrolment and retention of students for the purpose of ensuring improved performance in an organization.

Statement of the Problem

The government of Kaduna State of Nigeria no doubt is trying its best to provide quality education to its populace and of increasing interest devoted to the education of the girl child in the State. This has been seen in the area of provision of facilities and schools, exclusively for the education of the girl child. There are facilities and schools exclusively for girls which are funded and monitored by the State government. The government of the state has been making concerted efforts to bridge the educational disparity between the male and female school enrolment in Kaduna State and that is why there is the increasing number of girls' day secondary schools as against the initial provision of boarding facilities which raised a lot of concerns and fear amongst parents. This effort of the government has resulted in the increased level of literacy among the female folk in Kaduna State as this has led to increase in access to education for them. However, despite this laudable effort by the government, much anxiety is still being expressed as to its viability. This study is an investigation into the organisation and management of Girls-Day secondary schools in Kaduna State. It focuses specifically on the organization and management of Girls' day secondary schools in Kaduna State.

Objectives of the study

The main aim of the study is to investigate how girls' day secondary schools are organized and managed in Kaduna State. The objectives of the study are:

To examine what constitutes the nature of organization of girls-day secondary schools in Kaduna State of Nigeria.

To investigate the nature of management of girls' day secondary schools in Kaduna State of Nigeria.

Research Hypotheses

The study was carried out on the following null hypotheses;

H₀₁ There is no significant differences between the opinions of the respondents on the organization of girls-day secondary schools in Kaduna State.

H₀₂ There is no significant difference in the opinion of the respondents on the nature of management of girls' day secondary schools in Kaduna State.

Methodology

Research Design

The descriptive research design was employed in the study. It is a technique of research that study, analyze, and interpret existing or prevailing conditions.

Population of the study

The State has a total of eighteen (18) government girls' day secondary schools at the junior and senior secondary schools in the three (3) educational zones of the State with an average of one (1) school per local government. The targeted population for the study consisted of all students (9, 430), all school heads (68), the Parent Teachers Association (PTA) exco members (57), all school teachers (207) and government officials (66) from the Kaduna State ministry of education. This gives a total population of (9, 828).

The Sample

A multiple sampling procedure was adopted in this study. Out of the total of 9, 430 students population, the researcher for the purpose of obtaining a representative sample for generalization, employed the Krejcie and Morgan's (1970) Table for Determining Sample Size from a given population to select three hundred and sixty-eight (368) students who were requested to respond to the questionnaire. All the sixty-eight (68) school heads were involved in the study by employing Olomolaiye (1986) Intact Group Sampling Technique. There were fifty-seven (57) parents who were actively involved in the management of the schools. Again, these were all involved in the study by employing Olomolaiye (1986) Intact Group Sampling Technique. The teachers were two hundred and seven (207) out of which one hundred and thirty-two (132) were selected and involved in the study using Krejcie and Morgan (1970) Table for Determining Sample Size from a given population. With regards to government officials, which are sixty-six (66) in number again, Olomolaiye (1986) Intact Group Sampling Technique was adopted to select all of them for the study. Therefore, a total sample of six hundred and ninety-one (691) respondents was involved in this study.

The Instrument

The research instrument for gathering data from respondents on the study was a structured questionnaire. It was divided into two sections. The first section focused on the respondents' relevant bio-data such as gender, age, religion, educational qualifications, years of working experience and status. Section two contains two groups of questionnaire items with each having ten (10) items structures in such a way as to clearly elicit the desired response from the respondents on issues raised concerning the study. Pilot test was carried out with the Cronbach reliability coefficient of alpha level of .815 obtained.

Administration of the Instrument

In administering the instrument, research assistants were used. The researcher administered a total of six hundred and ninety-one (691) and some six hundred and forty-eight (648) were properly filled and returned for analysis.

Method of Data Analysis

The data collected were analyzed using descriptive and inferential statistics. Thus, the two hypotheses raised in this study were tested for relationship at 0.05 alpha level of significance using the Analysis of Variance (ANOVA).

The Result

Null Hypothesis

HO1

There is no significant difference in the opinions of principals, teachers, students, PTA officials and government officials on the organization of girls' day secondary schools in Kaduna State.

Table 1 Summary of one way analysis of variance (ANOVA) on the Organization of Girls' Day Secondary Schools in Kaduna State.

| Status | Sum of square | Df | Mean square | F Calculated | Prob. | F critical |
|----------------|------------------|------------|-------------|--------------|-------|------------|
| Between Groups | 2344.011 | 4 | 586.003 | 7.436 | .000 | 4.95 |
| Within groups | 50671.864 | 643 | 78.805 | | | |
| Total | 53015.875 | 647 | | | | |

The test indicated that there is significant difference in the opinions of respondents i.e F-ration value (7.436) at 4df 647 and at the level 0.05. The critical value (4.95) is less than F ration value (7.436). The probability level of significance P (.000) is less than 0.05. This means that there is a significance difference in the opinion of principals, teachers, students, PTA exco and government officials on the organization of Girls' Day Secondary Schools in Kaduna State. Therefore, the null Ho is rejected, implying that all the respondents are varied in their opinion on issues raised regarding the organization of girls' day secondary schools in Kaduna State.

Null Hypothesis 2:

(H_{o2})

There is no significant difference in the opinions of principals, teachers, students, PTA officials and government officials on the Management of girls' day secondary schools in Kaduna State.

Table 2 Summary of one way analysis of variance (ANOVA) on the Management of Girls' Day Secondary Schools in Kaduna State

| Status | Sum of square | Df | Mean square | F Calculated | Prob. | F critical |
|----------------|------------------|------------|-------------|--------------|-------|------------|
| Between Groups | 4233.216 | 4 | 1058.304 | 13.573 | .000 | 4.95 |
| Within groups | 50136.437 | 643 | 77.973 | | | |
| Total | 54369.653 | 647 | | | | |

The test indicated that there is a significant difference in the opinions of respondents' i.e F-ration value (13.573) at 4 df 643 and at the level 0.05. The critical value (4.95) is less than F ration value (13.573). The probability level of significant P (.000) is less than 0.05. This means that there is a significant difference in the opinion of principals, teachers, students, PTA exco and government officials on the management of girls' day

secondary schools in Kaduna State. Therefore, the null H_0 is rejected, and implies again all respondents are at variance in their opinion on issues raised on the management of girls' day secondary schools in Kaduna State.

Discussion

Hypothesis one which stated that there is no significant difference among the respondents in their opinion on the organization of girls' day secondary schools in Kaduna State was rejected. The hypothesis was tested using analysis of variance and the result of the analysis revealed

$F(4, 647) = 7.436, P = .000$. Findings from the study indicated that there was a significant difference in opinion among principals, teachers, students, PTA excos and government officials. This difference is as a result of different orientation that the respondents have concerning the organization of girls' day secondary schools in Kaduna State. It is clear from this result that the organization of the Girls Day Secondary School in Kaduna State lacks clearly defined roles and structural operations. This situation can engender apathy and indifference in task execution which does not argue well for the schools. Therefore, it is imperative for the government to ensure effective organizational modalities for girls' day secondary schools in Kaduna State.

Also, the second hypothesis which stated that there is no significant difference among the respondents in their opinions on the management of girls' day secondary schools in Kaduna State was rejected. This hypothesis was rejected from the result of the findings as there was a significant difference. The hypothesis was tested using analysis of variance and the result of the analysis revealed $F(4, 647) = 13.573, P = .000$. Findings from the study indicated that there was a significant difference among the principals, teachers, students, PTA ExcOs and government officials' opinion on issues raised, thereby provoking curiosity as to the quality of management given to these schools.

The above result is an indication that the management of the Girls Day Secondary Schools in Kaduna State is fraught with lapses that may threaten the success of the schools. A situation where the schools are not well supervised, instructional facilities and materials inadequately supplied, indiscipline and lawlessness are left unchecked staff welfare and morale ignored among others so on, and will no doubt impact negatively on the schools.

The managers of the Girls Day Secondary Schools in Kaduna State should be up and doing in their managerial roles and responsibilities. This is to ensure that cases of girl child abuses are discouraged considering their fragile nature and to guarantee the parents the continued safety and wellbeing of their girls in the schools. The result of the study agrees with that of Olaleye (2013) who recommended that principals should maintain discipline in the school so as to improve the teaching and learning process.

Conclusion

From the result of this study, it can be concluded that the organization of the Girls Day Secondary Schools in Kaduna State lack a clear cut direction even as its management is not proactive in addressing imminent challenges confronting the programme. This situation if left unaddressed may discourage parents from sending their girls to these schools and this will further widen the enrolment gap between their male counterparts.

Recommendations

From the findings of this study, the following recommendations are made;

The Kaduna State government should consider Girls Day Secondary Schools as a priority by taking measures to improve on its organization for effective teaching and learning.

There is an urgent need to provide clearly defined role specification and operational guidelines and structures for these schools in the state.

There is the need to entrench close monitoring and internal supervision mechanism to ensure quality instruction in the girls' day secondary schools.

The government should endeavor to make available the relevant teaching and learning materials and facilities for quality instruction in these schools.

There should be concerted efforts at discouraging flagrant abuses of the girl child by the school personnel. Those who are found wanting should be promptly disciplined to serve as a deterrent to others.

The Kaduna State government should be proactive in handling or responding to issues affecting the Girl Day Secondary Schools in order to raise the morale of both parents and the girls towards the school.

References

- [1]. Adetunde, I.A. and Akampae, P.A. (2008). Factors Affecting the standard of female Education: A case study of Senior Secondary Schools in the Kassena Nankan District. *Journal of Social Science* 4(4): 338-342.
- [2]. Baron, B. (1978). *The Managerial Approach to Tertiary Education. A critical Analysis*. London: Institute of Education, University Press.
- [3]. Caplow, T.(1976). *How to Run any Organization*. New York: Halt Rinehart and Winston.
- [4]. Chikweru, E. A. (2013). Socio-cultural factors on the girl-child education in secondary schools in Ihiala Local Government Area Of Anambra State, Nigeria. *International Journal of Education Learning and Development*. 1:1, 71-74.
- [5]. Drucker, P.E. (1954). *The Practice of Management*. New York: Harper and Row.
- [6]. Kiragu, J. W; King'oina, J. O & Migosi, J. A. (2013). School- Based Management Prospects and Challenges: A Case of Public Secondary Schools in Muranga South District, Kenya. *International Journal of Asian Social Science*. 3 (5). 1166-1179.
- [7]. Krecie, R. V and Morgan, D.W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*. Vol.30.
- [8]. Lydiah, A. and Nasongo, M. O (2009). Role of the Head-Teachers in Academic Achievement in Secondary Schools in Vihiga District, Kenya. *Current Research Journal of Social Sciences*. 1 (3): 84-92.
- [9]. Musaaazi, J.C.S (1982). *The Theory and Practice of Educational Administration*: London Mac. Pub. Limited.
- [10]. Ocho, L.O. (2005). *Issues and Concerns in Education and Life*. Enugu: Institute of Development Studies, University of Nigeria.
- [11]. Olaleye, F. O. (2013). Principals Organizational Management and Student's Academic Achievement in Secondary Schools in Ekiti State, Nigeria. *Singaporean Journal of Business Economics and Management Studies*. Vol. 2, No.2
- [12]. Olomolaiye, F.O. (1986). *Educational Research and Statistics*. Jos: Fab.Arigh Pubs. Ltd.
- [13]. Ostrander, R.H (1973). *A Value Approach to Educational Administration*: New York, R.F. Krieger Pub Company Humtington.
- [14]. Wheeler, G.E. (1989). *The Administration of Larger Educational Unit in Barron G. and Taylor, W. (Editors) Educational Administration and the Social Sciences*. London: Anthlone Press.
- [15]. Wilson, R.M.S. (1989). *Management Controls and Marketing Planning: Incorporating Management Controls in Marketing*. London: Heinemann Book Company.