

Research Article

Strategies for Involving the Private Sector in the Management of Public Secondary School in Enugu State, Nigeria

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ABSTRACT: Secondary education occupies a strategies position in the educative process because of the important role it plays in preparing individual for useful living in the society for higher education. The study therefore, x-rayed the strategies for involving the private sector in the management of public secondary schools in Enugu State Nigeria. A 21 item questionnaire guided the study. Research findings are presented and recommendations were made hat private sector should participate in the provision of funds, infrastructures among others.

Keywords: Education, management, public secondary School, Strategies, private sector

I. INTRODUCTION

Education is the bedrock of all human and material development of every nation. It is a public good that calls for greater support of all and sundry. Its importance leads to increase in demand for it. [1]. As a matter of fact, the financial burden and other resources required for the growth of education cannot be borne by government alone. Hence expenditure in education is viewed as both private and social investment that has to be shared by individuals, students, males, females employee, government. Other groups and organizations. In Enugu State, the state government manages and funds the state secondary schools, through its state ministry of education allocation. The ministry does this through the Post Primary School Management Board (PPSMB) of their administrative function. [2]. Private sectors in the study are organization that owned and managed by individuals and groups of individuals. According to [3], private sector is the part of the country's economy that is owned, operated and managed by private individuals. In Enugu State, the private sector include industries, business organization, non-governmental organization (NGOs), firms owned and manage by individual groups. They also include Banks, Insurance Companies, Engineering companies, Agro and Chemical industries In funding education, they give donations, provision of infrastructural facilities. They also employ the services of typist, clerks and sales agent to assist the staff

in those schools as a way of alleviating their problems. By implication therefore, formal education entered the concurrent list, implying that both the central and regional government can legislate on education yet the missionaries dominated the ownership and management of schools, especially primary and secondary schools. But after the civil war of 1967-1970, the government took over the ownership and management of school in Nigeria because education was seen as veritable tool for forging ahead together in harmony and ensuring national unity [3]. But as the number of schools increased with more enrolment, especially in primary and secondary schools, it did not take long before the pitfalls and the want in wisdom characteristics of such action started to manifest. The situation could be summed up as: reaping a whirlwind of decadence and retrogression [5].

Enugu state is not an exception in this pitiable state of our schools. It has been observed that despite the huge investments, by both the government and the parents in-terms of human and material resources, regrettably public secondary schools in Enugu State perform poorly in public examination, and the privately owned secondary schools perform better. This state of affairs is worrisome and calls for some strategies to arrest the ugly situation. Therefore, this paper explored ways to involve the private sector in the management of public secondary schools in Enugu State Nigeria.

1.1 **Research Questions**

The following research questions, guided the study

1. What are the strategies to be adopted to involve private sector in the management of instructional facilities?
2. What strategies are to be adopted to actively involve the private sector in staff, and students' personnel administration in the schools?
3. In what ways can the private sector be actively involved in the financial management?

II. METHODOLOGY

A survey research design was adopted for the study. The study was conducted in Enugu State Nigeria. The population comprised of all the senior administrative staff of Post Primary School Management Board (PPSMB), all the chief executives of all the firms and industries in the state, and selected parents of all the students in the public secondary schools in the state. No sample was carried out from administrative staff of the PPSMB because of their manageable number 283. For the chief executives of industries and firm, simple random sampling technique was employed to select 65 of the (4) chief executive of industries. The chairman and vice –chairman of Parent Association (PA) each of the 256 public secondary schools in the state were used for the study. The total number of subjects used for the study was 860, made up of 283 senior administrative staff of PPSMB, 65 chief executive of

industries, and 512 parents. The instrument for data collection was questionnaire. The questionnaire had two sections, A and B. Section A deal with the personal data of the respondents, while section B contained three clusters with 21 items used to elicit information from the subjects. These items were structured on a four-point scale of Strong Agree (SA), Agree (A), Disagree (DA), and strongly disagree (SD). The instrument was validated by two experts, in measurements and evaluation and one expert in educational management al from Enugu State University of Science and Technology Agbani. Some items were found inappropriate and ambiguous and were therefore deleted and restructured to meet the standard. To determine the reliability of the instrument, the instrument was administered to five senior administrative staff of the PPSMB, five chief executives of industries and ten parents in Ebonyi State which was not part of the study and also it has similar characteristics with Enugu State. Internal consistency reliability co-efficient for each of the three cluster was computed using Cronbach Alpha Statistic for the homogeneity of the item yielded reliability index of 0.082 for all the clusters indicating that the instrument is reliable. The researcher administered the instrument to the respondents with the help of 6 research assistants trained by her. 860 copies of the instrument were distributed and all of them were retrieved. Mean and standard deviation were used in answering the research questions. A mean score of 2.50 and above was considered accepted while item with mean score below 2.50 was rejected.

III. RESULT

Table 1: Mean and Standard Deviation Scores of Senior Administrative Staff of PPSMB, Chief Executives of Industries and Parents on ways of Involving the Private Sector in the Management of Instructional Facilities.

S/N	ITEM	Senior admin officer	Chief executives and parents	
		\bar{X}	SD	R
1	Maintaining existing facilities and equipment	3.46	3.48	SA
2	Providing enough classrooms, libraries and equipment	3.46	3.46	SA
3	Providing instructional materials	3.46	3.48	SA
4	Providing enough furniture, stationeries and equipment	3.46	3.49	SA
5	Providing resource persons to assist schools on area of need.	3.36	3.21	SA
6	Donating books and periodicals in the schools libraries	3.46	3.48	SA
7	Encouraging indigenes to design make shifts teaching	3.33	3.48	SA

	aids.			
8	Motivating students by awarding scholarship	3.14	3.42	SA
	Grand mean	3.39	3.39	SA

The data presented on TABLE 1 showed that the respondents overwhelmingly agreed that the private sector should be actively involved in the management of instructional facilities.

Table 2: Mean and Standard Deviation on Senior Administrative Staff of PPSMB, and Chief Executive of Industries , and ways of Involving the Private Sector in the Staff and Students Personal Administration.

S/N	ITEM	\bar{X}	SD	R
1	Visiting schools to give talk in virtues	3.68	3.71	SA
2	Assisting in discipling teachers for professional misconduct	3.61	3.71	SA
3	Encouraging and sponsoring staff development programme	3.64	2.93	SA
4	Promoting disciplined learning by complimenting the disciplinary measure of the schools.	3.61	3.26	SA
5	Sponsoring staff to participate in programme outside.	3.61	3.26	SA
	Grand mean	3.56	3.35	SA

The data presented in TABLE 2 showed that private sector should be deeply involved in the staff and student personal administration.

Table 3: Mean and Standard Deviation on Senior Admin, Staff of PPSMB, and Chief Executives of Industries and Parents on how to Involve the Private Sector in Financial Administration

S/N	ITEM	\bar{X}	SD	R
1	Establishment of scholarship scheme by individuals and corporate bodies	3.66	3.78	SA
2	Ensuring that the private sector pays education tax	3.11	2.64	A
3	Age grades, Alumini association providing	3.66	3.36	SA

	infrastructure facilities and equipment			
4	Individuals and corporate bodies equipment to the schools	3.43	3.60	SA
5	Individuals and corporate bodies donating buses to the schools.	2.43	3.60	SA
6	The private sector giving loan to the staff when salaries are delayed	1.92	2.30	D
7	Establishment of endowment fund by locality individuals	3.61	2.24	A
8	Provision of securities, fencing the school by the private sector	2.36	2.42	D
	Grand mean	3.15	3.32	SA

The data presented in TABLE 3 showed that private sector should be involved in the financial administration in the public secondary schools with the exception of item 6 and 8 which was on the negative responses.

IV DISCUSSION

Responses to research question I revealed that respondents overwhelmingly agreed that the private sector should be actively involved in the instructional management in the schools. The findings are not surprising since the management of instructional programme is the most important function of school administration. This is because school exists for the purpose of learning through meaningful teaching, all other areas being supportive of instructional management. [6], stated that a school cannot be said to be effective and efficient if its instructional or academic programme are in doubt; because schools and instructional programmes exist to improve the learning opportunities of children: [7], noted that a school cannot be deemed to effectively and efficiently administered if it is seen to be lagging behind in academic performance of and instructional delivery private sector involvement in instructional management would ensure that relevant instructional programme are offered and the curriculum effectively and efficiently implemented in order to inculcate worthwhile values, attitudes, skills and competencies to the students of the schools. With reference to research question 2, revealed that no educational institution will survive without good (disciplined) staff [8]. To [7], the teachers are the most potent weapon in achieving educational objectives. They possess the capability to make or mar the school and its programme. It is observable that staff and students are not effectively checked due to the inadequate personnel at the PPSMB; hence the involvement of

private sector in the staff personnel administration will bring sanity to the system and thus improve the service delivery and productivity on the part of both staff and the students. Regarding research question 3, the respondents agree that certain strategies should be evolved to involve the private sector in secondary school financial management in Enugu State. The respondents, however, disagreed that the private sector should give loan to the Board when salaries are delayed, and that the private sector should provide securities and fencing the schools. The findings not surprising since financial management are a crucial area in education administration. [9], the private sector should be actively involved in school financial management by providing infrastructural facilities which are very necessary and important for viable school learning.

V. CONCLUSION

The study explored ways of involving the private sector in the management of public secondary schools in Enugu State so as to ensure achievement of learning objectives and service delivery. This was done in recognition of the sorry-late of public secondary schools in the state and the urgent need of the contributions the private sector can make towards management of these schools to achieve the educational objectives/efficient service delivery. It is clear that the government cannot manage the schools effectively and efficiently without inputs from the private sector.

VI. RECOMMENDATIONS

1. The state government should and inform that policies aimed at tapping full potentials of private sector so as to elicit their cooperation in the management of public secondary schools in the to ensure service delivery.
2. Private sector should go round the public schools to identify their resource problems. This will help them identify wastages and non utilized resources in the school environment among others.
3. Regular meetings, seminars, workshops and conferences be organized for school administrators, staff and private sectors in order to obtain their maximum effectiveness in instructional delivery.

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