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**INFLUENCE OF COMMERCIALIZATION ON EDUCATION, INFRASTRUCTURAL FACILITIES AND
MANAGEMENT OF PUBLIC AND PRIVATE SECONDARY SCHOOLS IN KADUNA STATE**

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Abstract

The study was carried out to investigate the Influence of Commercialization on education, Infrastructural Facilities and Management of Public and Private Secondary Schools in Kaduna State. The study had one specific objective: assess whether any difference exists between the management of public and private secondary schools with regards to school infrastructural facilities in Kaduna State, one null hypothesises: There is no significant difference between management of public and private secondary schools with regards to school infrastructural facilities in Kaduna State. A descriptive survey research design was used for the study. The population of the study consists of one thousand five hundred and twenty-eight (1528) 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 two Local Governments each. 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 revealed among others that, the study indicated that public secondary schools had more infrastructures facilities than private secondary schools in Kaduna state. ($p=.000$). The difference was also found to be statistically significant ($p=.000$). The study concluded that, 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, and library and basketball court. This means that staff and students in secondary schools enjoyed the provision of infrastructural facilities to enhance learning environment. The study recommends that Proprietors when establishing private secondary schools should purchase enough land in order to build sufficient infrastructural facilities such as borehole water, toilet, library and sports facilities to meet the standard of education.

Keywords: Commercialization, Education, Infrastructural Facilities, Management, Public, Private, School

Introduction

Kaduna State was part of the former North Central State, which was created in 1967 when Nigeria changed from four (4) regional systems to 19 state structures. 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 kilometre.

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 Nigerian 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 licenses to individuals in Nigeria to operate private secondary schools when the role of welfare state has been constrained (Chiang, 2012).

Since the government cannot 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 necessitated the issuance of licenses to private providers to establish private schools in Nigeria, 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 commercialized 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 deregulation 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 commercialized 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 its users.

For a 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 referred to everyday efforts within individual private schools which utilize contemporary managerial concepts and innovations to operate like business enterprises and customize various educational programs to serve different needs of their customers. The private schools also focused on how academic programs compete in the market (among other private schools), by promoting their programs like other strategies that help advertise and deliver educational programs. 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 commercial behaviors, many are questioning the standard of education in Nigeria and 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 their 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, and supervision of public and private secondary schools as a standard of education in Kaduna State.

Management of the educational sector have come to stay in Kaduna State, but the questions on factors challenging the prospect of the standard of education in Private Schools, the quality control of infrastructural facilities. Based on these variables highlighted, this paper investigates **the** influence of commercialization on education, infrastructural facilities and management of public and private secondary schools in Kaduna.

The educational sector in Nigeria is under continuous criticism due to perceived falling standard of education. One major factor that has been attributed to be

foundational 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 standards (Soundout.2015). They have tied employment of teachers, as a result of profit maximisation which has consequently been attributed to precipitate the downward trend of education standards compared to public secondary schools.

One factor that has been ascribed to have been fuelled by the commercialization of schools is inadequate infrastructural facilities in public schools associated with acquisition and development of facilities and teachers. It is still argued that in public secondary schools, there may in adequate building, furniture's such as chair and desk for the students. Consequently, the contribution of commercialization of education is the provision of adequate infrastructural facilities that may also ultimately tied to financial requirement for acquisition and maintainance. The provision of the instrucional material and its usability has been traced with a gap between the ways public secondary schools is supplied with infrastructural facilities compared to its counterpart in private secondary schools.

Management skills imposed 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

are known as “miracle centres” have been devised to fraudulently boost performance of the students. Thus, parents have chosen to take their ward or children to such schools because of the miracle irrespective of the cost, provided that their children will pass the examination. Another measure is the low teacher-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 opined that both the public and private secondary schools have this problem with teacher to hundred students in a classroom, mostly in public schools.

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 research, as a scholarly contribution to knowledge and learning, become the problem which this paper intends to address empirically.

The paper 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 paper 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 researchers also delimit the procedure for data collection to range from 2015-2020. The researchers choose private and public secondary schools in this study in order to justify the license given to private individual to operate schools in line with commercialization.

Objective of the Study

The major objective of this paper was to determine the influence of commercialization on education, infrastructural facilities and management of public and

private secondary schools in Kaduna state. The specific objectives are to:

- (1) Assess whether any difference exists between the management of public and private secondary schools with regards to school infrastructural facilities in Kaduna State.

Research Hypotheses

The following research hypothesis was tested in the paper:

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

Literature Review

Concepts of Infrastructural Facilities in Secondary Schools

The key concept underlying this study clarifies pertinent issues that are pivotal to understanding of the study. The concept of infrastructural 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 infrastructural 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 infrastructural 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, and 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 environment, 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 & 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 contributes 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 portray the quality of the institutions; therefore to ensure their quality and maintain global standards is very challenging. The availability 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, maintenance, 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 & Ahunanya, 2011). The decline in quality of education in Nigeria has been a major 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 deteriorated substantially as a result of lack of availability of infrastructural facilities in private secondary school to maintain 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. 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 achieve able with those in public secondary schools as a result of Low-fee in private secondary schools.

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.

Research Design

Descriptive survey research design was used for this paper. 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.

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. The population of the study is as represented in Table 3.3.1.

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-existence 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 secondary school principals and one hundred thirty three (133) private secondary 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 paper. The breakdown of the sample is presented in Table 3.2

Test of Null Hypotheses

Results of data used to test the null hypotheses were presented in Table 1

Null Hypotheses One: There is no significant difference between management of public and private secondary

schools with regards to infrastructural facilities of teachers in Kaduna State.

Table 1: 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 1 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.

Discussion of Findings

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 corroborate 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.

Conclusion and Recommendations

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, and library and basketball court. This means that staff and students in secondary schools enjoyed the provision of infrastructural facilities to enhance learning environment.

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.

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