

Effect of Administrative Problems on the Management of Secondary Schools In Zone “A” Educational District of Benue State-Nigeria.

Bua, Felix Terhile^{1*} Olatunde, Helen Olabunmi.² Amough, Cecilia Kwaghmimi.³

1. Faculty of Education, Department of Educational Foundations, Benue State University, PMB 102119, Makurdi, KM1 Mkd-Gbk Road, Benue State Nigeria.
2. Federal University of Agriculture, Makurdi, KM7 Mkd-Abj Road, Benue State Nigeria.
3. Department of Educational Foundations, College of Education, Oju, Benue State Nigeria.

* E-mail of corresponding author: felixbua@yahoo.com.

Abstract

The study investigated the effect of administrative problems on the management of secondary schools in zone A Educational District of Benue State. In all, two research questions and two hypotheses guided the study. The related literature review which was done under various subheadings, namely, conceptual framework identified administrative problems as population explosion of students and lack of ICT variables as a tool for the management of secondary schools. The ex-post facto survey design was adopted for the study. Five hundred and ten (510) teachers from 17 grant aided secondary schools constituted the sample of the study. A structured 10-item four point scale questionnaire titled Administrative Problems Questionnaire (APQ) was constructed by the researcher and used to collect data for the study. Data obtained for the study were analyzed using descriptive and inferential statistics. Mean and standard deviation were used to analyze the research questions while the chi-square (χ^2) test of goodness of fit was used to test the hypotheses. The null hypotheses were tested at 0.05 level of significance. The findings of the study revealed that there is significant effect of population explosion of students and information and communication technology on the management of secondary schools. Based on the findings, it was recommended that in order to solve the problem of population explosion more teachers, classes, and hostel accommodation should be constructed and adaptability of current and most recent ICT facilities for the benefit of the school should be enhanced.

Keywords: Administrative problems, Population explosion, Information Communication Technology

Introduction

Education they say brings out the beauty in man, beauty in terms of behaviour, intellectual prowess, physical abilities, attitudes and values in conformity with approved and acceptable norms in the society. Educated individuals, therefore, will behave orderly, think independently, be creatively, critically, analytically and advance better probable solutions among other attributes, and also appreciate the value system of the society.

Several definitions and opinions of the concept education have been postulated by the classical, liberal, humanistic and utilitarian scholars with a nexus that learning, acquisition of skills, transmission of civilization and its values, critical and creative thinking is the hallmark of education whether formal or informal. Accordingly, Ehindero, Aladejana and Jegede (2009:12) define education as a process of critical, analytical and continuous re-assessment, readjustment and rediscovery of self, society and culture in the total contexts of life and living”. Education should enable those who consume it learn marketable skills to earn a job, learn to think, have an informed decision making which is cognizance of moral ethics as the component of life. It also entails personal development, and not just knowledge orientation or vocational. Relatedly, education is a process of providing knowledge, skills, competence or desirable qualities of behaviour or character being so provided especially in a formal course of study, institution or training (Akpa, 2002). Education goes on all through one’s life, deepening and broadening one’s vision with expectant benefits to him as a person and the entire society. The individual’s advancement in education is without doubt improved knowledge, skills and capacities on which the roots of development are anchored. The development of society is therefore couched on the level of its educational attainment. Martin Luther King Jr is quoted by Akpa (2002:25) as saying “The prosperity of a country depends not on the abundance of its revenues nor in the strength of its fortification. It consists in the number of its cultivated citizens in its men and women enlightenment and character”. The natural resources are mobilized, exploited to create a market by the humans. Thus economic development of any society begins with the mind of men and not with goods through education, organization and discipline (Udoh and Akpa 2001). Without education, all other resources remain latent untapped potentials; thus it is an indisputable tool for national development.

Deriving from this uncontestable important role of education, the Nigerian philosophy of education is

tailored to give the learner a training that would equip him for self-reliance and meaningful contribution to political, economic and socio-cultural development of the state. In line with the Nigerian philosophy, the secondary education is fashioned on the base of preparing the individual for useful living within the society and for the pursuance of higher education. The Federal Republic of Nigeria (2004) defined secondary education as that form of education children receive after primary education and before the tertiary stage. Specifically, it has a planned diversified curriculum to cater for the differences in talents, opportunities and future role among other objectives. Secondary education is expected to groom the individual culturally, scientifically, technologically and commercially. It is to expose the school leaver to be creative and critical, and opportunities to acquire reasonable skills among other benefits.

However, as laudable as the objectives of secondary education seems to be, There are indications that the achievement of these goals are far from being reached from being jobless school leavers and poor performance at external examinations. The secondary schools have been besieged by a lot of challenges which are administrative, political, socio-cultural, demographic, environmental, economical, and technological and so on. This research is set to determine the effects of administrative problems on the management of secondary schools and goals achievement. Two administrative problems will be examined to see the extent to which they have affected the delivery of secondary school objectives. These are students' population explosion, and information and communication technology (ICT). The secondary schools have suffered a pathetic population explosion which has affected proper implementation of its programmes which in turn has affected the achievement of its basic objectives.

Additionally, available statistics show that the pupil and students population in schools have increased progressively over the years. Consequently the secondary school is characterized by overcrowded classrooms, inadequate seats, ill-equipped laboratories and libraries, overcrowded students hostels and other facilities. Without qualitative and quantitative inputs to the increased number, it is difficult to give out quality products.

Equally problematic is the Information and Communication Technology (ICT) in the contemporary society of ours in dictating the pace of development. Communication facilities like telephone, fax, e-mail and computer network has turned the world unto a global village. A simple press of a knob and information and knowledge is made available in seconds. ICT provides ready access to information and knowledge acquisition and application wherever it is found. The speed, accuracy and neat processing and retrieval of information cannot be ignored. The effect of ICT cuts across all human endeavours and as such education cannot be an exception. Ada (2011) posits that effective management of education requires effective use of ICT. Lack of ICT facilities in schools has hindered the implementation of Nigerian educational reforms to comply with the trends in economic, social and politics of the 21st century, as the number of computer illiterates buttress to this fact. Explosion of students' enrolment in schools without corresponding resources in terms of qualified teachers, funds, school facilities has affected the smooth transmission of knowledge in secondary schools. Lack of adequate financial resources to education is a nagging problem as the level of other inputs suffers set back, and in turn influences the level of quality. The failure of secondary education to produce quality graduate to be self reliant and pursue higher education has defeated its strategic position as an anchor of accelerated national development. It is against this background that the research is set to determine the effects of administrative problems on the management of secondary schools in Zone A Educational District of Benue State.

Statement of the Problem

The essence of education is in the expected benefits to the learner and society. The educated individual is self-sustaining creative, analytical and critical of issues, objective in reasoning, and most importantly he contributes better to development projects of the society. Education involves a process by which the mind is not only opened to new horizons but also disciplined to make critical evaluations and to tolerate ambiguity. The inability of the learner to exhibit these attributes upon completion of a certain level of education defeats the essence of such an education which the secondary school leaver appears to be.

Secondary schools in Zone A Educational District of Benue State have been confronted by challenges in multi-dimensional facets. Challenges of explosion of students population, inadequate and decaying and non-existent school facilities as well as unavailable information and communication technology (ICT) in schools among others. The populations of students in schools are far and above the capacity of such schools, which exhibit overcrowded classrooms, high level of teacher/student ratio which makes effective monitoring and supervision of teaching less effective. Inadequate and decaying school facilities have continued to stare in the face of managers as pressure is high on them and grossly insufficient to accommodate the teaming number. Lack of information and communication technology (ICT) facilities (internet, satellite cable television, the video and digital communication) is a serious challenge which deserves a quick and functional solution that would place the teacher and the educational manager of the 21st century in the utilization of ICT to function effectively in the

classroom and school system.

These challenges have so affected the secondary school so much such that the credibility of its certificate is becoming doubtful. The secondary school is endangered. It is fast losing its relevance and value as its underlying aims and objectives within the overall National development objectives are being defeated. It is against this background, that the research is set to determine the effects of administrative problems on the management of secondary schools and the attainment of its aims and objectives.

Purpose of the Study

The main purpose of the study is to find out the effects of administrative problems on the management of secondary schools in Zone A educational District of Benue State. Specifically the study sought to:

1. Investigate the effect of population explosion of students in schools on the management of secondary schools in Zone A Educational District of Benue State.
2. Find out the effect of information and communication technology on the management of secondary schools.

Research Questions:

The following research questions formulated guided the study.

1. What is the effect of population explosion on the management of secondary schools in Zone A Educational District of Benue State?
2. In What ways have information and communication technology affected the management of secondary schools?

Research Hypotheses

The following research hypotheses were formulated and tested at 0.05 level of significance

1. There is no significant effect of population explosion of students on the management of secondary school in Zone A Educational District of Benue State.
2. There is no significant effect of Information and Communication Technology on the management of secondary schools.

Significance of the study

Fundamentally, the result of the research and recommendations will be of value to the Educational Stakeholders (i.e. The Ministry of Education, Educational Agencies and Policy Makers). The research findings will bring out the effects of students population explosion, and information communication technology (ICT) on the management of secondary schools, and effective teaching and learning with the view that stakeholders will improve on the study variables. The research findings will bring to the fore the importance of ICT to the management of schools, teachers and students. The availability of ICT facilities provides access to current information in audio, graphic, a wide range of various manipulated multi-media form which enhances teaching and learning with better performance and effective management.

Concept of Administration

Administration connotes the application of rules, procedures and policies already planned to achieve the organizational goals. It is a concern with applying rules, procedure and policies in a way that allows the accomplishment of defined common objectives within an organizational setting. Administration ensures that pre-determined objectives of organization are accomplished. Administration has the duty to organize the people with which the various tasks in the various units will be performed; the available tools and equipments for executing planned course of action rest with it. It has the duty of harmonizing human and material resources at the minimum cost of inputs. Akpakwu (2008:36) corroborate this view as “the process of using methods, principles and practices to establish, develop and execute goals, policies, plans and procedure necessary to achieve the objectives of education”. Administration is therefore human and task oriented. A combination of human and material resources, which must be utilized to achieving set goals of the school.

Hall (1999:2) define administration as that part of management which is concerned with the installation and carrying out procedure by which the programme is laid down and communicated, and the progress of activities is regulated and checked against plans. It is a function of all those below the Board level who are collectively and individually responsible for implementing organizational policy. Akpakwu (2008) admit that, administration consists of a series of action taken to achieve the goals of the organization, educational system in particular. Getzels view administration from the lenses of a relationship between the manager and the subordinate. According to Getzels in Ukeje (1992), it is the hierarchy of subordinate/super-ordinate relationships within a social system”. This forms the basis for allocation and integration of roles and facilities in order to achieve the goals or purposes of a social system.

Administration to some scholars is defined based on the functions of the school head. According to

Edem and Allen in Ukeje (1992), it is the planning of goals and programmes of an enterprise and the organization of human and material resources for the implementation of the plans in accordance with the established policies, codes, and regulations. It is defined based on the duties the administrator does in an organization. Urwick and Gulick (in Akpakwu 2008) coded administration as “POSDCORB”, each letter representing an aspect of administrative action. POSDCORB stands for Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting for the achievement of organizational goals.

Concept of Administrative Problems

Problems are obstacles or difficulties encountered in the course of discharging functions; which have the tendency to hinder the goal accomplishment of organizations. The New Webster’s Dictionary of the English Language, International Edition (1994), defines a problem as a matter that causes worry or perplexity. According to Cruickshank, Bainer, & Metcaf in Gyuse (2006), a problem is “something you need or want to do but cannot do it because of obstacles or hindrances”. It is believed that if the hindrances or obstacles are removed, the objectives would probably be achieved. They are challenges, which militate against the proper function of implementing the organization’s policy. The management of schools are faced with problems which range from inadequate funding; explosion of students population on management, inadequate school facilities on school management, the effect of inadequate information and communication technology facilities, politics, attitude of parents among others.

Deriving from this disquisition, administrative problems may be conceived of as those obstacles that obstruct the direction of activities of the organization towards its planned achievement, specifically, those problems obstructing the smooth administration of the secondary school and its goals actualization.

Effect of Students’ Population Explosion on the Management of Secondary Schools

Educational policies are a reflection of the political goals of the government. The attainment of these goals is hinged strongly on education, which has remained the only instrument of economic, political, technological development of any society (Digumarti 2008, Ukeje 1992). The Nigerian National Policy on Education (NPE 2004) clearly states that: not only is education the greatest force that can be used to bring about redress, it is also the greatest investment that the nation can make for the quick development of its economic, political, social and human resources.

Education therefore presents an immense potential as a crucial agent through which society can change or transform and develop. By this fact, the Nigerian National Policy on Education (NPE) document is fashioned towards self realization, better human relationship, individual and national efficiency, effective citizenship, national consciousness, national unity as well as towards social, cultural, economic, political, scientific; and technological progress (Ayanniyi 2005). By this, every educated Nigerian will contribute better to attainment of our national development. This has necessitated the expansion of education opportunities for all citizens in many ways among which is the Universal Basic Education (UBE) Programme, granting of licences to private individuals and organizations to establish schools at all levels. According to Ada (2011:100) Government has demonstrated its commitment to the provision of educational opportunities for all citizens in a number of ways, namely: enunciation of the Universal Basic Education Programme (UBE), granting of licenses to private individuals and organizations for the establishment of private universities establishment of more schools at all levels, provision of structures and services to accelerate and regulate the education sector, such as the National Primary Education Commission (NPEC) etc.

This gave rise to the Universal Free Primary Education (UPE) in 1975 policy and the present Universal Basic Education (UBE) re-launched in 1999, Primary schools under the Universal Free Primary Education (UPE) served as feeder schools to the secondary level of education as their doors opened to all Nigerian pupils of Primary school age (Agom 1983). In the re-launched scheme with a different nomenclature UBE, it extended this free education to the junior arm of the secondary level of the educational system, the junior secondary school (JSS); which has witness a high level of enrolment into the secondary schools with it attendant problems of overcrowded classrooms, shortage of academic staff among other resources (Akpa 2002). Statistics show that the secondary school enrolment has increased over the years. In 1991 the secondary school enrolment figure stood at 3.1 million and 5.4 million by 1996 with the number of secondary schools expanded from 5, 860 in 1991 to 6, 452 in 1996 Ada (2011). It is further submitted that, in Benue State in particular as at 2002, there were 575 secondary schools made up of 284 Government schools, 9 Government Technical Colleges, 82 voluntary agency schools, 89 single proprietary schools, 107 community schools and 4 federal colleges, which has since changed. Supporting this claim, Ortyoyande in Ada (2011) reported that as at 1998, the total students’ enrolment figure in post primary schools in Benue State stood at 173, 336, which has increased with more schools established.

Secondly is the demographic trend. Evidence shows an increasing rise in the total population of the African continent and in particular, school age increasing at the rate of 2.5 to 3% per annum and enrolment into

schools is on the increase annually (Edem, 1987). By 1970/71 year secondary school enrolment was 343, 000 and almost double by 1973/74 years standing at 647 9,000 (Agom 1983). The population explosion of students' enrolment in schools however has been without the corresponding improvement in the supply of the necessary resources in the schools, which makes the situation pose challenges than prospects.

1. Inadequacy of facilities available for all students in schools. Facilities that were meant to cater for only 300 students have to be used by 1000 students without addition or modification. (Ukeje, et al 1992, Agom, 1983). Facilities such as libraries, classrooms, workshops, studios, and sporting facilities are inadequate to accommodate the students that are registered.
2. The second problem is the insufficient teaching/instructional materials. Shortage of required reference texts, equipment and teaching aids become more acute. By this, more of the students only learn the theoretical aspect of their subjects than carrying out experiments or practical (Coombs 1968, Ukeje 1986 & Akangbou 1992). Experiments which need constant power supply for 24 hours may have no electricity supply for more than 6 hours at a stretch. Practical rarely hold. Most equipment required for practical exercises are only seen in books but never available to be used by students such as the meter bridge and wheat stone bridge (Ada 2011).
3. Adequacy of teaching staff in schools is a nagging problem. In many instances, to make up for this deficiency, unqualified teaching staff are recruited to take up teaching. This has the negative effect of not impacting useful skills and transmission of knowledge. This is confirmed from the cases of teachers without the requisite qualifications like certificate in education and the needed experiences to teach in the schools and handle some other responsibility as competent as professional teachers (Akpa 2002 & Ada 2011). Among the yardsticks of quality in any educational institution; are the qualifications and experience of teachers, as instructional materials and physical facilities will not become the school. In the words of Awonniyi (1979) neither school syllabus, methods nor apparatus will make a good school without the teacher at the heart of it. The provision of adequate quality teaching staff will lead to achieving quality education.
4. Discipline of students is a serious challenge. Incidences of misbehavior and truancy among students and staff are quite thorny to contend with. In the classroom space, it is common to see students fighting; cases of theft, bullying, health problems are common. Congested students in the available classrooms, is not healthy as it provide a fertile ground for contagious diseases (Ubwa, 2001). In the words of Akpa (2002), the system has witness alarming rate of disciplinary problems on the path of both teachers and students. The explosion in enrolment without corresponding increase in inputs to contend with the number has hindered the fulfillment of qualitative educational objectives and those of the secondary school in particular. Quality is being sacrificed for quantity. The quantitative growth in Nigeria's educational system has generated imbalances and maladjustments that severally challenges the educational managers; those of secondary schools in particular (Akpa 2002).
5. The irregular, brief and unthorough supervision and inspectional activities of the supervising agencies and ministries have not helped matters. Supervision is intended to help teachers to help themselves; instructional supervision is the process of bringing about improvement in instruction by working with people who are working with students (Nwaogu 2000). Quality and effective instructional supervision will lead to improved quality of education, conditions of teachers and learning conditions of students as well. However, the expansion rate has not been met by the ability to supervise the operations of these schools very regularly and thoroughly too. This is also the case at the school level where these supervising officers (principal, and sometimes the vice principals and deans) are supervising too many teaching staff to be effective and thorough. The Canon Banjo (1960) commission in Ogunsajo (2001:16) attest "There is a falling standard in school work due to lack of trained teachers, too large classes, unsatisfactory syllabus, lack of co-operation on the part of parents and lack of guidance and inadequate supervision of schools".

Effects of Information and Communication Technology on Management of Secondary Schools.

Human society and environment is in a continuous state of change. This means that, the present things produced become obsolete, and so does education. The old things learned become obsolete, irrelevant and inadequate, thus the need for new information, skills, methods, beliefs, new materials, new attitude as well as equipments. The school as a social institution in the society is also to adapt to these changes. The school will change or make reforms of its curriculum to suit the trends of new developments; therefore the need to adopt the communication system of the day; referred to as information and communication technology (ICT).

Curtin (2002) defined ICT as a 'set of activities that are facilitated by electronic means, the capturing, storage, processing, transmission and display of information'. United Nations Scientific Educational and Cultural

Organization (UNESCO, 2005) define it as “a combination of the computer telecommunication and technologies. ICT combines the potentials of computer telecommunication and electronic media using digital technology thus fashioning education to the new change.

Over the years educational reforms have been brought about by the need to fashion education towards changing the economic, social and political situations (Adamu, nd) in Nigeria. The global changes in the social and economic context (Obioma and Ajagun, 2006) coupled with economic situation in the country, led to the adoption of National Economic Empowerment and Development Strategy (NEEDS) in 2004. According to Obioma and Ajagun (2006) NEEDS has goals to give value orientation, poverty reduction, job creation and wealth generation. This has led to the redefinition of the Nigerian educational system, as exemplified in the reforms, which are meant to move Nigerian education from the traditional theoretical orientation to a practical and knowledge orientation. Reasons for reforms as articulated by Bello (2007) include the need to have relevant education to the need of the country, pay more attention to science and technology; provide students with contemporary information and communication technology skills amongst other needs to face the challenges of globalization (Global village).

Globalization on a common submission is that the world is becoming more uniform and standard through technological, commercial and cultural synchronization emanating from the west (developed nations) (Orngu 2006). This means the march towards the world becoming a global village that is interlinked/interconnected by electronic communication system, referred to as the information and communication technology (ICT). This has created a force for changes in how human beings live, convey information, manage information, conduct businesses and it has become a determining factor to status of nations i.e. developed, less developed and developing nations (Orngu, 2006).

ICT has the potentials not only to introduce new teaching and learning practices, but also to act as a catalyst to change the educational system. Trucano cited by Yusuf and Yusuf (2009) submit that ICT can empower teachers and learners and promote the growth of skills necessary for the 21st Century workplace. Specifically in pursuance of our reform goals and objectives enumerated by Bello (2007) and those that gave birth to NEED (2004) ICTs are:

Relevant to teachers’ professional development to make them guides to services of knowledge. Contemporary knowledge society requires large, rich and easily accessible knowledge base, which can be provided through ICT technologies that support teacher professional development Gallimore & Stigler in by Yusuf and Yusuf (2009). Buttressing further, the World Bank (2003) emphasized that teachers need to be life-long learners to keep abreast of new knowledge, pedagogical ideas, and technology relevant to successful implementation of Nigeria Educational Reforms. Through digitalized libraries, visual institutions and other interest resources, teachers can easily have access to relevant and current resources in their areas of specialization, thus the need for them to be competent enough to use the ICT, to chart a course to harnessing its potentials. Students learning will be enhanced through access to the needs content through ICT facilities such as the Internet. Doing, increasing information available to learners; also promoting collaborative learning, also enhances learning With ICT awareness and skills, students can prepare for success in the contemporary knowledge economy (Kante 2003).

Thirdly, ICT offers fresh frontier for providing access to basic education for disadvantage children and youth excluded from the formal school systems. ICT offers powerful motivating tools for learning through games, exploration, collaboration and learning with related skills. Individuals with disabilities have opportunities to quality education; which is core of the Nigerian Education Reforms. Availability of ICT is relevant as Assistive Technology, Adaptive Technology and as a tool for knowledge and support.

Fourthly and very importantly, it is an interactive aided instructional as Assistant Technology and Adaptive Technology. Through powered wheelchairs with voice command and other computer technologies, mobility will increase of people with severe mobility limitations and as adaptive technology, keyboards with colourful keys for persons with learning disability, voice recognition and with accessible options initiatives of the W3 consortium which is designed specifically for disabled people. Materials are presented in an individualized and unique way.

Fifthly, Obioma and Ajagun (2006) opines that evaluation of reforms implementation is made possible through a database and networking of research conducted by institutions of learning could be disseminated for specific contextual applications.

Giving the fore going the importance of ICT cannot be overemphasized. ICT offer the veritable tool for ensuring the success of the educational reform programmes of the government of Nigeria in a drive towards skills and functional driven education in contemporary society.

Regrettably, the reform programmes of inculcating ICT as a core of our educational curriculum has not

receive the desired attention, partly addressed, its full implementation like other reforms have suffered set back. This can be attested to as how many of our secondary schools have access to the ICTs, both public and private. Are the teachers and school heads (principals) themselves computer literate? In some there are few computers in schools, but are they actually functional? These questions obviously present answers themselves which doubles as problems created by the non-availability of information and communication technology facility to the management of secondary schools.

1. The teachers lack an update of the relevant and current knowledge of their areas of study (New Knowledge, pedagogical ideas and technology) therefore their roles as resource guides is defeated.
2. Quality of learning expected to be enhanced through ICT facilities is not possible. Learning by doing which are the skills to be acquired for self-reliance is not possible. The old traditional regimented method which is to be replaced by practical experience is not achieved, thus defeating the goals of education to prepare individuals who should be creative and not just job seekers but create job themselves.
3. It becomes difficult to carry along the disabled in situations where the ICT facilities are unavailable to accommodate their deficiencies.

The management of secondary education can deliver its objectives of preparing individuals for useful living for himself and the society amongst other aims and objectives, under our broad national objectives, only when it adopt to the change of the contemporary world of globalization anchored on information and communication technology facilities of internet (Oredein 2006).

Methodology

The study adopted the ex-post-facto survey design. The population of the study consist of 2428 teachers in the 92 grant aided secondary schools in the study area. A sample of 17 grant-aided secondary schools representing 18% of the schools and 510 teachers representing 21% of the total number of teachers was randomly selected for the study. The simple random sampling method was used to select the sample size. This method was adopted since the target population is homogeneous and the selection of these served as a representative of the total population.

The main instrument adopted for the collection of data was a 10-item structured questionnaire called Administrative Problems Questionnaire (APQ). The questionnaire was validated by experts in Educational Management and Tests and measurement of the faculty of Education, Benue State University, Makurdi. The questionnaire was pilot tested using 30 teachers and it yielded a Cronbach Alpha coefficient of 0.85. This coefficient signified high internal consistency and reliability (Pallant, 2001). The data collected were analyzed using mean, standard deviation and chi-square goodness of fit. The hypotheses formulated were tested at 0.05 level of significance. All these were computed using statistical package for social sciences (SPSS).

Results and Discussions.

Research Question One: What is the effect of population explosion of students on the management of secondary school?

The data for providing answers to the above research question are presented on table 1 below.

Table 1: Mean scores and standard deviations of responses of head-teachers, teachers and clerks on the effect of population explosion of student on the management of secondary school.

| S/N | Questionnaire items | SA | A | D | SD | Mean (X) | ST.D | Decision |
|---------------------|--|-----|-----|-----|----|-------------|-------------|-----------------|
| 1 | Students population explosion is a problem as class management becomes difficult for the teachers | 280 | 150 | 40 | 30 | 3.89 | 0.97 | Accepted |
| 2 | Large population of students to a teacher makes him/her less effective | 240 | 160 | 50 | 50 | 2.88 | 0.89 | Accepted |
| 3 | An explosive students population presents a problem of overstretched use of limited facilities and acute shortage of instructional material | 300 | 100 | 50 | 50 | 2.70 | 0.70 | Accepted |
| 4 | The performance of student is not good enough as the desired attention is not given as regards to assessments on work covered to e.g. English language and mathematics | 240 | 100 | 100 | 60 | 2.86 | 0.73 | Accepted |
| 5 | In an over populated schools; students suffer from poor sanitary conditions. | 280 | 120 | 60 | 40 | 3.42 | 0.87 | Accepted |
| Cluster mean | | | | | | 3.15 | 0.86 | Accepted |

Table 1 above shows that item 6 which states that Students population explosion is a problem as class management becomes difficult for the teachers has a mean score of 3.89; while item 10 which state that in an over populated schools; students suffer from poor sanitary conditions has a mean score of 3.42 Item 7 shows that respondents agreed that Large population of students to a teacher makes him/her less effective has a mean score of 2.88, next is item 9 which shows that the performance of students is not good enough as the desired attention is not given as regards to assessments on work covered to e.g. English language and mathematics with a mean score of 2.86, item 8 on the table indicated that an explosive student's population presents a problem of overstretched use of limited facilities and acute shortage of instructional material with a mean score of 2.70 while the cluster mean score is 3.15. All these mean scores are above the cut off point of 2.50. This implies that explosive population in schools has negative effect on the effective management of the schools.

Research Question Two: In what ways have information and communication technology affected the management of secondary schools?

The data for providing answers to the above research question are presented on table 2 below.

Table 2: Mean scores and standard deviations of responses of head-teachers, teachers and clerks on the effect of information and communication technology on the management of secondary schools.

| S/N | Questionnaire items | SA | A | D | SD | Mean (\bar{X}) | ST.D | Decision |
|---------------------|--|-----|-----|-----|----|-----------------------|-------------|-----------------|
| 6 | Information and communication technology enhances better management of schools | 220 | 100 | 80 | 50 | 3.65 | 0.89 | Accepted |
| 7 | Students learning are enhanced by doing through ICT facilities such as the internet. | 220 | 110 | 70 | 50 | 2.89 | 0.86 | Accepted |
| 8 | ICT offers fresh frontier for providing access to basic education for disadvantaged children and youth, through games, exploration, collaboration and learning with related skills | 210 | 210 | 60 | 20 | 2.84 | 0.76 | Accepted |
| 9 | ICT enhances teachers' professional development through digitalized libraries, visual institution and internet resources to keep abreast of new knowledge, pedagogical ideas, and current resources in their specialization. | 240 | 160 | 50 | 50 | 2.56 | 0.77 | Accepted |
| 10 | Unavailability of ICT facilities in schools affects the quality of products of such a system in stiff and competitive skills required for the 21 st century workplace. | 230 | 110 | 100 | 60 | 3.52 | 0.80 | Accepted |
| Cluster mean | | | | | | 3.09 | 0.83 | Accepted |

Table 2 above shows that item 16 which states that Information and communication technology enhances better management of schools has a mean score of 3.65 while item 17 which states that Students learning are enhanced by doing through ICT facilities such as the internet has a mean score of 2.89; item 18 shows that ICT offers fresh frontier for providing access to basic education for disadvantaged children and youth, through games, exploration, collaboration and learning with related skills has a mean score of 2.95, item 19 on the table shows that ICT enhances teachers' professional development through digitalized libraries, visual institution and internet resources to keep abreast of new knowledge, pedagogical ideas, and current resources in their specialization. Respondents on Item 20 agreed that unavailability of ICT facilities in schools affects the quality of products of such a system in stiff and competitive skills required for the 21st century workplace. While

the cluster means score is 3.09. All these mean scores are above the cut off point of 2.50. This implies that the respondents agreed that ICT have positive effects on the management of schools and its unavailability will affect negatively the management of the schools.

Hypotheses Testing

Research Hypothesis One: There is no significant effect of population explosion of students on the management of secondary schools.

Table 3: Chi-square Test of the effect of population explosion of students on the management of secondary schools.

| Opinions | Observed frequency | Expected Frequency | df | Level of sig | X ² | X ^{2-tab} | Sig | Decision |
|--------------|--------------------|--------------------|----|--------------|----------------|--------------------|------|-------------|
| No | 102(20%) | 255 (50%) | 1 | 0.05 | 176.34 | 3.84 | 0.00 | Significant |
| Impact | 408(80%) | 255 (50%) | | | | | | |
| Total | 510(100%) | 510(100%) | | | | | | |

Value in parentheses are percentages ($X^2 = 176.34$, $df = 1$, $p = 0.05 > 0.00$)

In table 3, the descriptive and inferential statistics of chi-square was computed to test the effect of population explosion of students on the management of secondary schools. The result showed that 80% of the respondents agreed that population explosion of students have negative effect on school management as against 20% respondents who disagreed.

Table 3 above also showed that the chi-square calculated value of 176.34 is greater than the chi-square tabulated value of 3.84 at 0.05 level of significance and 1 degree of freedom. The null hypothesis which states that there is no significant effect of population explosion of students on the management of secondary schools is rejected. This implies that the alternative hypothesis is accepted indicating that there is significant effect of population explosion of students on the management of secondary schools.

Research Hypothesis Two: There is no significant effect of information and communication technology on the management of secondary schools.

Table 4: Chi-square test of the effect of information and communication technology on the management of secondary schools.

| Opinions | Observed frequency | Expected Frequency | df | Level of sig | X ² | X ^{2-tab} | Sig | Decision |
|--------------|--------------------|--------------------|----|--------------|----------------|--------------------|------|-------------|
| No impact | 160(31%) | 255 (50%) | 1 | 0.05 | 167.57 | 3.84 | 0.00 | Significant |
| Impact | 350(69%) | 255 (50%) | | | | | | |
| Total | 510(100%) | 510(100%) | | | | | | |

Value in parentheses are percentages ($X^2 = 167.57$, $df = 1$, $p = 0.05 > 0.00$)

In table 4, the descriptive and inferential statistics of chi-square was computed to test the effect of information and communication technology on the management of secondary schools. The result shows that 69% of the respondents agreed that information and communication technology affect positively the management of schools as against the 31% respondents who disagreed.

Table 4 above also showed that the chi-square calculated value of 167.57 is greater than the chi-square tabulated value of 3.84 at 0.05 levels of significance and 1 degree of freedom. The null hypothesis which states that there is no significant effect of information and communication technology on the management of secondary schools is rejected. This implies that the alternative hypothesis is accepted indicating that there is significant effect of information and communication technology on the management of secondary schools.

Discussion of Findings

The discussion of the main findings of the research is organized around the research questions and hypotheses for ease of reading and comprehension. The two null hypotheses postulated and tested were all rejected and the alternate hypotheses accepted.

The first finding of this study revealed that there is significant effect of population explosion of students on the management of secondary schools. The responses from the research questions showed that, most of the schools have over population that is highly affecting their schools. The respondents also agreed that an explosive student's population presents the problem of overstretched use of limited facilities and acute shortage of instructional materials, poor sanitary and teachers are made to be ineffective. This finding is in line with the opinion of Akpa (2002) who said in the re-launched scheme with a different nomenclature UBE, it extended this free education to the junior arm of the secondary level of the educational system, the junior secondary school (JSS); which has witness a high level of enrolment into the secondary schools with it attendant problems of overcrowded classrooms, shortage of academic staff among other resources. He posited that Statistics showed that the secondary school enrolment has increased over the years.

The second finding of this study revealed that, there is significant effect of information and communication technology on the management of secondary schools. In this finding the head-teachers' and teachers agreed that ICT offers fresh frontier for providing access to basic education for disadvantaged children and youth, through games, exploration, collaboration and learning with related skills. The finding agrees with the views of Bello (2007) who said the need to have relevant education to the need of the country, pay more attention to science and technology; provide students with contemporary information and communication technology skills amongst other needs to face the challenges of globalization is paramount.

Conclusion

Based on the results of this study, it has been established that administrative problems have effect on the management of secondary schools. It is clear from the findings that population explosion of students, and lack of information and communication technology significantly affect secondary school management in Zone B Senatorial District of Benue State.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. In order to solve the problem of population explosion more teachers, classes, and hostel accommodation should be constructed by school management to contribute their quota to the development of their school.
2. Adaptability of current and most recent ICT facilities for the benefit of the school should be enhanced, especially in schools where they are yet to be ICT compliant.

References

- Ada, N.A (2011) Social Demand for education in Nigeria and the challenges for Qualitative management of secondary schools. In Okwori, A, Uever, J.N and Tor-Anyiin in Issues of Sociology of Education. Makurdi Destiny ventures
- Akpakwu, S.O (2008) Essentials of educational management. Makurdi, Jalim Press Limited.
- Akpa, G.O et al (eds) Deregulating the provision and management of Education in Nigeria Jos, NAEAP
- Bello, M.Y (2007). On the need for reforms in the Nigerian Education sector. From <http://www.triumphnewspaper.com/on25702007.html>
- Curtin, R. (2002) Promoting Youth Employment through information and Technology (ICT). Best practice example in Asia and the pacific from [http://www.ybi.com/aybi/web/resourcecentre/ICT&Youth employment Rc.pdt](http://www.ybi.com/aybi/web/resourcecentre/ICT&Youth%20employment%20Rc.pdt).
- Digumarti; B.R (2008). Education for all: issues and trends. New Delhi, APH Publishing Corporation
- Edem, D.A (1987) Introduction to educational administration in Nigeria. Ibadan, Spectrum Books Ltd.
- Ehindero, O.J, Aladejana, F.O and P.O Jegede (2009) Principles and practice of Education. Ile-Ife. Obafemi Awolowo University Press.
- Hall, L (1979) Business administration. Estover, Plymouth McDonald and Evans
- Jurich S, Thomas J. (2002). The many uses of ICTs for individuals with Disabilities <http://www.technology.org/tkl>
- Kante, C. (2003) e – learning. The new frontier in the developing world. From <http://www.technology.org/tkl>
- kpamdue, C.M (2005). An investigation into the problems of running secondary Schools in the New Millennium:

- Benue State University, Faculty of Education Department of Educational Foundations (unpublished)
Federal Republic of Nigeria National Policy on Education: Fourth Edition (2004).
Olayinka, A.I (2005) Quality Assurance in Postgraduate Education in Nigeria. In a Symposium to mark the African University Day 2005 Ibadan. The Postgraduate school, University of Ibadan, <http://www.Postgraduateschool.Ui.edu.nig>.
Oreodein, (2006). Networked educational management: An innovative Approach to managing secondary education: Joel 3, April 2006
Orngu, C.S (2006) Globalization and African Historiography. Being an Unpublished Seminar Paper; Dept of History BSU Makurdi.
Ukeje, et al (1992) Educational administration: Enugu, fourth dimension Publishing Company Ltd.
United Nations Scientific Educational and Cultural Organization (UNESCO 2005) Information and communication technologies in schools. A handbook for Teachers, Paris
World Bank (2003) Lifelong Learning in the global knowledge economy. Challenges For developing countries. Technologia 23rd November 2007 <http://www.techknowlogia.org/tklactivepages/z/currentarticles/main.asp>
Yusuf, M.O (2005). Information and Communication Technology (ICT) and Education: Analyzing the Nigerian National Policy for information Technology. <http://flinders.edu.au/education/iej>

About the Authors.

Bua, Felix Terhile (MNIM, NAEAP, CCEAM, MCIPSAN) was born in 1975 at Adikpo in Kwande Local Government Area of Benue State, Nigeria. He attended the NKST Primary School, Adikpo from 1982-1987. He also studied at the prestigious Saint Andrews Secondary School, Adikpo from 1988-1993 and obtained his West African School Certificate (WASC) in 1993. Bua, holds a Diploma in Purchasing and Supply Management, B.Sc (Hons) Business Management Second Class Upper Division, Postgraduate Diploma in Education (PGDE) and Masters of Educational Management (M.ED Mgt) from Benue State University, Makurdi. He is currently a Ph.D candidate in Educational Management and a lecturer in the Department of Educational Foundations Benue State University, Makurdi, Benue State-Nigeria.

Olatunde, Helen O. (NAEAP, CCEAM) is a holder of B.Ed Educational Management and Masters of Educational Management (M.ED Mgt) in 2006 from Benue State University, Makurdi. She is currently a Ph.D candidate in Educational Management and an Administrative officer with Federal University of Agriculture, Makurdi, Benue State-Nigeria.

Amough, Cecilia Kwaghmimi is a lecturer in the Department of Educational Foundations, College of Education Oju, Benue State. She holds a Bachelor of Education Degree and Masters Degree in Educational Management of the Benue State University, Makurdi. She is a member of several Professional Bodies including the Association for Women in Colleges of Education (WICE), Nigerian Association for Educational Administration and Planning (NAEAP). She has contributed scores of papers in national and international conferences and has also had several publications in many learned journals. She is currently a Ph.D candidate in Educational Management of the Benue State University, Makurdi.

This academic article was published by The International Institute for Science, Technology and Education (IISTE). The IISTE is a pioneer in the Open Access Publishing service based in the U.S. and Europe. The aim of the institute is Accelerating Global Knowledge Sharing.

More information about the publisher can be found in the IISTE's homepage:

<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

The IISTE is currently hosting more than 30 peer-reviewed academic journals and collaborating with academic institutions around the world. There's no deadline for submission. **Prospective authors of IISTE journals can find the submission instruction on the following page:** <http://www.iiste.org/journals/> The IISTE editorial team promises to review and publish all the qualified submissions in a **fast** manner. All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Printed version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

Recent conferences: <http://www.iiste.org/conference/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

