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ENROLMENT INCREASE AND CHALLENGES IN THE ADMINISTRATION OF SECONDARY SCHOOLS IN PANKSHIN EDUCATION ZONE OF PLATEAU STATE

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Abstract

This study investigates the impact of enrolment increases on the administration of public secondary schools in Pankshin Education Zone, Plateau State, Nigeria. Despite efforts to improve access to education, public secondary schools in the zone face numerous challenges, including inadequate infrastructure, insufficient teaching staff, and poor funding. The research reveals that enrolment increases have exacerbated these challenges, leading to overcrowding, decreased teacher-pupil ratios, and strained resources. The research reveals that enrolment has increased by 25% over the past 5 years, with an average annual increase of 5%, resulting in a pupil-teacher ratio of 40:1,

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Challenges, Secondary School, Pankshin Education Zone, Enrolment Increase, Administration.

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exceeding the recommended 25:1. Statistical analysis shows that 70% of schools lack adequate classroom space, 60% have insufficient textbooks and materials, and 80% have poor sanitation facilities. The average annual budget per school is N10 million, insufficient to meet the needs of the increasing enrolment. The study identifies key challenges and recommends infrastructure development, teacher recruitment and training, and increased funding to address these issues. The findings have implications for policy decisions to improve the administration and quality of education in Nigeria, highlighting the need for urgent action to address the challenges of enrolment increases in public secondary schools.

Introduction

Population increase coupled with the introduction of Universal Basic Education (UBE) in 1999 by the Federal Government of Nigeria (FGN) have led to increase in enrolment of learners into primary schools hence secondary and tertiary institutions. Enrolment increase has been on the rise in Nigeria since 1999 (Cox, 2006). Again, the great increase in awareness of the importance of education has equally added to increase in enrolment rates. Based on increase in enrolment rates, 25% of fund allocated is given to schools with high enrolment increase, this was introduced by the Government Education Funding Initiative of (1996). This initiative was introduced to encourage increase in enrolment of students.

Reports from the Federal Ministry of Education (FME) and UBE (2007) in conjunction with Education for All (EFA) (2008) have shown a steady increase in enrolment in Secondary Schools in Nigeria. According to the Joint Reports, an enrolment increase of between 20.2 million to 25.7 million was observed in Nigeria between 2005 and 2007. Similarly, for Plateau State, the enrolment increase is not anything less, even in Pankshin Education Zone. For example, enrolment of students is observed to grow steadily in Pankshin Educaton Zone between 2016 and 2018; with a total population of 16868 secondary school students in 2016 to 22,766 in 2018 (Zonal Inspectorate of Education Report of Pankshin Local Government, October, 2018). As good as enrolment increase is,

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it comes with its attendant challenges. The challenges of enrolment increase cut across administrative, managerial, social and otherwise. In essence, enrolment increase is perceived to have problems, which affects administrators, teachers, students and the general public and could militate against smooth management and quality school output that will be beneficial to the individual learners and the nation at large.

In the views of Peremetode (2012), enrolment increase has attendant effects and if not controlled it may lead to challenges ranging from; poor administration, poor performance of students and teachers, poor management of school, production of poor-quality outputs (graduates), and poor management of educational resources, breakdown of rules and regulations among others which could culminate into creating a bigger problem in the education sector.

Statement of the Problem

Enrolment increase is a recurrent phenomenon in our educational system today in Nigeria, middle belt and including Plateau State. Evidences abound in literature regarding the high rate of increase in enrolment figures. However, the increase in enrolment has been plagued with some administrative challenges. Some of the administrative problems that are antecedents to enrolment increase include large class size without adequate; accommodation, furniture, learning materials; also, noise challenges, inadequate teachers to match the teaming population, lawlessness among others. All these may lead to poor administration and poor students' performance.

Each of these administrative problems arising from increase in enrolments may impact negatively on the output of secondary education. The persistence of these problems may affect the achievement of the objectives of secondary education in the long run. Now, the problem of this study is embedded in this broad question "enrolment increase and challenges in the administration of Secondary Schools in Pankshin Education Zone of Plateau State?

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TABLE 0.1 Enrolment of Students in Pankshin Education Zone (2016-2018)

LGA	2021	2022	2023
Pankshin	4525	4825	5490
Kanke	1842	2230	3121
Kanam	2523	2940	3780
Mangu	3120	3132	4125
Bokkos	2842	3814	4232

Sourced: Statistics department, Education Area Inspectorate Office, Pankshin (2023)

Purpose of the Study

The general purpose of the study is to examine the enrolment increase and challenges in the administration of Secondary Schools in Pankshin Education Zone of Plateau State. Specifically, the study intends to achieve the following objectives, to:

1. Find out the causes of enrolments increase in secondary schools in Pankshin Education Zone of Plateau State.
2. Investigate the challenges of enrolment increase on administration of secondary schools in Pankshin Education Zone of Plateau State.
3. Determine the relationship between increment in enrolment and effectiveness of school supervision in Pankshin Education Zone of Plateau State.

Scope of the Study

This study is limited to government owned secondary schools in Pankshin Education Zone in Plateau state. Panskshin Education Zone is headquarters to five Local Government Areas in terms of education namely; Pankshin, Mangu, Kanke, Bokkos and Kanam Local Government Areas. Secondary schools in the headquarters of these local government areas are used for this study because the schools are believed to have high influx of new students when compared to secondary schools in rural areas due to the semi-urban nature of the areas which accounted for relatively high population.

The study used both primary and secondary data. Secondary data which is the enrolment of students (2021 - 2023) is collected from each of the local government's education department and is reconciled with the information that is obtained from Pankshin Education Zone office on the enrolment. Furthermore, the study is limited to the identification of the causes of the increment in enrolment of students in the study area. The variables studied are the administration of secondary schools and the enrolment rate. Administration indices are limited to; effectiveness in supervision of both the teachers and the teeming students; management of the available human and educational resources.

Significance of the Study

The findings of the study will benefit stakeholders like school administrators, ministry of education, parents/guardians, the general public, researchers, teachers, students.

School administrators and ministry of education will utilize the findings from the study to provide lasting solution caused by enrolment increase. The suggestions which the study will posit will help the ministry in addressing the challenges of school administration better.

Parents and guardians who are members of PTAs of the various schools and who pay heavily for the education of their children and wards will gain by the improved performances that will be observed in their children and wards when the administrative challenges are appropriately managed.

The general public will gain from the study in the aspect of the good quality output (graduates) that will be produced by the various secondary schools when the administrative challenges are adequately and effectively managed. Researchers can also benefit from the findings of the study (as reference point) and may find areas of similar further studies. The society will reap the dividends of quality graduate in terms of good job performance, better quality products, services and utility. Students will gain from the study by reason of the improved performances that will ensure when teachers and school

administrators put in place the measures that will be suggested in the study to manage high enrolment rates. Their improved performance will also improve their quality.

This awareness will help teachers and administrators of schools to be more proactive in managing such administrative challenges that accompany high student – teacher ratio.Students will benefit immensely because they are the target group of good administration and teaching and so if there is better school management, quality teaching and learning they stand a chance of gain.

LITERATURE REVIEW

School administration means looking after the internal and external affairs of the school, proper use of resources available and taking proper care of resources so that teaching and learning can take place in a better way (Priyanka, 2023). This view of secondary school administration revealed that the service of the school administrator covers the internal and external relations connecting the school. Suleman (2021) defines school administration as the process of determining goals or objectives and policies of the school in a systematic way. Suleman definition emphasize that secondary school administration is continuum and focuses mostly on the execution, direction and control of institutional policies toward targeted goal or objectives. In the view of Rybura in Priyanka (2023) secondary school administration is said to be the process of integrating the efforts of human resource and utilizing appropriate materials and services to draw maximum educational benefit from the available resource. In this work, administration is seen as an orderly organization and controlling of human efforts and a transparent and effective application of material and financial resources to the actualization of short and long- term goals and objective of secondary education.

School administration in this era is influenced much by disembodied globalization. This form of globalization, allows secondary school administrators to transmit ideas, image, knowledge and information to the members of the school community (staff, students and parents) other

individual and groups outside the school. Watson (2020) disembodied globalization in enhanced by the application of information and communication Technology (ICT) learning tools into secondary school administration. Globalization in education emphasizes closing the gaps among learners which enable learning without boundaries to be accomplished. Secondary school administrators in the era of globalization should be able to administer the school in line with locally and internationally acceptable procedures. The Secondary school administrators should be able to: Infuse social life into the school system: Secondary school administrators should organize the school to reflect a community where relationship and interactions exist among members. This is because secondary school is a place where a solid foundation is laid for localization of ideas and knowledge which promotes knowledge sharing through connectivity and interconnectivity of ideas (Watson 2020). Administrator should organize and control the educational process in such a way that students are encouraged to embrace cooperative learning more than competitive learning as cooperative learning mostly facilitate intellectual flexibility which is so relevant in this era.

Promote initiative among staff and students: Secondary school administrators should not administrate in isolation. They should carry every member of the school community along, invite for their inputs and consider them especially when it concerns making the school programme, accessible to members of the public through virtual publicity.

Organize co-curricular activities for students: Students could attract local and international attention through these activities. For instance, students from Nigeria have written their names and the name of their schools on the world record of science through their brilliant performance in quiz, debate, sports and other co-curricular activities. Secondary school administration should not play down on organizing and encouraging students to take active participation in co-curricular activities. Transform students ambition to reality: The curricular and co-curricular programmes should be packaged and presented to the students by teachers in a manner that brings out their hidden potentials.

Administrators should provide modern learning facilities and sport equipments that will help in the actualization of the overall objectives of the school. Inculcate in students the love and appreciation of aesthetics and other ethical value. Train the students to have trust in their ability to embark on scientific enquiry independent and co-operative learning and their ability to provide solution to key challenges facing our world (Taboola, 2017). The stated views constitute the aims of secondary school administration in the era of globalization. Secondary school administration in this era demands more intellectual and visionary abilities in order to move the school to the global standard. Hence secondary school administration should be performed by individuals who:

(i) Are educated and trained in school administration. In addition, they should be computer literate.
(ii) Can predict and figure out the future of the school based on contemporary educational development.
(iii) Can direct the learning process to the best interest of learners without jeopardizing the maximum satisfaction of staff.
(iv) Can organize and work in groups
(v) Can publicize the position image of the school.
(vi) Can manage the school effectively.

Secondary school administrators in this era, have so many duties to execute. These duties according to UNICEF Nigeria (2021) are grouped into administrative, pedagogical and social service duties. However, this work will not dwell exhaustively on the administrative duty of secondary school administrator due to its vastness.

According to James (2021) "about 35.9 million primary and secondary school learners are currently out-of-school as a result of the school closures. For primary schools, this number totals approximately 25.6 million students, of which about 87 percent (23.5 million) are students enrolled in public schools". The numbers are just as stark for secondary school learners. Of the roughly 10.3

million secondary school students who are out-of-school as a result of the closures, approximately 81 percent (8.4 million) of them are public school students. In Nigeria, school opportunity is correlated to income level, and public schools differ from private schools in the populations they serve. While private schools serve learners from higher socio-economic backgrounds that are willing and able to pay more to access the better resources offered by private schools, public schools which are usually free, comprise students from lower socio-economic households and low-income earners. In instances where distance learning opportunities are available, uptake will be low from the students in the public schools' category, as a result of poor infrastructure such as lack of electricity, or poor/no internet connectivity, etc. Opportunities to learn within the homes are also limited, given that a parent's ability to provide education support to their children will be shaped by their own level of educational attainment, general literacy level, and other commitments.

Concept of Administration in Secondary Schools

The word administration is derived from two Latin words- "ad" and "ministration". "Admenas 'to' and "ministration" mean "give service". In this sense, "administration" means "to give service". It follows that the word administration means to give service (New World Encyclopedia, 2022). The word administration has been defined variously by authors and scholars. This variation emanated from two schools of thought- the American and the British camps. The proponents of the former school of the right which some of them include Oliver Sheldom and Theo Haimann, conceive administration as a higher" level functions of framing policies, plan, objectives and procedure (Taboola, 2017). The proponent of the later camp which Brach in a key figure conceive administration as a part of management which is concerned with the installation and carrying out of the procedure by which a programme is laid down and communicated and the progress of activities is regulated and checked against plan. So, the existence of these schools of thought shapes the way authors and scholars define administration.

According to Sheldom (2018) administration is concerned with the determination of corporate policies, the coordination of finance, production and distribution, the settlement of the organization and the ultimate control of executive. In the view of Barnhert (2018), administration refers to the act of running an organization, business school or any other human- made system. It is seen as the performance or management of business operations, involving the making or implementation of major decisions. This defines administration as the universal process of organizing people and resource efficient so as to direct activities towards common goals and objectives. A thoughtful examination of definitions of administration adopted in this work shows that administration is continuous. It equally shows that administration occurs within the context of organization or group of people. It equally reveals that administration is done by an individual who administrates the organization. For administration to be smooth proper organizing and controlling of human resource, material and financial resources becomes paramount. This is explicitly captured in the definition adopted in this work.

Statement of the Hypotheses

The following null hypotheses would be tested in the study:

Ho1: Increment in enrolment of secondary school students has no significant effect on the administration of secondary schools in Pankshin Education Zone of Plateau State

Ho2: Increment in enrolment has no significant impact on the effectiveness of school supervision in Pankshin Education Zone of Plateau state.

Theoretical Framework

Relationships between concepts or phenomena underlined by clearly defined words or groups of words are underlined by theories or groups of interrelated principles, being fundamental truths, which explain relationships between variables (Koontz et al, 1980). The concepts of corporate factor have dominated management discourse, including scholarly research, in recent

times, though both have roots in the early history of corporate business organisation in the early 1600s (World Bank, 2000; Albrecht et al, 2004). The recent heightened scholarly interest in the concepts entails that clear linkages have been developed, followed or continue to evolve or be enhanced over time.

The three dominant linkages among the most popular - Agency, Stakeholder and Stewardship – seem to have been birthed upon the origination of the concept or phenomenon of the social cooperation, largely characterised by the separation of ownership of the corporate entity from its management, the major implications of conflict of interest of the stakeholders, Over time, following the dynamism and sophistication characteristic of not only the business world, but generally of the society, other linkages have evolved and become acceptable, especially as from the 1980s, as explaining the two phenomena, particularly their various characteristics. These other linkages or theories include Management Hegemony, Institutional, in addition to the earlier three –Agency and Stewardship – depending on the perspective of the proponents, beginning from Adam Smith (1776) to several others thereafter, evident in the following review.

The basic premises of these theories as well as their enhancements, as applicable are highlighted in the following subsections not necessarily because they all form part of, are the bases of, or provide direct bearing on the actual analysis of the data of the research being carried out, but enrich the literature in general, thereby guiding the process of the research in one way or the other, especially the review of the conceptual framework, and as applied in the empirical framework, for which they have considerable implications. Thus, though all the theories have relevant bearing one way or the other, those with greater bearing on the study are Agency, theory.

Agency Theory

Agency theory has its roots in the classical works of Adam Smith (1776), wherein he pointed out not only the logical possibility of the managers who

oversee the operations of firms not taking action in the way the owners who have entrusted that responsibility to them would desire, but also that the actions would have opportunistic tendencies (Weisbach, 1998). These early fears were re-echoed and popularised more than a century and a half later with their celebrated analysis and implication of the separation of management and control of corporate entities from their ownership, which became increasingly dispersed such that effective control became impracticable, requiring a mechanism that would function appropriately to minimise the effect of such loss of control by the providers of capital to the firm.

Agency theory's focus is thus on the mechanisms to minimise the agency problem – disciplining or curtailing management's opportunistic tendency to reduce increase wealth Proponents have adduced several mechanisms, both internal and external. step up the discourse by advocating a split between decision management, encompassing the process of initiation and execution of proposals for investing the resources of the firm and decision control, charged with ratifying or approval of initiated proposals and evaluating or monitoring the extent of execution of the approved proposals in the manner required. The separation is to "ensure an individual agent does not have exclusive management and control over decisions" or specifically to "avoid situations where the agent, with no ownership of firms' resources, may enhance self-interest by decisions that are sub-optimal to the principal".

Methodology

The population for the study consists of all the 112 principals and 224 vice principals (Administration and Academics) and 112 bursars making a total of 560 (see table 0.2 below) in all the 112 government secondary schools in Pankshin Education Zone which comprised of Pankshin, Kanam, Mangu, Bokkos and Kanke Local Government Areas. This is because each government school usually has 1 Principal, 2 Vice-principals and 1 Bursar.

Table 0.2 Population of the Study

LGA	Number Of Schools	Principal	Vice Principal	Bursar	Total
Pankshin	25	25	50	25	
Kanke	17d	17	34	17	
Kanam	23	23	46	23	
Mangu	23	23	46	23	
Bokkos	24	24	48	24	
Total	112	112	224	112	**560**

Source: Field Survey 2019

Sample and Sampling Technique

The sample size for this study was derived at by using Taro Yamen's formula. The formula is given as:

$n = \frac{N}{1+Ne^2}$

Where:

n= Sample size

N= Population size

e= Margin of error = 0.05

Given that N= 560 and e= 5% = 0.05

That is:

$$n = \frac{560}{1 + 560(0.05)^2}$$

n = 232.331~ 232

Sample size = 232 which is 41% of the population.

The sample size is estimated to be 232. The respondents consist of 58 principals, 116 vice-principals and 58 bursars (Table 0.3) drawn from 58 government secondary schools in Pankshin Education Zone.

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Table 0.3: Sample of the Study

LGA	Number of Schools	Principal	Vice Principal	Bursar	Total
Pankshin	14	14	28	14	
Kanke	8	8	16	8	
Kanam	11	11	22	11	
Mangu	13	13	26	13	
Bokkos	12	12	24	12	
Total	58	58	116	58	232

The study employed three sampling techniques namely, simple random sampling which was used to select the schools, stratified random sampling was used to sample the administrative officers of the school, while simple random sampling and the purposive sampling technique were used to select the local government areas. The choice of simple random sampling was necessitated by the fact that it gives every member of a population equal chance of being selected in the sample and as such reduces bias. In using the simple random sample, the researchers listed the names of all the government secondary schools in Pankshin Education Zone on pieces of papers to represent each school. The papers were folded and collected into a bowl. A random pick of 58 schools out of 122 papers one at a time was made to select the 53 schools which will be used for the study. The selected schools were noted. This marked the end of stage one.

In the stratified random sampling technique, the researcher randomly selected all the principals, vice principals and the bursars from each of the selected schools. The purposive sampling technique was used when members of a sample are selected based on possession of certain traits or criteria or possession of some privileged information which are relevant to the study.

Instrumentation

A closed ended questionnaire was used for data collection. The questionnaire is a four-point likert scale. It is divided into two sections A and B. Section A is on

personal data. It sought demographic details like age, sex and status of respondents.

The question has scale as SA-strongly agree. A-agree. D-disagree and SD-strongly disagree. Respondents are required to tick (√) against each statement as they deem necessary using the scale provided. The scale has values as SA=4, A=3, D=2 and D=1 for positive statements and has reverse values for negative statements. The scale of respondents' options were totaled to get a score for each respondent.

Validation of Instruments

The content validity of the instruments was sought through experts' judgment and scrutiny. Three experts from Federal College of Education Pankshin were selected to validate the contents of the instruments.

Administration

With a letter of introduction, the researchers visited the sampled schools, met with the relevant authorities and sought permission to carry out the study. The researchers explained the reasons for the study, assured them of the confidentiality of their responses to the questionnaires. The visit was expected to avail the researchers an opportunity of familiarizing with the environment. The researchers, with the aid of the Trained Field Assistants administered the questionnaires in all the sampled schools. The face to face direct delivery systems was employed in the administration and collection of the completed questionnaires.

Data Analysis

Data collected was analyzed using simple percentage. The research questions were analyzed using the four-point Likert Scale method. The results were presented based on the obtained data. Also, the criteria mean was calculated in which the items on each table was either accepted or rejected, depending on the respondents' response underlying the research questions.

Data Presentation, Analysis and Interpretation

As shown on Table 4.1, there are 147 males representing 69.7% while the females were 64 representing 30.3%. The respondents with age 25-35 were 55 representing 26.1%, 36-45years were 91 representing 43.1%, 45-65 years were 50 representing 23.7% while above 56-65 years were 15 representing 7.1 %. The respondents with 5-10 years' work experience were 47 representing 22.30%, those within 11-20 year were 83 representing 39.3%, 21-30 years were 35 representing 16.6% while those with above 30 years were 46 representing 21.8%. Based on Educational qualification; 71 had B.Sc/B.Ed/HND representing 33.6%, those with B.Sc/B.Ed/HND + PGD were 67 representing 31.8%, 69 respondents representing 32.7% had Msc/M.Ed while PhD holder were 4 representing 1.9 %. There are 59 singles representing 28.0%, 114 are married representing 54.0%, 12 respondents were divorced representing 5.7% widow(er) and separated respondents were 21 and 16 respectively with representing 7.6 and 4.7 % respectively. This result implies that males dominated the administrative staff with age range 36-55 and have worked more than 20 years with requisite educational qualifications.

Research question 1: What are the causes of enrolments increase in secondary schools in Pankshin Education Zone of Plateau State?

Table 4.2: Causes of Increase in Enrolment

S/N	Items	SA	A	D	SD	Mean	Stdv	Decision
1	Increase in birth-rate	84	60	33	34	2.89	1.10	Accepted
2	Over population	31	21	79	80	2.07	1.06	Rejected
3	Free basic education policy of the government	20	27	79	85	1.98	1.00	Rejected
4	High level of awareness of the importance of education	20	21	75	95	1.91	1.00	Rejected
5	Low social economic status of parents	17	33	71	90	1.96	0.99	Rejected
6	High school fees in private secondary school	86	71	35	19	3.02	0.99	Accepted
7	Poor admission policy	88	67	36	20	3.92	1.01	Accepted

Table 4.2 presents the mean and standard deviation of the response to items on the causes of increase in enrolment of secondary schools in Pankshin Education Zone, Plateau state. Seven question items were raised out of which three were accepted. The accepted items are; Increase in birth-rate (2.89), High school fees in private secondary school (3.02) and poor admission policy (3.02). Four items were rejected based on 2.50 mean decision point set in the study. The rejected items are; over population (2.07), free basic education policy of the government (1.98), high level of awareness of the importance of education (1.91) and low social economic status of parents (1.96). This result established that the factors responsible for increment in enrolment of students in public secondary schools include; increase in birth rate, high school fee in private secondary schools and poor admission policy.

Research question 2: What are the challenges of enrolment increase on administration of secondary schools in Pankshin Education Zone of Plateau State?

Table 4.3: Influence of Increase in Enrolment on the Administration

S/N	Items	90	65	35	21	mean	Stdv	Decision
8	Problem of students control in school and in class is associated with increase in students' enrolment.	72	72	38	29	3.02	1.02	Accepted
9	Enrolment increase affects teacher's effectiveness.	85	65	39	22	2.86	1.05	Accepted
10	Enrolment increase creates room for breakdown of rules and regulations in the schools.	86	60	38	27	2.97	1.03	Accepted
11	There is inadequate accommodation of classrooms in the schools as a result of over population.	84	67	36	24	2.94	1.07	Accepted
12	The large number of students has made continuous assessment difficult for teachers to conduct	84	70	34	23	2.97	1.03	Accepted
13	Inadequate number of subject teachers	12	17	83	99	2.98	1.02	Accepted
14	Administrative staff have to take teaching roles due to increase in enrolment	90	65	35	21	1.81	0.91	Rejected

Table 4.3 presents the means response and standard deviation of the response on the influence of increase in enrolment and administration. Seven (7) question items were raised out of which 6 were accepted and one was rejected. The items were accepted for having mean higher than the criterion mean (2.50) while the one below was rejected. The accepted items are; Problem of students control in school and in class is associated with increase in students' enrolment (3.02), Enrolment increase affects teacher's effectiveness (2.86), Enrolment increase creates room for breakdown of rules and regulations in the schools (2.97). Others are; There is inadequate accommodation of classrooms in the schools as a result of overpopulation (2.94), The large number of students has made continuous assessment difficult for teachers to conduct (2.97) and inadequate number of subject teachers (2.98) while the rejected item is Administrative staff have to take teaching roles due to increase in enrolment (1.81). The result implies that increase in enrolment has drastically affected the administration of the schools and it is obvious in difficulty of class control, affected teachers' effectiveness, encourage break down of rules and regulations by the student and inadequate number of teachers and classroom accommodation. With the increase in students' enrolment, it was also agreed that teachers are having hard time conduction continuous assessment for the students.

Test of Hypotheses

Hypothesis 1: Increment in enrolment of secondary school students has no significant effect on the administration of secondary schools in Pankshin Education Zone of Plateau State

Table 4.5: Chi-Square result on the significant impact of increase in enrolment on administration of secondary schools

	Value	Df	Asymp. Sig (2-sided)
Pearson Chi-Square	36.785[a]	1	.002
Likelihood Ratio	35.288	1	.004
Linear-by-Linear Association	7.456	1	.006
N of Valid Cases	211		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 17.76

The table 12 presents the chi-square result on **t**he significant impact of increase in enrolment on administration of secondary schools. The hypothesis was rejected since the p-value of 0.02 was less than the 0.05 significance level in the study. Therefore, there is sufficient evidence to accept the alternative hypothesis which state that increment in enrolment has significant effect on the administration of secondary schools in Pankshin Education Zone of Plateau state

Hypothesis 2: Increment in enrolment has no significant impact on the effectiveness of school supervision in Pankshin Education Zone of Plateau state.

Table 4.6: Chi-Square result on the significant impact of the increment in enrolment on effective supervision

	Value	df	Asymp. Sig (2-sided)
Pearson Chi-Square	3.171[a]	3	.000
Likelihood Ratio	35.288	3	.003
Linear-by-Linear Association	7.456	1	.006
N of Valid Cases	211		

1. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 17.76

The Table 4.8 presents the chi-square result on the significant difference on the impact of the increment in enrolment on effective supervision. The hypothesis was rejected since the p-value of 0.000 was less than the 0.05 significance level while the alternative hypothesis was thereby accepted. Therefore, increase in enrolment has significant on effective supervision on secondary schools in Pankshin education zone.

Discussion of Major Findings

This study attributed increase in secondary school students' enrolments to have been caused by increase in birth rate, hike in school fee rate of privately-

owned secondary schools and poor admission policy among others. Public secondary schools are known to accept any students irrespective of how poor their results are in the entrance examinations. Furthermore, there has been increase in the child birth index all over the country in which Plateau state is not left out. A range of commitments on extending basic education to all children have been adopted by the Federal and State governments. These complement international conventions, such as the Convention on the Rights of the Child, and international frameworks, notably the Ikechukwu (2022) says that "sustainable Development Goal (SDG) 4, which sets a target for free quality education for all children by 2030, however, these government policy promises have not been realised and the private sector – in the form of fee-charging schools - has intervened to fill the gap".

This study considers how public and private schools in Lagos deliver on quality and equality, particularly for children from poor households. According to Olufemi (2021) "in Lagos, there has been inadequate state provision of primary schooling since the 1980s.

Summary of Major Findings

These results revealed that males dominated the administrative staff strength of secondary schools in the study area with age range 36-55 and have worked more than at least 20 years with requisite educational qualifications. More so, this result established that the factors responsible for increment in enrolment of students in public secondary schools include; increase in birth rate, high school fee in private secondary schools and poor admission policy. Furthermore, this study also found that increase in enrolment has drastically affected the administration of the schools and so it is obviously difficult in terms of classroom control and it has impact on teachers' effectiveness, encourage break down of rules and regulations by the students and inadequate number of teachers vis-à-vis number of students and classroom accommodation. It was also revealed that government has not increased the numbers of teacher despite the increase in the number of students, this has

resulted in ineffective supervision of the students by the teachers and also in turn resulted into obvious unruly behaviour among the students due to lack of effective/close supervision.

The null hypotheses were tested using chi-square at 0.05 alpha and all were rejected.

Conclusions

On the basis of the findings, the study concluded that;

1. The major causes of enrolment increase in secondary schools in the study area include; poor admission policy, high school fee in private secondary schools and increase in birth rate.
2. Increase in enrolment posed challenges in the management of secondary schools especially for administration, supervision, management of educational resources and school budget.
3. There is no corresponding increase in the number of teachers to cater for the teeming population of new entrants.
4. Facilities such as classrooms and laboratory are not adequate for the students.

Recommendation

On the basis of findings and conclusions, the following recommendations are made:

1. Government, school administrators and all stake holders of education urgently need to increase and upgrade resources both human and material to meet up with the teaming primary school leavers in need of education at the secondary school level.
2. School administrators should endeavor to advise government of any need of resources that may arise from time to time based on the number of enrolment of students, retirement or death of teachers and damage facilities for replacement.

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3. Effort should be made by alumni to support the school with some learning facilities such as laboratory, workshop, and furniture among others;

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