



ABSTRACT

The study investigated the impact of students' enrolment on the management of Basic Education in Bauchi state, Nigeria. Two research questions and two hypotheses guided the study. Survey design was employed to conduct the study. The population of the study comprised 1069 respondents which involved Principals, Head Teachers and Classroom teachers. A sample of 214 was selected through stratified sampling technique. A self-developed questionnaire was used as an

IMPACT OF STUDENTS' ENROLMENT ON THE MANAGEMENT OF BASIC EDUCATION IN BAUCHI STATE, NIGERIA.

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INTRODUCTION

Primary education is a foundational level of education that needs to be well funded and efficiently managed. Adequate access to education by the citizens contributes greatly to the socio economic development of the country. Therefore, good administration of primary level of education is required to foster national growth and development (David & Olabonji, 2008). Basic Education is the foundation of any educational system. If this foundation is not strong enough, the whole system may collapse. Basic Education is a crucial stage of instructions, as it serves as a springboard on which the rest of the educational systems are built. Basic Education shall be of 9 years duration comprising 6 years of primary education and 3 years of Junior Secondary Education. It shall be free and compulsory (Federal Republic of Nigeria [FRN], 2013).

The above mentioned policy on education has a tremendous effect on parent's efforts in Bauchi state for enrolment of their children in the Basic Education schools, and consequently, the above brought about a tremendous enrolment of students in Basic Education schools in the state. As school population increases, class size also increases. It was stipulated in the National Policy on Education that, in primary and secondary schools, there shall not be more than 35 and 40 pupils respectively to a class (FRN, 2013). Despite the above mentioned policy, the problem of enrolment in schools of Bauchi state is still increasing where most of the Basic Schools registered more than 90 pupils in a single classroom for



learning and have exceeded the pupil-teacher ratio of 1:35 in primary and 1:40 in secondary. Therefore, controlling the pupils during lesson is difficult. This makes the pupils to pass out of the Basic Education schools without the expected knowledge to enable them to proceed to Secondary and Tertiary Institutions.

Increased enrolment in basic education in Bauchi state reduces management effectiveness in such a way that the Head Teacher or Principal cannot devote much time to solve a problem that may arise from each sector of the school. Similarly, the classroom teacher could not sacrifice enough time to each student. Basic Education schools in Bauchi state are bedeviled by the increased in students' enrolment which brought about poor management of both human and material resources.

Akinsolu (2004) observed that educational curriculum cannot be sound and well operated with poor and badly managed school facilities. Students increased enrolment has a great impact on the provision of facilities and equipment. In Bauchi state, public Basic Education school's enrolment has continued to increase without a corresponding increase in school facilities and equipment for effective teaching and learning. And the management of the available Basic Education school facilities and equipment in the state is also said to be under abnormal conditions, which involves improper records keeping of the facilities and equipment, poor supervision of the facilities and the equipment, lack of planning for the facilities, failure to motivate students and teachers to participate in facilities maintenance and evaluating the available facilities and equipment.

Management of discipline is also a serious problem in overcrowded classes in Basic Education schools in Bauchi state. It is very difficult to manage a school that is overpopulated and this leads to students' misbehavior. In a classroom space, it is common to see students fighting and frequent cases of theft. Students can easily misbehave behind the teachers' back. Teachers constantly struggle to maintain order in overcrowded classrooms, students take advantage of this and misbehave simply because they know that the teacher can't see them. This perhaps leads to the poor management of the classrooms.

The population of Bauchi state people has a great impact on the Basic Education in one way or the other. Such impact is clearly stated in the provision and utilization of educational facilities and management of Basic Education in general, which inevitably and directly affects the quality of education. It is obvious that the Basic Education highly populated Local Government Areas of Bauchi state are more affected by the above problem in which Misau Local Government Area is one of them. Therefore, the public basic schools of the above mentioned Local Government Area is the focus of this study.

Statement of the Problem

How can students' enrolment be managed in Basic Education schools in Bauchi state? The introduction of Universal Basic Education (UBE) in Nigeria makes the Basic Education free and compulsory to every child. Consequently, the burden of financing Basic Education has been shouldered by the Government; this perhaps brought about a tremendous enrolment in Basic



Education schools of Bauchi state. Basic Education schools in the state bedeviled by the increase in students' enrolment which brought about poor management of both human and material resources. It is obvious that most of the Basic Education schools in Bauchi state are in abnormal condition in such a way that most of the pupils/students study in overcrowded classrooms which makes effective monitoring and supervision of teaching less effective. Inadequate teaching staff, insufficient provision of teaching and learning resources like schools building, equipment, and instructional materials have continued to stare in the face of school Managers as pressure is high on them. Other problems associated with enrolment in schools include difficulty of learning by the students, lack of capacity of a classrooms teacher to cope with a large class size which leads to inefficiency of classrooms management and lack of effective management of educational resources by the school managers and educational administrators.

Purpose of the Study

The main purpose of the study is to find out the impact of students' enrolment on the management of basic education in Bauchi state. Specifically, the study sought to:

1. To find out the impact of enrolment on management of Basic Education in Misau local Government Area.
2. To know whether enrolment has any impact on classroom management in Basic Education schools in Misau local Government Area.

Research Questions

The following formulated research questions guided the study.

- 1 To what extent does enrolment have any impact on management of Basic Education in Misau local Government Area?
- 2 To what extent does enrolment have any impact on classroom management in Basic Education schools in Misau local Government Area?

Research Hypotheses

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

- 1 There is no significant difference in the opinions of school Heads and Classroom teachers on the impact of enrolment on management of Basic Education in Misau local Government Area.
- 2 There is no significant difference in the opinions of school Heads and Classroom teachers on the impact of enrolment on classroom management in Basic Education schools in Misau local Government Area.

Scope of the Study

The study covered the impact of students' enrolment on the management of basic education in Bauchi state. The study was delimited to public basic education (primary and junior



secondary) schools' enrolment, and its impact on the management in Misau local government area.

Meaning of Enrolment

According to Wikipedia (2018), enrolment could be explain as the process of initiating attendance to a school or the act of entering an item into a roll or scroll. It can also be look as a total number of students properly registered and/or attending classes at a school.

Concept of Management

According to Obikeze and Anthony (2004), management is defined as:

the process of combining and utilizing or of allocating organization's inputs (men, material and money) by planning, organizing, directing and controlling for the purpose of producing outputs (goods and services or whatever the objects are) desired by customers so that the organizational objectives are accomplished. (p. 3)

In the process, work is performed with and through organizational personnel in an ever changing organizational environment. Those who carry out the activities as defined above are managers. Management characteristically is demonstrated by getting things done with and through other people. Zwalchir (2008) feels management or administration as a variable that relates all activities of the organization which is undertaking at all levels of the organization. It can be described as the organizational body that carries out the function of coordinating and directing resources towards the goal attainment. It is the various functions that must be performed in order to achieve stated organizational goals. "These are; planning, organizing, controlling, coordinating, directing, reporting and budgeting" (Oke, 2011, p. 2). Management is essentially an integrating activity. When applied to the school system, the process is referred to as Educational management or School management. According to Jumare (2015) Educational management "is a process of organizing/designing and maintaining the school environment for the achievement of educational goals" (p. 3).

Concept of Basic Education

Basic Education according to Federal Republic of Nigeria (FRN, 1999), is the type of education given at the foundational level of education. Basic Education comprises the two stages, primary education and junior secondary education. Each country interpreted the term in different ways. In other countries, where there is no break between primary and junior secondary education, Basic Education covers the entire compulsory school period (Wikipedia, 2018). In Nigeria, Basic Education shall be of 9-year duration comprising 6 years of primary education and 3 years of junior secondary education. It shall be free and compulsory (FRN, 2013). According to (Fajonyomi, 2006), "Basic Education is referred to as minimum learning need or requirement for survival in a dynamic society" (p. 5). Basic Education is the education



for sustainable life-long learning which provides basic skills for reading, writing and numeracy skills. It comprises a wide variety of formal and non-formal educational activities and programmes designed to enable learners to acquire functional literacy. It aims at equipping individuals with such knowledge, skills and attitudes that will enable them to live meaningful and fulfilling lives; to contribute to the development of the society; derive maximum social, economic and cultural benefits from the society; and discharge their civil obligations competently (Federal Government of Nigeria [FGN], 2000). Basic Education means the type of education in quality and content, that is given in the first level of education. In Nigeria, the Basic Education was equated with six years of primary schooling at first but now it covers the three years of junior secondary school as well (Mgbodile, 2000).

Impact of Enrolment on Management of Basic Education

Ada (as cited in Terhile et al., 2013), 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 license 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.

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 school. Facilities that were meant to cater for only 300 students have to be used by 1000 students without addition or modification. Facilities such as libraries, classrooms, workshops, studios, and sporting facilities are inadequate to accommodate the students that are registered.
2. Another problem is insufficient teaching/instructional materials. Shortage of 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 experiment or practical. Most equipment required for practical exercise are only seen in books but never available to be used by students (Ada, 2011, as cited in Terhile, et al., 2013).
3. Inadequacy of teaching staff in schools is a nagging problem. In many instances, to make up for this deficiency, unqualified teaching staff is recruited to take up teaching. This has the negative effect of not impacting useful skills and transmission of knowledge and cannot handle some other responsibility as competent as professional teachers (Ada, 2011, as cited in Terhile, et al., 2013).



Methodology

The study adopted a descriptive survey research design. The population of the study comprised 1069 respondents which included 894 classroom teachers (532 from primary and 362 from junior secondary schools), 146 Head teachers and 29 Principals. A sample of 214 was selected for the study. The stratified random sampling technique was used to select the sample size. The choice of this technique is based on the fact that the population of primary and junior secondary schools that made up Basic Education schools in Misau local Government as well as Head teachers and teachers differs, and there is a need to ensure that each unit of the population has an equal chance of being selected. The main instrument adopted for the collection of data was a 10-items structured questionnaire titled impact of students' enrolment on the management of Basic Education questionnaire (ISEMBEQ). The questionnaire was validated by experts in Educational Administration and Planning and Tests and Measurement of the faculty of Education, University of Jos. The reliability of the instrument was tested using the responses of 1 Head teacher, 1 Principal and 8 Classroom teachers and 0.70 reliability coefficient was obtained. The mean and standard deviation was used in analyzing the responses of the research questions and responses were weighted using the modified four point likert type of rating scale. The hypotheses were tested using t-test of independent sample at 0.05 level of significance.

Results

Research Question one: To what extent does enrolment have any impact on management of Basic Education in Misau local Government Area?

Table 1

Mean Scores and Standard Deviations of Responses of School Heads and Classroom Teachers on the Impact of Enrolment on Management of Basic Education.

S/N	ITEM STATEMENT	RESPONDENTS	SA	A	D	SD	X	Std Dev	Decision
1.	Students' increase enrolment has a negative impact on the management of basic education schools.	S/HEADS	15	8	9	3	3.00	1.029	Agreed
		C/TEACHERS	91	52	28	8	3.26	.883	Agreed
2.	The total number of teachers in basic education schools is limited, compared to the students' enrolment and this leads to ineffective management of the schools.	S/HEADS	20	11	3	1	3.43	.778	Agreed
		C/TEACHERS	104	38	32	5	3.35	.869	Agreed
3.	Inability to cope with the explosion of students in basic education schools has affected the effective management of education.	S/HEADS	14	9	10	2	3.00	.970	Agreed
		C/TEACHERS	90	41	38	10	3.18	.955	Agreed
4.	It is not easier for a form master to take morning and afternoon attendance of his students in basic education	S/HEADS	9	16	8	2	2.91	.853	Agreed
		C/TEACHERS	94	56	22	7	3.32	.839	Agreed



	schools due to their enrolment size.								
5.	School Heads and principals faced lot of problems in the management of schools with too many students and no enough teachers and adequate facilities.	S/HEADS	23	8	3	1	3.51	.781	Agreed
		C/TEACHERS	84	59	28	8	3.22	.871	Agreed
	Cumulative mean						3.22	.851	Agreed

S/heads mean =3.17

C/teachers mean =3.27

Table 1 revealed that the cumulative mean of 3.22 in the cluster is greater than the bench – mark which is 2.50 (that is, $3.22 > 2.50$). Therefore, this implies that the student's enrolment has a negative impact on the management of Basic Education.

Research Question two: To what extent does enrolment have any impact on classroom management in Basic Education schools in Misau local Government Area?

Table 2

Mean Scores and Standard Deviations of Responses of School Heads and Classroom Teachers on the Impact of Enrolment on Classroom Management in Basic Education Schools.

S/N	ITEM STATEMENT	RESPONDENTS	SA	A	D	SD	X	Std Dev	Decision
1.	It is difficult for the teachers to provide attention to all learners due to the large number of pupils in classes.	S/HEADS	16	10	6	3	3.11	.993	Agreed
		C/TEACHERS	81	54	35	9	3.16	.911	Agreed
2.	Large number of pupils in a class leads to inefficiency of classrooms management in basic education schools.	S/HEADS	16	10	7	2	3.14	.944	Agreed
		C/TEACHERS	88	54	31	6	3.25	.860	Agreed
3.	Students in basic education schools seated so closely together in such a way that the teachers were not able to move or go round.	S/HEADS	15	8	7	5	2.94	1.110	Agreed
		C/TEACHERS	103	31	27	18	3.22	1.041	Agreed
4.	Teachers face problems in managing and controlling students at time because of noisy behavior.	S/HEADS	12	8	11	4	2.80	1.052	Agreed
		C/TEACHERS	97	63	16	3	3.42	.725	Agreed
5.	In overcrowded class, the teaching-learning process gets very slow because of	S/HEADS	16	12	6	1	3.23	.843	Agreed
		C/TEACHERS	98	41	29	11	3.26	.944	Agreed



	many distractions and disturbances.								
	Cumulative mean						3.15	.914	Agreed

S/heads mean =3.05
 C/teachers mean =3.26

Table 2 revealed that the cumulative mean of 3.15 in the cluster is greater than the bench – mark which is 2.50 (that is, $3.15 > 2.50$). This implies that most of the respondents show that the student’s enrolment has a negative impact on classroom management in basic education schools.

Hypotheses Testing

Hypothesis 1: There is no significant difference in the opinions of school Heads and Classroom teachers on the impact of enrolment on management of Basic Education in Misau local Government Area.

Table 3

Summary t-test Result on Difference between School Heads and classroom Teachers’ Opinion on Impact of Enrolment on Management

Group	N	X	SD	df	t	Pvalue	Decision
Class Teachers	179	3.27	.862	212	.603	.547	insignificant
School Heads	35	3.17	.839				

The t-test for independent sample was used to test whether a significant difference exists in the opinion of school Heads and Classroom teachers on the impact of enrolment on management of Basic Education. The result of the test yielded $t(212) = .603$, $P > 0.05$, since the P value of 0.547 is greater than 0.05 level of significance, the null hypothesis was retained. It was concluded that there is no significant difference in the opinions of school Heads and Classroom teachers on the impact of enrolment on management of Basic Education schools in Misau local Government Area.

Hypothesis 2: There is no significant difference in the opinions of school Heads and Classroom teachers on the impact of enrolment on classroom management in Basic Education schools.

Table 4

T-test Summary Result on Difference between School Heads and classroom Teachers’ Opinion on Impact of Enrolment on Classroom Management

Group	N	X	SD	df	t	Pvalue	Decision
Class Teachers	179	3.26	.869	212	1.33	.186	insignificant
School Heads	35	3.05	.959				

The t-test shows the result on difference between the opinion of school Heads and Classroom teachers on the impact of enrolment on classroom management in Basic Education schools. The result revealed that $t(212) = 1.33$, $P > 0.05$, since the P value of 0.186 is greater than 0.05



level of significance, the null hypothesis was not rejected. It was concluded that there is no significant difference in the opinions of school Heads and Classroom teachers on the impact of enrolment on classroom management in Basic Education schools in Misau local Government Area.

Discussion

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

The first finding of this study revealed that student's increase enrolment in schools impacts negatively on the management of Basic Education. In this finding, the schools Heads and Classroom teachers agreed that the school Managers could not be able to have an effective management of human and material resources due to the limited number of teachers as compared to the student's enrolment and inadequacy of the provision of adequate facilities that could match with the number of students which leads to inability to cope with the explosion of students. This finding is in line with the finding of Terhile et al. (2013) who discovered that there is significant effect of population explosion of students on the management of Secondary Schools.

The second finding of this study revealed that increase enrolment impacts negatively on classrooms management in Basic Education schools. Most of the responses have shown that it is difficult for teachers to provide attention to all learners and were unable to move or go round. The responses have shown that the teachers are unable to manage and control their respective overcrowded classes. This confirmed Solomon's finding (2014) who observed that overcrowded classes brought about lack of student-teacher interaction, and difficulty in proper classroom management.

Conclusion

Based on the results of this study, it has been established that students' enrolments significantly affect Basic Education management in Misau Local Government.

Recommendations

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

- i. Bauchi State Universal Basic Education Board should provide school and classes with adequate facilities in respect of the students' enrolment. The parents should also contribute financially to school projects through School Based Management Committee (SBMC) so as to alleviate the problem.
- ii. Government should provide enough trained and qualified teachers to Basic Education schools and ensure that the class size should be limited to 35 students per class to ensure effective management of the classroom.



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