



The Perception of School Heads and Teachers on Challenges of Effective Management of Public-Boarding Schools in Ondo State, Nigeria

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Author's contribution

The sole author designed, analysed, interpreted and prepared the manuscript.

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ABSTRACT

The study investigated the perception of school heads and teachers on challenges of effective management of public-boarding schools in Ondo State, Nigeria. It involved the use of the 23 public-boarding schools in the State. All the 23 schools were used while 6 government appointed and full-time teachers (3 males and 3 females) were selected from each school, which totaled 138 teachers. The teachers were selected through stratified and simple random sampling techniques. 2 research questions were raised and 2 hypotheses formulated while descriptive-survey design was adopted. Data were gathered using a self-developed 13-item questionnaire, validated and tested for reliability ($r= 0.90$) and analysed using frequency count, tables, percentage, mean, as well as Statistical Package for Social Sciences (SPSS) while the hypotheses were tested using chi-square statistic. The study found inadequate food, high cost of food items, indiscipline of pupils/students, theft of boarding materials, invasion of school by hoodlums, lack of/inadequate provision of security guards, erratic power supply, among others, as the challenges facing effective management of public-boarding schools in the state. Also, no significant difference was found in the perception of male and female school heads, school heads and teachers, on the challenges of effective management of boarding schools. Based on the challenges found, it can be concluded that all is not well with public-boarding schools in the State. The need for administrators of boarding schools to make the environment very conducive for pupils/students and for government to formulate policies which will address the challenges of effective management of boarding schools, among others, are recommended.

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1. INTRODUCTION

In the educational system, a boarding school has advantages over day school. Pupils/Students in boarding schools are from diverse ethnic, religious, and socio-economic backgrounds, live together, interact and share common interests, which enhances unity and peace in the society. Boarding school also creates opportunity for a pupil/student to make friends which can be permanent or lead to marriage in future. Such school also serves as avenue for a pupil/student to have time for academic activities, more than what obtains at home. When a pupil/student is at home, his/her mind is often distracted from academic activities, particularly, when he/she is sent on errands by parents/guardian, watch films, thus implying that pupils/students in such schools have the tendency to perform better academically than those in day schools [1].

Also, in boarding schools, pupils/students are exposed to better counseling unlike when they are at home. Such counseling services can improve their behaviours and academic performances. Apart from normal teaching in classes, there are facilities for games, cultural display, music, and drama in boarding schools, to engage pupils/students and prevent them from involvement in acts of indiscipline.

Boarding schools also provide opportunity for pupils/students to relate well with teachers, in classrooms, sports field, extra-curricular groups, and dormitories, while pupils/students can consult teachers for extra or better explanations on difficult aspect(s) of topics taught in class, as well as share knowledge with mates in dormitories and classrooms, which can improve their academic performances. There is also better time management in boarding schools, i.e. time for morning prayer, lesson, labour, preparatory class, social, feeding, sports, among others, which give room for the pupils/students to be trained on effective management of time.

In spite of the advantages of boarding over day school, many parents are skeptical of enrolling their children in it in Nigeria these days. Compared to the situation in the past when all hopes and aspirations were hinged on boarding school as avenue for a child to improve academically and morally, and acquire values and leadership training, many challenges are

facing the management of such schools in Nigeria [2,1].

2. CHALLENGES OF EFFECTIVE SCHOOL MANAGEMENT

There are challenges militating against effective management of schools, which are being identified by researchers. A study of the challenges facing board of managers in the management of Public Secondary Schools in Kamuwangi District of Kenya, by [3], revealed inadequate staff, finances and physical facilities as factors influencing the management of the schools. In another study of the challenges facing the implementation of Total Quality Management in secondary schools, by [4], using Eldoret East District, Kenya, as case study, lack of commitment by management and some staff; organizational culture in school; poor documentation; insufficient training of key team players; ineffective communication; were found to be major challenges in the implementation of TQM in the schools.

In another study (cited in [5], on factors affecting boarding, non-boarding and transient boarding teacher education students, in relation to their academic performance, using 297 teacher education students, which comprised 190 boarding, 99 non-boarding and eight transient boarding students of College of Teacher Education, Central Philippines State University-Main Campus in 2012-13 academic year, it was revealed that among the five factors, time management and discipline had the highest effect on boarding students and were the most influencing factor. All the five identified factors had significant difference as to boarding, non-boarding and transient boarding teacher education students. Also, the extent of the factors was significantly different among teacher education students when grouped according to: boarding, non-boarding and transient boarding.

An evaluation of school environmental factors affecting performance of boarding secondary students in Kenya, carried out by [6], revealed that the main problems faced by boarding students were lack of discipline during study time, inadequate reading and boarding facilities. Another study, by [7], in Uganda also found that most boarding schools had no running water and dependent on rain water trapped into water reservoirs such as plastic tanks.

Studies, by [8,7] also found that problems of boarding schools included overcrowding in hostels, inadequate and low quality food, scarcity of water, noise from class or neighbouring classes, lack of good lighting system, interference from friends in the same or other classes and disturbances from non-human activities like Mosquitoes.

Nang [9] also investigated the challenges faced in the implementation of safety policy in girls boarding secondary schools in Bungoma East District, Kenya, using 14 principals, 14 boarding mistresses, 276 teachers, four Quality Assurance and Standards Officers, 14 Board of Governors and 14 Parent-Teacher Association chairpersons. Financial constraints, mismanagement and inadequate community support were the major challenges faced in the implementation of the safety policy.

In addition, [2] evaluated the provision and maintenance of infrastructural facilities, using all the boarding secondary schools within Yola metropolis of Nigeria and found that libraries, laboratories and workshops were ill-equipped and maintained, accommodation facilities were inadequate for staff and students, while supply of water was inadequate, electricity irregularly supplied, no sporting equipment, as well as lack of maintenance of infrastructural facilities in the schools.

2.1 Statement of Problem

There are increasing and disturbing cases of poor academic performances of pupils and students in schools/educational institutions in Nigeria. Many educationists attribute this situation to inadequate time being devoted to academic activities by pupils and students, at home and in schools, among other factors. In the past, boarding school was regarded by parents/guardians as a good avenue for a child to develop academically, more so that pupils/students in day schools are fond of watching films, hawking goods, among others. In spite of these advantages, boarding school has lost its glory in Nigeria. The demand for boarding school has been on the decline. The proportion of day schools now out-numbered boarding schools in the society. Most parents and guardians are now less willing to allow their children to enroll in boarding school because of the fear that the end will not justify the efforts. Even though researches on the challenges of effective school administration abound in

literature, those on boarding schools are few, in spite of the place they occupy in the education of a child. It is against this backdrop that this study sought to investigate the perception of school heads and teachers on challenges of effective management of public-boarding schools in Ondo State, Nigeria.

2.2 Purpose of the Study

The study investigated the perception of school heads and teachers on challenges of effective management of boarding schools in Ondo State, Nigeria. It also investigated if: there was significant difference in the perception of male and female school heads, and school heads and teachers on challenges facing effective management of boarding schools.

2.3 Significance of the Study

Findings of this study will help school heads and teachers to identify the challenges facing the management of boarding schools, with a view to devising strategies for tackling them. It will also provide comprehensive information for educational planners, educators, and parents or guardians, on how they can assist the pupils/students to cope in boarding schools.

In addition, findings of the study will serve as major contribution to knowledge in the field of educational administration. The report of the study will also be useful for future researchers who might want to carry out research in related areas.

2.4 Research Questions

The study was guided by these questions:

- What are the challenges facing effective management of public-boarding schools, as perceived by school heads?
- What are the challenges facing effective management of public-boarding schools, as perceived by the teachers?

2.5 Hypotheses

The study was also guided by the following hypotheses:

- Ho1: There is no significant difference in the perception of male and female school heads on challenges facing effective management of public-boarding schools.

- Ha1: There is significant difference in the perception of male and female school heads on challenges facing effective management of public-boarding schools.
- Ho2: There is no significant difference in the perception of school heads and teachers on challenges facing effective management of public-boarding schools.
- Ha2: There is significant difference in the perception of school heads and teachers on challenges facing effective management of public-boarding schools

2.6 Design

Descriptive-survey design was adopted for the study. The study was a survey because it involved systematic collection of data from part of a population, to determine the distribution of attributes, characteristics of people and description of the present state of affairs. The fact that the study involved the collection of extensive and cross-sectional data for the purpose of describing and interpreting an existing situation under study makes it to be descriptive study.

2.7 Population, Sample and Sampling Technique(s)

The population comprised the 23 public schools that operated boarding system in the State as at 2019 which consisted of 19 secondary and 4 special schools (Schools specially established to train handicapped children in the State). The special schools enjoy primary status in the Status. The head of each school is thus regarded as head teacher and not principal. All 23 schools were used for the study. The researcher used the secondary and special schools due to the belief that the challenges are universal, irrespective of the level of education. Due to the fact that there were unequal teachers in the schools, an average of 6 teachers, including 3 males and 3 females were selected from each of the 23 schools (which totaled 138 teachers), using stratified and simple-random sampling techniques. Teachers in each school were stratified into male and female teachers. Out of the number in each group, 3 teachers were randomly selected.

2.8 Instrument: Validation and Reliability

A Questionnaire, tagged 'Perception of School Heads and Teachers on Challenges Facing Effective Management of Public-Boarding

Schools' was designed and used to gather the needed data and information. It consisted of two sections. Section 'A' sought information on demographic variables, such as the name, age of school, while Section 'B' contained thirteen statements that were based on challenges facing effective management of public-boarding schools, where a respondent was expected to choose an option out of the four options provided. It thus implies that an adapted Likert Scale (i.e., A Four-Point Scale) was used for the study. This was based on the fact that the researcher considered the issue of 'Undecided' in a questionnaire or research instrument to be distractive because it cannot really ascertain the opinion of the respondent on the issue at stake (i.e., the focus of the study). To achieve the content validity of the questionnaire, the draft copy of it was given to a colleague (lecturer who specializes on Test, Measurement and Evaluation) for a review. Final copy of the questionnaire was produced for administration after the suggestions were effected.

To test the reliability of the questionnaire, test-retest method was adopted by the researcher. In this case, a pilot study was carried out, using five public schools that operated boarding system in the State. The questionnaire was administered on the respondents and after a week, re-administered on the same subjects. Data obtained from the two attempts were correlated using Pearson Product Moment Correlation Coefficient Formula. A high correlation coefficient value (i.e., $r=0.90$) was obtained at the end.

2.9 Method of Data Collection and Analysis

To gather the data required for the study, the researcher visited the boarding schools and administered the questionnaire on the Heads and teachers personally. Prior to the administration of the questionnaire in each school, the vision, mission and objectives of the study were explained to the respondents. Two weeks was allowed for proper completion of the questionnaire. All the administered questionnaires were retrieved by the researcher at the end which implies that there was one hundred percent response.

Data collected were collated, sorted and prepared for analysis. A Statistical Package for Social Sciences (SPSS) was adopted to analyse

the data which involved the use of percentage, mean and standard deviation. Each hypothesis was tested using chi-square statistic, at 0.05 level of significance. The analyses are indicated in the tables below:

3. DATA, ANALYSIS AND DISCUSSION OF FINDINGS

As indicated in Table 1, the distribution according to years of existence of schools revealed that 5 (21.7%) of the schools were of between age 1-10 years, 4 (17.4%) were of between 11-20 years, 3 (13.0%) were between 21-30 years old, while the remaining eleven schools were above 30 years old. The survey also sought to know the gender of school heads and established that 17 (73.9%) of them were males and 6 (26.1%) females. The table also shows the age distribution of the school heads. In this case, none fall within the range of 30-35 years. 2 (8.7%) respondents were of between 36-40 years, while the remaining 21 (91.3%) of the respondents were above 40 years.

Table 1 further revealed a statistical representation of academic qualifications of the school heads. All the respondent had minimum of National Certificate in Education, 9 (39.1%) of them had Nigeria Certificate in Education (NCE)+Bachelor of Science (B.Sc), while only one (4.3%) had Bachelor of Education (B.Ed), 4 (17.4%) were holders of Bachelor of Arts and Nigerian Certificate of Education (B.A+ Nigerian Certificate in Education (NCE) while 5 (21.7%) held Bachelor of Science Education (B.SC.ED). 2 (8.7%) held Post Graduate Diploma in Education (PGDE)+Bachelor of Science (B.Sc) while the remaining two (8.7%) possessed other qualification(s) apart from those earlier mentioned.

Table 2 revealed gender of teachers and established that 69 (50%) of them were males and 69 (50%) females. The table also shows the age distribution of teachers. In this case, 30 fall within the range of 30-35 years. 46 (33.33%) respondents were of between 36-40 years while the remaining 62 (44.93%) were above 40 years.

Table 1. Analysis of responses of school heads to demographic variables of questionnaire

Demographic variables	Groupings	Frequency	Percentage
Age of School	1-10 years	5	21.7
	11-20 years	4	17.4
	21-30 years	3	13.0
	Above 30 years	11	47.8
Sex of Respondents (Heads)	Male	17	73.9
	Female	6	26.1
Age of Respondents	30-35 years	0	0
	36-40 years	2	8.7
	Above 40 years	21	91.3
Highest Qualification	NCE+BSC	9	39.1
	B.ED	1	4.3
	B.A+NCE	4	17.4
	BSC.ED	5	21.7
	PGDE+BSC	2	8.7
	OTHERS	2	8.7

Table 2. Analysis of responses of teachers to demographic variables of questionnaire

Demographic variables	Groupings	Frequency	Percentage
Sex of Teachers	Male	69	50.0
	Female	69	50.0
Age of Respondents	30-35 years	30	21.74
	36-40 years	46	33.33
	Above 40 years	62	44.93
Highest Qualification of Teachers	NCE+BSC	14	10.14
	B.ED	30	21.74
	B.A+NCE	48	34.78
	BSC.ED	25	18.12
	PGDE+BSC	18	13.04
	Others	3	2.17

Table 2 further revealed a statistical representation of the academic qualifications of the teachers. 14(10.14) respondents had minimum of National Certificate in Education, 14 (10.14%) (NCE)+Bachelor of Science (B.Sc), while 30(21.74%) had Bachelor of Education (B.Ed), 48 (34.78%) were holders of Bachelor of Arts and Nigerian Certificate of Education (B.A+Nigerian Certificate in Education (NCE) while 25 (18.12%) held Bachelor of Science Education (B.Sc.ED). 18 (.13.04%) held Post Graduate Diploma in Education (PGDE)+Bachelor of Science (B.Sc) while the remaining 3 (2.17%) possessed other qualification(s) apart from those earlier mentioned.

In this section, an arithmetic mean is used to determine the acceptability of each statement using $(4+3+2+1)/4 = 2.5$, therefore any statement with mean below 2.5 is rejected and any statement from 2.5 and above is accepted.

Question 1: What are the challenges facing effective management of public-boarding schools, as perceived by school heads?

As revealed in Table 4, the mean value was 2.5. Any statement that had mean value below the mean value was rejected while statement whose value was above was accepted. In the light of this, the following challenges: inadequate food, high cost of food items, inadequate food, high cost of food items, indiscipline of pupils/students, theft of school materials, invasion of school by hoodlums, inadequate infrastructure, and inadequate equipment/facilities were the

challenges that faced effective management of public schools operating boarding system in the state.

Question 2: What are the challenges facing effective management of public-boarding schools, as perceived by teachers?

As revealed in Table 4, the mean value was 2.5. Any statement that had mean value below the mean value was rejected while statement whose value was above was accepted. In the light of this, the following challenges: inadequate food, high cost of food items, indiscipline of pupils/students, theft of boarding materials by robbers, invasion of school by hoodlums, lack of/inadequate provision of security/security guards, erratic power supply, inadequate infrastructure, poor leadership of principal and other administrators, and inadequate equipment/facilities were the challenges that faced effective management of boarding secondary schools in the state.

3.1 Test of Hypotheses

Hypothesis 1:

Ho1: There is no significant difference in the perception of male and female school heads on the challenges of effective management of public-boarding schools.

Ha1: There is significant difference in the perception of male and female school heads on the challenges of effective management of public-boarding schools

Table 3. School heads' responses to items in section B of questionnaire

S/N	In my own opinion, the following affect Boarding system in schools	SA	A	D	SD	Mean	Remark
1	Inadequate personnel	5	18	-	-	3.22	Accept
2	Inadequate food	15	8	-	-	3.65	Accept
3	High cost of food items	8	15	-	-	3.35	Accept
4	Non cooperation of boarding house staff	2	4	10	7	2.04	Reject
5	Indiscipline of students	18	5	-	-	3.78	Accept
6	Theft of boarding materials by robbers	23	-	-	-	4.00	Accept
7	Invasion of school by hoodlums	15	8	-	-	3.65	Accept
8	Lack of/inadequate provision of security/security guards	2	3	12	6	2.04	Reject
9	Indiscipline of teachers	4	6	5	8	2.26	Reject
10	Erratic power supply	7	16	-	-	3.30	Accept
11	Inadequate infrastructure	5	18	-	-	3.22	Accept
12	Poor leadership of principal and other administrators	8	15	-	-	3.35	Accept
13	Inadequate equipment/facilities	4	19	-	-	3.17	Accept

Table 4. Teachers' responses to items in section B of questionnaire

S/N	In my own opinion, the following affect Boarding system in schools	SA	A	D	SD	Mean	Remark
1	Inadequate personnel	30	40	30	38	2.45	Reject
2	Inadequate food	72	50	8	8	3.35	Accept
3	High cost of food items	90	48	-	-	3.65	Accept
4	Non cooperation of boarding house staff	25	32	47	34	2.35	Reject
5	Indiscipline of students	52	65	8	13	3.13	Accept
6	Theft of boarding materials by robbers	53	80	5	-	3.35	Accept
7	Invasion of school by hoodlums	63	73	1	4	3.38	Accept
8	Lack of/inadequate provision of security/security guards	80	58	-	-	3.58	Accept
9	Indiscipline of teachers	21	32	35	50	2.17	Reject
10	Erratic power supply	50	88	-	-	3.36	Accept
11	Inadequate infrastructure	42	58	18	20	2.88	Accept
12	Poor leadership of principal and other administrators	30	60	35	13	2.78	Accept
13	Inadequate equipment/facilities	42	65	13	18	2.95	Accept

Table 5. X²-test showing the perception of male and female school heads on the challenges of effective management of public-boarding schools

Variables	Male Heads		Female Heads	
	Observed Mean	Expected Mean	Observed Mean	Expected Mean
Inadequate personnel	3.235	2.5	3.167	2.5
Inadequate food	3.824	2.5	3.167	2.5
High cost of food items	3.235	2.5	3.667	2.5
Non-cooperation of boarding house staff	1.941	2.5	2.333	2.5
Indiscipline of students	3.824	2.5	3.667	2.5
Theft of boarding materials by robbers	4	2.5	4	2.5
Invasion of school by hoodlums	3.588	2.5	3.833	2.5
Lack of/inadequate provision of security/security guards	1.941	2.5	2.833	2.5
Indiscipline of teachers	1.941	2.5	2.333	2.5
Erratic power supply	2.118	2.5	2.667	2.5
Inadequate infrastructure	3.118	2.5	3.5	2.5
Poor leadership of principal and other administrators	3.294	2.5	3.5	2.5
Inadequate equipment/facilities	3.059	2.5	3.5	2.5

Using the Chi-Square formula $X^2 = \sum \frac{(E_i - O_i)^2}{E_i}$
 $= 8.50534$

Table 6. Data to test hypothesis 1

Group	N	Mean	Standard deviation	Df	X ² _(calculated)	X ² _(tabulated)	Decision
Male Heads	17	3.00908	0.76699	21	8.50534	11.591	H ₀ Accepted
Female Heads	6	3.2436	0.5512				

The first hypothesis sought to know the perception of male and female school heads on challenges facing effective management of public-boarding schools. The result of the X²-test computed and tested at 0.05 level of significance and 21 degrees of freedom, as shown in the table above, indicates that X²-calculated (8.50534) was lesser than X²-tabulated (11.591). The null hypothesis is therefore

accepted. This implies that there is no significant difference in the perception of male and female school heads on challenges facing effective management of public-boarding schools.

Hypothesis 2:

Ho1: There is no significant difference in the perception of school heads and teachers on challenges facing effective management of public-boarding schools.

Ha1: There is significant difference in the perception of school heads and teachers on challenges facing effective management of public-boarding schools

Table 7. X²-test showing the perception of school heads and teachers on challenges of effective management of public-boarding schools

Variables	Heads		Teachers	
	Observed Mean	Expected Mean	Observed Mean	Expected Mean
Inadequate personnel	3.22	2.5	2.45	2.5
Inadequate food	3.65	2.5	3.35	2.5
High cost of food items	3.35	2.5	3.65	2.5
Non-cooperation of boarding house staff	2.04	2.5	2.35	2.5
Indiscipline of students	3.78	2.5	3.13	2.5
Theft of boarding materials by robbers	4.00	2.5	3.35	2.5
Invasion of school by hoodlums	3.65	2.5	3.38	2.5
Lack of/inadequate provision of security/security guards	2.04	2.5	3.58	2.5
Indiscipline of teachers	2.26	2.5	2.17	2.5
Erratic power supply	3.30	2.5	3.36	2.5
Inadequate infrastructure	3.22	2.5	2.88	2.5
Poor leadership of principal and other administrators	3.35	2.5	2.78	2.5
Inadequate equipment/facilities	3.17	2.5	2.95	2.5

Using the Chi-Square formula $X^2 = \sum \frac{(E_i - O_i)^2}{E_i}$
 $= 6.79556$

Table 8. Data to test hypothesis 2

Group	N	Mean	Standard deviation	Df	X ² _(calculated)	X ² _(tabulated)	Decision
Heads	23	3.15615	0.64472	159	6.79556	77.929	H ₀ Accepted
Teachers	138	3.0292	0.4798				

The second hypothesis sought to know the perception of school heads and teachers on challenges facing effective management of public-boarding schools. The result of the X²-test computed and tested at 0.05 level of significance and 159 degrees of freedom, as shown in the table above, indicates that X²-calculated (6.79556) was lesser than X²-tabulated (77.929). The null hypothesis is therefore accepted. This implies that there is no significant difference in the perception of school heads and teachers on challenges facing effective management of public-boarding schools.

3.2 Discussion

The study focused the perception of school heads and teachers on challenges facing effective management of public-boarding schools. 2 questions were raised and 2 hypotheses formulated to guide the study. From the 2 questions, it was found that many challenges faced the effective management of public-boarding schools in the State. It was specifically found that inadequate personnel faced the management of the boarding schools. This finding did not come as a surprise because for effective management of such schools to be

achieved, a lot of staff are required, such as the house masters and mistresses, the cooks, security guards, just to mention a few. Situation where staff are inadequate in a boarding school will create vacuum in the teaching of some subjects which will have negative impact on academic performance of the students.

The study also found inadequate food as a challenge that faced effective management of public-boarding schools. It is a fact that food is germane in a boarding school. A child in a boarding school needs adequate and quality food because food provides energy for various body activities including learning. Where food is not available or inadequate, this may result to riot by students or make students to be under fed in school.

It was also found in the study that high cost of food items affected the management of boarding school. This is a reality because when the cost of food item keeps rising, management may find it difficult to purchase the right quantity and may even resort to the purchase of low-quality food items which may affect the health and appropriate feeding of the students.

Theft of boarding materials by robbers was also found as a challenge in effective management of boarding school. Situation where boarding school materials are being carted away by robbers or hoodlums will make such school to be deprived of the benefits of such materials. Also, indiscipline of students was found as a challenge facing effective management of boarding schools. It is not a gainsaying that the indiscipline has been a topical issue in the management of school. Cases of indiscipline abound in schools, particularly boarding schools, such as bullying of junior ones, extortion of money from the junior and weaker students, fighting, just to mention a few. A school with high level indiscipline needs extra attention by managers and even extra resources to be devoted to it to achieve effective management.

Other issues, such as invasion of school by hoodlums, erratic power supply, inadequate infrastructure, poor leadership, inadequate equipment/facilities were also found as challenges in the boarding schools. However, the various findings are supported by the findings of earlier researchers, such as [2,3,4,5,6,7,8,9] which found multi-various factors to have

affected the management of boarding schools. It was also revealed from the study that there was no significant difference in the perception of male and female school heads on the challenges facing effective management of boarding schools. The finding could have resulted from the fact that the respondents were not influenced by their gender, thus showing objectivity while completing the questionnaire.

In addition, it was revealed that there is no significant difference in the perception of school heads and teachers on the challenges facing effective management of public-boarding schools. This finding could have resulted from the fact that the respondents tried to be objective while completing the questionnaire items.

4. CONCLUSION AND RECOMMENDATIONS

It is clear from the findings that the principals faced many challenges in the management of boarding public schools in the state, such as inadequate personnel, indiscipline of pupils/students, lack of/inadequate security guards, among others. Considering these findings and looking at the existing physical structures and the level of management of boarding system in secondary schools in Nigeria, Ondo State in particular, it is worthwhile to conclude that all is not well with public-boarding schools in Nigeria. All hands must thus be on deck in order to turnaround the situation so that Nigeria as a nation would be able to meet up with the Sustainable Development Goals.

To improve the state of boarding schools management in Nigeria, schools' administrators should make boarding schools' environment very conducive for the students; policies that will address the challenges facing effective management of boarding system in schools, such as the indiscipline of teachers and inadequate infrastructure, should be formulated at the state and federal levels; state government should put in place appropriate measures that will encourage boarding system while adequate finance should be provided for boarding schools so that necessary facilities could be procured as at when due.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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QUESTIONNAIRE

QUESTIONNAIRE ON CHALLENGES OF EFFECTIVE MANAGEMENT OF PUBLIC-BOARDING SCHOOLS IN ONDO STATE

This questionnaire is designed to gather information on the Challenges of Effective Management of Public-Boarding Schools in Ondo State, Nigeria'. The questionnaire consists of two sections (A and B). You are required to supply the data and information required in A and where applicable, tick one of the boxes provided. In Section B, each statement is followed by four options: Strongly Agree, Agree, Disagree, and Strongly Disagree. You are required to read each statement and select one of the options corresponding to your best option.

SECTION A: PERSONAL PROFILE

Name of school:

Location of the school:

Year of establishment:

Type of school: single sex [], co-education (mixed) []

Age of school: btw 1-10 years [] 11-20 years [] 21-30 years [] Above 30 years []

Your Sex: Male [] female []

Highest Educational qualification: NCE + BSC [], B.ED [], B.A+NCE [] BSC. ED [] HND+PGD [] PGD+BSC [] B.A/B.TECH [] OTHERS []

SECTION B

Please tick one of the four options: (i.e. SA = Strongly Agree; A = Agree; SD = Strongly Disagree) that indicate your opinion on each statement.

S/N	Statement	A	SA	D	SD
	In my own opinion, the following affect effective management of Boarding School				
1	Inadequate personnel				
2	Inadequate food				
3	High cost of food items				
4	Non cooperation of boarding house staff				
5	Indiscipline of pupils/students				
6	Theft of boarding materials by robbers				
7	Invasion of school by hoodlums				
8	Lack of / inadequate provision of Security/security guards				
9	Indiscipline of teachers				
10	Erratic power supply				
11	Inadequate infrastructure				
12	Poor leadership of principal and other administrators				
13	Inadequate equipment/facilities				

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