

INTEGRATED MANAGEMENT SYSTEM AND SCHOOL EFFECTIVENESS IN PRIVATE SECONDARY SCHOOLS, KWARA STATE, NIGERIA

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Abstract

The objectives of secondary schools can be pedagogically summarized as developing cognitive, affective and psychomotor domains of students. However, the extent of the achievement of these objectives has not been to the expected level. This may not be unconnected with the the level of adoption of integrated management system within the school by the administrators. Thus this study investigate the relationship between integrated management system and school effectiveness in private secondary schools, Kwara State. Descriptive survey research design was adopted by the researcher to carry out this study. The target population of this study included 3119 teachers in all the private secondary schools in Kwara State, Nigeria. Multi-stage sampling procedure was used to select 346 out of 3119 teachers in private secondary schools, Kwara State using Research Advisor Table. An Adapted questionnaire titled 'Integrated Management System and School Effectiveness Questionnaire (IMSSEQ)' was used to obtain data from the teachers. Cronbach's Alpha measure of internal consistency was used to generate the reliability of the questionnaires and reliability coefficients of 0.71 and 0.69 were generated for part A and B. Descriptive statistics of mean was used to answer the three research questions raised to guide the study while inferential statistics of Pearson product-moment correlation (PPMC) statistics was used to test all the formulated hypotheses at 0.05 level of significance. The findings of the study revealed that: the level of integrated management system in private secondary schools, Kwara State was high; the level of school effectiveness with mean score 3.48 was high in private secondary schools, Kwara State; there was a significant relationship between integrated management system and school effectiveness in private secondary schools, Kwara State. Based on the findings of this study, the recommendations, among others, were that efforts should be made to maintain the level of information management system in private secondary schools, Kwara State; the level of school

effectiveness in schools should be maintained and sustained; and Quality integrated management system in terms of health, environment, and quality management should be sustained while efforts should be made to further improve information management system to further improve level of schools effectiveness.

Keywords: Integrated Management System; School Effectiveness; Information Management System; Quality Management System; Health Management System.

ملخص البحث

يمكن تلخيص أهداف المدارس الثانوية تربوياً في تنمية الجوانب المعرفية والوجدانية والحركية النفسية لدى الطلاب. ومع ذلك، لم يبلغ مستوى تحقيق هذه الأهداف المستوى المأمول. وقد يكون هذا مرتبطاً بمستوى تبني نظام الإدارة المتكاملة داخل المدرسة من قبل الإداريين. لذا، تبحث هذه الدراسة العلاقة بين نظام الإدارة المتكاملة وفعالية المدرسة في المدارس الثانوية الخاصة بولاية كوارا. وقد اعتمد الباحث تصميم البحث الوصفي المسحي لإجراء هذه الدراسة. شمل مجتمع الدراسة 3119 معلماً في جميع المدارس الثانوية الخاصة بولاية كوارا، نيجيريا. استُخدمت إجراءات المعاينة متعددة المراحل لاختيار 346 معلماً من أصل 3119 معلماً في المدارس الثانوية الخاصة بولاية كوارا باستخدام جدول مستشار البحث. استُخدم استبيان مُعدّل بعنوان "استبيان نظام الإدارة المتكاملة وفعالية المدرسة (IMSSEQ)" لجمع البيانات من المعلمين. استُخدم معامل ألفا لكرونياخ لقياس الاتساق الداخلي، حيث تم حساب معامل الاتساق 0.71 للجزء (أ) و 0.69 للجزء (ب). واستُخدمت الإحصاءات الوصفية (المتوسط) للإجابة على أسئلة البحث الثلاثة التي وُضعت لتوجيه الدراسة، بينما استُخدمت الإحصاءات الاستدلالية (معامل ارتباط بيرسون) لاختبار جميع الفرضيات المطروحة عند مستوى دلالة 0.05. وكشفت نتائج الدراسة أن: مستوى نظام الإدارة المتكاملة في المدارس الثانوية الخاصة بولاية كوارا كان مرتفعاً؛ كما كان مستوى فعالية المدرسة مرتفعاً أيضاً (بمتوسط 3.48) في هذه المدارس؛ وُجدت علاقة دالة إحصائية بين نظام الإدارة المتكاملة وفعالية المدرسة. وبناءً على نتائج هذه الدراسة، تضمنت التوصيات، من بين أمور أخرى، ضرورة بذل الجهود للحفاظ على مستوى نظام إدارة المعلومات في المدارس الثانوية الخاصة بولاية كوارا؛ والحفاظ على مستوى فعالية المدرسة واستدامته. ينبغي الحفاظ على نظام إدارة متكامل للجودة يشمل الصحة والبيئة وإدارة الجودة، مع بذل الجهود لتحسين نظام إدارة المعلومات لرفع مستوى فعالية المدارس.

الكلمات المفتاحية: نظام إدارة متكامل؛ فعالية المدرسة؛ نظام إدارة المعلومات؛ نظام إدارة الجودة؛ نظام إدارة الصحة.

Introduction

Kwara State was formed out of the former northern region on 27th May 1967 by the then regime of General Yakubu Gowon. At its creation, the state was made up of the former Ilorin and Kabba provinces of the then Northern Region and was initially named the West Central State but later changed to Kwara, a local name for the River Niger. Located in north western Nigeria, Kwara State occupies 36,825 square kilometres. Kwara State is bounded in the north by Niger State, in the south by Oyo, Osun and Ekiti States, in the east by Kogi State and in the west by Benin

Republic. Because of its unique geographical position, the State is referred to as the "gateway" between the north and the south of the country.

Secondary education in Kwara State like other states in Nigeria, is critical to the education of a child, being the bridge between primary and tertiary education. It is even more critical to the development of the child as it is given to the child at his or her formative period that is between ages 12 to 18. An education at this critical period shapes the adulthood of every child. It provides the child with an opportunity to acquire additional knowledge, skills and traits beyond the primary level. Secondary education is the bridge between primary and tertiary institutions and thus holds the compass for the direction the nation intends to follow. It is therefore understandable to maintain that the failure of this tier of education poses a damaging threat to the nation at large. It is the form of education that students receive after their primary education and or before their tertiary education. It is intended for pupils between the ages of 12-18. Secondary Education is the budding ground for future professionals as well as the foundation for the discovering and classification of the specific fields of professions. The importance of this stage of education cannot be over-emphasized,

The objectives of secondary education according to Federal Republic of Nigeria (2013) includes to: provide smooth opportunities for primary school leavers to further acquire higher quality education irrespective of their sex, religion, social and ethnic backgrounds; diversify its curriculum to cater for the variety of talents that are latent in the students to come to light in a productive way; equip the students with the relevant scientific and technical knowledge to effectively survive in the modern age; foster national unity with emphasis on the common ties that unite us in our diversity; inspire students with a high desire for achievement and self-improvement both at school and in later life; raise a generation of people who should be self-reliant and can think for themselves as well as respect the worldviews of others; and to inspire a deep sense of appreciation of the dignity of labour among citizens as well as create a great sense of national consciousness.

These objectives can be pedagogically summarized as developing cognitive, affective and psychomotor domains of students. This because students who are developed in the three domains

can actually carry out all what secondary school stands to achieve. It is therefore suffix to say that any school who is able to develop students in these three domains effectively, can be adjudged to be an effective school since school effectiveness is the extent to which a school achieve its stated objectives. According to Leithwood, Louis, Anderson, Wahlstrom, (2004), school effectiveness refers to the extent to which a school is able to achieve its goals and objectives in terms of student learning, development and well-being

In order to achieve these stated objectives, secondary level of education requires certain efforts by the school administrators to coordinate the various and complex sub-systems within the school system. The complexity in the administrative process in secondary schools will require a modernized system approach in the coordination of the various sub-systems within the school to ease the process of carrying out assigned duties to school personnel. To achieve this, it will inevitably require the introduction and adoption of integrated management system within the school by the administrators.

The use of an integrated management system in education incorporates the merging of a successful quality management system (QMS), occupational health and safety system (OHSAS), and information technologies systems (ITS) (Chkheidze, 2022). When a company chooses to integrate its management systems, they enhance their external perception and relationships with stakeholders, while also benefiting from increased efficiency in the administration of different management structures (Loeung & Safruddin, 2021). Integrating the various sub-system of health, information, quality and environment management system will allow the entire complex system within the school to work in unison and which efficiency and effectiveness will invariably be achieved. This assertion is well supported by Maier, Vadastreanu, Keppler, Eidenmuller and Maier (2015) who noted that the integration of management systems offers a wide range of advantages for organizations, such as improved efficiency, increased organisation performance, reduced costs, enhanced value in processes, decreased business risks, and the opportunity to optimize documentation, audit processes, and inter-functional communication.

Managing of information is very important in every school. Information of school budget, records of resources, students' record, staff records, visitors book among other important records

in the school should be properly kept to ensure the right information is made available as and when required. Alabi (2016) argued that managing information in an organization involves a step-by-step procedure that enhances the collection and presentation of information using an integrated database system, ultimately influencing the actions and reactions of resources. Previously, school managers would spend significant amounts of time resolving complicated allocation issues, such as staff and resource allocation and timetabling, as well as monitoring school operations. However, with advancements in technology, these managers now have improved options available to them (Ejimofofor & Okonkwo, 2022). The integration of ICT and information management system will enable the school to adequately manage the records in the school which could bring about effectiveness in school.

Equally important in integrated management system are the environment management system in the school that involves the adequate coordination of school plants and other factors in the environment that will enable a safe school environment for the staff and students in the school. According to Adesina (2011), it is believed that having a well-maintained school plant can lead to positive educational outcomes for students by enhancing effective teaching and learning processes and improving academic performance. An organized and effective school environment will provide an enabling classroom environment for the staff and students. Often times, the challenges attributed to many schools in Kwara state is maintenance culture of the provided facilities and not necessarily the provision of these facilities. The provision of an enabling environment where all needed facilities are available and the maintenance of plants in the school could facilitate the attainment of school goals and objectives.

Health management system in the school is also equally very important because it gives staff, students and parents a sense of safety in the school. With school having a good health management system, the parents will feel assured that their child/wards are in good hand while staff will feel secured. In a school setting, school health services aim to provide healthcare to students, promoting and maintaining their overall well-being, to ensure that they have a positive start in life (Kuponiya, Amoran, & Kuponiya, 2016). Preventive and curative health interventions are important for students who come from disadvantaged backgrounds. Regular testing for enteric illnesses should be conducted for food sellers, while instructors should undergo regular testing for

tuberculosis. The activities encompassed by school health services include medical examinations of students before they are admitted, pre-medical tests for teachers, regular medical examinations for students and teachers, health education, environmental cleanliness, nutritional services, deworming programs, provision of first aid supplies, collection of data on medical treatments, and maintenance of records of sick absences (FME, 2006).

Quality management system, another dimension of integrated management system, entails ensuring that there is quality of inputs (materials), adequate supervision of personnel (staff and students) and there should be quality control to ensure the output as expected. Quality management system involves establishing systems to assess the quality of work at every stage of a process, providing feedback to highlight both strengths and areas needing improvement, and taking appropriate action to support, assist, and guide individuals as necessary. According to Loeung and Safruddin (2021), a quality management system (QMS) is a structured approach that includes documented processes, procedures, and roles to achieve quality objectives and policies. With quality management system, every aspect of the school will improve which in overall could bring about improvement in school effectiveness.

The dimension of integrated management has been identified to have certain link with effectiveness in school and as observed from the level of academic performance that school effectiveness in secondary schools in Kwara State seems quite low. This study intends to examine if integrated management system indicators, health, environment, information, and quality management system, could have a contributory factor towards school effectiveness. It is against this background that this study investigated integrated management system and school effectiveness in private secondary schools, Kwara State, Nigeria.

Statement of the Problem

There have been complaints and comments from stakeholders that the standard of education is falling in Kwara state. The primary indicator of school effectiveness that the public readily recognizes is the academic performance of students in exams. The West African Senior School Examination (WASSCE) revealed that 38.68%, 52.97%, 26.01%, 49.98% and 17.13% students got the minimum of five credits including English Language and Mathematics in 2015,

2016, 2017, 2018 and 2019 respectively (Ebimuna, 2021). Also, the academic performance of students in 2024 West Africa Senior School Certificate Examination (WASSCE) showed that 44.29% obtained five credits and above including English Language and Mathematics which is quite below average (The Sun, 2024). This dwindling level of academic performance shows that the level of school effectiveness needs to be given adequate attention. Similar pattern is observed by the researcher as lamented by educational stakeholders that the attitude and the skills expected of these students are shortcoming. This performance is not too encouraging and could be attributed to number of factors in the school which may include quality management, health management, environment management, and information management systems.

Numbers of studies have been carried out that are related to this study; however, many of these previous studies are different from this study in one area or the other. For instance, Nwosu (2022) carried out a study on impact of the integrated management system on the employees' satisfaction rate in the technical institutes. The impact of IMS on employees' satisfaction was examined while this study will examine the relationship between IMS and school effectiveness. Also, Chidinmachinenye and Nonso (2019) carried out a study on school administrators' utilization of management information system for administrative effectiveness in secondary schools in Enugu Education Zone. Chidinmachinenye's study only focused on utilization of management information system leaving out health, environment and quality management systems. The study was carried out in Enugu while this study will be carried out in Kwara State.

In addition, Valery (2020) carried out a study on assessment of the implementation of school health services among teachers in public senior secondary schools in Rivers State, Nigeria. This study examined only health management system leaving out environment, quality management and information management systems. The study was carried out in Rivers State while this study will be carried out in Kwara. Osatimehin, Oredein and Olumilua (2022) investigated the influence of school environmental factors and teachers' effectiveness in public secondary schools teaching and learning activities in Ekiti State. The study examined public secondary schools in Ekiti State while this study will examine private secondary schools (International schools and federal government colleges) in Kwara State, Nigeria. From the foregoing and to the best knowledge of the researcher, certain gaps in terms of variables, methods, and locale (Kwara State) are left out

by previous researchers and these were the gaps this study intended to fill. Thus, the researcher examined integrated management system and school effectiveness in secondary schools, Kwara State.

Purpose of the Study

The main purpose of this study is to examine the relationship between integrated management system and school effectiveness in private secondary schools, Kwara State.

Specifically, the study sought to:

1. investigate the level of integrated management system in private secondary schools, Kwara State;
2. examine the level of school effectiveness in private secondary schools, Kwara State;
3. investigate the relationship between quality management system and school effectiveness in private secondary schools, Kwara State;
4. determine the relationship between health management system and school effectiveness in private secondary schools, Kwara State;
5. ascertain the relationship between environment management system and school effectiveness in private secondary schools, Kwara State;
6. assess the relationship between information management system and school effectiveness in private secondary schools, Kwara State;

Research Questions

The following research questions were raised to guide the study.

1. What is the level of integrated management system in private secondary schools, Kwara State?
2. What is the level of school effectiveness in private secondary schools, Kwara State?

Research Hypotheses

One main hypothesis and four operational research hypotheses were formulated to guide the study.

Main Hypothesis

H₀: There is no significant relationship between integrated management system and school effectiveness in private secondary schools, Kwara State

Operational Hypotheses

H₀₁: There is no significant relationship between quality management system and school effectiveness in private secondary schools, Kwara State;

H₀₂: There is no significant relationship between health management system and school effectiveness in private secondary schools, Kwara State;

H₀₃: There is no significant relationship between environment management system and school effectiveness in private secondary schools, Kwara State;

H₀₄: There is no significant relationship between information management system and school effectiveness in private secondary schools, Kwara State;

Methodology

Geographically, this study was limited to Kwara State. In context, integrated management system was measured using quality management system, health management system, environment management system and information management system while school effectiveness was measured using effectiveness in cognitive domain, effectiveness in affective domain and effectiveness in psychomotor domain of students. The population of the study included 3119 teachers of private secondary schools in Kwara state. The sampling technique that was used for this study is multistage which include stratified and proportional sampling technique. A researcher-designed questionnaire titled ‘Integrated Management System and School Effectiveness Questionnaire (IMSSEQ)’ was used to obtain data from the teachers. Descriptive statistics of mean

was used to answer the research questions raised while inferential statistics of Pearson product-moment correlation was used to test the hypotheses formulated at 0.05 level of significance.

Answering Research Questions

Research Question1:

What is the level of integrated management system in private secondary schools, Kwara State?

Table 2: Mean and standard deviation on the level of integrated management system

S	N	V	a	r	i	a	b	l	e	s	N	M	e	a	n	S	t	d	.	D	Decision
1.	Information Management System	3	3	9	3.2167	.41165	Moderate														
2.	Health Management System	3	3	9	3.5316	.43571	H i g h														
3.	Environmental Management System	3	3	9	3.3308	.44007	H i g h														
4.	Quality Management System	3	3	9	3.4219	.40561	H i g h														
	Integrated Management System				3.3752	.30661	H i g h														

Key: Very Low 1.00-1.75; Low 1.76-2.50 Moderate 2.51-3.25; High 3.26-4.00

Table 2 revealed the level of integrated management system in private secondary schools, Kwara State to be high. Based on the analysis above, health management system, environmental management system and quality management system with mean scores of 3.53, 3.33 and 3.42 respectively were all high while the level of information management system utilization with mean score of 3.22 was moderate.

Research Question 2:

What is the level of school effectiveness in private secondary schools, Kwara State?

Table 3: Mean and standard deviation on the level of school effectiveness

V a r i a b l e s			N	M e a n			S t d .			D Decision		
Effectiveness in Psychomotor Domain			3	3	9	3.4675	.4	7	7	6	6	H i g h
Effectiveness in Affective Domain			3	3	9	3.4433	.5	3	2	9	9	H i g h
Effectiveness in Cognitive Domain			3	3	9	3.5177	.4	8	0	4	9	H i g h
S c h o o l E f f e c t i v e n e s s						3.4762	.4	4	7	9	0	H i g h

Key: Very Low 1.00-1.75; Low 1.76-2.50 Moderate 2.51-3.25; High 3.26-4.00

Table 3 revealed that the level of school effectiveness with mean score 3.48 was high in private secondary schools, Kwara State. Based on the findings, all the indicators of school effectiveness adopted in terms of effectiveness in psychomotor, affective and cognitive domain with mean scores of 3.47, 3.44 and 3.51 respectively were all high in private secondary schools, Kwara State.

Hypotheses Testing

H₀: There is no significant relationship between integrated management system and school effectiveness in private secondary schools, Kwara State.

Table 4: PPMC Table on integrated management system and school effectiveness

V a r i a b l e	N	X	S D	r-value	p-value	Decision
Integrated Management System	3 3 9	3.3752	.30661			
				. 5 9 3	. 0 0 0	Rejected
School Effectiveness	3 3 9	3.4762	.44790			

Significant @p<.05

Table 4 showed the calculated r-value (.593) while the p-value (.000) is less than the 0.05 significance level. Hence, the null hypothesis is rejected. This implies that the earlier stated null hypothesis that there is no significant relationship between integrated management system and school effectiveness in private secondary schools, Kwara State was rejected. Thus, there is significant relationship between integrated management system and school effectiveness in private secondary schools, Kwara State. The positive r-value (.593) reported indicated that the higher the level of integrated management system the higher the level of school effectiveness in private secondary schools, Kwara State.

H₀₁: There is no significant relationship between quality management system and school effectiveness in private secondary schools, Kwara State.

Table 5: PPMC Table on quality management system and school effectiveness

V a r i a b l e	N	X	S D	r-value	p-value	Decision
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Quality Management System	3	3	9	3.4219	.40561						
						.546	.000	Rejected			
School Effectiveness	3	3	9	3.4762	.44790						

Significant @p<.05

Table 5 showed the calculated r-value (.546) while the p-value (.000) is greater than the 0.05 significance level. Hence, the null hypothesis is rejected. This implies that the earlier stated null hypothesis that there is no significant relationship between quality management system and school effectiveness in private secondary schools, Kwara State was rejected. Thus, there was a significant relationship between quality management system and school effectiveness in private secondary schools, Kwara State.

H₀₂: There is no significant relationship between health management system and school effectiveness in private secondary schools, Kwara State.

Table 6: PPMC Table on health management system and school effectiveness

V a r i a b l e	N	X	S	D	r-value	p-value	Decision
Health Management System	3	3	9	3.5316	.43571		
						.589	.000 Rejected
School Effectiveness	3	3	9	3.4762	.44790		

Significant @p<.05

Table 6 showed the calculated r-value (.589) while the p-value (.000) is less than the 0.05 significance level. Hence, the null hypothesis is rejected. This implies that the earlier stated null hypothesis that there is no significant relationship between health management system and school effectiveness in private secondary schools, Kwara State was rejected. Thus, there was significant positive relationship between health management system and school effectiveness in private secondary schools, Kwara State. The positive r-value (.589) reported indicated that the higher the level of health management system, the higher the level of school effectiveness in private secondary schools, Kwara State.

H₀₃: There is no significant relationship between environment management system and school effectiveness in private secondary schools, Kwara State.

Table 7: PPMC Table on environment management system and school effectiveness

V a r i a b l e	N	X	S	D	r-value	p-value	Decision
Environmental Management System	339	3.3308	.44007				
					.547	.000	Rejected
School Effectiveness	339	3.4762	.44790				

Significant @p<.05

Table 7 showed the calculated r-value (.547) while the p-value (.000) is less than the 0.05 significance level. Hence, the null hypothesis is rejected. This implies that the earlier stated null hypothesis that there is no significant relationship between environment management system and school effectiveness in private secondary schools, Kwara State was rejected. Thus, there was significant relationship between environment management system and school effectiveness in private secondary schools, Kwara State. The positive r-value (.547) reported indicated that the higher the level of environment management system, the higher the level of school effectiveness in private secondary schools, Kwara State.

H₀₄: There is no significant relationship between information management system and school effectiveness in private secondary schools, Kwara State.

Table 8: PPMC Table on information management system and school effectiveness

V a r i a b l e	N	X	S	D	r-value	p-value	Decision
Information Management System	339	3.2167	.41165				
					.019	.852	Not Rejected
School Effectiveness	339	3.4762	.44790				

Significant @p<.05

Table 7 showed the calculated r-value (.019) while the p-value (.852) is greater than the 0.05 significance level. Hence, the null hypothesis is retained. This implies that the earlier stated

null hypothesis that there is no significant relationship between information management system and school effectiveness in private secondary schools, Kwara State was accepted. Thus, there was no significant relationship between information management system and school effectiveness in private secondary schools, Kwara State.

Discussion of the Findings

Answering of research question one revealed that the level of integrated management system in private secondary schools, Kwara State was high. This implies that private secondary schools in Kwara state always ensure that foods that pose a health threat are not sold, students follow the general hygiene rules, instill the sense of commitment for school plant safety for effective administration, stipulates the preventive measures for school plant safety management, and ensure that teachers are provided with necessary tools and resources for teaching. The findings of the study agrees with that of Chidinmachinenye, and Nonso (2019) which revealed that The findings revealed among others that school administrators' do not utilize management information system for students' personnel administration in secondary schools by not; allowing students to apply for admission online, processing students results using spreadsheet software, managing students attendance using spreadsheet software, as well as, disseminating information to students and parent through the school website. It is similar to the findings of Obi and Nwaozor (2022) which revealed among others that the extent of principals' utilization of management information system for enhancing planning process was to a low extent.

The answering of research question two revealed that the level of school effectiveness was high in private secondary schools, Kwara State. This implies that students: display high level of skills in the cultural activities, students communicate very well with one another in English Language, display high level of skills in sporting activities, value cultural heritage of the society, are obedient to school authority, and are often punctual in school activities. This was in agreement with the findings of Githami and Esmail (2020).

The rejection of the main hypothesis which states that there is no significant relationship integrated management system and school effectiveness in private secondary schools, Kwara State means there is significant relationship between integrated management system and school

effectiveness in private secondary schools, Kwara State. This indicated that the higher the level of integrated management system the higher the level of school effectiveness in private secondary schools, Kwara State. This implies the higher the level to which quality assurance is ensure, health management system is provided and environmental management system is provided is directly connected to the level of effectiveness in private secondary schools, Kwara State. The result of this study agrees with that of Lale and Achalu (2022). which revealed that integrated management system positively and significantly impacted satisfaction in school which could consequently bring about school effectiveness.

The testing of hypothesis one revealed that there was a significant relationship between quality management system and school effectiveness in private secondary schools, Kwara State. This implies that the level to which teachers are provided with necessary tools and resources for teaching, school has regular supply of water and electricity without fail, school has a computer laboratory with adequate and functional computers for students, and schools are well equipped laboratories for science practical, among others, were directly related to the level of school effectiveness in private secondary schools. This finding is not unexpected because the level to which students have access to numbers of resources will prepare them and make them ready to learn which will bring about their overall development. Findings of the study agrees with that of Odigwe (2019) which showed that quality of school supervision, quality of school leadership behavior and school climate has a significant influence on secondary school effectiveness jointly and respectively in Cross River State.

The rejection of hypothesis two showed that there is significant positive significant relationship between health management system and school effectiveness in private secondary schools, Kwara State. The positive r-value (.589) reported indicated that the higher the level of health management system, the higher the level of school effectiveness in private secondary schools, Kwara State. This suggested that the level to which foods that pose a health threat are not sold, food residues are stored under suitable conditions, necessary measures are taken to prevent the spread infectious diseases and the school administration organizes information trainings and seminars on school health. The finding is expected because when the students is healthy and sound, they feel less distracted and possess adequate energy to carry on which will consequently influence

their level of development in the area of psychomotor, attitudinal and cognitive development. This study agrees with the findings of Osatimehin, Oredein and Olumilua (2022) which showed a substantial combined influence of school environmental variables on teacher effectiveness.

Operational hypothesis three which states that there is no significant relationship between environment management system and school effectiveness in private secondary schools, Kwara State was rejected. Thus, there is significant relationship between environment management system and school effectiveness in private secondary schools, Kwara State. This indicated that the level to which the school instills the sense of commitment for school plant safety, school plant safety policy management guides reminds everyone on the right character to exhibit, and school stipulating the preventive measures for school plant safety management will make them develop the right attitude which will consequently bring about school effectiveness. The result of the study agrees with that of Jerry (2021), which revealed that to a high extent school plant safety policies enhance quality education delivery in public senior secondary schools in Rivers State.

The acceptance of operational hypothesis four means that there is no significant relationship between information management system and school effectiveness in private secondary schools, Kwara State. The findings of the study agree with that of Obi and Nwaozor (2022) which revealed among others that the extent of principals' utilization of management information system for enhancing planning process was to a low extent.

Conclusion

This study examined integrated management system and secondary school effectiveness in private secondary schools, Kwara State. It was shown that the level of integrated management system implementation and school effectiveness in private secondary schools were high. Additionally, there was a significant relationship between health, environmental and quality management system and school effectiveness in private secondary schools. However, there was no significant relationship between information management system and school effectiveness in private secondary schools, Kwara State. Conclusively, integrated management system is directly

related and connected to school effectiveness which indicated that the higher the level of integrated management system, the higher the level of private school effectiveness in Kwara State, Nigeria.

Recommendations

Based on the findings of the study, it was recommended that:

1. Efforts should be made to maintain the level of information management system in private secondary schools, Kwara State.
2. The level of school effectiveness in schools should be maintained and sustained.
3. Quality integrated management system in terms of health, environment, and quality management should be sustained while efforts should be made to further improve information management system to further improve level of schools effectiveness.
4. Quality management system in terms of providing teachers with necessary tools and resources for teaching, equipping laboratories for science practical, as well as, regular supply of water and electricity without fail should be properly maintained in order to bring about improvement in school effectiveness.
5. Health management system should be maintained by ensuring that foods that pose a health threat are not sold, students follow the general hygiene rules, and further taking necessary measures to prevent the spread infectious diseases in order to directly improveschool effectiveness.
6. Environment management system such as instilling in staff and students, the sense of commitment for school plant safety for effective administration, enlighten the teachers and students attitudes on circumstances that will warrant hazards in the school and stipulating the preventive measures for school plant safety management should be maintained in schools.
7. Information management system should be properly improved by allowing students to apply for admission, encouraging multimedia instructional delivery using power point software application, as well as, disseminating information to students and parents through the school website to further bring about improvement in school effectiveness.

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