

Educational Resources and the Development of Private Secondary School Education in Oyo State, Nigeria from 1999 to 2015

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Abstract. This paper examines educational resources in the development of private secondary school education in Oyo State, Nigeria, between 1999 and 2015. This is with the view to examine the development of private secondary school education in Oyo State, Nigeria, between 1999 and 2015 in historical perspective. In the process it considers development of privately owned secondary schools in the light of adequacy of human and material resources (i.e, teachers and educational facilities) and how these had enhanced the performance of students in the Senior School Certificate Examinations (SSCE) between 1999 and 2015. The study used historical research method, relying on primary and secondary sources of data. The sample consisted of 300 respondents purposively sampled from 60 private secondary schools. Two instruments, “Questionnaire on Adequacy of Educational Resources in Private Secondary Schools” (QAERPSS) and “Structured Open-ended Interview Schedule” (SOIS) were used to collect data for the study. The questionnaire had reliability index of 0.73. Periodic and thematic approaches of historical analysis were used to analyse the qualitative data while the percentage was used to analyse the quantitative data. It was found that private secondary schools in Oyo State had adequately qualified teachers and appreciable quantity of modern educational facilities, which contributed to the development of private secondary school education during the period. It is therefore recommended that government at all levels and school proprietors

should strive to ensure that the quality of education in public and private secondary schools in Oyo state, Nigeria, remains encouraging.

Keywords: Historical research, educational resources, development, private secondary schools, Nigeria.

1. Introduction

The success of any educational venture without adequate educational resources is a mirage. Esu, Erukoha and Umoren (2004:103) stated that the curriculum can be a great success or a dismal failure depending on the teachers who are the key persons that can make the curriculum design achieve what it was designed to achieve. Esu, et al maintained that if teachers are dedicated, hardworking and imaginative, they can enliven what would otherwise have been dull and lifeless.

Teaching-learning process is enhanced by the availability, adequacy and utilization of educational facilities. According to Okorosaye-Orubite (2013:25-26) educational facilities refer to the physical and spatial necessities for teaching and learning, including classrooms, laboratories, workshops, play fields, hostels, equipment, libraries and so forth. The aforementioned have to be of appreciable quality, quantity and size to meet the minimum standards in order to promote meaningful teaching and learning process. Ojerinde (1998:14-17)

indicated that formal education, if it is to be provided properly, requires that schools be built and necessary facilities provided to ensure an enriched and enabling environment for teaching and learning. Facilities for teaching and learning are very essential in every school setting, especially privately owned secondary schools, if qualitative education would not be compromised.

The earliest establishment and management of schools in Nigeria is credited to the Christian missions in 1842. The Wesleyan Methodist Society (WMS), Church Missionary Society (CMS), the Baptist, Roman Catholic Mission (RCM), United Presbyterian Church, and others were competitively embarking on evangelism through establishment of schools (Olawuyi 2004:23-28; Chima, 2012:54). These efforts became significant as converted individuals, families and communities enthusiastically embraced western education, prior to the involvement of colonial government; having seen education as an effective tool for national development (Chima, 2012:58).

It is important to note that since the introduction of western education in 1842 and the establishment of elementary schools in Nigeria by the Christian missions, the early indigenous, educated and influential church members had started to agitate for the provision of secondary education. This persistent clamour led to the establishment of the first secondary school in Nigeria – CMS Grammar School, Lagos, founded in June, 1859 (Adeyinka, 1971:34). In addition to CMS Grammar School, Lagos, the following privately owned secondary schools were founded, among others: Wesley Boys' High School, Wesley Girls' High School, and St. Gregory's College founded in 1876, 1878 and 1879 respectively in Lagos (Ayoade, 2000:13; Abolade, 2010:5).

The government of Nigeria has demonstrated tremendous commitment towards the provision of education as a social necessity for the populace by encouraging private entrepreneurship in the area of secondary education. To this end, private individuals, groups, foundations and missions now establish

and manage their own schools on competitive basis within the framework of the National Policy on Education (Abari & Odunayo, 2012:56).

In South-western Nigeria today, there has been tremendous rise in the number of privately owned secondary schools and particularly in Oyo State. This in part, could be due to the fact that these private institutions could be established as contained in the National Policy on Education (1977, revised 1981, 1998, 2004 and 2013). According to the Policy document, voluntary agencies and individuals could operate secondary education, while the control and supervision of such schools remain the responsibility of government.

The proliferation of private secondary schools in South-western Nigeria, particularly in Oyo State has contributed in no small measure, to the satisfaction of parents' desire as to which schools their children and wards could attend. The general notion of declining quality in public school system has compelled many parents and guardians to seek quality secondary education in private hands. Moreover, private secondary schools are widely believed to have modern educational facilities and graduate teachers capable of handling such facilities. In consideration of these educational resources (i.e. facilities and personnel), parents and guardians are ever ready to pay high school fees required to ensure quality secondary school education for their children and wards. Thus, the proliferation of private secondary schools in Oyo State in recent years, quality of teachers, availability and adequacy of infrastructural facilities and equipment, and performance of the students of private secondary schools in national examinations such as Senior School Certificate Examination (SSCE) conducted by West African Examinations Council (WAEC) and National Examinations Council (NECO) in Oyo State, deserve to be studied in historical perspective. This is the concern of this research work. The paper is interested in historical analysis of educational resources in the development of private secondary school education in Oyo State, Nigeria: 1999-2015.

2. Research Questions

Specifically the study is interested in the following research questions:

- How adequate was the provision of educational facilities in private secondary schools in Oyo State from 1999 to 2015?
- How adequate were the quantity and quality of teachers in private secondary schools in Oyo State between 1999 and 2015?
- What was the performance of students of private secondary schools in Oyo State in WAEC and NECO Senior School Certificate Examinations (SSCE) between 1999 and 2015?

3. Research Method

The research method used in this study is historical research method. This is because the study is historical and it warrants the use of primary and secondary sources of data, such as diaries, log book, interviews, minutes of meetings, reports, policies, journals, educational magazines, and related information on official websites. The data gathered are processed for content and thematic analyses in the fashion of historical analysis, which is the feature of the analysis in this study.

The population of the study consisted of all stakeholders of private secondary schools in Oyo State, Nigeria; while the target population consisted of 300 respondents purposively drawn from sixty (60) private secondary schools (five from each school) in Oyo State, Nigeria. The two instruments used to collect data for the study included ‘Questionnaire on Adequacy of Educational Resources in Private Secondary Schools’ (QAERPSS) and ‘Structured Open-ended Interview Schedule’ (SOIS). The questionnaire had reliability index of 0.73. While the qualitative data gathered were processed for periodic and thematic analyses in the fashion of historical analysis, the quantitative data gathered were processed using the percentage.

4. Data Analysis and Presentation of Results

The three research questions stated earlier would now be presented for the purpose of analysis of the data gathered as a result of the questions.

Research Question A: How adequate was the provision of educational facilities in private secondary schools in Oyo State, Nigeria from 1999 to 2015?

Table 1: Educational facilities available in sampled private secondary schools in Oyo State, Nigeria (1999 – 2015)

Facilities	No. of schools having the facilities	% of schools having the facilities
Adequate/ Conducive classrooms	46	77
Adequate seats and desks	46	77
Science lab. and equipment	36	60
Electricity	28	47
Woodwork/Metalwork workshop	12	20
Boarding facilities	38	63
Computer lab. and equipment	36	60
Functional libraries	34	57
Transportation	40	67
Play fields	18	30
Sick bay	32	53

Source: Field work (from sampled schools) 2016.

Table 1 above shows the extent to which the privately owned secondary schools in Oyo State were able to comply with the regulatory framework guiding their operation. Findings of this study revealed that before any private secondary school could be granted the approval to operate, the proprietor must have satisfied the “Guidelines on the operation of private secondary schools in Oyo State”, issued by the State Ministry of Education. In the document, prospective proprietors are required to ensure the availability and

adequacy of teachers and certain educational facilities (as indicated in the table above) before their schools could be considered for preliminary approval.

A director in the State Ministry of Education revealed that a prospective proprietor of private secondary school in Oyo State, Nigeria, is required to have at least, five hectares of land, a playing field, six blocks of classrooms to take off; in addition to having three administrators, one of whom must possess at least a Master’s degree in Education. Also, adequacy of the teaching staff is expected.

It could be deduced from table 1 above that there were standard and conducive classrooms, laboratories, libraries, internet facilities, electricity generating plants, play fields, boarding and transportation facilities and sick bays. However this study revealed that the facilities indicated above were mostly found in urban private secondary schools. This is because the same level of sophistication could not be found in most private secondary schools located in rural areas of Oyo State, Nigeria.

Research Question B: How adequate were the quantity and quality of teachers in private secondary schools in Oyo State, Nigeria, from 1999 to 2015?

Table 2: Adequacy and Quality of Teachers in sampled private secondary schools in Oyo State, Nigeria (1999 -2015)

Academic Session	No. of students on Roll	No. of Teachers	Teachers’ Qualifications						Ratio
			OND	HND	NCE	B.Ed.	M. Ed	Ph.D.	
1999/2000	4500	240	-	-	90	150	90	-	1:20
2000/2001	4891	244	62	128	143	180	31	-	1:20
2001/2002	6393	282	54	113	307	105	03	-	1:23
2002/2003	8346	299	23	46	108	120	02	-	1:28
2003/2004	7918	268	18	37	82	131	-	-	1:30
2004/2005	9339	361	14	56	113	173	05	-	1:30
2005/2006	6977	358	11	53	124	167	03	-	1:26
2006/2007	8865	403	17	44	138	198	5	01	1:22
2007/2008	7587	381	09	68	123	180	01	-	1:20
2008/2009	10374	467	03,	71	147	236	08	02	1:22
2009/2010	9616	363	05	60	126	172	-	-	1:26
2010/2011	7689	377	03	68	145	151	07	03	1:20
2011/2012	8775	401	-	96	53	244	57	04	1:22
2012/2013	11663	446	01	78	149	210	07	01	1:26
2013/2014	9889	372	01	71	156	141	03	-	1:27
2014/2015	12675	527	-	35	183	301	08	-	1:24

Source: Field work (from sampled schools) 2016.

Table 2 above shows the number of students and teachers on roll in the sixty (60) sampled private secondary schools in Oyo State from 1999/2000 academic session to 2014/2015 academic session. The adequacy and quality of teachers in the sampled schools were determined by the number of teachers and their qualifications compared with the number of students on roll in the sampled private secondary schools per academic session.

The teaching staff enrolment lists made available to the researchers by the proprietors and principals of the sampled private secondary schools in Oyo State showed that between 1999/2000 and 2014/2015 academic sessions, these schools were staffed with adequately qualified teachers, many of whom possessed Nigerian Certificate in Education (NCE); Bachelor’s degree in Education; or Higher National Diploma (HND) plus Post-Graduate Diploma in Education (PGDE). Teacher-students ratio was between 1:20 and 1:30 during the period, 1999-2015 .This is commendable as learners were not crowded in the classrooms.

Research Question C: What was the performance of students of private secondary schools in Oyo State in WAEC and NECO Senior School Certificate Examinations (SSCE) between 1999 and 2015?

Table 3: Performance of Private Secondary School Students in WAEC and NECO Senior School Certificate Examinations (SSCE) 1999 – 2015.

Session	No. of Candidates	5 Credits (including English Language and Mathematics	%
1999/2000	4321	2237	52
2000/01	9593	4075	43
2001/02	12301	6109	50
2002/03	16203	7698	48
2003/04	15879	8314	52
2004/05	18106	10121	56
2005/06	13443	5374	40
2006/07	16324	8628	54
2007/08	14873	6885	46
2008/09	19668	11167	57
2009/10	18204	12351	68
2010/11	14830	6874	46
2011/12	17203	9681	56
2012/13	22105	13743	62
2013/14	18968	1107	53
2014/15	24823	13564	55

Source: WAEC / NECO Results Analysis (2000-2015)

The table above shows the level of success attained by private secondary school students in the WAEC/NECO Senior School Certificate Examinations (SSCE) (in the sixty sampled private secondary schools in Oyo State) from 1999 to 2015. As shown above, private secondary schools in Oyo State had manageable number of SSCE candidates. The annual students' performance was impressive with sizeable number of candidates recording 5 credit passes and above. The 5 credit criterion for success took cognizance of English Language and Mathematics. The level of success in terms of credit passes was between 40 and 68 per cent which is impressive enough.

5. Discussion of Findings

The findings of this study showed that there was an appreciable level of adequacy of educational resources in the privately owned secondary schools in Oyo State, Nigeria, during the period, 1999-2015. For example, the study revealed that in all but a few sampled private secondary schools, staffing condition was impressive with particular reference to quantity and quality (table 2). It is expected that where the staffing condition is high, the quality of graduates would also be appreciably high. This is in agreement with the popular notion that no education system can rise above the quality of its teachers.

Adequacy of educational facilities and equipment with which teachers work in Oyo

State private secondary schools, coupled with manageable students enrolment are indicative of the quality of students that could be found in those schools. The teaching personnel and educational facilities were not over-stretched thus the students could be expected to be of good quality (see table 3).

6. Conclusion

This paper has shown that there was great development of private secondary school education in Oyo State, Nigeria, in terms of adequacy of educational resources (both human and material) during the period, 1999 to 2015. There is no gainsaying that educational resources are crucial to the survival of the school system. Findings of this study showed that educational resources in the sampled private secondary schools were available and in most cases, adequate. The performance of students was also a reflection of the relatively good quality educational environment.

7. Recommendations

It is therefore recommended that proprietors of private secondary schools in Oyo State, Nigeria, should continue to ensure availability of adequate resources (human and material) in the schools for continuous realisation of quality performance of students in the schools and quality education in the State. Moreover, the State Ministry of Education should ensure that

all basic educational resources stated in the guidelines for establishing private secondary schools are available before operation approval is granted. By so doing, the performance of private secondary school students in Senior School Certificate Examinations (SSCE) would be improved upon and the improvement would be sustained. Moreover the quality of secondary school education generally would be progressive.

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