

Principals and Teachers' Perceptions of the Role of Private Sector in Enhancing the Quality of Public Secondary Schools in Central Senatorial District of Delta State, Nigeria

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Abstract: The study examined the role of private sector in enhancing the quality of public secondary school in Central Senatorial district of Delta State, Nigeria. Three research questions were raised and three null hypotheses formulated to guide the study. The instrument designed were administered in person to 574 respondents made up of 52 principals and 522 teachers sampled from the target population of 152 principals and 4,408 teachers. A stratified random sampling technique was employed. The instrument was validated in its face and content values and found reliable at 0.77 reliability coefficient using the Spearman Brown Prophecy formula. Data collected were analysed with mean scores standard deviation and the three null hypotheses were tested using the Z-test at 0.05 level of significance. The findings showed that private sector has contributed to quality school buildings and that the private sector has not contributed to well equipped libraries and laboratories in the schools while government should make laws that will compel the private sector to participate actively in enhancing the quality of public secondary schools.

Key words: Principals and teachers' perceptions, private sector, enhancing, secondary schools, Nigeria

INTRODUCTION

The responsibility for secondary school education in Nigeria falls under the jurisdiction of the federal and state Government. Secondary education occupies a strategic position in Nigeria because of the important role it plays in preparing the students for useful living in the society and for higher education (Onwuasoanya, 2005). To ensure that secondary schools achieve what they are set to achieve they must be in environment that encourage students' excellence. The provision of basic infrastructures, facilities and the existence of the right social atmospheres and environment are crucial for the building of a sound educational structure (Chukwuma, 1989).

Human and material resources are needed in the secondary schools to ensure that educational goals are met. Human and material resources needed by the school is adequately provided and in the right quality so that the nations goals in education can be achieved. The Federal Government of Nigeria (FGN, 2004) asserted that government should provide basic infrastructure and training for the realization of the goals of secondary schools.

However, secondary education may truly be said to be crisis because physical and instructional facilities are inadequately, Adedipe opined that the learning environment of the public schools have relatively poorer

physical infrastructures. Onokerhoraye (2007) stated that since, the 1980's, the decline in the fortunes of government deregulation of the economy, partial disengagement of government from social services, its disengagement from the commanding heights of the economy as well as the competing societal demands/ pressures on allocation of government resources are factors that have contributed to the decline of government funding of education.

According to Tella (2002), it is clear that government can no longer single handedly fund educational institutions. The researcher is of the opinion that there is over reliance on government to provide solution to problems facing secondary education in Nigeria. Government, the major source of fund for financing education has over the years failed to live up to its responsibility of sufficiently funding education. He need has risen for the private sectors and philanthropic organization that may be interested in education to assist in equipment, books ad capital projects for the educational institutions. Kamanu believed that one of the best ways the private sector can contribute to nation building is by giving the children so that they too can play great roles in national development. The private sector should take it as a special responsibility to provide the type of physical and social environment that are ideal and supportive of learning. It is hoped that with the effort

of the private sector and other donors to the schools, educational would be repositioned to be able to perform its roles of agent of lasting transformation of the society.

Statement of problem: Public secondary schools have suffered neglect over the years in Nigeria. The infrastructures are in total decay and in some areas non-existent thus creating a very unhealthy environment for effective learning. There is nothing to suggest that the secondary schools have received any serious or meaningful attention from the government.

The standard of education is falling because government cannot effectively fund the resources needed by the schools. Ezekwesili, observed that the state of public school system is growing to a state of security alert. Education in Nigeria is a nationwide problem that requires urgent national organization mobilization with over 70% of the school in a dilapidated condition.

There is need to initiate policies to engender the private sector participation in funding and provision of resource for the secondary schools to ensure achievement of laid down standard.

Research questions: The following research questions guided the conduct of this study:

- What is the role of the private sector in the enhancement of the quality of public urban and rural areas secondary schools?
- What contribution has the private sector made to enhance rural area secondary schools?
- What contribution has private sector made to enhance urban area secondary schools?

Research hypotheses: The following null hypotheses were formulated to guide the study:

- There is no significant difference in the provision of buildings to public secondary schools by the private sector in Delta state
- There is no significant difference in the provision of libraries to public secondary school by the private sector
- There is no significant difference in the provision of laboratories to public secondary school by the private sector

MATERIALS AND METHODS

Research design: In this study, the descriptive survey design was used.

The population: The population of this study was made up of 152 principals and 4408 teachers in the 152 public secondary schools in Central Senatorial district of Delta state.

Sample and sampling technique: From the 152 principals and 4408 teachers in the 152 public secondary school in Central Senatorial district of Delta state, the research sampled 52 principals representing 34% and 522 teachers and 314 rural school teachers representing 11.8% through the stratified random sampling technique based on the experience of the principals and qualifications of teachers. The research classified the principals on different years of experience strata and the teachers on their different qualification strata. The sample random sampling technique was then used to draw 52 principals in the different strata. The scores in the different strata of principals and teachers were summed up to give the sample of principals and teachers used in the study.

Research instrument: This instrumentation in this study was the questionnaire, titled The Private Sector Role/Contribution to Secondary Schools questionnaire (PSRCSSQ). The researcher designed the items in the instrument based on the relevant literature reviewed, statement of problem, the three research questions and the three formulated null hypotheses. The questionnaire consists of three sections: section A, B and C. Each section was aimed at obtaining particular information from each respondent. Section A contained general questions which were demographic in nature. They enquired about their school, status their working experience and their highest degree and professional qualifications earned. Section B consist of questions raised on the research questions for the study. Section C was made up of 30 items designed to find out the views of the respondents on the roles of the private sectors in enhancing the quality of secondary schools based on variables.

Validity of the instrument: The questionnaire was subjected to a review experts in the Department of Educational Administration and Policy Studies of the Faculty of Education, Delta State University, Abraka.

Reliability of the instrument: The reliability of the questionnaire was determined through pilot testing using the split half method. The researcher administered the instrument to 20 principals and teachers in the public secondary school studied. Scores obtained were divided into odd and even number items. The Spearman Brown

prophecy formula was used to calculate the reliability index and it was established 0.77 reliability coefficient. This showed that the instrument was reliable.

Administration of instrument: The researcher personally administered the instrument to principals and teachers who were used as respondents in their various schools. The completed instruments were collected on the spot. Only the questionnaire that were properly filled and returned was eventually used for the study.

Method of data analysis: The statistical tools used to answer the three research questions were the mean scores and standard deviation while the three null hypotheses were tested using the Z-test at 0.05 level of significance and at 1.96 critical value.

RESULTS AND DISCUSSION

Analysis of demographic variables: Table 1 shows the analysis of the demographic variables. Table 1 shows that 52 urban and rural area school principal representing 9.1% and 522 urban and rural school teachers representing 90% were used in the study as sampled in public secondary school in North Senatorial district of Delta state.

The Table 2 shows that 43 male principals and female principals were used in the study. Also 317 male teachers and 205 female teachers were also used in the study. This shows that 360 male principals and teachers representing 62.7% and 214 female principals and teachers representing 37.7% was also used in the study. This implies that in terms of sex, more male principals and teachers were used in the study.

Presentation of results according to research questions

Research question 1: What is the role of the private sector in the enhancement of the quality of urban and rural areas public secondary schools?

The Table 3 shows that principals and teachers sampled for the study in terms 1-6 agreed that the private sector's role is provision of libraries, workshops

instructional materials in service training for the enhancement of urban and rural areas public secondary schools (Table 4). This was because their means scores in the six items were higher than the criterion level of acceptance of 2.50.

Research question 2: What contribution has the private sector made to enhance rural area secondary schools?

Research question 3: What contribution has the private sector made to enhance the quality of urban area secondary school?

Table 5 shows that the principals and teachers sampled in the study, agreed that the private sector has been providing school buildings, instructional material and in service training to teachers in urban area public secondary schools. This is because items 13, 17 and 18 had a mean score that is <2.50 which is the criterion level of acceptance in the study. Again the sampled principals and teachers disagreed that the private sector have not assist in providing well equipped laboratories, libraries and workshops to public secondary schools in north senatorial district of Delta state. This is because items 14, 15 and 16 has a mean score that is <2.50 which is the criterion level of acceptance in the study.

Hypotheses testing

Hypothesis 1: This hypothesis states that there is no significant difference in the provision of buildings to public secondary schools by the private sector.

The hypothesis was tested with data collected from 574 respondents items 1-5 of the instrument designed for the study, elicited information on schools buildings.

To determine the difference in the provision of building to public secondary schools by the private sector is significant, Z-test was computed.

Table 6 shows that the null hypothesis formulated was rejected because the calculated Z-value of 2.38 was greater than the critical Z-value of 1.96 at 0.05 level of significance. Therefore, there is significant difference in the provision of buildings to public secondary schools by the private sector.

Hypothesis 2: This hypothesis states that there is no significant difference in the provision of school libraries to public secondary schools by the private sector. The hypothesis was tested with data collected from 574 respondents. Items 11-15 of the instrument designed for the study elicited information on school libraries.

To determine whether the difference in the provision of school libraries to public secondary school by the private sector is significant, the Z-test was computed.

Table 1: Respondents by subjects

Subject	Number	Percentage
Principals	52	9.1
Teachers	522	90.9
Total	574	100.0

Table 2: Respondents by sex

Sex	Principal	Teachers	Sub-total	Percentage
Male	43	317	360	62.7
Female	9	205	214	37.3
Total	52	522	574	100.0

Table 3: Principals and teachers' perceptions on the roles of private sector in the enhancement of the quality of public secondary schools

Items	Principals N = 52			Teachers N = 522		
	X	SD	Decision	X	SD	Decision
Provision of quality school building for the public secondary schools	2.77	1.27	Agreed	2.75	-0.67	Agreed
Provision of well-equipped libraries for the public secondary schools	2.87	1.11	Agreed	2.71	1.15	Agreed
Provision of well-equipped workshop for the public secondary schools	3.27	1.16	Agreed	3.29	1.05	Agreed

Table 4: What contribution has the private sector to enhance the quality of public secondary schools?

Items	Principals N = 52			Teachers N = 522		
	X	SD	Decision	X	SD	Decision
The private sector assisted in buildings in the public secondary schools	2.69	1.17	Agreed	2.76	0.89	Agreed
The private sector assisted in providing libraries in the public secondary schools	1.77	1.32	Disagreed	1.52	0.81	Disagreed
The private sector assisted in providing laboratories in the public secondary schools	1.80	0.83	Disagreed	2.18	0.91	Disagreed

Table 5: Principals and teachers views on contribution the private sector made to enhance the quality of the secondary schools?

Items	Principals N = 52			Teachers N = 522		
	X	SD	Decision	X	SD	Decision
The private sector has been providing of quality school buildings for the public secondary schools	3.56	1.67	Agreed	3.84	1.14	Agreed
Private sector has been providing well-equipped libraries for the public secondary schools	1.42	0.73	Disagreed	2.13	1.14	Agreed
The private sector has been providing well-equipped laboratories for the public secondary schools	1.85	0.83	Disagreed	1.16	0.76	Disagreed

Table 6: Z-test analysis of the difference in the provision of building to public secondary schools by private sector

Locations	N	X	SD	Level of significance	Calculated Z-value	Critical Z-value	Decision
Urban	219	28.71	7.64	0.05	2.38	1.69	Not significant accept Ho ₁
Rural	355	37.25	6.14	-	-	-	-

Table 7: Z Test analysis of the difference in the provision of school libraries to public secondary schools by the private sector

Locations	N	X	SD	Level of significance	Calculated Z-value	Critical Z-value	Decision
Urban	219	38.20	6.54	0.05	1.67	1.69	Not significant accept Ho ₂
Rural	355	37.18	6.78	-	-	-	-

Table 8: Z-test analysis of the difference in the provision of laboratories to public secondary schools by the private sector

Locations	N	X	SD	Level of significance	Calculated Z-value	Critical Z-value	Decision
Urban	219	38.46	5.58	0.05	1.37	1.96	Not significant accept Ho ₃
Rural	355	37.70	7.64	-	-	-	-

Table 7 shows that the null hypothesis formulated was accepted and found not significant because the calculated Z test value of 1.67 was less than the critical Z value of 1.69 at 0.05 level of significance. Therefore, there is no significant difference in the provision of school libraries to public secondary schools by the private sector.

Hypothesis 3: This hypothesis states that there is no significant difference in the provision of laboratories to public secondary schools by the private sector. The hypothesis was tested with data collected from 574 respondents. Items 6-10 of the instrument designed for the study, elicited information on laboratories.

To determine whether the difference in the provision of laboratories to public secondary school by the private sector significant, the Z-test was computed. Table 8 shows that the null hypothesis formulated was accepted and found not significant because the calculated Z value of 1.37 was less than the critical Z value 1.96 at 0.05 level of significance therefore there is no significant difference in the provision of schools laboratories to public secondary school by the private sector.

The analysis of data shows that there is no significant difference in the provision of libraries and laboratories. While there is significance difference in the provision of building. The study was guided by three research questions and three hypotheses. In answering the research questions, the researcher used mean score ad

standard deviation while the Z-test was used to test three null hypotheses. In answering the research questions, the researcher used mean score and standard deviation while the Z-test was used to test the six null hypotheses at 0.05 level of significance and 1.96 critical values.

Research question one states that what is the role of private sector in the enhancement of the quality of urban and rural areas public secondary schools. Principals and teachers sampled in the study agreed that the private sector has been providing quality school buildings for teachers but has not been providing well-equipped libraries and laboratories in the public secondary schools. This finding is in line with the opinion of Ezekweshili that the organized private sector should go beyond providing school buildings and assist the government in providing other facilities and equipment that will make teaching and learning meaningful in the urban and rural areas public secondary schools.

Research question two states that what contribution has the private sector made in the enhancement of the quality of the rural area public secondary schools. Principals and teachers sampled in the study agreed that the private sector has contributed school buildings, instructional materials and in-service training for teachers in rural area public secondary schools.

Research question three states that what contributions has the private sector made to the enhancement of the quality of the urban area public secondary schools. Principals and teachers sampled in the study agreed that the private sector has been contributing quality school buildings, instructional materials and in service training to teachers in the urban area public secondary schools.

Hypothesis one states that there is no significant difference in the provision of school buildings to public secondary schools by the private sector. This hypothesis was rejected because the calculated Z-value of 2.38 was greater than the critical Z-value of 1.96 and t 0.05 level of significance. Therefore, there is significant difference in the provision of school buildings to public secondary schools by the private sector. This finding is upheld by Agagu that the organized private sector has been assisting the urban and rural areas public secondary schools with quality school buildings so that student's academic performance and behaviours will improve and better teaching will also take place.

Hypothesis two states that there is no significant difference in the provision of school libraries to public secondary schools by the private sector. This hypothesis was accepted because the calculated Z-value of 1.67 was less than the critical Z-value of 1.96 at 0.05 level of significance. Therefore, there is no significant difference

in the provision of school libraries to public secondary schools by the private sector. This finding is in line with the views of Udoh that the contributory effort of the private sector should assist to make the libraries in educational institutions in Nigeria to become a library of worth. Again Okebu also agreed with this finding that the private sector should make fund available to schools or should provide school libraries so that the libraries may be able to execute effectively formulated educational policies.

Hypothesis three states that there is no significant difference in the provision of laboratories to public secondary schools by the private sector. This hypothesis was accepted because the calculated Z value of 1.37 was less than the critical Z value of 1.96 at 0.05 level of significance. Therefore, there is no significant difference in the provision of laboratories to public secondary schools by the private sector. This finding is in agreement with the opinion of Ajao the fact that the government has not provided enough fund for the provision of adequate and well-equipped laboratories for the secondary schools, the private sector should join hands with international partners to provide laboratories for the urban and rural areas public secondary schools. Akinkugbe also supported the view that the private sector should assist public schools with well equipped laboratories as educational policies and programmes that were initiated by government on science education cannot succeed without the laboratories in the schools. The analysis of the data showed that:

- There is a significant difference in the provision of school buildings to public secondary schools by the private sector
- There is no significant difference in the provision of libraries to public secondary schools by the private sector
- There is no significant difference in the provision of laboratories to public secondary schools by the private sector

CONCLUSION

On the basis of the findings of the study, it is therefore, concluded that private sectors have been providing school buildings to enhance the quality of public secondary schools as well as providing well-equipped libraries and also, providing well-equipped laboratories to enhance the quality of public secondary schools in the Senatorial District of the State in Nigeria.

RECOMMENDATIONS

- The private sector should assist in the provision of well-equipped laboratories to enhance the quality of public secondary schools
- The private sector should assist in the provision of well-equipped libraries to enhance the quality of public secondary schools
- The private sector should assist in the provision of buildings to enhance the quality of public secondary schools

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