

Private Participation in the Provision of Secondary Education in Oyo State, Nigeria (1994-2000)

B.O. Lawal and A.I. Ayoade
 Department of Teacher Education,
 Faculty of Education, University of Ibadan, Ibadan, Nigeria

Abstract: The study investigated the participation of private individuals in the provision of secondary education in Oyo State between 1994-2000. The rapid growth in the private secondary schools in the State necessitated this investigation. Historical research method was adopted. Primary sources were seriously relied upon. Again, structured interviews were held with the key personalities involved in the private secondary education in the State. Such people included Ministry of Education officials, principals, teachers and students of private secondary schools among others. Findings of the study showed that the number of private secondary schools and students continue to be on the increase. The study also revealed that qualified teachers were employed by the private secondary schools. This perhaps contributed to the better performance of the students in their final examinations. Problems facing private secondary schools were not only identified but solutions to such problems were also suggested.

Key words: Private participation, provision of secondary education, individuals, primary sources, Nigeria

INTRODUCTION

The introduction of secondary education in Oyo State can be traced to the establishment of Ibadan Grammar School in March, 1913. While the school is the first secondary school and the First Boys Grammar School. Saint Theresa's College which was founded in 1932 is the first Girls Grammar School in the State. Since then, religious organizations and private individuals as well as communities have been participating in the establishment and funding of secondary education in Oyo State. It should be noted that the early secondary schools in the state were founded by religious organizations and private individuals among others.

Until 1975 when private secondary schools were taken over by the government, most of the secondary schools in the state were not public secondary schools. The implication of this is that with effect from 1975, all secondary schools in the state became government secondary schools at least for the purpose of administration and funding of such schools.

Paragraph 24 of the National Policy on education (1998) states that Government welcomes the participation of voluntary agencies, communities and private individuals in the establishment and management of secondary schools. State government shall prescribe conditions to be met by the communities and others wishing to establish secondary schools (NPE, 1998).

In line with the above, schools taken over by the government were not returned to their owners as it was done by Lagos and some other state governments in Nigeria. But permission was given to the religious bodies, voluntary organizations as well as private individuals to establish secondary schools. Until the year 2000, Oyo State is blessed with many private secondary schools.

The National Policy on education (1998) gives the following as the objectives of secondary education.

- To provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background;
- To offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- To provide trained man power in the applied science, technology and commerce at sub professional grades;
- To develop and promote Nigeria languages, art and culture in the context of world's cultural heritage;
- To inspire its students with a desire for self improvement and achievement of excellence;
- To foster National unity with an emphasis on the common ties that unite us in our diversity;
- To raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens and;

- To provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

As stated earlier, private secondary education started in Oyo State in 1913 with the establishment of Ibadan Grammar School, 90 years ago, certainly, this period is enough for assessment. In the light of the above, this study attempted to find answers to the following questions:

- To what extent are the voluntary agents, communities and religious bodies, involved in the provision of secondary education?
- How are private secondary schools in the state being funded?
- To what extent are the private secondary schools comparable to the public secondary schools particularly in the area of students' academic achievement?
- What are the problems facing these private secondary schools in the state?
- How best can the problems be solved?

The development of secondary education: Adeyinka (1971), Taiwo (1985) and Lawal (1994) among others traced the development of education in Nigeria generally to the activities of the Christian missionaries.

Adeyinka divided the development of secondary education in Nigeria into:

- The period of exclusive missionary activities, 1842-1882.
- Beginning of government participation and continued missionary efforts 1882-1925.
- The period of active government involvement, 1925-1939.
- The period of rapid expansion, 1960-1970.

In his own contribution to the discussion on the development of secondary education, Taiwo (1985) noted that the categories of secondary school are the government or model secondary schools called federal government colleges as well as private secondary schools.

In his agreement with the above, Fafunwa (1974) stated that all approved secondary schools in the federation, whether run by private individual, missions or local authorities are grant aided by the government.

According to him, most of these schools (Except for the technical schools) were founded by voluntary agencies and are still controlled by them.

MATERIALS AND METHODS

Historical research method was adopted by the investigators. In doing this, they relied on Primary sources of data gathering. They also had an interview with selected principals and students of some private secondary schools in the state. The information gathered from them greatly assisted in the writing of this study.

Finally, some final year results of randomly selected private and public secondary schools in the state were collected for the purpose of comparing them. The data analysis was based on the research questions raised earlier.

RESULTS AND DISCUSSION

From Table 1, it could be observed that the students enrolment was on the increase right from inception despite the fact that school fees were being charged by these private secondary schools. The implication of this is that parents continued to send their children to private secondary schools, hence more of such schools were established in the state.

Table 2 shows the staff enrolment in the state private secondary schools between 1994-2000. From the table, it could be seen that while the students' enrolment was also on the increase. This shows that as more students were enrolled in the schools, so also more teachers were

Table 1: Students enrolment in the state private secondary schools

| | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 |
|--|------|------|------|------|------|------|-------|
| Asegun Comp. High School, Ibadan | | | | | | | 80 |
| Success High School, Ibadan | | | | 60 | 135 | 225 | 350 |
| Ise Oluwa Montessori High School, Ibadan | | | 120 | 270 | 350 | 790 | 1,200 |
| Nickdel College Ibadan | 50 | 134 | 240 | 250 | 340 | 420 | 455 |

Source: From the schools' records

Table 2: The teaching staff enrolment in the state private secondary schools, 1994-2000

| | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 |
|--|------|------|------|------|------|------|------|
| Asegun Comp. High School, Ibadan | | | | | | | 13 |
| Success high School, Ibadan | | | | 10 | 10 | 10 | 12 |
| Ise Oluwa Montessori High School, Ibadan | | | 15 | 19 | 22 | 30 | 48 |
| Nickdel College Ibadan | 20 | 25 | 27 | 30 | 40 | 43 | 44 |

Source: From the schools' records

Table 3: Teachers' qualification in the state private secondary schools, 1994-2000

| Schools | Qualifications | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 |
|--|----------------|------|------|------|------|------|------|------|
| Asegun Comp. High School, Ibadan | ND- | | | | | | | 3 |
| | NCE- | | | | | | | 5 |
| | HND- | | | | | | | 1 |
| | B.Ed- | | | | | | | 4 |
| Success High School, Ibadan | ND- | | | | 3 | 2 | 0 | 0 |
| | NCE- | | | | 6 | 6 | 8 | 10 |
| | HND- | | | | 0 | 1 | 1 | 0 |
| | B.Ed- | | | | 1 | 1 | 1 | 2 |
| Ise Oluwa Montessori High School, Ibadan | ND- | | | - | - | - | - | - |
| | NCE- | | | 5 | 5 | 4 | 7 | 14 |
| | HND- | | | 5 | 7 | 8 | 10 | 10 |
| | B.Ed- | | | 5 | 7 | 10 | 13 | 24 |
| Nickdel College Ibadan | ND- | 4 | | 4 | 2 | - | - | - |
| | NCE- | 6 | | 8 | 5 | 3 | 7 | 4 |
| | HND- | 22 | | 2 | 6 | 5 | 13 | 1 |
| | B.Ed- | 8 | | 13 | 17 | 15 | 20 | 39 |

Source: From the schools' records

Table 4: Number of approved private secondary schools established by private individuals and religious bodies, 1994-2000

| | 1994-2000 |
|---------------------|-----------|
| Private individuals | 32 |
| Religious bodies | 16 |

Source: Oyo State Ministry of Education

Table 5a: Nickdel college, Ibadan SSCE May/June 1999

| Subjects offered | Total candidates presented | Performance-100% |
|------------------|----------------------------|------------------|
| 1 | English language | -100 |
| 2 | Mathematics | -100 |
| 3 | Yoruba language | -100 |
| 4 | Geography | -100 |
| 5 | Physics | -100 |
| 6 | Chemistry | -100 |
| 7 | Biology | -100 |
| 8 | Commerce | -100 |
| 9 | Economics | -100 |
| 10 | Government | -100 |
| 11 | Shorthand | -100 |
| 12 | Typewriting | -100 |

Source: From the school's records

Table 5b: Elekuro high school. Ibadan SSCE 1989-1999 results

| Year | No. of candidates | 4 credits and above | 3 credits and below |
|------|-------------------|---------------------|---------------------|
| 1989 | 150 | 21 | 129 |
| 1990 | 19 | 1 | 18 |
| 1991 | 62 | 16 | 46 |
| 1992 | 39 | 10 | 29 |
| 1993 | 112 | 23 | 89 |
| 1994 | 114 | 38 | 126 |
| 1995 | 180 | 48 | 132 |
| 1996 | 200 | 50 | 150 |
| 1997 | 238 | 56 | 182 |
| 1998 | 260 | 75 | 185 |
| 1999 | 300 | 80 | 220 |

Source: From the school's records

appointed by the schools except in a school where the same number of teachers was recorded for a period of 3 years.

From Table 3, it could be seen that more of N.C.E graduates were employed by the private secondary schools except the Nickdel College which employed more graduate teachers than other categories of teachers. The table also reveals that a few ND graduates were employed by the private secondary schools.

The implication of this is that many of these private secondary schools are not interested in exploiting the students but they are also very much interested in providing qualitative education for their students by employing qualified graduate teachers for them.

From the Table 4, it could be seen that private secondary schools are not only being established by the private individuals but also by the religious bodies in the state. The major religious bodies involved in the provision of private secondary education are Christianity and Islam.

Public and Private Schools' WAEC SSCE Results Performance.

From Table 5a and b, it could be seen that the SSCE results of the private secondary school is better than that of the public secondary school. This could be due to a large number of qualified teachers employed by the private secondary school.

The Table 6a and b show the WAEC SSCE results of a public and a private secondary school. From the Table 6a and b, it could be seen that the results of the private secondary school is better than that of public secondary school even though the number of students presented by the private secondary school is not up to that of public secondary school. It should be noted that the results range between A1 to P8 which is an acceptable level at which a candidate can be adjudged to have passed.

Table 6a: Adekile Goodwill Grammar School, Ibadan 1989-1999 results

| Year | No of candidates presented | No of candidates with 6 credits and above |
|------|----------------------------|---|
| 1989 | 90 | 88 |
| 1990 | 112 | 111 |
| 1991 | 120 | 115 |
| 1992 | 150 | 132 |
| 1993 | 175 | 155 |
| 1994 | 210 | 105 |
| 1995 | 240 | 225 |
| 1996 | 250 | 240 |
| 1997 | 260 | 208 |
| 1998 | 270 | 248 |
| 1999 | 272 | 250 |

Source: From the school's records

Table 6b: The performance of Ise-Oluwa Montessori High School, Ibadan in 1998 and 1999 SSCE results

| Year | No. of candidates presented | % Passed |
|------|-----------------------------|----------|
| 1998 | 20 | 100 |
| 1999 | 24 | 100 |

Funding of private secondary schools: Basically, the major source of funding of private secondary schools is through school fees collected from the students. This is the reason why school fees being charged are always very exorbitant. The school fees being charged by private secondary schools vary from one school to another and from one location to another.

In addition to the above, private secondary schools at times organize launching or Endowment fund in which their friends, philanthropics, lovers of education, Parents Association of such schools donate money for the general development as well as for the smooth running of such school.

Finally, loans obtained from the banks is another way through which the private secondary schools are funded. The amount to be lent to a proprietor/proprietress, to some extent, depends on how influential and financially strong such a proprietor/proprietress is.

Problems facing private secondary schools: Perhaps, finance can be regarded as number one problem facing private secondary schools. Many of the proprietors do not have enough money to provide all necessary things for their schools. Some even find it difficult to pay their staff as at when due.

Moreover, there are some schools that do not have enough students. This is pronounced in the rural areas. Even some urban private secondary schools have this problem. In addition, irregular payment of school fees by the students makes it difficult for many private secondary schools to discharge their duties. Such duties include inability to pay their staff as at when due, inability to provide all necessary things for the school.

Many private secondary schools do not have adequate necessary facilities that can enhance teaching and learning in the school. Such facilities include: Standard library, standard laboratory, standard playing field, school hall and classrooms.

Many of these private secondary schools do not always have stable teachers. The reason is due to inability of schools to give regular promotion and incentives to their teachers as well as poor conditions of service. Finally, the ministry of education officials do not always supervise the private secondary schools regularly as it is being done for the public secondary schools.

CONCLUSION

The following conclusions can be made from the study:

Ibadan Grammar School, Ibadan which was founded in March 1913 is not only the first secondary school but also the first private secondary school in the state. All private secondary schools in the state were taken over by the state government in 1975.

Later, more private secondary schools started to spring up in line with National Policy on Education, 1977, 1981 and 1998 editions particularly as from 1990s. There are more of unapproved secondary schools than the approved ones in the state. Students in the private secondary schools are better academically than students in the public secondary schools.

Private secondary schools rely heavily on school fees, loan from the banks and launching of endowment fund for developmental projects and running of the schools. There are many problems facing private secondary schools in the state. Such problems include lack of finance, inadequate accommodation, lack of facilities such as standard library, standard laboratory etc.

RECOMMENDATIONS

- There must be regular supervision of private secondary schools by officials of the State Ministry of Education.
- All unapproved secondary schools must be closed down by the state government.
- The state government should assist all the approved secondary schools financially.
- Private secondary schools with best results in both WAEC and NECO examinations should be rewarded by the state government.
- Private secondary schools without adequate facilities should have their approval withdrawn by the government.

- There should be regular launching of endowment fund by the private secondary schools and any money realized from such launching should be spent judiciously.

Finally, academic competitions should be organized for both public and private secondary school students in order to enhance their academic performance.

REFERENCES

Ayoade, A.I., 2000. The Trends in the Development of Private Secondary Schools in Oyo State (1989-1999). An Unpublished M.Ed Project, University of Ibadan.

Adeyinka, A.A., 1971. The Development of Secondary Grammar School Education in the Western State of Nigeria, 1908-1968. An Unpublished M.Ed Dissertation, University of Ibadan, Ibadan.

Fafunwa, A.B., 1974. History of Education in Nigeria London George Allen and Unwin Ltd.

Federal Republic of Nigeria, 1998. National Policy on Education, Lagos NERDC.

Lawal, B.O., 1994. The Development of Secondary Education in Oyo State, 1979-1989, Ph.D Thesis Unpublished, University of Ibadan, Ibadan.

Taiwo, C.O., 1985. The Nigerian Education System, Past, Present and Future, Lagos Nelson Pitman Ltd.