

Educational Resources and the Development of Private Secondary School Education in Ekiti State, Nigeria: 1999 – 2016

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Abstract

Educational resources are important in the development of education. In Nigeria, Western education was commenced by the Christian Missionaries (that is by private efforts). However, the quality of education was criticized by the elites and the nationalists to the extent that the government subsequently got elaborately involved in the provision of Western education. This research examines the educational resources in the development of private schools, particularly in private secondary school education in Ekiti State, Nigeria, from 1999 to 2016. Historical research method was employed because the study is historical in nature. It was found that: the quantity and quality of teachers in the private secondary schools were fairly adequate; the material resources and performance of students in external examinations were fairly adequate. It was concluded that the educational resources enhanced fairly good quality of education and educational development. It was recommended that the resources be sustained and improved upon.

Keywords: Educational resources, Development, Ekiti State, Nigeria, Historical Research, Historical Research Method.

Introduction

Western education started in Nigeria through the efforts of the Christian missionaries. Thus, Western education started in Nigeria through private efforts. The first elementary schools were built in south western Nigeria. The first primary school was built in Badagry, Lagos in 1842 by the Christian missionaries (specifically by the Methodist Mission), while the first secondary school (CMS Grammar School) was also built in Lagos in 1859 by the Christian missionaries (specifically by the Revd. T.B. Macaulay of the Church Missionary Society) (Olawuyi, 2004:23-25 & Fafunwa, 1974: 90, 99).

The elementary and secondary schools flourished for long before there were agitations by the elites and the nationalists that the quality of education given to students in the private schools was not good enough (Abiri, 2003:40-45; Oyewumi and Fatoki, 2013). This resulted in the critical involvement of the government in the funding of elementary and secondary schools in Nigeria. However the government established so many schools, to the extent that it could not cope with the adequate funding of the schools particularly when economic recession started in the early 1990s (Oyewumi and Fatoki, 2013). This made students in government schools to perform poorly in external examinations. This fact resulted in parents' great patronage of private secondary schools that apparently had good results in external examinations. Abiri (2003) and Chima (2012) observed that the new wave of establishment of privately owned secondary schools in South Western Nigeria became necessary to accommodate the growing need of the populace for quality secondary education.

Since quality education is the desire of realistic educational enterprise, it is important to find out if the private secondary schools established in the new wave of establishment of private secondary schools provided quality education, particularly in terms of performance of students in external examinations, character development of students, and the quality of human and material resources in the schools.

This study is therefore interested in the roles of human and material resources, (educational resources) in the development of private secondary school education in South Western Nigeria, but with special focus on Ekiti State, Nigeria, from 1999 to 2016. This is with the view to find out the quality of education in these private secondary schools from the period that economic recession made it difficult for government to fund government secondary schools adequately (1990s) up till contemporary time. The paper is interested in historical analysis of educational resources in the development of private secondary school education in Ekiti State, Nigeria: 1999-2016.

Research Questions

Specifically, the study is interested in the following research questions

- A. How adequate were the quantity and quality of teachers in private secondary schools in Ekiti State between 1999 and 2016?
- B. How adequate was the provision of educational facilities in private secondary schools in Ekiti State from 1999 to 2016?
- C. What was the performance of students of private secondary schools in Ekiti State in NECO and WAEC Senior School Certificate Examinations (SSCE) between 1999 and 2016?

Research Method

The study focuses on educational resources and the development of private secondary school education in Ekiti State, Nigeria from 1999 to 2016. It is an historical research and warrants the use of historical research method. Thus the research method involves the use of primary and secondary sources of data, which include diaries, log book, interviews, minutes of meetings, policy documents, reports, educational magazines and other related materials on official websites. The data

gathered were processed for periodic and thematic analysis in the fashion of historical analysis.

The population of the study comprised all the stakeholders in private secondary schools in Ekiti State, while the target population was 225 respondents drawn from 45 private secondary schools in Ekiti State, Nigeria. A researcher designed questionnaire and an interview schedule were used to collect data for the study. The questionnaire was found to be reliable with reliability index of 0.67.

Data Analysis and Presentation of Results

The three research questions stated earlier would now be presented for the purpose of data analysis and discussion.

Results and Discussion

Research Question 1: How adequate were the quantity and quality of teachers in private secondary schools in Ekiti State, Nigeria, between 1999 and 2016?

Findings of this study on quantity and quality of teachers in Ekiti State private secondary schools are summarized on Table 1

Table 1: Adequacy of Quantity and Quality of Teachers

Academic session (school year)	Students on Roll	Number of Teachers	Teachers' Qualifications					Ratio
			NCE	HND, B.A., B.Sc;+ PGDE	B.Ed.	M.Ed.	Ph.D	
1999/2000	2964	185	54	63	68	-	-	1:16
2000/2001	3125	156	41	49	73	03	-	1:20
2001/2002	4883	163	33	61	68	01	-	1:30
2002/2003	5787	201	45	73	083	-	-	1:29
2003/2004	6823	265	63	89	113	-	-	1:26
2004/2005	7668	306	77	103	126	-	-	1:25
2005/2006	7132	284	73	88	121	02	-	1:25
2006/2007	7843	361	48	141	167	04	01	1:22
2007/2008	7916	342	32	148	155	07	-	1:23
2008/2009	9207	381	35	145	196	05	-	1:24
2009/2010	8031	364	39	151	171	-	03	1:22
2010/2011	9005	410	44	169	194	03	-	1:22
2011/2012	9392	399	37	183	178	-	01	1:24
2012/2013	9884	445	33	187	225	-	-	1:22
2013/2014	10446	369	38	154	177	-	-	1:28
2014/2015	9411	465	46	201	210	08	-	1:20
2015/2016	10517	487	31	219	232	05	-	1:22

KEY: NCE = Nigerian Certificate in Education; HND = Higher National Diploma; PGDE = Post Graduate Diploma in Education

Source of Data: Field work Report (2016)

Table 1 above shows the number of students and teachers in the forty-five (45) sampled private secondary schools in Ekiti State, Nigeria, from 1999/ 2000 school year to 2015/2016 school year. It can be deduced from table 1 that the quantity of teachers in private secondary schools in Ekiti State was adequate. The quality of teachers was also adequate. The adequacy in quantity and quality of teachers is determined by the ratio of teachers to students per year (between 1:16 and 1:30), and the qualification of teachers (majority of them were Bachelor's degree holders in Education). Many had Bachelor's degree plus Post Graduate Diploma in Education (PGDE). Some had Higher National Diploma plus Post Graduate Diploma in Education (PGDE). Many had Bachelor's degree in Education directly (B. Ed), while some even had Post graduate degree(s) in Education M.Ed and Ph.D. Thus the quality of the teachers can be said to be good.

Research Question 2: How adequate was the provision of educational facilities in private secondary schools in Ekiti State, Nigeria, from 1999 to 2016?

The findings of the study on adequacy of educational facilities in Ekiti State private secondary schools are summarized on Table 2.

Table 2: Educational facilities in sampled private secondary schools (1999 – 2016)

Facilities	Total no of sampled Schools	No of schools having the facilities	% of schools having the facilities
Adequate and conducive classrooms	45	29	64
Adequate seats and desks	45	27	60
science laboratory and equipment	45	23	51
Electricity	45	19	42
Woodwork/Metal work workshop	45	07	16
Boarding facilities	45	27	60
Computer Lab. & equipment	45	25	56
Functional libraries	45	26	58
Transportation	45	30	67
Play fields	45	28	62
Sick bays	45	24	53

Source: Field work Report (2016)

Table 2 above shows the facilities that the ministry of education would want secondary schools in Ekiti State to have before they could be recognised for operation. Thus proprietors of private secondary schools in Ekiti State had to show evidence of availability of the facilities before their schools could be granted approval for operation by the government (FRN, 2013).

Findings of this study as can be seen on table 2 show that an average number of the sampled private secondary schools had adequate and conducive classrooms, libraries, laboratories, transportation, health and boarding facilities. Majority of the schools having the facilities adequately were however located in urban areas of the state such as Ado-Ekiti, Abramenko-Ekiti, Ikere-Ekiti. Schools in rural areas were not

having the facilities as adequately as schools in urban areas. In effect private schools in urban areas were more capable of producing good results than those in rural areas.

Research Question 3: What was the performance of students of private secondary schools in Ekiti State in National Examinations Council (NECO) and West African Examination Council (WAEC) Senior School Certificate Examinations (SSCE) from 1999 to 2016?

Findings of the study on the performance of students of private secondary schools in Ekiti State in the Examinations are summarized on Table 3

Table 3: Performance of Private Secondary School Students in NECO and WAEC Senior School Certificate Examinations (SSCE) 1999-2016

Session	Number of Candidates	5 Credits*	%
1999/2000	2817	1606	57
2000/2001	9448	5102	54
2001/2002	8106	4533	56
2002/2003	12965	7008	54
2003/2004	12167	6891	57
2004/2005	12163	7103	58
2005/2006	12656	6967	55
2006/2007	13889	5989	43
2007/2008	15224	8463	56
2008/2009	15813	9387	59
2009/2010	16308	9661	59
2010/2011	17154	9897	58
2011/2012	16869	8014	48
2012/2013	17204	10338	60
2013/2014	17746	10858	61
2014/2015	18053	9965	55
2015/2016	19228	11284	59

* Including English Language and Mathematics

Source: WAEC/NECO Results Analysis (2000-2016).

Table 3 above shows the performance of private secondary school students in NECO/WAEC Senior School Certificate Examinations (SSCE) in the forty-five (45) sampled private secondary schools in Ekiti State between 1999 and 2016. As can be seen on the table many of the students had 5 credit passes and above (including English Language and Mathematics). This indicates that many of the students had results that could enable them to process admission into institutions of higher learning, including universities. Moreover, this indicates a fairly good academic performance of the students in the light of the quantity and quality of teachers as well as in the light of the quantity and quality of non-human resources (see tables 1 and 2).

It follows that the performance of private secondary school students in the light of educational resources shows that the private secondary schools are doing fairly well.

Moreover, the schools are contributing to the development of secondary school education in Ekiti State specifically and in Nigeria generally.

Conclusion

This study has shown that private secondary schools in Ekiti State had fairly good quantity and quality of teachers and non-human resources between 1999 and 2016. The teacher student ratio was between 1:16 and 1:30 (see table 1); the material resources expected to be available in the schools by the ministry of education were also available in a fairly good quantity and quality (see table 2). Woodwork and metal work workshops were however grossly inadequate in the schools. Moreover, the human and material resources were available more in urban schools than in rural schools.

Finally, the private secondary schools generally had human and material resources that enabled them to have fairly good performance in public examinations (NECO and WAEC) between 1999 and 2016 (see table 3). All these suggest that if the private secondary schools could sustain the availability of human and material resources in the schools the performance of the students could also be sustained. Moreover, if the schools could improve upon the availability of the resources the performance of the students would be improved upon. It would be good if the resources could be sustained and improved upon.

Recommendations

Based on the findings of this study, it is recommended that proprietors of private secondary schools in Ekiti State, Nigeria ensure continuous employment of teachers with qualification in Education. Preference should be given to holders of Bachelor's degrees in Education. This is because it can be seen that the quality of education in the schools depends largely on the quality of teachers employed. Moreover, Ekiti State Ministry of Education should ensure that basic educational facilities as contained in the guidelines for the establishment of private secondary schools are available in the schools before they are granted approval for operation. This would not only enhance good performance of students, but also good quality secondary school education in the state.

Finally, other states in Nigeria should also strive to employ fairly good quantity and quality of teachers as well as provide fairly good quantity and quality of non-human resources. These would enhance the development of private secondary school education in the states and the development of the Nigerian society generally. In the same connection developing nations in similar situation could make use of the findings of this study for the development of private secondary school education in those nations and the development of those nations generally.

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