

Examination of Educational Resources and Historical Development of Private Secondary School Education in Osun State, Nigeria (1999-2016)

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Abstract

This paper examines educational resources and the historical development of private secondary school education in Osun State, Nigeria, from 1999 to 2016. It considers the growth and development of privately-owned secondary schools in terms of the quantity of human and material resources from 1999 till 2016 and the development of private secondary school education in Osun State, Nigeria, in terms of the quality of education provided. The study uses a historical research method involving primary and secondary sources of information. 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 from respondents purposively sampled from 50 private secondary schools. The two instruments had reliability coefficient values of 0.67 and 0.73, respectively. Periodic and thematic approaches of historical analysis were used to analyse the qualitative data, while descriptive statistics were used to analyse the quantitative data obtained for the study. It was found that in quantitative and qualitative terms, educational facilities in the schools were fairly adequate. Private secondary school teachers in Osun State were also fairly adequate. Moreover, students' performance in external examinations was impressive. It was concluded that between 1999 and 2016, available educational resources promoted good quality education in private secondary schools in Osun State, Nigeria. The paper recommends that adequate educational resources be sustained for the continuous quality performance of learners and sustainable national development.

Keywords: *Development, educational resources, historical research, private secondary education.*

Introduction

The introduction of Western education in Nigeria was credited to private agencies, notably the Christian Missions. The first attempt at establishing educational institutions in Nigeria was confined to the coastal region (i.e., Lagos, Benin and Brass), where the Portuguese merchants had established trading posts. These merchants had requested their Catholic home mission to establish schools in the palaces of the traditional rulers of the above-named coastal settlements. This was meant to enable the sons of these rulers and those of the elite to acquire Western education. However, this earliest attempt was stalled by incessant inter-tribal wars that engulfed the area, as well as the adverse effects of the Trans-Atlantic slave trade (Abolade, 2017; Adebowale, 2000). The second and most successful attempt at introducing Western education in Nigeria took place in September 1842 when the first primary school was established by the Wesleyan Methodist Society in Badagry near Lagos (Olagboye, 1998).

Consequently, the premier post-primary school in Nigeria (a private secondary school), CMS Grammar School, Lagos, was founded in June 1859 by the Church Missionary Society (Ajayi, 1998; Olawuyi, 2004; Abolade, 2017). The primary and post-primary schools established by the Christian Missions thrived for a long period before the nationalists who represented the few indigenous elites started to criticise the quality of education for being too theoretical and essentially examination-oriented (Oyewumi & Fatoki, 2013; Olatunji, 2016; Ayeni & Atanda, 2005). This led to the government's intervention in funding primary and post-primary schools in the country. However, the Nigerian government later established more schools than could be adequately funded (Obanya, 2002; Ogunsaju, 2004). Its inability to fund the economic recession of the 1990s occasioned the crisis in public schools. This situation resulted in poor performance of students of publicly owned schools in external examinations, leading to parents' preference for private secondary schools, which apparently recorded impressive results in external examinations. Since quality education is the bottom line of a meaningful education enterprise, it is imperative to find out if the privately-owned secondary schools established in the wave of the economic recession of the 1990s actually offered quality education in Osun State, Nigeria in terms of the quality of teaching staff and material resources (in the schools), character development as well as the quality performance of learners in external examinations.

This paper is therefore interested in examining the roles of educational resources (human and material) in the historical development of privately-owned secondary schools in the South-west geo-political zone of Nigeria with particular reference to Osun State, Nigeria, from 1999 to 2016. This is with a view to finding out the quality of education provided in these privately-owned secondary schools from the period of economic recession (i.e., the 1990s) when it was difficult for the government to fund public schools till the contemporary time. Thus, this study is interested in the historical analysis of available educational resources (human and material) in the development of private secondary school education in Osun State, Nigeria, during the period 1999 to 2016.

This study is specifically interested in addressing the following research questions:

- i) How adequate were the number and quality of teachers in private secondary schools in Osun State between 1999 and 2016?
- ii) How adequate was the provision of educational facilities in privately owned secondary schools in Osun State, Nigeria, from 1999 to 2016?
- iii) What was the performance of candidates of private secondary schools in Osun State in the West African Examinations Council (WAEC) and National Examinations Council (NECO) Senior School Certificate Examinations (SSCE) between 1999 and 2016?

Research Method

The study focuses on educational resources and the historical development of private secondary school education in Osun state, Nigeria, from 1999 to 2016. It is historical research which warrants the use of historical research methods. The method involves primary and secondary sources of data such as dairies, log books, interviews, policy documents, meeting minutes, reports, educational magazines and other related materials on official websites. The data gathered were processed for periodic and thematic analyses using historical research methods. The population of this study comprised all students of private secondary schools in Osun State, Nigeria, while the target population was 250 respondents drawn from 50 privately owned secondary schools in Osun State, Nigeria. A researcher designed a questionnaire and an interview schedule to collect data for the study. Both instruments had reliability coefficient values of 0.67 and 0.73, respectively.

Results

The three research questions stated earlier in this paper are presented for the purpose of data analysis and discussion.

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

The findings of this study on teachers' quantity and quality in Osun State private secondary schools are summarised in Table 1

Table 1: Adequacy of Quantity and Quality of Teachers

Academic Session	Students on Roll	NumberofTeachers' Qualifications							
		Teachers	NCE	HND, B.A., + PGDE	B.Sc.,	B.Ed.	M.Ed.	?	Ratio
1999/2000	3724	196	26	82		?	-	-	1:19
2000/2001	3961	199	43	68		87	01	-	1:20
2001/2002	5534	243	60	102		81	-	-	1:23
2002/2003	6538	293	66	103		121	03	-	1:22
2003/2004	7441	346	95	113		134	03	01	1:22
2004/2005	8113	406	87	202		115	02	-	1:20
2005/2006	7982	388	106	131		149	01	01	1:21
2006/2007	8114	357	133	102		119	03	-	1:23
2007/2008	8269	339	95	113		121	10	-	1:24
2008/2009	9743	384	104	133		147	-	-	1:25
2009/2010	8754	388	108	129		151	-	-	1:23
2010/2011	9678	391	113	115		144	19	-	1:25
2011/2012	10234	417	68	148		201	-	-	1:25
2012/2013	10311	403	79	114		208	02	-	1:26
2013/2014	9718	371	101	130		141	-	-	1:26
2014/2015	10122	456	126	205		122	02	01	1:22
2015/2016	11215	511	99	120		282	08	02	1:22

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

Source of Data: Fieldwork Report (2017)

Table 1 above shows the number of students and teachers on roll in the fifty (50) sampled private secondary schools in Osun State from the 1999/2000 school year to the 2015/2016 academic session. Teachers' adequacy and quality in the sampled schools were determined by the number of teachers and their qualifications vis-a-vis the number of students on roll in the sampled private secondary schools per school year. The staff enrolment lists made available to the researcher by the principals or proprietors of the sampled schools in Osun State revealed that between the 1999/2000 and 2015/2016 academic sessions, private secondary schools in the state were staffed with qualified teachers in sufficient quantity. This is because most of these teachers were holders of Bachelor's degree in Education, Bachelor's degree plus Post-Graduate Diploma in Education (PGDE), Higher National Diploma (HND) plus PGDE and in some cases, higher degrees in Education such as M.Ed. and Ph.D. Teacher- student ratio was between 1:19 and 1:26 from 1999 to 2016. The table further shows that the number and quality of teachers in private secondary schools in Osun State are adequate.

Research Question 2:

How adequate was the provision of educational facilities in privately owned secondary schools in Osun State, Nigeria, from 1999 to 2016?

Table 2 summarizes this study's findings on the adequacy of educational facilities in Osun State private secondary schools.

Table 2: Educational Facilities in Sampled Private Secondary Schools (1999-2016)

Facilities	Total no of sampled schools	No of schools having facilities	% of schools having facilities
Adequate seats and desks	50	32	64
Classrooms	50	27	54
Science laboratory and equipment	50	23	46
Electricity	50	09	18
Woodwork/ metalwork workshop	50	29	58
Boarding facilities	50	27	54
Computer laboratory and equipment	50	30	60
Functional libraries	50	32	64
Transportation	50	31	62
Play fields	50	21	42
Sick bays			

Table 2 above reflects the extent to which the private secondary schools in Osun State, Nigeria, complied with the regulatory framework guiding the operations of the privately-owned secondary schools during the period of study. The findings of this study revealed that prospective proprietors in the state must have satisfied the State Ministry of Education's guidelines with

reference to the operations of private secondary schools. Part of the requirements to be met by prospective proprietors include the availability of adequately qualified teachers and the adequacy of educational facilities (as shown above) before such schools could be granted preliminary approval (FRN, 2013). From Table 2 above, it could be observed that there were adequate and conducive classrooms, well-equipped laboratories, functional libraries, internet facilities, transportation and boarding facilities, electricity generating plants, sick bays and playfields. This study, however, revealed that most of the facilities indicated above were mainly available in private secondary schools in the state's urban areas, such as Osogbo, Ede, Ilesa, Ife, and Ejigbo, among others. In the less-city (i.e., rural) areas of the state, the same level of sophistication was practically absent, as most of the private secondary schools in such areas lacked basic internet and boarding facilities.

Research Question 3:

What was the performance of Osun State private secondary school candidates in WAEC and NECO Senior School Certificate Examinations (SSCE) between 1999 and 2016?

The findings of this study on the performance of candidates of private secondary schools in Osun State in external Examinations are summarised in Table 3

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

Session	Number of candidates	5 credits *	%
1999/2000	3514	1873	53
2000/2001	10207	5668	56
2001/2002	8963	4416	49
2002/2003	14151	8769	62
2003/2004	13623	6983	51
2004/2005	12958	6741	52
2005/2006	13884	7558	54
2006/2007	15437	10030	65
2007/2008	17326	10263	59
2008/2009	16862	9232	55
2009/2010	17651	10021	57
2010/2011	15889	7003	44
2011/2012	18023	11022	61
2012/2013	18303	10153	55
2013/2014	18678	9731	52
2014/2015	19546	10205	52
2015/2016	22817	14335	63

* Including English Language and Mathematics

Source: WAEC/ NECO Results Analysis (2000-2017).

Table 3 above shows the level of success attained by private secondary school candidates in the WAEC/NECO Senior School Certificate Examinations (SSCE) in the fifty (50) sampled private secondary schools in Osun State, Nigeria, during the period of this study. As indicated in the table above, the schools had a manageable number of SSCE candidates. The annual students' performance was commendable, with many candidates recording 5 credit passes and above, including English Language and Mathematics.

Discussion

This study revealed that during the period 1999- 2016, there was an appreciable level of adequacy of educational resources in private secondary schools in Osun State, Nigeria. The study showed that in almost all the sampled privately-owned secondary schools, the staffing condition was particularly impressive in terms of quantity and quality of teachers, as indicated in Table 1. Since the staffing condition of these schools was adequate, the quality of graduates (in terms of performance at the SSCE) was also high, as shown in Table 3.

This agrees with Adeboyeje (2000), Adeogun et al. (2009), Abolade (2010), Garba (2014), Abolade and Oyelade (2017), Abolade (2017), and Abolade

and Oyelade (2018). These scholars found that the quality of teachers in a school determines the quality of students. It was also observed that most teachers in these schools had degrees in education. There was an appreciable level of adequacy of educational facilities in Osun State private secondary schools during the period of this study (see Table 2). Thus, the teaching-learning process was greatly enhanced. This agrees with Adeogun (2001), Jaiyeoba and Atanda (2006), Garba (2014), and Abolade and Oyelade (2018) that the adequacy of educational facilities in schools enhances the teaching-learning situation. This study revealed adequate educational resources in most of the sampled private secondary schools in Osun State, Nigeria. The impressive performance of students of these schools in public examinations reflected the conducive educational environment provided in private secondary schools. This study revealed that there was a tremendous increase in the number of private secondary schools in Osun State, in terms of the availability of adequate teaching personnel and educational facilities between 1999 and 2016. Also, these schools' teacher-student ratio was commendable (i.e., 1:19- 1:26 as against 1:40 recommended by the Nigerian National Policy on Education) (FRN, 2014). This contributed greatly to the development of these schools during the period of 1999-2016.

Conclusion

This study has shown that privately owned secondary schools in Osun State featured fairly good quantity and quality of educational resources between 1999 and 2016. The material (non-human) resources expected to be available in schools were available in fairly good quantity and quality (See Table 1). However, material resources such as laboratories, sick bays, internet and boarding facilities were more available in urban private secondary schools than in rural schools. Moreover, private secondary schools in Osun State had fairly good quantity and quality of teachers, so the teacher-student ratio was between 1:16 and 1:29 (See Table 2). Finally, the private secondary schools in Osun State generally had human and material resources that enabled them to perform fairly well in public examinations (WAEC and NECO) and senior school certificate examinations between 1999 and 2016 (See Table 3). All these clearly suggest that if these schools could sustain the availability of human and material resources, students' performance could also be sustained. Moreover, if the schools could improve upon the availability of educational resources, students' performance would be improved. Therefore, it would be good if the resources were sustained and improved.

Recommendations

Based on the data, it is recommended here that: Private secondary schools in Osun State, should continue to provide sufficient human and material

resources in terms of quantity and quality. The Osun State Ministry of Education should ensure that all basic educational facilities contained in the official guidelines for establishing private secondary schools are in place before the government grants operational approval for such schools. Students of exceptional abilities should be allowed to enjoy scholarship schemes and bursary awards from proprietors and management of private secondary schools. This would ensure continuous quality student performance and sustain the provision of quality secondary education for the development of Osun State in particular and Nigeria in general.

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