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A COMPARATIVE STUDY OF THE QUALITY OF THE MANAGERS, TEACHERS AND FACILITIES OF PRIVATE AND PUBLIC PRIMARY SCHOOLS IN IBADAN, OYO STATE.

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Abstract

This paper compared the quality of private and public schools in Ibadan in Oyo state. The sample for the study comprised 15 randomly selected schools of each type across five of the eleven Local Government Areas that make up Ibadan. The findings of the study were that the management, at the personal management characteristic level, in the public schools was more qualitative than in the private schools. In addition, the private schools performed better in the area of school-imposed indicators of quality. These same findings were true of the teacher quality indices. These differences between the two types of schools, on the aggregate, were discovered to be significant in favour of public schools in the quality of school management and that of teachers whereas it was in favour of private schools in terms of the quality of infrastructure. However, neither of the two school types had absolute edge over the other in any of the three quality variables of the study. Based on these findings, relevant recommendations were made for improvement of school irrespective of ownership.

Introduction

In Nigeria, private schools are all over the place and are competing favourably with public schools for pupils. These private schools are now found in every nook and cranny of Nigeria. It is observed that quite a lot of parents now patronize private schools supposedly thinking that they are more qualitative than public schools (Arowojolu, 2004; Onuka and Arowojolu in press). Onuka (2004) quoted Deji-Folutilé as reporting low enrolment in public schools, which Arowojolu (2004) ascribed to the assumed poor quality of public schools. However, Adenegan, Yusuf and Sodipo (2004) found that the children of the core poor do not enroll in private schools. Onuka (2004) posits that the bane of the quality of public education in Nigeria is poor funding for which reasons many public schools seem to lack the necessary infrastructure, and thus quality education. Onuka (2004), however, found that most private schools are not as qualitative as was being assumed. He found from the study that the quality of staff in the private schools, in the main, is not better than the quality of those in the public schools. It is observed that most private schools operate with less educated staff than do the public schools.

He, nevertheless, discovered that productivity-wise, the private schools are more qualitative because of the strict supervision and personal involvement of most of the proprietors in the daily administration of the private schools. It must be noted, however, that the participation of the private/individual sector in the Nigerian education scene is not an aberration as the National Policy Education (1977) and all the revised editions encourage private participation in the education enterprise. Section 15 (13) states this very clearly thus:

Government welcomes the contribution of the Voluntary Agencies, Communities as Private individuals in the establishment and management of primary schools alongside those provided by the state governments as long as they meet the minimum standards laid down by the federal government.

Therefore, there is no doubt that the private participation in the education enterprise is a welcome development and of course not new but should be able to provide quality education as a challenge to the public education player in the field.

Abe (1999) lists the characteristics of quality education as including buildings that are conducive to learning, adequate classrooms with good and adequate equipment such as seats, chairs, enough space and seats for the teachers. Other indicators of quality education provision include sufficient quality libraries, furniture and adequate and qualified teachers.

Afemikhe (2004) opines that only optimal quality inputs, process and output can lead to quality assurance in education. Thus, all these three components of education must be of optimal quality, otherwise there cannot be qualitative education, and education may therefore continue to be on the decline and people would continue to view education in Nigeria as being on the decline. If, therefore, there are two key participants namely the government and the private individuals/ corporate bodies, they cannot but compete to outdo each other in the provision of quality education. However, how far are these two bodies striving to provide quality education at all levels particularly at the primary level which is the foundation of any good education for the child?

Statement of the problem

This investigation, therefore, sought to find out the comparative level of the quality managers, teachers and facilities/infrastructure in private and public primary schools in Ibadan, Oyo State of Nigeria.

Research Questions

The following research questions were examined:

1. What is the comparative level of the quality of the manager in private and public primary schools in Ibadan?
2. What is the comparative level of quality of teachers of private and public primary schools in Ibadan?
3. What is the comparative level of quality of facilities in private and public primary schools in Ibadan, Oyo state?
4. Is the expected quality of both public and ^{private} primary schools in Ibadan the same as the actual quality in terms of managers, teachers and facilities?

The following hypothesis was tested:

Ho1: There is no significant difference between private and public primary schools in Ibadan with regard to the aggregate management, teacher and infrastructural qualities.

Scope of the study

This study covers the old Ibadan municipality of Oyo State now Ibadan North, North – East, North – West, South – West and South – East.

Methodology

Comparative descriptive type of research was employed for this study.

Sampling procedure and sample

Three schools of each type (private and public) were randomly selected after their stratification into private and public schools. It was purposively decided that equal number of schools was to be selected from each LGA irrespective of quantity of schools in each LGA.

Instrumentation and Validation

A three-level 30-item (at four scale) observational-inventory was developed by the researcher. This instrument was pilot-tested twice with the help of an Assistant. The pilot tests covered 30 private and public schools in Akinyele and Ona – Ara Local Government Areas (LGA's) in the lesser Ibadan City. The reliability test resulting from the pilot was 0.59. This exercise resulted in reducing the number of items to 25. The two pairs of data collected from this exercise by the two observers - the researcher and his assistant – were analyzed for one inter-rater and two individual intra-rater correlation reliability coefficients using the Spearman Rank Correlation. The reliability coefficient obtained from the inter-rater analysis was 0.73 while the reliability coefficients obtained from the two respective intra-rater analyses were 0.71 and 0.68 respectively.

Data Collection

Two trained assistants, under the direction of the researcher, observed the quality of facilities, teachers, and managers in the 15 private and 15 public primary schools by verifying physically the managers' quality, teacher quality and infrastructural facilities in each of the thirty schools employing the instrument for the study. This also involves scrutinizing school records.

Data Analysis

The data on the comparative quality of the public and private schools in Ibadan of Oyo State, collected with the observational – inventory instrument, was analyzed using percentages and graphs. The four-point levels on the instrument for each item were collapsed into two categories of 'adequate' and 'inadequate'. The frequency for each category per item for each type of school was converted to percentage and chi-square. T-test was also used.

Results and Discussion

Table 1: Showing the percentages of the observed quality of private and public schools in Ibadan, Oyo state (nearest whole number)

S/N	Quality of school manager	Private		Public	
		% Adequate	% Inadequate	% Adequate	% Inadequate
1.	Qualification	40	60	80	20
2.	Years of experience	20	80	80	20
3.	No. of management courses/seminars attended	13	87	60	40
4.	Administrative experience	27.5	72.5	67	33
5.	Supervisory role	73	27	43	57
6.	Staff welfare level	53	47	67	33
7.	Level of general knowledge (versatility)	20	80	57	43

B					
S/N	Teacher quality	Private		Public	
		%Adequate	% Inadequate	% Adequate	% Inadequate
8.	Teacher's qualification	43	57	93	7
9.	Teacher's experience	40	60	87	13
10.	Teacher's punctuality	80	20	53	47
11.	Teacher's regularity	87	13	67	33
12.	Teacher's work effectiveness	93	7	53	47
13.	Teacher's work efficiency	43	57	60	40
14.	Teacher's attendance at seminar	33	67	20	80
15.	Teacher teaching appropriate subject	43	57	13	87

C

S/N	Qualification/ Facilities	Private		Public	
		% Adequate	% Inadequate	% Adequate	% Inadequate
16.	Adequate number of blocks	20	80	93	7
17.	Quality of buildings	40	60	40	60
18.	The environment	40	63	100	-
19.	Sports facilities	27	73	73	27
20.	Laboratory	53	47	-	100
21.	Furniture	87	13	60	40
22.	Instructional materials	73	27	33	67
23.	Library	67	33	27	73
24.	Library attendant	27	73	-	100
25.	Nursery playground/ facilities	47	53	-	100

Years of experience- Very Adequate = 15 years and above,
 Adequate = 8-14 years
 Not adequate = below 8 years.

Administrative experience Very Adequate = 7 years and above
 Adequate = 4-6 years
 Inadequate = below 4 years

In terms of infrastructural quality, the private schools are ahead of their public counterparts in the areas of quality of buildings, laboratory, quality furniture, instructional materials, library, having library attendant and nursery facilities while in the areas of sports facilities, serene and quality environment and adequate number of buildings, the contrary is the case.

The three tables and 3 graphs show clearly that none of the two sectors possesses absolute quality above the other. The quality of the school management sector in the private sector was found to have possessed better quality over the public sector only in the areas of supervisory role (73.0%) as against 43% in favour of the public sector. It could be seen that the close supervisory role played by the private school managers, probably due to the fact that the proprietors are often the managers of the privately-owned schools, makes them to personally supervise the daily running of the schools. This is because their primary aim for setting up the schools is to make profit, and it is only good level of supervision that can make the teachers work for what they are paid. This confirms the finding of Arowojolu (2004) that parents patronize private schools in Abeokuta because they are sure that the proprietors pay personal attention to the running of their schools because they have personal stake, and the success of their schools will keep them in business and give them profit (Onuka, 2004). This finding contradicts the view of Abe (1999) on quality of education. The public schools excelled over the private schools in the following identified areas of school managers/management quality and manager's qualifications. This implies that in Ibadan, the public schools have better qualified teachers as the least qualified teachers are Grade II teachers. Most of the teachers in public schools in Ibadan either possess the Nigeria Certificate in Education (NCE) or are currently running the course via the Distance Learning Programme of the National Teachers' Institute (NTI). This finding did not conform to the finding of Arowojolu (2004) that the quality of teachers attracted the patronage of parents to private schools. Eighty percent (80%) of the managers had NCE while the remaining 20% were already attending relevant courses to qualify them for the NCE.

However, only a fraction of private school managers are trained managers. They come from various professional backgrounds but qualify because they possess the wherewithal to own schools. This finding does not conform to the *National Policy on Education* (2004) that envisaged adequately qualified managers for schools. This implies that these owners/managers would really do all the necessary management except to act like slave drivers probably to get results in terms of pupil population and profit with seemingly 'good' results in pupil achievement which may not necessarily be the reality as sooner than later the deficiencies of the system become revealed. It also shows that proper evaluation/inspection might not have been carried out before approval is given to proprietors to run schools.

The public schools lead in the areas of qualification (80%), year of experience (80%), management seminars/courses attended (60%), administrative experience (67%), staff welfare level (43%), versatility in education (57%) as against the private schools (40%, 20%, 13%, 27%, 53% and 20% respectively). The implication of this is that if the private sector performed better, it is not because of better quality of management, but because of quality of commitment to duty, by these owners/managers of private schools. It, however, confirms the findings of Onuka (2004) in another study carried out in Ibadan metropolis that the level of management education of the private school managers was low and that the level of their participation in management seminars/workshops was also low. Also found low was the years of both post-qualification and administrative experience. This leads to the conclusion in nearly absolute terms that the public schools surpassed the private schools in the area of quality of school managers.

In terms of quality of teachers, the following findings were made:

Table 2

S/N	Teacher Quality	Private	Public
1.	Teacher's qualification	43%	93% *
2.	Teacher's experience	40%	87% *
3.	Teacher's punctuality	80%	53%
4.	Teacher's regularity	87%	67%
5.	Teacher's work effectiveness	93%	57%
6.	Teacher's work efficiency	43%	60% *
7.	Teacher's attendance at seminars	33%	20%
8.	Teacher's teaching appropriate subjects	43%	13%

*Attributes in which the public sector excels.

Of eight characteristics of teacher quality, the private schools excelled in five characteristics (punctuality, regularity, work effectiveness, attendance at seminar, and teaching appropriate subject). The implication of these areas in which the private schools excelled is that they are not teacher's personal attributes but those imposed by the work environment.

The meaning of this is that the personal touch in the daily administration of school imposed some quality on the system to make it qualitative. Thus, it is possible to impose qualities which are not inherent in operators on them to make the system work effectively. These findings confirm those of Arowojolu (2004) in the same direction, which led to parent's patronage of private schools. We can thus infer that a system, which does not possess all the necessary ingredients to make it work, can be made to work if the will and commitment are there.

In the area of infrastructural/facility quality, the public schools excelled in the areas of adequacy of school buildings and number of blocks (93%) as against 20% for the private sector. In terms of quality of buildings, they both scored 40%. The reason is that while the government provides buildings in sufficient quantum and in large land areas, most private school owners not only convert residential houses to schools, their schools are mostly situated in residential areas. In addition, they cannot build many blocks of classrooms because of financial limitation. It becomes important, therefore, that the government must have policy in place as in the banking sector to control quality of private schools and also ban the use of residential areas for schools if the purposes of education are to be achieved. These aspects of the findings conform to the findings of Arowojolu (2004).

The following table shows the X² of difference in quality between public and private schools in Ibadan.

Table 3

X2 Comparison of expected and actual of public and private school qualities in terms of managers, teachers and facilities

Variable	X2 obs	X2 crit.	Cramer's V	Level of Significance
Quality of Managers	127.6(Pub.) 112.7(Private)	31.61(Public) 29.01(Pte)	0.69* 0.57	0.02
Quality of Teachers	345.07(Pub.) 289.06(Pte)	34.08(Pub.) 31.81(Pte)	0.63*	0.02
Quality of Facilities	224.2(Pub) 235.01(pte)	52.05(Pub) 61.00(Pte)	0.65** 0.51	0.02

*in favour of public school ** in favour of private school

The table above that there is significant difference in quality of managers, teachers and infrastructural facilities of private and public schools in the five LGA's in Ibadan municipality. In terms of the quality of managers and teachers, the public schools excelled in principle, because the government absolute all qualified manpower as far as the vacancies exist, whereas the private owners wanting to make as much profit as possible, this contradicts the finding of Arowojolu a(2004) about the high quality in private schools. However, when it comes to supervision and diligence the private schools excelled. In terms of infrastructural facilities the private schools on the aggregate are shoulders high above their public counterparts thus confirming the position of ASUU (Fashina, 2005) that government educational institutions are grossly underfunded and the finding of Arowojolu (2004) that the quality of private schools attracted patronage to them.

The hypothesis was tested as follows:

Table 4: t- test: Private and Public Schools compared in quality of managers, teachers and facilities.

Variable	School type	N	Mean	SD	t-obs	t-crit	Level of significance
Quality of managers	Public	105	45.5	7.8	3.12	2.01	0.02
	Private	105	31.8	5.1			
Quality of teachers	Public	120	47.1	6.8	5.91	4.3	0.01
	Private	120	57.3	8.9			
Quality of Facilities	Public	150	35.0	6.1	4.231	2.119	0.01
	Private	150	38.2	8.3			

From the above table, the t-observed is greater than t-critical, thus the hypothesis of no significant difference is rejected because there is a significant difference in the quality of school managers between the public and private schools. This result confirms the earlier finding that the mean school manager quality was higher in public schools particularly in the region of personal qualities like experience and qualification among others. The reasons that can be adduced for this development are that government participation in education had been stable over time and so its members of staff are recruited on the basis of quality, the government or public schools are also prepared to pay some reasonable remuneration while the case is the opposite in the private school segment of the study. As a result of the stable government participation in the education enterprise, staff gain much experience before assuming managerial positions.

The difference in teacher quality between the private and public schools is significant in favour of the former. The quality of the private schools is rather not in terms of teacher's personal qualities but in terms of environmental management-imposed qualities. In the area of personal qualities, the public school teachers are better as earlier adduced in the case of school managers.

This table presents the t-test comparison of the quality of facilities in public and private schools. It shows there is a significant difference in the quality of facilities in public and private schools in favour of the latter especially in six of the ten identified indicators of facility qualities. The general implication is that both the government and the private schools must be properly equipped so as to elevate the status of the managers particularly in the private schools; qualified teachers should be employed in the private sector to improve teaching as management-imposed qualities only cannot

fully achieve the desired end. In fact, government should set up a regulatory body for the private schools at the state and local government levels.

Conclusion and recommendations

The co-existence of private and public schools has come to stay as this promotes healthy competition, which is likely to lead to improvement in the standard of education being provided as this level, which basically is the foundation of education and life-long learning. Thus the following recommendations have been made: The influx of private schools into the primary education sub-sector of the education enterprise calls for the setting up of a regulatory body for private schools to ensure minimum acceptable conditions for owning and operating private schools.

The regulatory body, when set up, should ensure that rules and regulations are put in place to guide the establishment of new private schools. In fact, the education sector should emulate the banking sector whereby some minimum amount of money must be set aside for capitalization and re-capitalization. The organized private sector (OPS) should be encouraged to participate in a large-scale across local governments which will make education at that level more qualitative as a result of an increased level of competition. Private schools owners should be given deadline to relocate their schools to more conducive environment wherever they are located in residential areas. Specification of types of buildings to be used as schools should be given to prospective owners before they commence the building of their schools.

The public schools should improve in the area of supervision, discipline and provision of the appropriate facilities to engender learning. Such facilities should include library, laboratory, the quality of buildings and better furniture. These measures, if taken, are sure to improve schooling at that level of education in the Local Government Area.

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