



The Impact of Proliferation of Private Secondary Schools on the Quality of Education in Obio/Akpor Local Government Area, Nigeria.

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ABSTRACT

The study investigated the impact of proliferation of private secondary schools on the quality of education in Obio/Akpor Local Government Area of Rivers State. Based on the objectives, five research questions guided the study. The population of this study will comprise of 514 registered private schools in Obio/Akpor Local Government Area of Rivers State Nigeria. The sample random sampling technique was adopted to select 200 respondents in 10 selected private secondary schools in Obio/Akpor Local Government Area of Rivers State Nigeria. 100 civil servants and 100 teachers were selected randomly for the study. The test retest method was used to determine their liability coefficient of 0.88 which was highly reliable. The research questions were answered using simple percentages. The findings revealed that infrastructural facilities, quality of teachers/teaching and failure of public schools has led to the proliferation of private schools in Obio/Akpor Local Government Area of Rivers State Nigeria. Based on the findings of this study, recommendations were made that the public school facilities should be put in place and teachers trained, well remunerated and equipped as well as supervised to foster parents' confidence in public schools. The private owners of secondary schools should see the establishment of their schools first of all as service to humanity by charging moderate fees for all. Seminars and workshops should be organized for teachers in private schools to update their knowledge for quality service delivery.

Keywords: Proliferation, Quality Education, Impact, Secondary Schools, Perceived.

1. INTRODUCTION

The expansion of education through private sector participation has brought about more secondary schools and students enrollment. This has attracted more investment by individuals, religious organization and corporate bodies. The effect of such proliferation of secondary schools has not actually met the desired expectation of education. Government has stated that for the benefit of all citizens, the country's educational goals shall be clearly set out in terms of their relevance to the needs of the individual and those of the society in consonance with the realities of our environment and the modern world. Some however, maintained the view that public schools have failed to meet the yearning and demands for quality education. Other opined that public schools are inadequate to cater for the growing population of students in the society. Hence, the need for private schools should be applauded. That informed why most parents would even keep their children and wards in private schools irrespective of the high school fees charged by some so-called well equipped schools. To many, quality education is found in expensive private schools while some felt that the proliferation of private schools is a challenge to the public ones to improve performance and as well give room for fair competition. On the other hands, majority of those that invest in education do it primarily for commercial factor profit making. A situation if not properly checked could weaken or defeat our secondary school objectives. Still some who have the clear vision and educational qualification to invest in education do not have the means/ resources to do so.

These have raised questions as to whether secondary education is in reality meeting the desired standard and

Goals. Our education system at this level should not be left in the hands of quacks and greedy merchants if our economy and society at large is to thrive educationally, economically, politically and socially.

The secondary education is crucial to national development in Nigeria as it present formed the basic education. It is the education children received after primary education and before tertiary level. As stated in the national policy on education, the broad goals of secondary education should be to prepare individuals for: useful living within the society and higher education. Secondary education should provide school leavers with the opportunity for education of a higher level irrespective of sex, social status, religious or ethnic background.

Secondary education should inspire students with a desire for self-improvement and achievement of excellence. Teaching should not be carried out by dropped-out poorly trained students as teacher neither should it be done in a ramshackle building and unkempt environment with poor teaching methods and facilities. Quality education goes beyond the fanciful building, uniforms and environment as well as equipment but involved the learner's preparedness, contents, teacher's qualification and the outcome. Quality education can be accessed through the following: conformity with requirement, meeting the learner's requirements, fitness for intended purpose, providing an efficient and effective service to learners, involves continuous enhancement and improvement of services and guaranteed realizations of minimal standards and bench marks. This exposes many causes and effects of proliferation of private secondary schools on the quality of education in Obio/Akpor Local Government Area. Factors like greed, parent's confidence in private secondary schools and failure in public schools. On the other hand, the effect of proliferation is

Public secondary schools in Obio/Akpor L.G.A are faced with numerous factors affecting teaching and learning outcome. This factor includes poor performances of student, falling, standards of education in the public schools, infrastructural facilities (laboratories, halls, open fields, games equipment, dormitories and sanitation facilities etc), lack of discipline, over population and improper supervision etc.

1.1 OBJECTIVES OF THE STUDY

The aim of the study, is to know if the proliferation. of private secondary school have improved the quality of education in Obio/Akpor Local Government Area, and to know if the proliferation of private secondary have increased or improved accessibility to secondary school. Most of the private schools are not within the reach of the common citizens since they charge very high and exploitative school fees. This negates the claim by private schools that their assistance have increased or improved accessibility to secondary school. Private secondary owners and operators are accused of promoting and accentuating malpractices. Some of the private schools are used as special examination centers whereby students pay special amount so as to be assisted to pass their certificate examinations in bright and flying colours.

Ostensibly, the nefarious actions of most private schools do not foster educated growth and therefore is a bane to national development.

Based on the identified problems, the study was carried out to examine the impact of proliferation of private secondary on the quality of education in Obio/Akpor Local Government Area.

Specifically, the study was carried out to determine:

The extent at which failure of public schools has led to the proliferation of private schools in Obio/Akpor.

1. To determine the effect of proliferation of private secondary schools on the quality of education in Obio/Akpor Local Government Area.
2. To determine the extent at which teacher's qualification and qualities has improved the quality of education in private secondary schools.
3. If proliferation of private secondary schools has improved access to secondary school education, in Obio/Akpor Local Government Area.
4. If the Proliferation of private secondary schools has contributed to improved performance in public certificate examinations in Obio/Akpor L.G.A.

1.2 RESEARCH QUESTIONS

- To what extent has failure of public schools led to the proliferation of private secondary schools in Obio/Akpor.
- What are the effects of proliferation of private secondary schools on the quality of education in Obio/Akpor Local Government Area?
- To what extent has teacher's qualification and qualities improved the quality of Education in private secondary schools.
- To what extent has proliferation of private secondarieschools improved access to secondary school education in Obio/Akpor Local Government Area.
- To what extent has proliferation of private secondary schools improved performance in public certificate examinations in Obio/Akpor Local Government Area?

2. Conceptual Framework

Formal secondary school in Nigeria started in 1859 in Lagos. It was pioneered by the private sector the church missionary society (CMS). Other missionary organizations joined in opening and running of secondary schools. It was in 1899 that the first public secondary school was opened in Lagos and was called "king college". Hundred years after the first secondary school was opened, the number of secondary schools in Nigeria has risen to 700. Apparently, this was a huge increase and most of the schools were privately owned. After independence in 1960, there was further private participation in the

educational enterprise as a social pressure and demand for knowledge. Unfortunately, many of the private schools were not well structured to follow strict government regulations. As a result, the standard became questionable. Therefore, the government decided to restrict the establishment of private schools. By 1970, after the Nigerian civil war directives were given as to the process of establishment and management of schools. This led to the closure or takeover of private schools (mostly mission schools) by the government (Odunayo, 2012). The period of the second republic 1979 - 1983 witnessed a renewed wave in private participation in education. The reemergence of private schools was the aftermath of the public worries over the level of corruption and indiscipline that pervaded almost all sectors of the Nigerian society including the educational sector. The spirit of free enterprise ushered in by the structural adjustment programme (SAP) under the military regime led by General Ibrahim Babangida from 1984-1993 give further impetus to private individual groups to establish and operate schools (Abolade, 2010).

Ostensibly, the zeal for private schools was to seek for a change necessitated by the failure of public schools. The quest has been wide spread in Nigeria from North to South, East to West, individuals and groups raced to open and operate schools. This was even given more impetus in 1999 with federal government's introduction of private partnership initiative in education. The development is believed to have opened wider doors for more private investors to establish schools in the country to augment government's efforts to meet the increasing demand for education in Nigeria: Unfortunately, however, this has been abused and has led to proliferation of both primary and secondary schools across the country (Ayoade, 2000).

2.1 CAUSES OF PROLIFERATION OF PRIVATE SECONDARY SCHOOLS

The causes of proliferation of private secondary schools in Obio/Akpor L.G.A have been traced to numerous factors as explained below:

- Private partnership initiative in education.
- Greed
- Poor implementation of minimum standard
- Parents' confidence in private school education.
- Poor performances by students in public schools.
- Falling standards of education in the public schools.
- Infrastructural facilities
- Discipline
- Population
- Supervision

2.1 Private Partnership Initiative

National policy on education NPE (2004), government welcomes the participation of voluntary agencies, communities and private individuals in the establishment and management of secondary schools. State government prescribed conditions to be met by the communities and others wishing to establish secondary schools. According to Toker, (2010) in a paper observed that from all indications, the co-existence of private schools with government institutions are a worldwide phenomenon that has its relevance on the ongoing global education reforms process. The need for the development is more glaring in Africa, especially in Nigeria, going by the apparent decay in the educational and school system, the introduction of private partner initiative in education became necessary (Pianta, 2001).

2.2 Greed

Opening up of schools is now an-all-comers' affair because those who are coming into the sector do not see it as a social service, but as a money making venture. Toker (2010) in a paper "The root in Nigeria private schools, education which is no doubt the legacy for progressive nation is fast becoming Money making venture in Nigeria with the standard compromised". Many people who know nothing about education now appear to be finding their ways into the system (Adeboyeje, 2000).

Adekoya (2000) stated that the establishment of private schools is not for every tom, dick and harry, anyone that will do so must be somebody who has love for education and must be ready to spend on personnel and infrastructure to ensure quality education. Whoever want to come to education business just to make money cannot deliver the desired quality of education service to the nation.

2.3 Poor Implementation of Minimum Standard

National Policy on Education-(NPE 6th edition) in maintaining and monitoring of minimum standards government should establish efficient inspectorate services at federal, state and local government levels for monitoring and maintaining of minimum standards at all levels of education below the tertiary level. Private school in River State is increasing: as every compound in Diobu and part of Obio/Akpor harbored one kind of school. Over 800 unapproved

schools were recorded, some using very unkempt/unsafe places for learning. Osifila (2010), it is the responsibility of the government to set out its monitoring team that would enforce the rules on every school in the society: If there is functional and effective school inspectors, the issue of substandard schools would not come up again.

2.4 Parents Confidence in Private Schools

Adeogun (2000) observed that the quest for private education is a global phenomenon. Even in the poorest countries and towns such as Lagos shanty town or rural area in Ghana, some 70% of people prefer to pay for private education rather than accept sub-standard public schools. They do not want government schools where teachers do not turn up and if they do, they do not teach. Further, reports from different parents in the research incite the following responses: Mr. Samuel, a parent from Obio/AkporL.G.A wants his children to have the best education. The problem with country like Nigeria is that the best education is only in private institutions. The decadence in public sector policy has affected education sector forcing parents to look for private alternative where they can reasonably be assured of quality education (Adesina, 2005).

2.5 Poor Performance by Students OF Government/Public Schools

Adeyemi (2005) reveals that even unregistered schools in Hyderabad's slums delivered mean/ average scores in mathematics that is 20% points higher than public schools. A national team led by, an educationist NGO confirm that even in villages 16% of the kids are now enrolled in private schools, their reading and mathematics scores were ten (10) point higher. The high performance of private schools in national competition like Spelling Bee etc, of which private schools in port Harcourt (Obio/Akpor),took to first and second positions, nationwide also testify to private schools quality (Moomaw,2005).

Proprietress of the Bereton Montesor and Charles Dale memorial international school founded in 2006), during an1 interview she reported that her students consistently achieve excellent results in competitions and examinations in all areas of the curriculum, giving them a gateway to top secondary schools in Nigeria and aboard. She goes further to explain that the good performance of the students in her school is as a result of the training given to the teachers. In terms of teaching and learning, teachers should be trained to make sure that they are up to date with current teaching and learning methodologies because students are exposed from early years to the world around them, if teachers are well trained it will facilitate the performance of her students (Aigboje, 2005).

2.6 Falling Standards of Education in the Public Schools

Falling standards of education in public schools are caused by poor infrastructure, lack of dedicated teachers, disregarding or paying little attention to the education sector, unstable government policies and neglect of children by parents (Aje, 2010). Akinwumi, (2003) argued that government must be blamed or the fallen standard of education for not creating and enabling academic environment through prioritization of funds and the creation of necessary employment to justify the establishment of so many secondary schools. He further observed that students share part of the responsibility because they worked so hard to purchase certificates in cash or kind without mastering what it takes to be worthy of degree. He maintained that parents fail to monitor the progress of their children against morally, socially, academically accepted standards (Akpa, 2005). The outcry of the fallen standards of education which most observers attribute to poor school supervision and coordination of public schools which make most parents to look for alternatives to public school.

2.7 Infrastructural Facilities/ Instructional Material

The infrastructural facilities include classrooms, laboratories, halls, open fields, games equipment, dormitories and sanitation facilities. Most private schools have better infrastructural facilities that public schools do not have in terms of basic infrastructures like classroom. They have good classrooms that are able to protect the learners from rain and sun unlike most of the public schools classroom and staff rooms without roofs. When rain falls, it falls on them and when the sun shines, it shines on them. In some schools roofs are blown off, walls are dilapidated and furniture items are damaged and grossly inadequate (Alabi, 2001). Research has shown that well planned school with clean and safe learning environment are important for academic achievement. Research by Alani, (2000) found that improved academic achievement is associated with adequate space for class room sample spacing in the libraries, adequate water and sanitation facilities and active participation in co-curricular activities. Alani (2001) in his study, explained that better academic performance by students in private schools was as a result of availability and usage of instructional materials by private school teacher. Facilities such as teaching aids and laboratory equipment are more in private schools when compared to public school.

2.8 Discipline

The Oxford Advance Learner's Dictionary (2005) defined discipline as the training of the mind and character aimed at producing self-control and obedience. From this definition, a disciplined person must have self-control and be obedient to constituted authorities. Teachers in private schools are disciplined. They arrive at school early before the pupils; there is high sense of duty on the part of the teachers. The pupils in the private school are well dressed, well behaved and are obedient to the law of the school. Taking our immediate environment into consideration you are not likely to find pupils/students of private schools getting to school at 9:00 am as the second period of the day would have started in most private schools. This is usually the case in public schools. Most students or teachers arrive school late sometimes as late as 9:00 or 10:00am in the morning (Babalola, 2004).

2.9 Population

The rise in the population growth in public secondary school has really affected the learning process of the students because of inadequate facilities which include classroom over population. Baiyelo,(2006) identified five problems of overpopulation in classroom these includes coping with noise making, managing the introduction and setting up of activities, making limited resources go a long way, detecting individual differences and monitoring the work of individuals in the class. Crowded classroom conditions not only make it difficult for students to concentrate on their lessons but inevitably limit the amount of time teachers can spend on innovative teaching methods such as co-operative learning and group work or on teaching anything beyond the barest minimum of required material. It has generated poor performance in academic work and has turned the school environment to a playing ground instead of learning environment (Bello, 2006).

The public schools cannot adequately cater for the increasing population of school age children in Obio/Akpor L.G.A. Hence, private schools are increasing in order to complement the educational needs of the population in Obio/Akpor L.G.A. In private schools students have greater opportunity to get to know one another personally and develop close-knit relationships, students who feel different from their peers have a safe haven in private schools because the atmosphere is all-inclusive, and teachers spend much time with the students. Under population in private schools have benefited their students both academically and socially. Not only do they receive superb academic instruction provided in a low student, teacher ratio, but the social advantages work which helps to create a well-rounded experience for the child (Bello, 2006).

2.10 Supervision

Supervision is still much of concern because it has not been as regular, dynamic and effective as expected especially in public schools. (Onoyase 2007). Bello (2006) defines supervision as a constant and continuous process of more personal guidance based on frequent visits when attention is directed to one or more aspects of the school and its organization. Wood (2008) sees supervision as the process of bringing about improvement in structure by working with people who are working with pupils.

Supervision may be viewed as a social relation who exists between super ordinate and subordinate to improve their performance in order to achieve the goals of the organization. Supervision is one of the strategies to improving the quality of the school and ensuring that educational objectives are achieved. Supervision is concerned with the efficient and effective utilization of school building, facilities, instructional material and teachers. There is adequate supervision in the private schools and this has contributed to the improvement of instructional programmes, teaching method, learning outcomes and achievement of educational goals (Wood, 2008).

3. Theoretical Framework

The purpose of this theoretical framework here is to provide an organized knowledge and economy of expression relating to behavior of the phenomenal under study and to serve as a guide to explore reality to the relevance of phenomenal. The theory that is considered here is structural- functionalism then (Chauhan 1978).

The structural – functionalism theory emerge from the pioneer sociologists to explain the structure of

functioning of human society. The theory perceives the society as a social system and the institution in the society as sub system. According to structural functionalist, the parts that developed in living bodies and social bodies each serve a function or purpose. The relevance of theory study is that secondary schools are social bodies or social institutions, and in relation to the theory, they serve as function or purpose in the society. To functionalist, schools as educational institution provide the skills needed by an individual to contribute to societal growth and development. Functionalist assigns to school the moral duty of inculcating the traditions which reflects the spirits of the nations. Schools are expected to provide avenue for an individual to gain knowledge, abilities to think and to acquire habits, skills, interests and attitude which characterize a person who is socially accepted, personally adjusted and responsible.

The concern of this study therefore is to examine if privates secondary schools in Nigeria are indeed helping to produce products who fit into the above description and who are capable of impacting positively to the society.

4. Empirical Framework

UNESCO (2002) studies on 59 schools and found that of these, only 49 had buildings and of these 25 had a toilet, 20 had electricity, 10 had a library and 4 had a television. In this case, the quality of the learning environment was strong correlated with pupils in mathematics and other subjects.

Seligman, (2005) on the other hand conducted a study which included 50,000 students of grade three and found that children whose schools lacked classroom materials and had an inadequate library were significantly more likely to show lower scores and high grade repetition than those whose schools were well equipped. To the teachers, the inadequate and often dilapidated classrooms, laboratories, workshops, libraries, public conveniences, examination halls, writing desk for teachers and students, school landscape, and scientific equipment used in demonstration and experiments etc, lack of or inadequate supply of these decrease the morale of teaching profession.

According to Ejiogu, (2004), audio visuals which are properly known as teaching aids are materials and devices that provide sound, visual or both. Examples are; radio, chart and television. As observed by Ehiamefor, (2001), Audio materials appeal to the senses of learning, the instructional materials here are taped and recorded materials, radio and television. While visual materials appeal to the sense of seeing or sight such as, chalkboard, display boards, pictorials, graphics, book and magazines. The provision of these materials in private schools in Obio/Akpor Local Government Area is significantly observed.

5. Research Methodology

This section of the study focuses on the method and techniques used by the researcher. Specifically, it covers the research design, population, the sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, administration of the instrument, method of data collection and procedures for data analysis.

5.1 RESEARCH DESIGN

This study is a Descriptive Survey Research. It involves an assessment and description of existing phenomenon. This survey method focuses on people, attitude, opinion, motivation and behavior (Gay1992). The information needed was gathered through a well-designed instrument structured to incite the needed information from the respondents. The design was considered suitable for this study since the study involves the determination of the impact of proliferation of private secondary schools on the quality of education in Obio/Akpor LGA.

5.2 Population

The population of this study will comprise of 514 registered private schools in Obio/Akpor Local Government Area of Rivers State (Source: National Association of Proprietors of Private Schools, 2021).

5.3 Sample and Sampling Techniques

The sample random sampling technique was adopted to select 200 respondents in 10 selected private secondary schools in Obio/Akpor Local Government Area of Rivers State. 100 civil servants and 100 teachers were selected randomly for the study.

5.4. Instrumentation

The instrument to be used for this study will be questionnaire and oral interview. The questionnaire is made up of two sections, a dealt with the bio-data of the respondents. On the other hand, section B is patterned along Likert 4-point scale ranging from Strongly Agree to Strongly Disagree. This section has 20 items.

5.5 Validity of the Instrument

To ensure the validity of the instrument, each item in the instrument will be cross-matched with the research questions and the draft copy will be presented to colleagues and experts. In this regard, the instrument was scrutinized by the project supervisor and educationists who are considered knowledgeable in the area to make necessary corrections and modification was made before it was approved.

5.6 Reliability of the Instrument

The reliability of the instrument will be assessed by test-re-test method which ranged between 0.71 and 0.88 then, six copies were administered on six schools outside, the sample instrument were re-administered to the same school. The scores of the test were correlated to determine its reliability.

5.7 Administration of the Instrument

The research instrument was administered by the researcher to the principals/ proprietress, teachers and students of the selected schools and will be retrieved on agreement.

5.8 Data Analysis

Considering the design and nature of the study, frequency counts and simple percentages will be used to analyze the data collected.

6. RESULTS AND DISCUSSION

This chapter presented a detailed analysis of the data obtained, upon which the research questions were answered using percentages. It is presented according to the research question.

Research Question One:

To what extent has failure of public schools led to the proliferation of private secondary schools in Obio/Akpor?

Table 1: Percentage response of the extent at which failure of public schools has led to the proliferation of private secondary schools in Obio/Akpor

S/N	ITEMS	SA	A	D	SD	TOTAL %
1	Inadequate infrastructural Facilities in public schools have led to proliferation of private secondary schools.	80 (40%)	60 (30%)	35 (17.5%)	25 (12.5%)	200 (100%)
2	Poor performance of students in public schools is the major reason for the proliferation of private Secondary school.	85 (42.5%)	55 (27.5%)	26 (13%)	34 (17%)	200 (100%)
3	Lack of discipline in public schools enhance the proliferation of private Secondary schools.	82 (41%)	58 (29%)	24 (12%)	36 (18%)	200 (100%)

The respondents (40%) agreed that inadequate facilities in public schools have led to proliferation of private secondary schools. (30%) agreed, (17.5%) disagreed while (12.5%) strongly disagreed. In item 2, respondents (42.5%) strongly agreed that poor performance of students in public schools is the major reason for the proliferation of private school. (27.5%) agreed, (13%) disagreed and (17%) strongly disagreed. In item 3 (41%) strongly agreed that lack of discipline in public schools enhance the proliferation of private secondary schools, (29%) agreed, (12%) disagreed and (18%) strongly disagreed. This implies that failure of public schools led to the proliferation of private secondary schools in Obio/Akpor Local Government

Area of Rivers State.

Research Question Two:

What are the effects of proliferation of private secondary schools on the quality of education in Obio/Akpor Local Government Area?

Table 2: Percentage response of the effect of proliferation of private secondary schools on the quality of education in Obio/Akpor Local Government Area

S/N	Items	SA	A	D	SD	Total%
1	Existence of many private secondary school has influenced the government awareness towards raising the infrastructure and the standard of public secondary schools	75 (37.5%)	76 (38%)	24 (12%)	30 (15%)	200 (100%)

2	Proliferation of private secondary schools has helped to produce brilliant students	55 (27.5%)	68 (34%)	34 (17%)	38 (19%)	200 (100%)
2	Proliferation of private secondary schools has led to the use of unkempt/ unsafe places for the teaching	78 (39%)	62 (31%)	31 (15.5%)	29 (14.5%)	200 (100%)

In item 1, (37.5%) of respondents strongly agreed that the existence of many private secondary school has influenced the government awareness towards raising the infrastructure and the standard of public schools, (38%) agreed, (12%) disagreed while (15) strongly disagreed. In item 2, (27.5%) of respondents strongly agreed in the statement, (34%) agreed, (17%) disagreed and (19%) strongly disagreed. In item 3, (39%) of the respondents strongly agreed with the statement that Proliferation of private secondary schools has led to the use of unkempt/unsafe places for teaching, (31%) agreed, (15.5%) disagreed and (14.5%) strongly disagreed. This result implies that the proliferation of private secondary schools has helped to produce brilliant Students.

Research Question Three:

To what extent has teacher's qualification and qualities improved the quality of education in private secondary schools?

Table 3: Percentage response of the extent at which teacher's qualification and Qualities has improved the quality of education.

S/NO	ITEMS	SA	A	D	SD	Total%
1	Teacher's qualification and qualities influences students goal	57 (28.5%)	78 (39%)	25 (12.5)	40 (20%)	200 (100%)
2	The use of unqualified teachers affect quality of education	70 (35%)	55 (27.5)	46 (23%)	19 (9.5%)	200 (100%)
3	Trained teachers impart useful knowledge and appropriate skills to the students	56 (28%)	78 (39.5%)	26 (13%)	39 (19.5%)	200 (100%)

The analysis of table 3, item 1, (28.5%) of respondents strongly agreed that Teacher's qualification and qualities influences students goal, (39%) agreed, (12.5%) disagreed while (20%) strongly disagreed. In item 2, (35%) of respondents strongly agreed in the statement, (27.5%) agreed, (23%) disagreed and (9.5%) strongly disagreed. In item 3, (28%) of the respondents strongly agreed with the statement that trained teachers impart useful knowledge and appropriate skills to the students, (39.5%) agreed, (13%) disagreed and (19.5%) strongly disagreed. This result implies that teacher's qualification and qualities has improved the quality of education in Obio/Akpor Local Government Area of Rivers State.

Research Question Four:

To what extent has proliferation of private secondary schools improved access to secondary school education in Obio/Akpor Local Government Area?

Table 4: Percentage response of the extent at which proliferation of private secondary schools has improved access to secondary school education in Obio/Akpor Local Government Area.

S/N	ITEMS	SA	A	D	SD	Total %
1	Existence of many private secondary schools has created access to education	85 (42.5%)	55 (27.5%)	26 (13 % %)	34 (17%)	200 (100%)
2	The cost of secondary education is very cheap now due to proliferation of private education	57 (28.5%)	78 (39%)	25 (12.5)	40 (20%)	200 (100%)

3	Despite the proliferation of private secondary school, the fee is still out of reach	77 (38.5%)	58 (29%)	27 (13.5)	38. (20%)	200 (100%)
4	Access to secondary education is made possible through proliferation of private education	74 (38.5%)	51 (27.5)	48 (23%)	17 (9.5%)	200 (100%)
5	Establishment of many private secondary schools has not done much to make secondary schools accessible	56 (13%)	79 (19.5)	21 (28%)	44 (39.5%)	200 (100%)

Table 4 shows the analysis of the effects of proliferation of private .s secondary schools on the quality of education in Obio/Akpor. In item 1,(42.5%) of respondents agreed that Existence of many private secondary schools has created access to education, (27.5%) agreed, (13%) disagreed while (17%) strongly disagreed. In item 2, (28.5%) of respondents strongly agreed in the statement, (39%) agreed, (12.5%) disagreed and (20%) strongly disagreed. In item 3, (38.5%) of the respondents strongly agreed with the statement that despite the proliferation of private secondary school, the fee is still out of reach, (29%) agreed, (13.5%) disagreed and (20%) strongly disagreed. In item 4, (38.5%) strongly agreed, (27.5%) agreed, (23%) disagreed and (9.5%) strongly disagreed with the statement. In item 5, (13%)strongly agreed, (19.5%) disagreed, (28%) disagreed and (39.5) strongly disagreed. This implies that the existence of many private secondary schools has created access to education.

Research Question Five

To what extent has proliferation of private secondary school improved performance in public certificate examination in Obio/ Akpor?

Table 5: Percentage response of the extent proliferation of privates' secondary school improved performance in public certificate examination

S/N	ITEMS	SA	A	D	SD	Total %
1	Students' academic performance in public certificate examination is enhanced with proliferation of private secondary schools.	60 (30%)	80 (40%)	25 (12.5%)	35 (17.5%)	200 (100%)
2	Proliferation of private secondary schools has affected students' academic performance positively in public certificate examination	85 (42.5%)	55 (27.5%)	26 (13%)	34 (17%)	200 (100%)
3	Academic performance of students in public certificate examination becomes worst due to proliferation of private secondary schools	70 (35%)	58 (29%)	26 (13%)	36 (18%)	200 (100%)
4	Despite the proliferation of private secondary schools, the teachers are dedicated and thus improves student's performance in Public certificate examination.	76 (38%)	50 (25%)	24 (12%)	30 (15)	200 (100%)
5	Inspection of private secondary schools is not thorough because they are too many, hence, the students' performance is poor in public certificate examinations	75 (37.5%)	76 (38%)	24 (12%)	30 (15)	200 (100%)

The information in table 5 showed that 38% agreed that inspection of private secondary schools is not thorough because they are too many; hence, the students' performance is poor in public certificate examination. This shows that the proliferation. Of private secondary school has not improved performance

In public certificate examination in Obio/Akpor Local Government Area of Rivers State.

7. Discussions of Findings

From table 4.1, the finding of this study revealed that failure of public schools led to the proliferation of private's secondary schools in Obio/Akpor Local Government Area of Rivers State. The respondents (70%) agreed that failure of public schools led to the proliferation of privates secondary schools. This result agrees with the findings of Abolade (2010) who noted that the zeal for private schools was to seek for a change necessitated by the failure of public schools.

In research question 2 of table 2 the result shows that proliferation of private secondary schools has helped to produce brilliant students. Majority of the respondents (72.5%) agreed that the existence of many private secondary schools has influenced the government awareness towards raising the infrastructure and the standard of public schools. This finding is consistent with Adekoya (2000) who stated that establishment of private schools has improved the academic performance of students. Alani (2001) in his study explained that better academic performance by students in private schools was as a result of availability and usage of instructional materials by private school teacher.

Inresearchquestion3 of table 4.3 the result shows that teacher's qualification and qualities has improved the quality of education in Obio/Akpor Local Government Area of Rivers State. Trained teachers impart useful knowledge and appropriate skills to the students (67.5%). This finding is supported by Ejiogu (2004).

In research question 4 of table 4.4 the result shows that the existence of many private secondary schools has created access to education. The analysis indicates that majority of the respondents agreed that the cost of secondary education is very cheap now due to proliferation of private schools and access to secondary education is made possible through proliferation of private schools (66.6%).

In research question 5 of table 4.5 the result shows that the proliferation of private secondary school improved performance in public certificate examination in Obio/Akpor Local Government Area of Rivers State. The analysis indicates that majority of the respondents agreed that Proliferation of private secondary schools has affected student's academic performance positively in public certificate examination (70%).

Academic performance of students in public certificate examination becomes worst due to proliferation of private secondary. Schools (35%). This finding is consistent with the findings Bello (2006).

8. CONCLUSION

The study assessed the impact of proliferation of private secondary on the quality of education in Obio/Akpor Local Government Area of Rivers State. Based on the objectives, five research questions guided the study. The population of this study will comprise of 514 registered private schools in Obio/Akpor Local Government Area of Rivers State (Source: National Association of Proprietors, 2021). The sample random sampling technique was adopted to select 200 respondents in 10 selected private secondary schools in Obio/Akpor Local Government Area of Rivers State. 100 civil servants and 100 teachers were selected randomly for the study. The test retest method was used to determine the reliability coefficient of 0.88 which was highly reliable. The research questions were answered using simple percentages.

Based on the findings of this study, it was concluded that infrastructural facilities, quality of teachers/teaching and failure of public schools has led to the proliferation of private schools in Obio/Akpor Local Government Area of Rivers State.

Based on the findings of this study, the following recommendations were made:

- The public schools facilities should be put in place and teachers trained, well remunerated and equipped as well as supervised to foster parents' confidence in public schools.
- The private owners of secondary schools should see the establishment of their schools first of all as service to humanity by charging moderate fees for all.
- Seminar and workshop should be organized to teachers in private schools to update their knowledge for quality service delivery.
- Private schools should be equipped with Information and Communication Technologies to improve student's pedagogical skills.
- Effective monitoring and inspection should be periodically carried out by the officials saddled. With such responsibilities to enforce compliance to laid down rules and regulations.

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