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ATTITUDE OF PARENTS TOWARDS PUBLIC AND PRIVATE SECONDARY SCHOOLS: A CASE STUDY OF PARENTS IN MAIDUGURI (MMC) OF BORNO STATE

Ibrahim Ghide Adamu¹, Aminu Abdulrahim Olayinka^{2,*} and Adam Shaaba Ahmed³

¹ Department of Social Development, Mai Idris Aloomo Polytechnic, Geidam, Yobe State, Nigeria

² Accountancy Department, Mai Idris Aloomo Polytechnic, Geidam, Yobe State, Nigeria

³ Department of Social Studies, Federal College of Education, Katsina, Kastina State, Nigeria

ABSTRACT

This survey study sought to examine the attitude of the parent towards public and private secondary schools in Maiduguri and Jere metropolis. The population consisted of all the parents and guardians of children in public and government-approved private secondary schools: Purposive random sampling was used to select 180 parents from various schools in the study area. Researchers made a questionnaire for data collection. The instrument was validated and has a reliability coefficient of 0.88 determined through the Cronbach alpha method. The data collected was analyzed using mean and standard deviation in answering the four research questions posed. The findings revealed some factors such as teacher quality and quantity, school environment, facilities, effective curriculum implementation, and stability of academic activities as responsible concepts for parents' perception on their preference in choice of secondary schools. The study also reveals that some parents are less interested in quality and standard in training their wards. This has given proprietors of schools the opportunity to establish more schools, some of which are not even registered. It was recommended among others that government should set the standard and regulate the existing private schools, close down those that are not up to standard and improve teaching and teaming facilities in the public schools to make them more attractive.

Keywords: Public; Private; Secondary schools; Parents; Attitude.

** Email: aminu.abdulrahim68@gmail.com*

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INTRODUCTION

As emphasized by Taiwo (1980), the chronicle of meaningful western formal education in Nigeria is traceable to the ventures of the Christian Missionaries, which started in 1840. Taiwo (1980) argues further that factors responsible for the introduction of the western system of education were not autochthonous but as a result of trade. NTI (2004) also describes the desire for the foreign Christian missionary to liberate Africans from what they called "The daric mind" barbarism and idolatry has mainly to further their rated mission. They pursued their mission vigorously competing with each other through the establishment of western formal education institutions. The different church denominations established a mission in the country. The ecclesiastical missionaries made their presence popular when they started establishing mission houses in 1846. Similarly, at Ijaye Abeokuta in 1853, Baptist convention established itself, and also the society of the African mission arrived in Lagos and established a mission house in 1868. According to Fafunwa (1974), each missionary society emphasized its significance and spared no pain and proving that one society was better than the other. They later moved into the hinterland and other rural territories and established schools for the training of catechumens and instructors. The methodology and curriculum of

the learning process were nearly analogous to the Quranic School. Rote literacy predominated and the facilitators tutored everything virtually from the Bible where parents were persuaded to send their children to their study center through a door to door visit observed (Fafunwa, 1974).

The constitution of 1926, the social/colonial development act of 1929 and the 1948 educational act simply re-echoed the provision of the Phelps-stokes recommendations, which brought about the decentralization of education system and made the government to be more proactive in the management, control and supervision of education system. The curriculum content of indigenous instructors and facilitators was followed strenuously. Between 1945 and 1970, Nigeria began to develop its advanced education system (NTI, 2004). After the independence, the development of higher education institutions was more rapid. Universities were established in most states of the federation. The state government joined in the establishment of Universities of Technology and Agriculture in early 1970. At present, each state of the federation has two to three Universities (NUC, 2021).

The mission-owned secondary schools formed the first set of private secondary schools in Nigeria. According to Ukeje and Aisiku (1982), the schools were non-governmental because the colonial government did not show interest in education until 1872, when it gave the first grants-in-aid to the mission schools. Ukeje and Aisiku (1982) stated that the British colonial government came out with its first education ordinance in 1887. The available secondary schools were found to be inadequate, so the agitation for more secondary schools in the country continued. So Private and public schools have been in existence for a long. However, before and after the country has gained its independence in 1960, both state and the federal government wanted private schools regulated (NTI, 2004). Over the years, private schools is increasing in number in the country. Today, there is private nursery, primary secondary schools, private colleges of education, Polytechnics and Universities. It is observed that most parents now send their children to private schools. The question is, what has gone wrong or what is happening to the public schools? Some parents believe that going to public schools in Nigeria is like wasting the time of the day in theory because the children are not taught anything. So public schools are given different types of look, particularly by the parent in Maiduguri; that is why this study tries to evaluate the activities of parents towards public and private schools on child education in the metropolis.

Background of the problem

Decades following the establishment of western formal education in Nigeria, education management supervision had remained under the control of the Christian missionaries until around 1977, when the government decided to come in by establishing the general and local boards of education, each with its powers (Taiwo, 1980). In the area of elementary and primary institutions, the independent or private venture did not feature much; primary institutions were solely controlled by the government. However, in the secondary institution sector, local communities and non-government organizations participated in the establishment, management and control of secondary institutions. Most of these organizations were not grant-aided (NTI, 2004). Thus, this has clearly indicated that private schools had co-existed with public schools in the country for a long time. But the growing number of private schools, particularly in Maiduguri Metropolis and Jere Local Government in recent times, is very alarming. A pilot survey of the number of schools indicated that private schools outnumber the public schools existing in the study area. This has called for the investigation of the attitude of parents towards the public and private schools on child education in Maiduguri Metropolis and Jere Local government.

Statement of the problem

Nigeria in general and Borno State in particular, private school is gaining importance. A pilot survey of private schools shows that almost every ward in Maiduguri and Jere Metropolis has one or two private schools. As revealed by NTI (2004), parents in the upper and middle social class regard public schools as

ill-equipped and their teachers are not qualified and lack dedication to duty. One most disturbing thing is that even stakeholders in the Ministry of Education do not send their children to public school. It is observed that whether private schools are licensed or not, most parents send their children to private schools. They believed that it was the first step towards breaking away from the low level in terms of social status. It is a wonder that most of these private schools are unregistered and not up to standard in terms of structure and quality of education. That is why the Borno State government directed the ministry of education to close down those private schools operating without meeting the requirement (BRTV News, 2005). Then why are parents interested in private schools? Why are they enrolling their little ones in private institutions when the public schools, where well-trained teachers are there? What is wrong with public schools? Is it a system failure?

Private schools are established daily and patronage the other of the day. Because of the patronage they enjoy, they charge huge sums of increased most of the time. Despite this negative trend, parents are patronizing these schools without much complaint. Onuka and Arowojolu (2008) found that parents patronized private primary schools more than their public school counterparts for reasons that private schools are of higher quality despite the high fees charged. The question now is, what instigates the proliferation of privates' secondary schools in Borno State with particular reference to Maiduguri and Jere metropolis? What are the problems? Is it population? Or that government is not establishing more schools. Thus there are some of the questions that initiate this study to investigate the attitude of parents towards the public and private schools on child education in Maiduguri and Jere metropolis.

Research questions

1. How many Public and Private secondary schools are in existence in the study area?
2. What is the economic status of parents in the study area?
3. Public and private secondary school; which one has more qualified teachers?
4. How do parents participate in the development of the secondary school in the study area?

Research hypothesis

1. That there is more number of private secondary schools than public secondary school
2. That the children of upper and middle-class parents stand a better chance of being admitted into private secondary school.
3. That private secondary schools have better teaching and learning facilities than public secondary schools.
4. That most parents support the private secondary school financially.

Purpose and significance of the study

This study is primarily aimed at evaluating the attitude of parents towards public and private secondary schools on child education in Maiduguri and Jere metropolis. Under this broad aim, the following specific objectives will be achieved.

1. To identify the number of public and private secondary schools in the study area
2. To assess the social class of parents in the study area
3. To investigate the attitude of parents in choosing a school for their children
4. To assess the contribution of parents in the development of schools in the study area

The study is mainly concerned with examining the attitude of parents towards the public and private secondary schools on child education in the study area. The study is expected to reveal the number of public and private secondary schools and the attitude of parents towards public and private secondary schools.

This will be useful to the government (Ministry of Education) to understand the problems facing both private and public schools in the study area and address the situation positively. This study is also significant in that the information collected about the attitude of parents towards the public school will help the government to know its areas of weakness and success recorded in the development of education system in the state. The study will also expose the negative perception of parents toward public schools. This will help the government and other stakeholders in education to enlighten society on the importance of public schools. This study will help the government to identify those private schools operating without approval and take serious control measures. The study will also serve as a body of knowledge for educationalists, academicians and students. The findings of this dimension will open fresh channels for research to other investigators interested in the area.

Scope of the study

The research environment is Maiduguri and Jere Metropolis. However, the study is restricted to mind purposively selected wards of Maiduguri and Jere metropolis due to time constraints and to reduce cost. The subject is the attitude of parents towards public and private secondary schools on child education. It would also look at the number of public and private secondary, the parents' socioeconomic class and their selective attitude in choosing a school for their children. The research concerns parents whose children are schooling and also limited to public and private secondary school only.

The Advent of Public and Private Schools in Nigeria

By 1921, the colonial government had established the following schools. A government primary school in Lagos and Benin in 1899 and 1901, respectively, Kings College Lagos in 1909 and Katsina Teacher Training College in 1921. Following the 1926 education act, the colonial government established the University College Ibadan in 1948, which was followed by various other universities (NTI, 2004). It was during this period the government got involved more in the control and supervision of education curriculum content and became more expanded, and the training of indigenous teachers was pursued vigorously in Nigeria (NTI, 2004). Private schools, on the other hand, are not new to Nigeria. But even in colonial history and after the country gained its independence in 1960, the authorities still wanted private schools regulated. However, these privately run institutions were not granted-aided from public funds; as a result, most of them turned to commercial and vocational subject institutions which attracted students. This gave rise to numerous commercial and vocational secondary institutions which were established after 1960. As a result of which, most of these institutions were poorly financed and equipped, but notwithstanding, they supplied the secretarial staff, which enabled the Nigeria bureaucracy to stand when the colonial staff left in 1966.

Private secondary schools have emerged as an essential source of imparting qualitative education (Okafor et al., 2003). In recent years, private-sector education has improved its stake in education in Nigeria by ensuring sustainable qualitative and quantitative educational services of the secondary educational system. Piecemeal from that, the private education sector has surfaced as an important sector for stakeholders to invest in. Academic achievement frequently determines a secondary academy's attractiveness to parents. Parents feel to prefer secondary institutions where their children are likely to achieve high academic results and their children would accomplish their schooling at Year 15. For parents who opt for private schools as against public secondary schools, they are of the consciousness that level of academic standards makes some schools academically superior to the other (Davis, 2011; Fung and Lam, 2011). However, in the early eighties, there was a massive establishment of a private schools in the state. Schools established during this period include Mini Haha Maiduguri International School, Maiduguri capital School, Rubby Alau Private School and so on. The committee of standard-setting on private school Borno State Ministry of Education (2005a) reveal that there are 55 private secondary school and 147 Nursery and Primary schools in Borno State.

Government Regulation on Schools

According to Archer (2000), the decision regarding education institutions system is generally subject to state authorities in an ideal society. Unfortunately, private individuals and non-governmental organizations established, managed and controlled private-owned educational institutions in recent times. Although, the real control and supervision of both public and private educational institutions lies exactly in the interest and political testaments of the government of the day. In Borno State, the government is serious about maintaining the quality and standard of education both in public and private schools. According to the ministry of education, in the area of private schools, a high-powered committee was set up in 1997 for verification and validation of registration of all private schools in the state. Equally, guidelines for the establishment of private schools were also drawn. Another committee was also constituted again to assess the facilities available in schools established between 1997 and 2001.

The Ministry headquarters further revealed that the honourable commissioner ministry of education on 22nd February 2004 constituted another committee to look into the operations and establishment of private schools in Borno State. This was also followed by another committee on standard-setting on the operation of private schools in Borno State in September 2005. As a control measure to check the proliferation and to meet up to the standard, proprietors of private schools are being taxed by the state government as the registration fee and annually as renewal of registration.

The Attitude of Parents towards Public Schools

In Maiduguri and Jere Metropolis, most parents do not want their children to go to schools outside Maiduguri and Jere Metropolis, which created a large number of school-age children roaming about on the street consequently creating a nuisance to the public (Nte et al., 2009). Some parents also see public schools as ill-equipped and there are no good teaching and learning facilities, the teachers are not dedicated and they do not teach very well. And most parents believe that the public education system has failed because the government is no more paying attention to public schools. As observed by Ajayi (2000), secondary education today has been faced with various challenges ranging from mismanagement of allocated resources to falling academic standards and low teacher (staff) morale due to delay in salary payment, poor remuneration and poor working conditions. Many public secondary schools in Nigeria are in a state of neglect and dilapidated infrastructure (Omede, 2015). The general trends in Nigeria in terms of parents' preferred choice of secondary education for their children move towards privately run secondary schools, as opposed to public secondary schools (Adebanjo and Charles-Owaba, 2008). This may have accounted for some parents' preference for private secondary schools for their children.

The Attitude of Parents towards Private Schools

Some also consider private schools as the best place where their children can get the best education. They are also of the view that teaching and learning facilities in public schools are overstretched, which is why they send their children to private schools. Rehman et al. (2010) stated that the higher socioeconomic class, and occupational prestige of the parent involved, enhance the higher choice of selecting private institutions over public for their children. The educational level of parents also affects the decision to select a private or public school, with those having the highest level of education selecting a private school for their children. Onuka and Arowjolu (2008) and Adebayo (1986) argued that parents might also opt for private secondary institutions, which have better infrastructure compared to government secondary institutions that are characterized by insufficient classrooms and overcrowding. Notwithstanding, some parents prefer government-owned or low-cost secondary schools due to proximity to home as the most important factor. At the same time, Parents that enroll their children in high-cost private secondary schools place greater importance on academic achievement (Tooley and Yngstrom, 2014). This implies that regardless of cost, some parents will choose high academic performance. One can clearly state that several reasons might

affect parents' decision in selecting the schools for their children; such reasons are the level of parents' education, the profession of parents, the classes' size and teacher-student ratio.

Problems Facing the Development of Education in Nigeria

According to NTI (2004), the threats facing the development of education in Nigeria are numerous. Educationists had pointed out that the current National Policy on Education was concerned and hatched at a time when the country's economy was a buyout. But its real implementation started at a time of tight economic situation. This, according to them, was the major factor hindering the realization of the objectives outlined in the policy document. It is equally time that there was an increase in population and expansion of the facilities at all levels of education in the country. The facilities became overstretched and more required to make the desired impact.

The sincerity of the government at all levels in their determination to forge the country's education system ahead has become the subject of discussion by many educationists. Viewing the continued decrease in government budgetary allocation to the sector over the year raised many questions to be answered. Furthermore, the quality of supervisors and control by the various tiers of government put educationalists in doubt, and also much is needed to convince the public about the earnestness of the government in this regard. It is also observed that capital projects and equipment funding in the education sector are not being given the required attention. There are no visible master plans to enlarge the already overstretched facilities at all levels of education well (NTI, 2004).

In private schools, professional teachers who see teaching as a career, who understand the cognitive development of children, and who are committed to nurturing particular primary school children that give them value and confidence and a sense of self-worth are not employed (Omede, 2015). Most of the private schools operate in rented facilities that are not conducive to teaching and learning, and almost all of them operate nursery and primary schools together. While public schools are given strict conditions for registration, for private schools especially, such conditions are relaxed for WAEC, NABTEB, and NECO examinations (Borno State Ministry of Education, 2005b).

General Factors That Affect Academic Achievement

Many things can be discussed as the factors that can affect academic achievement. It is believed that poor schooling is often overlooked as contributing factor to backwardness, but unsuitable buildings, inappropriate equipment and facilities, inadequate material for teaching and learning and inefficient teachers and many others can have just as serious an effect as physical mental, and emotional causes.

The existence of a large number of untrimmed teachers and teachers who have not received in-service training for many years since their initial training contributes to teaching that is efficient because it is insensitive to the needs and characteristics of the students and ignorant of how they learn. -Such teachers are those who are competent, poorly prepared, disorganized, and irresponsible and who do not care enough about their students. Since it is believed that education is not putting knowledge in a person's soul as one puts water into an empty pot, but rather it is aching the individual to discover knowledge through his reasoning processes, then graduate teachers with teaching qualifications should be employed to teach in secondary schools.

Osuji (2009) in his article teachers' education in Nigeria stated that; No adequate training can take place without competent teachers to handle the training programs. Consequently, teachers' education must come at the top of every list of priorities concerned with education and training because the service of the teachers is indispensable to any nation and it is more than any other professional, influences the lies of the nation's youth and the nation's future.

Students are usually curious and willing to learn more, especially if they are encouraged, so the teachers must have enough to make an impact on what will guide the students since they are first like flour that needs good hands to make a good dough, and the only good dough can bake into good bread.

Osuji (2009) went on further to discuss in his analysis of the educational problem that; none is persistent or as compelling as the one related to training of the competent teacher. The teacher needs to act as a guide to the pupil to help direct his learning. This cannot be done successfully unless he knows the student well and learns with them. It is also important for the teacher to then start providing that he genuinely cares and begin to build an atmosphere of mutual trust and this can be done by well-organized that is having planned and prepared a variety of suitable materials whereby each people is certain of success and also by showing a willingness to take the pupils own interest as a starting point.

Successful teaching and learning also require a good relationship between the teacher and the student. Farrant (1966) in principle and practice of education, had this to say: -

"There are occasional clashes of personality that make a pupil and his teacher. If prolonged, this can have a damaging effect on the pupils' progress"

A good teacher, therefore, has a good understanding of what his pupils need to learn and also of their capabilities for learning. He can judge how much he needs to intervene in each pupil teaming and knows the most effective way of providing this assistance.

Bouderbane (2020), in his article "Student Social background and Teacher Expectations" provides that:

"The expectation of achievement on the part of students and teachers affects the achievement of the learner"

In a series of experiments, it was shown that when the teacher is informed that certain students are expected to do well and others less well, those for whom high expectations are held tend to do better than the other, regardless of the real ability of those students. Also, those who consider themselves as slow learners don't try hard and this is because they believe that whatever they do will be of no use, so why bother to do anything.

Griffin (1978), in a book titled "The Slow Learners", stated that:

"Before the teacher can do anything to help a slow learner, he must analyze their need honestly and realistically"

That is the need they have now and those they will have in the future. The only way to overcome this problem is to foster individual relationships and to cater to the need of each student as an individual that is to know and to care, to recognize the problem, to encourage and persuade, and to find a way toward a solution and mutually rejoice at their success.

Environmental Factor

It should be quite clear that learning cannot and should not be identified with gimmicks and special forms of organisational environment. Plato was the first to appreciate the importance of the environment for learning. He was aware that:

"The mind of the child is very impressionable, and therefore the child must be exposed to a morally wholesome experience. He must be surrounded with the right type of environment which should build him into a moral individual".

The quality of learning is marked influenced by environmental and organizational factors. Effective techniques and devices also have their place. The environment is emotional as well as group organization,

facilities and devices are important in learning. It could be noted that the physical factors that affect learning include lack of good illumination, lack of appropriate temperature, fresh air and many others. Farrant (1966), in principles and practice of education stated that:

"Environmental factors affect remembering, that it is very difficult to learn efficiently if your attention is distracted or worries affect your concentration or circumstances"

He went further to say that:

"A classroom that provides a truly educational environment is a place where children will learn unconsciously as well as consciously. Such an environment can be a delight to children and is extremely educational" Hence, a school must include the elements of convenience, safety and desirability. The education quality depends greatly on the environment of the educational institution itself (Rehman et al., 2010).

The school environment played a vital role in motivating students to learn. Any environment that is not worth suitable and motivates students to learn any kind can hardly be achieved, so the school environment generally should suit the students' interests. The school must be made a horse of joy, not a place of torture and should be located in beautiful surroundings with good scenery and a quiet atmosphere. The classroom should be well-lit, bright, clean, pleasant and well furnished with educative decorations, pictures and other aids so that the atmosphere of learning is attractive so that whenever the child turns his eyes, he sees something to lean. Also, some educators have come to recognize that:-

"What pupil learn is affected by the total environment and that it is not linked to the formal course of studies offered in school"

Modern teaching recognizes that the process of education is not a simple matter of presenting and receiving knowledge but is a process that involves the whole personality and is affected much by physical, social and economic factors of the environment as by teachers and parents as well.

Theorists have also postulated a need for comfort or affiliation within a welcoming social environment. This position may also be contrasted on a continuum that reaches an opposite pole of achievement motivation. Although learning still takes place in the classroom and other settings, the need for well-planned facilities is not always recognized and this can affect learning.

"The environment is described as important because it helps the students to attain their potential and it is because of this that the environment provided should be favorable to the student

It could be seen from these that, although many learning difficulties can be classed as environmental, these problems can also be solved.

Finally, all the above-mentioned problems gathered from books and other materials, in one way or the other, affect academic achievement or performance. Both the Federal and state government, as well as private sectors/stakeholders, should be instrumental in achieving the most needed and necessary facilities in schools to achieve maximum academic performance.

RESEARCH METHODOLOGY

The methodology used in collecting the data for this study is mainly the questionnaire method which was designed and administered to the target population. Due to the vast nature of the study area purposive sampling technique was used in the collection of the data. The purposive sampling technique was used in selecting the wards and respondents during the administration of the questionnaires. The data generated were analyzed using simple descriptive statistics such as simple percentages and tables.

Data Collection

This is a study carried out in Maiduguri metropolitan council to find out the attitude of parents towards public and private schools. The study population was purely parents whose children are schooled. A total of 180 parents took part in this study. This sample was drawn from the 9 wards of Maiduguri and Jere Metropolitan. For fair representation. The study considered both male and female parents. The wards were selected using the purposive sampling technique, where 20 respondents were administered questionnaires in each of the 9 sampled wards. The sample ward include, Maiduguri, Adam Kolo Gwange, Old GRA, Bolori, Jiddari Polo, Bulumkulu, Hausari and London ciki. The questionnaire was administered to resident parents only.

Research Design

The procedure for data collection covers two stages: In the first state, a total of 9 wards were sampled out of the 30 wards after a pilot survey of the study area. The study was then limited to public and private secondary schools only, considering the time and resources available. The questionnaire was designed to be administered to resident parents whose children are schooling. While in the second stage, a total of 180 questionnaires were used in interviewing parents whose children are in school. Four field workers were employed in the administration of the questionnaire to parents in the 9 sampled wards of the metropolis. This was completed and retained in two public and private schools in the study area.

Research Instrument

The instrument for data collection was a perception questionnaire titled “Attitude of the Parent towards Public and Private secondary schools (APTPSS) for data collection”. The data generated were analyzed and interpreted using simple descriptive statistical techniques such as simple percentages and tables.

RESULTS AND DISCUSSION

Data Presentation and Analysis

This chapter analyzed and presented the major finding on the attitude of parents towards public and private schools on child education in Maiduguri Metropolitan and Jere Local Government. The findings were analyzed using tables and simple percentages. The number of public and private schools in Maiduguri and Jere metropolis. The number of public and private secondary schools has been identified. Table 1 indicates that there are 15 public secondary schools forming 8% of the 185 public and private secondary schools in the metropolis, and there are 170 private Secondary schools forming 92% of the 185 secondary schools existing in the metropolis.

Table 1. Number of public and private secondary schools in Maiduguri and Jere Metropolis.

| School | Number | Percent |
|---------|--------|---------|
| Public | 15 | 8 |
| Private | 170 | 92 |
| Total | 185 | 100 |

Source: (Education Resource Center, Maiduguri, 2022).

Socioeconomic Status of Parents and their Attitude to Public and Private Schools

Out of the 180 respondents, 28 9% are in the upper class, 41.1% are in the middle class, and 30% are lower-class parents. As Table 2 indicates, 70% of the parents in the upper and middle class send their children to private schools, while 30% constitute the lower class whose children are in public school.

Table 2. Socioeconomic status of parents and their altitude to public.

| Status | Number of respondents | Percent | School attended by children |
|--------------|-----------------------|---------|-----------------------------|
| Upper class | 52 | 28.9 | Private |
| Middle class | 74 | 41.1 | Private |
| Lower class | 54 | 30.0 | Public |
| TOTAL | 180 | 100 | - |

Source: (Field Survey 2022).

Why Parents are Selective in Choosing School for their Children

As can be observed in Table 2, also, 70% of the parents send their children to private schools. Their reason is that private school have good teaching-learning facilities and their teachers are dedicated. However, other reasons include proximity to the school and their status. While 30% of the parents send their children to schools because the school fees are affordable and it is the school for the poor, attesting that they don't have a choice other than to send their children to the ill-equipped public school

Parents' Participation in School Development

Table 3 indicates that parents have now shifted their attention to private schools because they want the best education for their children; however, the parent-teachers association (PTA) in the public school is also trying in their little effort to see that their children get educated, through the renovation of structures and provision of furniture and plastics mats.

Table 3. Parents' participation in school development.

| Participation | Public school | Private school |
|---------------------|--|--|
| At PTA Level | Renovation of structure Speech and prize giving day Provision of furniture and plastic mats, chalk, etc. | Construction of classroom Employment of teachers Provision of furniture Award for hardworking teachers Speech and prize giving day |
| At Individual Level | - | Provision of borehole, text materials, provision of computer sets, etc. |

Source: (Field Survey, 2022).

Quality of Teachers in private School

Table 4 indicates that 75% of respondents attest that the private schools' teachers are not professionally trained. This is an irony because, as earlier observed (in Table 4.2), 70% of the 180 school parents send their children to private school. Only 25% of the respondents attest that private school teachers are professionally trained.

Table 4. Quality of teachers in private school.

| Quality | No. of respondents | Percent |
|------------------|--------------------|---------|
| Professional | 45 | 25 |
| Non-professional | 135 | 75 |
| Total | 180 | 100 |

Source: (Field Survey 2022).

Assessment of Public School Facilities by Parents

Out of 180 respondents, 61.7% opined that teaching and learning facilities such as laboratory equipment, number of classrooms and furniture are inadequate. They further revealed that the classrooms and other teaching and learning facilities are over the stretched Base floor. Over 100 students per classroom, most of

them sitting on the floor. Only 38.3% of the respondents are of the view that public schools are well equipped with adequate facilities.

Table 5. Assessment of public school facilities.

| Facilities | Number of respondent | Percentage |
|------------|----------------------|------------|
| Adequate | 69 | 38.3 |
| Inadequate | 111 | 61.7 |
| Total | 180 | 100 |

Source: (Field Survey 2022).

Discussion

The purpose of this study was to find out the attitude of Parents towards the public and private schools on child education in Maiduguri and Jere Metropolis. Four major research questions were considered to ascertain the attitude of parents towards public and private schools on education. Appropriate statistical tools were used to analyse the available data derived from the major questions. These data and its interpretation and subsequent findings are presented in tabular forms and percentages.

The first question was on the number of public and private schools, while the second question was on the economic status of parents and finding out whether it has any relationship with the type of school a child attends. The third and fourth questions find out why parents are selective in choosing schools for their children and determine which one is more equipped in terms of teachers, facilities and other teaching and learning materials. At the same time, the fifth question finds out whether parents support the development of both public and private school and determine their area of contribution.

Thus, it has been observed that most parents are less interested in the quality and standard in training their wards. They can send their children to any type of school and pay whatever amount. Over the years, this has allowed proprietors of schools to establish more schools, some of which are not even registered (see Appendix). The analysis revealed that 70% of Parents are interested in; sending their children to private schools without assessing the quality and standard.

CONCLUSIONS AND POLICY RECOMMENDATIONS

This research focused mainly on the attitude of parents towards public and private child education in Maiduguri and Jere Metropolis. Data used for the study were obtained mainly through the administration of a structured questionnaire to 180 sampled respondents in the nine (9) sampled wards of the study area. Simple descriptive statistics were used in the analysis of data. The major findings were presented in the form of tables and percentages. The number of public and private secondary schools existing in the study area is identified. There are 15 public secondary schools forming 8% of the 185 public and private secondary schools in the metropolis, and there are 170 private Secondary schools forming 92% of the 185 secondary schools existing in the metropolis. The social status of parents was discussed. About 70% of the parents are in the upper and middle class whose children are in private schools. 30% of the parents constitute the lower class. It is also observed that most parents have turned their attention to private schools by rendering support through parent teachers' associations end at the individual level.

This study has revealed the existing number of public and private schools in Maiduguri and Jere Metropolis. There are 15 public secondary schools and 45 private secondary schools. This has proved the hypothesis that there are more private secondary schools than public schools in the study area. The social status of parents also disclosed that 70% of the parents constitute the upper and middle class whose children are in private schools, while 30% of the parents occupy the lower class. The study also revealed that parents had sluffed attention to private schools rendering support through parent teachers association (PTA) and at

the individual level. Furthermore, the facilities in the public schools have been assessed by 180 parents, and 61% attest that the facilities in public schools are inadequate. However, 38 opined that facilities in public schools are adequate. Moreover, the quality of teachers in private schools is also discussed. Out of 180 respondents, 75% attest that teachers in private schools are not professionally trained. Finally, the study observed that private schools are becoming a threat to the existing public schools if allowed to operate unchecked.

Despite the importance of public schools to society, it is not yet fully utilized and most parents do not pay much interest in sending their children to public schools. The trend should be checked, particularly by the state government. This has become necessary because the growing number of private schools may phase out the importance of the so much cherished public schools. However, the solution to any problem lies in the proper diagnosis of the problem. Government should first of all set standards and regulate the existing private schools and close down those that are not up to standard. Government should also enlighten parents on the importance of public schools to attract their attention to patronize the public schools. Government should motivate teachers and improve teaching and teaming facilities in the public schools to make them more attractive. If all these measures are taken, parents will be attracted to refocus their attention on public schools.

Need for further studies

A study should be conducted on the attitude of students/children toward public and private schools. There is also the need to find out the attitude of parents towards day schools and boarding schools because the finding has shown that most parents in the metropolis do not want to send their children to boarding school; maybe that is why private schools are increasing in number in the metropolis. There is also the need to find out the attitude of public school teachers toward their students and that of the private school teachers towards their students. This study hopes that the findings from these further studies will add a lot of useful knowledge to this area of study.

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