PARENTAL PREFERENCE OF SECONDARY SCHOOLS FOR THEIR CHILDREN IN KADUNA STATE

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DECLARATION

I hereby declare that this project has been written by me and that it is a record of my own research work. It has not been presented in application for a higher degree. All quotations are indicated, sources are acknowledged accordingly.

Veronica I. Abagyeh.

CERTIFICATION

This thesis, titled "PARENTAL PREFERENCE OF SECONDARY SCHOOLS FOR THEIR CHILDREN IN KADUNA STATE" by Mrs Veronica Iwanan Abagyeh meets the requirements governing the award of masters degree in Education (Administration and Planning) of Ahmadu Bello University Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my dear husband and children who have encouraged me to complete this work.

ACKNOWLEDGEMENT

First and foremost, I am most grateful to Almighty God who has kept and protected me all through these years of my study.

I am highly grateful to Dr. (Mrs.) R.B. Ayanniyi who through her untiredless efforts of readings and correcting this work has made it possible for the final production.

For all my teachers past and present, I appreciate your efforts. I pray that God should reward you accordingly.

To my parents, I appreciate their initiative to introduce me to Western Education at all and their efforts shall not be in vain.

I owe a very special thanks to all my course-mates whose names I can not mention here for their support morally and financially to the completion of this works.

For all those who helped me during the course of this study and whose names I have not mentioned here, I have not forgotten them. May the Almighty God reward them and meet their needs individually.

Finally, I must say that I appreciate the contribution of my dear husband for enduring my long absence from home and for his endless financial support for this study. My children are also not forgotten.

May God bless you all. Amen.

ABSTRACT

This study titled "Parental Preference of Secondary Schools for their children in Kaduna State" is aimed at identifying possible factors that affect the choice of secondary schools by parents for their children. The researcher felt that there were some change in attitudes of most parents towards the choice of schools their children would attend. Such changes could be due to the parents socio-economic background, educational experience, academic performance of the schools/students, staff quality and quantity, school quality, funding of the schools, religious background and heritage.

A set of questionnaire was used to collect data for the study and the parents responded to the items of the questionnaire. These responses were converted to raw scores and percentages were used in analysing the data collected. The F-ratio (ANOVA) test was used to test the hypotheses.

The findings of this study bordered mainly on the fact that most of the choices of schools made by parents for their children were closely related to their socio-economic background/class and status, academic performance of the school students/staff quality and quantity, general school quality, funding of the schools, and other unclassified reasons like political reasons, physical disabilities, school location and even heritage (this is where a child had to go to a school because his/her father/mother went to such a school). Again co-educational and single sex schools,

science and Arts schools and Urban and Rural schools could be likely factors for parents choices for schools.

Base on the above findings, it is the duty of the government and every individual involved in the educational system to make sure that the system is functional. Teachers should be employed on merit and should be given on-the-job training with materials necessary for effective teaching-learning process. Schools should be located nearest to the communities to reduce the cost of educating a child. Finally, school fees should be revised regularly to avoid unnecessary charging of high fees.

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DEFINITION OF TERMS

The following terms are defined according to their contextual meaning in this research work.

These terms are:

PREFERENCE: To prefer, to want or desire one thing more than the other.

PRIVATE SCHOOLS: These are non-governmental schools in the past, they were called Agency Schools or Grant Aided Schools, Now they refer to schools established and managed by individuals, organisations, companies, institutions or any other agencies other than government.

PUBLIC SCHOOLS: These are government schools. This could be local, state or federal government schools.

PRIVATIZATION OF SCHOOLS: This was a government policy which allowed individuals, organisations and companies to established and run schools independent of the Federal Government.

BACKGROUND: This is referred to as socio-economic states, cultural and social environment of an individual especially from his home. It is the general environmental factors surrounding an individual.

CATEGORY: This refers to societal classification in terms of sharing similar economic status, positions and similarities in life style.

SCHOOL ADMINISTRATION: This refers to the Planning, Controlling, Managing and the overall running of schools' affairs.

CHAPTER 1

THE PROBLEM

1.1 INTRODUCTION

There is an educational explosion in the present day Nigeria that individuals accept the fact that good education guarantees a bright future. Various states especially the northern states are working hard to bridge the gap that was created in the colonial era as would be seen in the introductory part of this work. This anxious participation of local, state, federal government and individuals has created room for different categories of schools in Nigeria. This fact carries the implication that there is some sort of choice of schools, and that this choice on the part of the parents is based on certain factors influencing their choices.

The study would focus on the parents' preference of secondary schools for their children for various reasons. It is obvious that our schools are operated differently that might be while the differences in choices. What then are these areas of differences in operations? What are the factors responsible for these operational policies? It is in the attempt to determine these factors that stimulated this study.

The Nigerian society has no doubt undergone tremendous structural changes in the overall political and social organisation since the first white men set feet on the shore of the geographical area referred to today, as Nigeria. These frequent structural changes have devastating effects on our educational system. Even in these days, education was of a special significance as it formed the very nerve centre of

success of the colonial administration. The colonialist formulated a very limited scope of this educational system curriculum. The development of this educational system did not address the problems of Nigeria as a nation. The overall result of this educational policy is the birth of what has generally become accepted as the colonial legacy.

Before the introduction of western education in Nigeria, there was the Traditional education which aimed at training the young ones to become useful adults in the society. This type of education was very informal. Cultural values and ethics were inculcated into the youths by the adult society. On the other hand, adults were models from whom the youths copied, almost everything. This type of education had its aims and objectives which were also geared towards training of individuals to be self reliant and to be able to contribute effectively to the society in which he lives.

For Western education, the story in the North is different from the rest of the other parts of Nigeria. While the southern part of the country had to fight only the traditional type of education in order to accept Western education, the north had apart from the traditional education a well organised Islamic system of education. Ozigi (1981) confirms that "Islamic education was firmly established long before the advent of Western type....".

The history of education in the north cannot be complete without a mention of Kaduna as a town and a state. with the early establishment of the now Barewa College, Zaria in 1938 and the first government Technical Training School in the North which was

opened in Kaduna in 1946. Again Kaduna Polytechnic provided the higher form of Technical Training. At present there are government and private schools scattered all over Kaduna State. It is worth noting here that private participation in education is as old as education itself in Nigeria. In Kaduna State, the Government Policy on establishment of private schools is liberal. There are thirty three (33) private and vocational approved government secondary schools in the State. (Ministry of education, Kaduna State 1995). A lot more are under the process of approval, but what is more striking is the fact that in Kaduna State the problem of parental preference of secondary schools for their children has become obvious.

Even children of between 3 - 5 years and above were to be enrolled in pre-primary schools (Kindergartens). At the heat of this public education awareness the government could not on the other hand meet with the demand of the growing population of normal school age children of 6 - 12 years in terms of providing trained teachers, facilities, infrastructures and finance for maintenance. Referring also to the 1962 education law which established a partnership between the government and the voluntary agencies to provide and develop a public system of primary education.

It then became obvious that government at this time encouraged private bodies and voluntary agencies to open and manage these educational institutions according to law. (Musaazi 1976). This marked the emergence of private schools in Nigeria, and Kaduna State in particular.

1.2 Statement of The Problem.

Immediately after the civil war, Nigeria started generating so much money from crude oil industry. Subsequently, the nation wanted an expansion in the area of education to reach all hence the introduction of UPE in 1976. There was no adequate plan for the establishment of UPE in terms of establishing the exact population of the country, and in the area of manpower, finance, administration and other facilities. The civil war, oil boom and subsequent changes in government no doubt have devastating effects and varying forms of implication on education in the country.

The general reorientation of the different Government priorities could be a factor behind the poor state of the educational sector. With the poor economic state in the country, the standard of public schools started falling. The federal government then encouraged private schools in Nigeria and Kaduna State in Particular. This development has now created room for comparism. Parent now have alternative choice of schools for their children as against purely government schools. What are the factors responsible for this choice or parental preference of secondary schools for their children? Could it be that probably the standard in such schools is higher than that of the public schools? could it be due to the academic performance of the students/schools? Has this choice any thing to do with individual political stand, culture or religious? Could socio-economic status affect parents' choice of schools for their children? What benefits are parents looking for in such schools? What short comings do they have against Government schools? Should

Government encourage more private participation or not?

1.3 Aims and Objectives of the Study.

1. The study aimed at critically examining the underlying factors that have led to the privatization of schools.
2. The study aimed at examining the causes of parental choice of schools for their children in Kaduna State.
3. Similarly a comparism of both the public and private schools in the areas of administration, financing, discipline performance and supervision with the view to identifying likely causes of preference of one over the others.
4. Finally, a conclusion would be drown based on the above recommendations and suggestions for future research work be given.

1.4 Research Questions.

This research aimed at investigating the following questions:

1. What were the objective of privatisation of schools as introduced in Kaduna State?
2. What were the factors responsible for parental preference of secondary schools for their children?
3. Whether students from private schools did better in their SSA III exams as compared to their counterparts in public schools.
4. Whether private schools had better qualified teachers/ facilities than public schools?

5. Whether private schools were better funded than public schools?
6. What were the differences and similarities between public and private schools in the aspects of administration, financing, planning and implementation of school programmes.
7. Whether religious belief affect parents' choice of school for their children?
8. Whether parents economic status/class affect their choice of schools?
9. Whether cultural differences influence parents' choice of schools for their children?

1.5 Hypotheses

The following hypotheses were formulated for testing.

1. There is no significant difference between the academic performance of students in SSCE as it affects parental preference of secondary schools for their children.
2. There is no significant difference between the quality of staff of schools, on the choice of schools by parents.
3. There is no significant difference between the funding of private and public schools.
4. there is no significant difference between the school location as it affects the choice of schools by parents.
5. there is no significant difference in the discipline of private and public schools as it affects the choice of schools by parents.

1.6 Basic Assumptions

The following assumptions were made for this research:

1. That the quality of teachers in both public and private schools is the same.
2. That there are many private schools in Kaduna State as there are public schools.
3. That the environmental conditions of some private schools are the same as those of the public schools.
4. That there is no relationship between the administration and planning of public schools and private schools.
5. That the fees of most private schools are high so the standard must be high.
6. That the academic performance of both public and private schools are the same.

1.7 Significance of the study

One of the persistent concerns of every society throughout history is it's own system of training and educating her youths for good life. This is better realised from schools that are back-up with educational system and policies capable of harnessing the potentialities of the students and the capabilities of the teachers. The logic here is simple and direct, if an educational policy fails to harness the capabilities of the teachers as it is the case in our public schools, then it is most likely to fail in realising the potentialities of the students.

This research work therefore was intended to equip the government and educational practitioners with facts for the ideal

operation system of qualitative public schools. This would be augmented by provision of a comprehensive information on the factors responsible for preference of private schools. The implications these would have on educational planning and administration would become handy. In addition, the study would present a cooperative study into those factors that would have been responsible for the maintenance of standard between the private and public schools with the view to offering possible suggestions toward building a good image for the public schools.

1.8 Scope and Limitation of the Study

Kaduna State with six educational zones had at the time of the study a total number of 163 government owned secondary schools and 21 approved private secondary schools. (Statistics from the Kaduna State Ministry of Education 1995). This research work covered twenty secondary schools which were selected from five local government areas. The research would not cover the whole of Kaduna State because of the absence of private schools in most of the local government areas in Kaduna State. Mainly schools in urban areas were used for the study as there are few private schools in rural areas of the state.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

The origin of Western education in Nigeria can not be separated from the activities of the Christian missionaries. Right from the 15th century when the Portuguese missionaries got to Benin Kingdom, educational impact started.

The Wesleyan Methodist Missionary Society in 1842 established a mission station at Badagry. Badagry eventually had the first Nigerian Primary School. This was followed immediately by the Church Missionary Society Station also at Badagry.

In 1846, the United Presbyterian Church of Scotland founded a mission in Calabar. The Missionary activities went from the coastal areas to the interior places where the British administrators had not appeared. The church missionary society spear headed in the educational field in Nigeria. From 1845 to 1896, the Church Missionary founded several Grammar Schools, Girls' and Teachers' Colleges in the Southern part of Nigeria.

The Missionaries active role of establishing those early schools like Teacher Training Institute Abeokuta, Lagos Anglican Grammar School, Lagos Girls College, Teachers's College Oyo, St Gregory's College, Convent School and St Charle's College, Onitsha Witnessed common problems. According to Musaazi (1986) organisation was the first of such problems. There were no central school Laws, infact no legally constituted government to offer directions. The emphasis on Bible was also one of such problems. This deviated a bit from the normal schools and

teachers were maintained from collections and donations abroad until 1877. Lack of trained teachers was also a handicap.

It is worth noting here that until 1877, education in Nigeria was a private enterprise, each missionary administered its schools in its style. However, the participation of the British administration in education in 1877 marked the beginning of the involvement of the colonial government in Nigeria education. This period also marked the beginning of grant-in-aid, when money was given to the missionary societies to carry out educational activities in Lagos colony. This was followed by an enactment of the first education ordinance in 1882 and then the establishment of the first department of education in 1903... ozigi (1981). However, this active involvement in education by the colonial Government did not cover the entire country. It was not until 1916 after the amalgamation of the north and south that there was an educational code for the whole country. Uptill this time (1916), the northern part of Nigeria which was predominantly muslim, was hesitant in receiving Western education that was closely identified with Christianity and a complete new way of life.

It is on record that before the introduction of Western education in Nigeria, the north had it's own Islamic educational system. The Islamic type of education operates two to three sessions of two to three hours each day. The classrooms may be the hallway of the teacher's house, parlour, veranda or any convenient place in the compound. The subject matter in these schools is the Koran, and the schools are simply opened by a father and his children. The learning procedure is by repeating

a verse after the teacher, and this continues until he masters the verse and moves to the next one. There are also "Gordenci Schools" in Borno, Nguru and Gashua, which offer faster services in recitation of the Koran by heart. Enoh et al (1992) adds that, Islamic education has both the "Koranic Schools' and "makaranta Ilmi" which represents the elementary and advanced levels of education respectively. He went further to explain that Provincial schools were opened in Bauchi, Kano, Katsina Ala, Bida, Zaria and Birnin Kebbi. This brought the number of government schools to thirteen (13) with the enrolment of 830 pupils and 63 northern Nigerian teachers. At this time, muslim mallams were admitted to Nassarawa Training School at Kano after completion of the Koranic School.

Education in Nigeria is no more a private enterprise but a huge government venture that has witnessed a progressive evolution of government's complete and dynamic intervention and active participation (National policy on Education 1977 section, P). The government ultimate objective (as stated in the Nationally Policy on Education 1977, P. 106) is to make education free at all levels. --- Government welcomes and encourages the participation of local communities, individuals and other organisations.

Since then the primary education has received a lot of programmes from International bodies aimed at improving the standards. These include:

1. **Primary Education Improvement Project (PEIP).**

This was established in 1972 sponsored by UNICEF and UNESCO in Kano, Borno, Sokoto, Kaduna, and Plateau, through the Ministry of Education, Teachers'/Education Resources Centres and Coordinated by A.B.U., Zaria.

2. **Learning Improvement Project (LIP).**

Established in Borno State in 1984 when PEIP could not continue.

The Universal Primary Education (UPE) launched in 1976 was a Federal Government effort to provide education for every citizen. This programmed was a milestone in the educational history of Nigeria. Every state recorded a marked increase in enrolment. The introduction of the UPE has in no small measure increased the number of our secondary and higher schools. This was simply because, as a result of the increase in enrolment in the primary schools, there was also need to provide secondary schools that would accommodate the products of the primary schools. There was also expansion in secondary, technical and vocational schools. A lot of people became aware of the importance of western education at this point. The issue of private schools in Nigeria was a matter of debate, on the views against, Lawal (1983)and Daily sketch (1980) as cited in Bello (1992) favoured the abolition of private schools since these created double standard in Education. He went further to cite the Nigeria Herald (1978) which was of the opinion that "private schools should be allowed to continue without any form of segregation---- because we note that----- private schools give

better services than---- public schools. Since every individual has freedom of choice of school. The researcher agrees with the later opinion which allowed the operation of private schools. This is to supplement government efforts in providing education for all"

According to the Kaduna State situation Report of 1985 to 1991, the guidelines give a clear objective of post-primary education, the physical facilities expected, fees to be charged, teachers' qualification, records, conditions of services, and closure of the institution. The schools are subjected to periodic inspection by the quality control unity of the Ministry of Education to ensure compliance.

As at 1967, when Kaduna became a state, there were only eight government schools in the state namely; provincial Secondary school now Alhudahuda Zaria, Government Secondary School Kachia, Teachers College Katsina, Government Secondary School Zaria, now Barewa College, Government Craft School, Soba, now Government Secondary Technical Mashi. There were also voluntary agency schools also called grand aided schools. there were eighteen in number scattered all over the state.

In 1972, Kaduna state government took over all the voluntary agency schools and stopped further establishment of new private schools. This action of the state government was to provide more educational opportunities for her citizens.

In 1977, the first set of Day Secondary Schools were established as a result of upsurge of primary school leavers for secondary school placements into the limited places in the then existing boarding schools.

In the 1980s, private schools emerged again in Kaduna State to supplement the efforts of the state government and to provide equal educational opportunities for the citizens of the State. On the establishment of private schools, the government of Kaduna State has guidelines.

These guidelines are spelt out in terms of aims and objectives of all kinds of education. The state government has no direct control over the private states. The state Ministry of education relates to private schools on the following basis:

1. Quality of teachers.
2. School fees charged - this depends on services rendered.
3. Inspect the site or plan.
4. Monitor and check the increase in school feed.
5. Involve them in the enrolment of schools in the state.
6. Inspectorate unit for private schools established in the Ministry of Education.
7. Inspect and close the illegal ones and those operating below standard.
8. Provide guidelines for establishment

At present there are thirty three private schools including the professional, commercial and vocational centres in the state. Below are the names of the schools and the educational zones they are found:

A. **Kaduna Educational Zone**

1. Uncle Bade Secondary School
2. Zamani Secondary School.
3. Labayi Secondary School.
4. Essence International Secondary School.
5. Bethy Queen Secondary School.
6. Shiek Abubakar Gumi Secondary School T/Wada
7. Howad International Secondary School.
8. Gray's International Secondary School
9. Wilson Secondary School.
10. Model International Secondary School.
11. Samamatu Institution of Islamic Studies.
12. Faith International Secondary School Kabala.
13. Hope Secondary School
14. Chalew Secondary School.
15. New Breed Secondary School Chikun
16. Our Lady of Fatima Girls Secondary school Sabon Tesha.

B. **Zonkwa Zone:**

1. Community Secondary School Randa
2. Community Secondary school Z/Katafu

C. **Zaria Zone**

1. Therbow Secondary School Zaria.
2. St. Batholomy Secondary School Wusasa.
3. A.B.U. Demonstration School Zaria.

There are also other institutions and professional, commercial education and vocational centres. These are seen in:

D. Kaduna Zone

(1) New Era Commercial College

(2) Premier College Abakpa

(3) New extension Advancement Institution.

(4) Daplingten International Training Centre.

(5) Pentecost Advancement Commercial Institute T/Wada

(6) Queescon Secondary School

(7) New Breed Remedial College

(8) Faith College of Commerce T/Wada.

(9) Zamani Remedial College

(10) Next-Gen Computer Training Centre

(11) Rapid Advancement Classes.

E Zaria Zone

1. Triumph Commercial Centre.

In 1990, the state government started the first set of Neighborhood schools also called J.S.S. At present, there are fifty-four of such schools in different communities in the state.

There are one hundred and Sixty seven (167) government secondary schools. The state is divided into six educational Zones and the schools under them. (See Appendix 2).

2.2 Organisation and Administration of Ministry of Education Kaduna State

Preference of schools by parents refers to why some parents even knowingly would allow their children to go to poor schools. This signifies that, there are more than one reason why some parents choose certain schools. It is obvious that from practical

examples some parents who we can call 'rich' still choose public schools for their children irrespective of the visible poor conditions in such schools. On the other hand children from economically poor background have one basic factor militating against their parents' choice of schools, that factor is money. In Nigeria today, school fee especially in private schools is very high. Abemeata (1981) observes that most of the best schools in Nigeria charge exorbitant fee indirectly means to be exclusively for children from high socio-economic background whose parents can afford it. The general opinion is that the teaching standard and facilities for learning in private schools are better than these of their counterparts in public schools.

Many research works and writers, Bakemore (1980) and Sanusi (1987) cited in Abubakar (1988) are of the view that educational opportunities open to children these days do not fully depend on intelligence, but rather on the socio-economic position of their families. All these can be explained by the fact that money is the key to better choice of schools. However this does not mean that it is the only factor as earlier indicated. Therefore as much as we can emphasis economic status of parents as a factor for selecting schools for their children, we have to note also that, parental preference of schools is determined by numerous factors ranging from school environment, home environment, staff quality and quantity, academic performance of students and heredity.

A revisit to the organisational structure of the state Ministry of education is necessary to enable us see what an ideal situation in our public schools is like. Kaduna State which is

the case study in this work is therefore analysed thus:

Kaduna State Ministry of Education is divided into eight departments to man specific aspects of education in the state. There are also zonal directors to take charge of the educational activities in the zones.

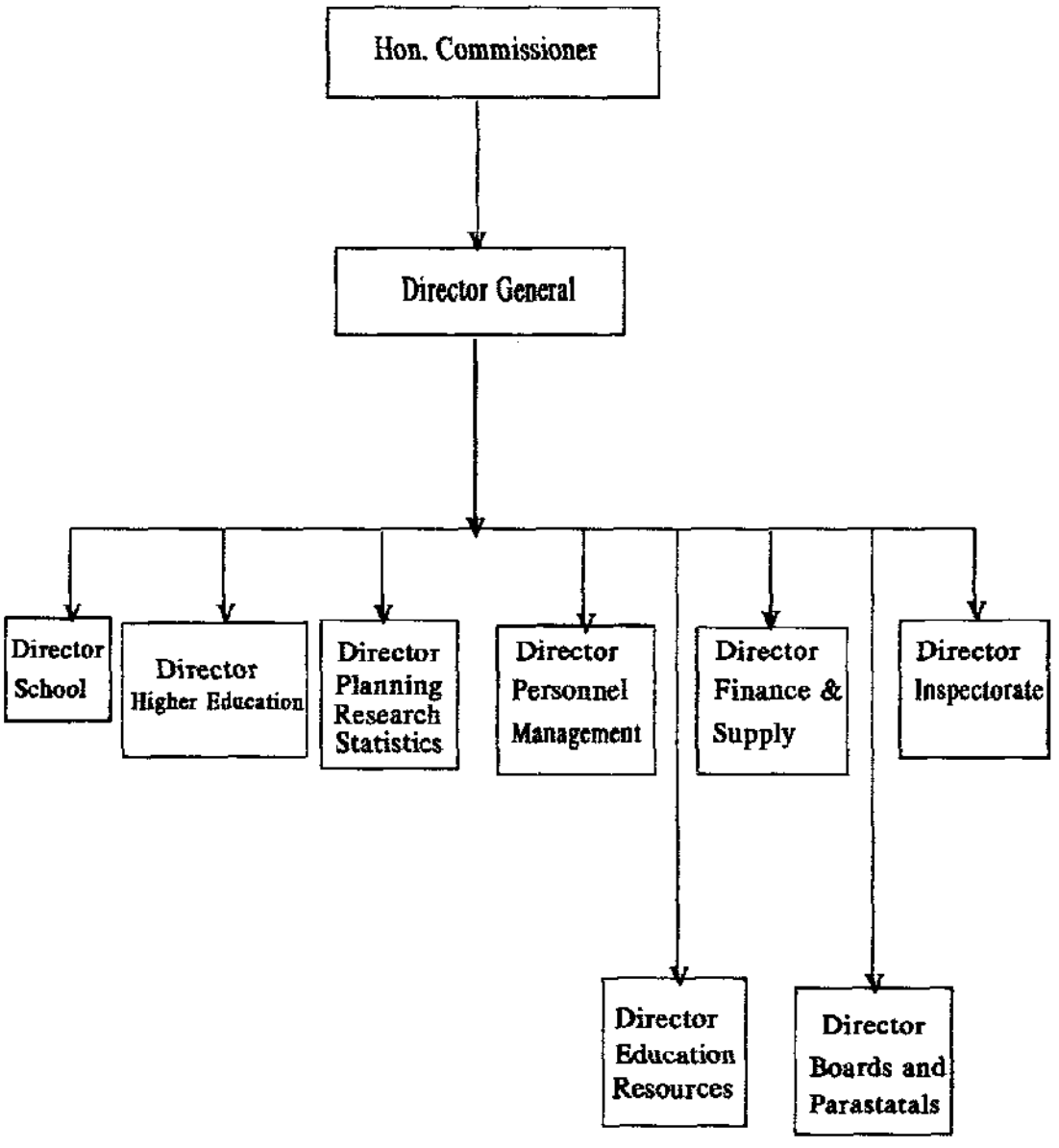
The eight departments include:

1. School Management
2. Higher education
3. Planning, research and statistics
4. Personnel management.
5. Finance and supply.
6. Inspectorate.
7. Education resources centre
8. Boards and parastatals.

The departments are sub-divided into divisions, branches and sections. At the head of each department is a director while divisions are headed by Deputy Directors, and branches are under assistant directors. Sections come under the control of chiefs whose full functions designations depend on the functions they perform. For instance, a chief officer in charge of promotions sections goes with the title of chief promotions officer. That is the same for all the other departments.

Organizational Chart

Fig. 2 Kaduna State Ministry of Education



The role and function of each department are as the names imply. The department of schools management deals with both primary and secondary (Post-primary) schools. This department takes care of both the public and private schools in the state.

There are deputy director for schools and assistant director for schools. There are chief education officers for private schools and that of government schools. This department knows how many schools the state has and the number of teachers in each school. The department deals with posting and employment of teachers in the schools. It also gives guideline on the establishment of private schools in the state Controls the quality of education in the state.

Higher education department is the same with that of schools except that it restricts its activities to higher levels of education. This department also liaise with the federal Ministry of education to see what obtains in other states of the federation under the national control on education (NCE) assisted by the joint consultative council on education (JCC).

Personnel management department is also headed by a Director assisted by a deputy director. This department deals with the general welfare of the staff under the entire ministry of education. Postings and reassignments of staff is done by this department.

Finance and supply which is the life wire of any formal organisation. No organisation can survive without money. Budgeting is therefore an important element of administration. Haynes (1975) as cited in Benson (1978) states that a budget is one of the tools available to a manager as he concentrates on future action. He explains that it is one of the important means by which planning for the future can be made clearer and easier. This department therefore provides the money used for the running of the ministry and payment of staff.

Inspectorate department in Kaduna State is in two phases:

(a) Administrative inspection which is done by the local education departments.

(b) Professional inspection done by the ministry of education as recommended by Oldman the work of professional inspection of schools should be the responsibility of the ministry of education.

The professional inspection is also of three types:

(i) Full inspection which takes about 3 to 5 days thorough check on all the school activities.

(ii) Follow-up inspection which are like visits to check what has been earlier inspected.

(iii) Visits which are usually unscheduled to take the workers by surprise. A unit is also created under the inspectorate department to man strictly the affairs of private schools in the state.

Education resources centre coordinates examinations, provides teaching aids/materials to schools, hosts conferences where the ministry does not have a conference hall. Draws neat syllabus for the state from the federal government's own. Provides base for curriculum development and in service activities. Also acts as a valuable social centre for teachers.

Planning, research and statistics and boards and parastatals, take care of statistics in terms of the number of schools per local governments, the number of teachers and students and also takes charge of the boards like science and technical board, agency for mass literacy, primary school management board, polytechnic board. All these are to encourage

production of students in such areas of education.

The role and functions of the state ministry of Education among others include

(a) Determining and formulation of state policy on education to ensure uniformity of standard and quality control,

(b) Coordination of education practices in all the local governments in the state.

(c) Coordination of non-formal education including adult education, vocational improvement centres, correspondence courses, etc.

(d) Coordinate educational support services.

(e) Development of curricula and syllabuses at the state level in conjunction with other bodies.

Schools are also graded for easy distribution of access. Many other forms of policy implementation are practiced in the state. For instance award of excellence, establishment of neighborhood schools, boards, agencies etc. All in attempt to improve the standard of education in the state.

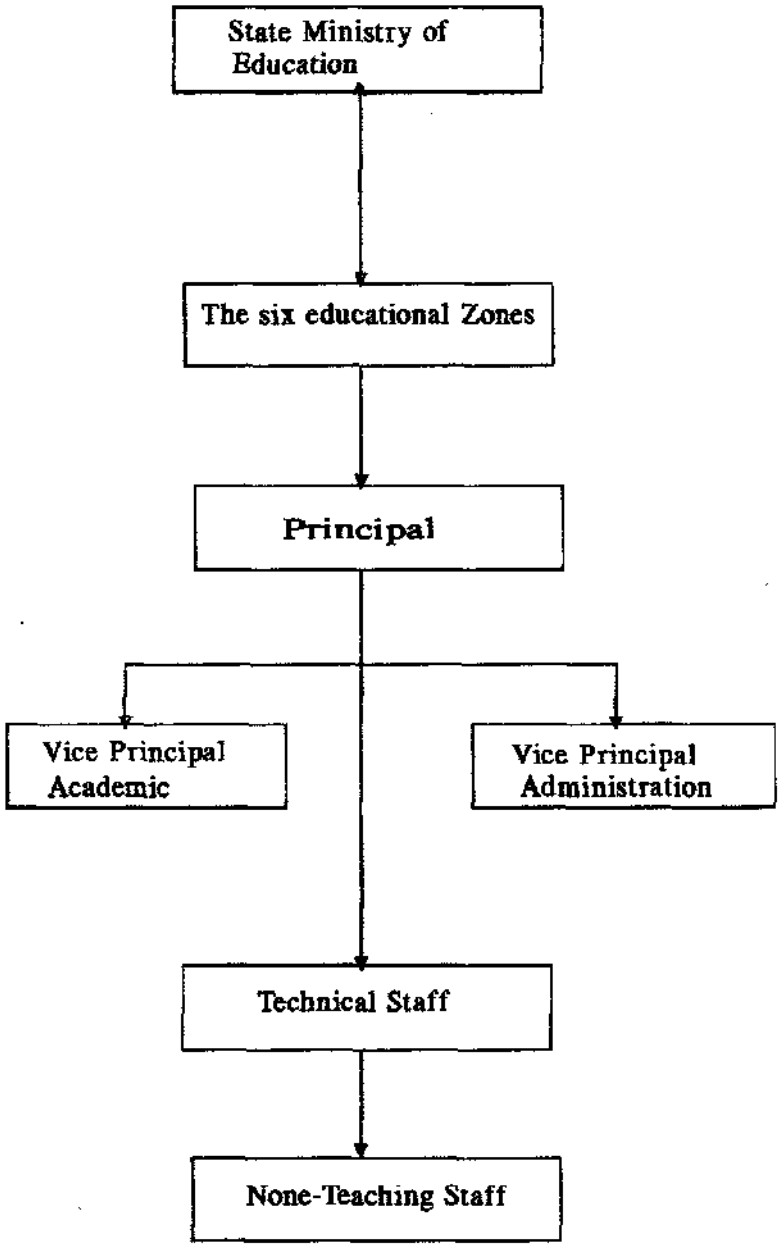
2.3 Organisation and Administration of Secondary Schools in Kaduna State.

Organisation according to Afolayan (1982) is an element of administrative function of a principal. This implies that since the principal is the head of the school, all the duties performed by others like Vice-Principal, Senior Masters, Prefects and the like in the school are part of administrative functions of the principal.

To enhance the understanding of the above, a general structure of secondary schools in Nigeria will come to play. This structure includes that of the private schools with the role of the proprietors.

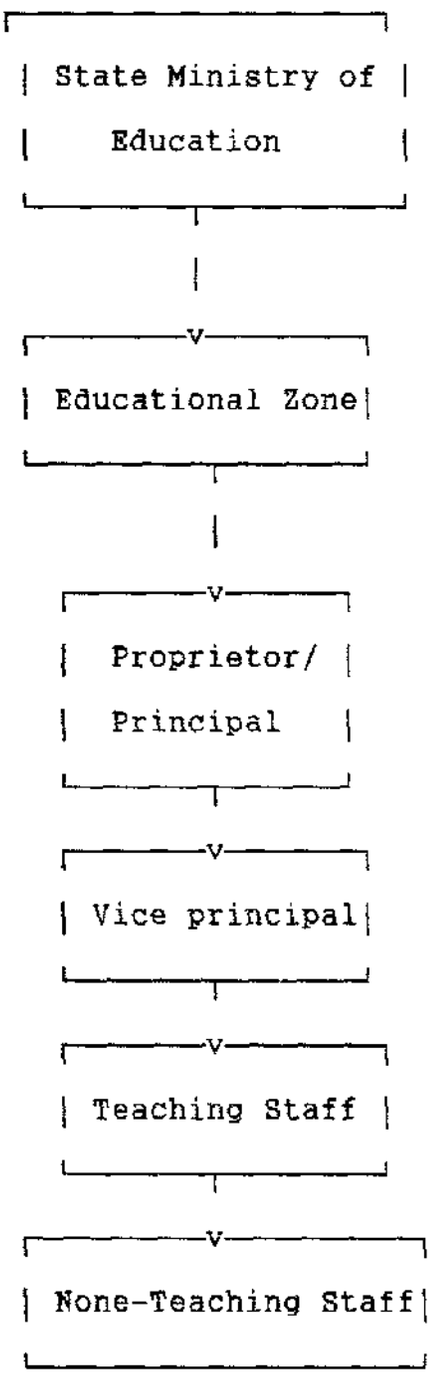
The post primary schools are directly under the state ministry of education. The administrative structure of a public post-primary schools is as follows:

Fig.3. A Structure of a Post-Primary School



Source: Kaduna State Ministry of Education

Fig. 4 Administrative structure of a private post-primary school.



Source: Kaduna State Ministry of Education.

The principal is the sole administrator of a post-primary school. He liaise between the school and the state ministry of education. He oversees all the activities of the school and also coordinates various duties assigned to other staff of the school and also coordinates various duties assigned to other staff of the school. The principal also liaise between the school and the immediate environment/community.

Vice principal academic deals directly with duties relating to academics. He assigns duties like time table roster to other teachers. He coordinates examinations in the school and handles the results of such examinations. It is his duty to know who teaches what subject in the school. He is a link between the teaching staff and the principal on academic issues.

The vice principal Administration on the other hand deals directly with matters relating to administration. He oversees the general physical facilities of the school from time to time and reports to the principal. He is also in charge of handling cases of misconduct both on the part of the teachers and students. He handles transfer cases and oversees external matters better between the school and the immediate community. He also does any job as directed by the principal.

The subject teachers constitute the teaching staff. They are responsible to teaching the various subjects in the school. They set and mark examinations according to their subjects. The teachers keep records of all the classes in terms of the register, diaries, schemes of work and lesson notes.

Non-teaching staff are of different categories. For instance, we have the clerks, messengers, finance clerk who takes care of

staff who take cash payments, gardeners, cleaners. It is pertinent to note here that every unity in the post-primary set up is as important as the other, in the overall achievement of the set goals and objectives of education at that level. The overall implementation policy of Kaduna State government is done through the state ministry of education as earlier stated. As earlier indicated, in the past, administration of education was of dual control by government and voluntary agencies (especially missions) which still exists in some states of the federation today, though the government (federal, state, and local) have been controlling vital aspects of the administration of education since 1970.

Under the present dispensation, as presented in a seminar paper by Reverend Gana, (1993) the state now seem to have a greater part to play in the control of education, while the federal government now has more of a coordinating and advisory role to play in the thirty (30) states, including Abuja - the Federal Capital Territory. The state ministry of education has the duty of translating the national educational objectives into reality. The responsibility for educational planning, policy-making, control and programme implementation and supervision in the state, rest on the state ministry of education, headed by a cabinet rank commissioner or secretary, assisted by the permanent secretary or Director General and directors of various units (the various designations of the post at various time era and administration).

For the private schools, the story is slightly different. This is due to the fact that the proprietors, in most cases play

the role of principals in their schools, except that, while they pay salaries of their staff, the principals in the public schools do not pay salaries except on special arrangement. Even in situations where proprietors employ principals, if the schools are not taken over by the government, the proprietors keep very close observation on the principals and the entire staff. The proprietors also control admissions of students in the schools, and until the schools are completely handled by the government, the proprietors remain the sole administrators of their schools.

The school discipline which is a key to success and achievement is viewed by Aforlayan (1982) as holding divergent views as a result of past varying experiences and philosophic orientations. What ever views people hold about discipline, it simply means that high standard of discipline is upheld for the purpose of a continued existence of an organisation.

In school discipline, the concept of discipline is classified as academic and social discipline Afolayan (1982). The principal in the school is therefore faced with classroom or students discipline and staff discipline. This students and staff discipline denotes willing obedience to the school rules and regulations as well as behaving and working in ways generally acceptable to the school community, to the sponsors of the school and to the society as a whole.

These views on discipline as expressed by Afolayan (1982) above then mean that since organisations are made up of human being, discipline can only be achieved by willingness to perform for the overall achievement of the goals. However, societal values as to what discipline is, differ. Where an act is termed

good in one society, that same act may be an act of gross indiscipline in another. For a principal to maintain discipline in the school, he has to take the following into consideration. His ability to initiate the process of cooperation with each other in the school and environment, the staff and students welfare and school rules should be seen to be for the school welfare.

2.4 Factors Influencing Parents Choice of Schools.

The issue of public and private school system is of a great concern to every society. In the American education, system a contrast can be made between a girl who attends a private secondary school, with a boy who attends a public secondary school. It would be discovered that the girl after completion would be more independent and self reliant. (Wise 1967).

This goes to confirm the fact as expressed by Benson (1978) that the person who has both the time for and the need to develop a rich outside the work place is introduced during his her formative years.

In the past, public schools were constrained from offering highly diversified courses which made the students have no opportunity to alternative sources of instruction. However, over the recent years, the question of the importance of differences in schools and home related characteristics, between schools and homes as contributors to students' performances has becomes a major focus of educational research and policy. These disparities in academic opportunities open to children now differ from one

place to the other and from one socio-economic background to the other. Beeby (1973) ------ stresses that it is becoming increasingly apparent that the well educated are today able to ensure, by their wealth and their ability to understand and manipulate the school system, that their own children received as good or a better education than themselves and they will constitute the educated elite of the coming generation conversely, the urban worker has the least chance of any social category that his son will enter secondary school. An open society is rapidly closing. We should therefore note that educational opportunities are not purely dependent on intelligence; and that children that go to poor secondary schools do not do so because they are intellectually inferior, rather it could be because the social and educational advantages open to them are not the same as those of their counter-parts.

People have therefore come out with factors that may account for parental preference of secondary schools for their children particularly in Kaduna State. These factors among others could be, school environment, social background, school fees and other unclassified factors.

2.5 The School Environment of Public and Private Schools

The school environment which includes the physical facilities, teaching aid, school climate and staff has a great deal of impact on how children learn. Stones (1981) says; the nature of children's development is greatly influenced by the environmental conditions in which they are brought up. The amount

Table 2:

Composition of parents responses on Academic Performance.

Strongly Agree	Agree	Partly Agree	Partly Disagree	Disagree	Strongly	Total	Items
10	15	25	45	85	10	190	
5.2%	7.8%	13.1%	23.6%	44.7%	5.2%	(100%)	Non preference of
85	48	22	15	13	17	190	Government.
44.7%	25.2%	11.5%	7.8%	6.8%	8.9%	100%	
80	60	30	15	5	-	190	Environment of schools.
42.1%	25.2%	15.7%	7.8%	2.6%		100%	
90	60	20	10	8	2	190	Overcrowded of schools.
47.3%	31.5%	10.5%	5.2%	4.2%	1.05%	100%	
25	35	35	35	40	20	190	Academic performance
13.1%	31.5%	18.4%	18.4%	21%	10.5%	100%	
90	50	10	25	10	5	190	Subjects offered
47.3%	26.3%	5.2%	13.1%	5.2%	2.6%	100%	
35	45	20	50	30	10	190	Preference of Private
18.4%	23.6%	13.1%	26.3%	15.7%	5.2%	100%	Schools.
							Preference of Public Schools.

Table 2 shows the responses of 190 parents on the academic performance of students/schools and how this affects the selection of schools by parents for their children in Kaduna State. This table revealed that out of 190 respondents, 10

most parents did not consider whether the school is government owned or not, provided the school itself was good. Similarly, 85 respondents out of 190 strongly agreed that schools which had conducive environment for learning were likely to be selected by most parents. Also 80, and 60 respondents strongly agreed and agreed respectively on the items of overcrowded of schools. This implied that schools which had more than 40 students per class were likely not to be selected by most parents because the academic performance of such schools was likely to be low. Again 90 and 60 respondents strongly agreed and agreed respectively on the item of academic performance. This was obvious that most parents selected schools that were known for good academic performance for their children. The table also revealed that the subjects offered and preference of public schools did not have much effect on the parental preference of secondary school for their children. However, preference of private secondary schools recorded relatively high responses in strongly agreed and agreed columns. This implies that, most parents were of the opinion that private schools are better for their children.

4.4 Staff Quality

In the questionnaire, test items were to measure the extent to which the staff quality and quantity could effects the choice of schools by parents for their children in Kaduna State. The staff quality referred to the experience and qualification of teachers.

Below is the table which shows the distribution of responses on this item.

Table 3:

Staff quality and quantity as the affected choice of schools by parents

Items	Strongly Agree	Agree	Partly Agree	Partly Disagree	Disagree	Strongly Disagree	Total
Teachers dedication and experience	30 15.7%	40 21%	30 15.7%	25 13.1%	35 18.4%	30 15.7%	190 100%
Teachers qualification	40 21%	45 23.6%	35 18.4%	27 14.2%	23 12.1%	20 10.5%	190 100%

Table: 3 reveals that 30 and 40 respondents strongly agreed out of 190 respondents on the items of teachers' dedication and teachers' qualification respectively. However, the table shows that more respondents fall under the category of simply agreeing to the fact that teachers' dedication, experience and qualification are responsible for parental preference of schools for their children in Kaduna State. In general terms, respondents on the item of teachers' dedication to duty are evenly distributed. This is because 30 respondents strongly agree and 30 respondents strongly disagreed. Similarly, 40 respondents agreed and 35 disagreed. Also, 40 and 45 respondents on the item of teachers' qualification strongly agreed and agreed respectively. This implied that staff quantity was one of the factors that affected the selection of schools by parents in

under the strongly agreed column, at time of establishment of schools. 80 responded under the strongly agreed column on overcrowded schools. This implied that most parents did not overlook the issue of population of students when selecting schools for their children. Again there were no respondents under the strongly disagreed columns on items of overcrowded schools and sound moral standards. This is a clear indication that parents, whatever their class, sex and level of experience overlooked such factors in selecting schools for the children. Looking at the table carefully, one would observe that every factor/item is important in affecting the selection of schools by the parents for their children. On the other hand, it was revealed that lack of physical facilities like class rooms led to overcrowded schools and subsequently hindered effective teaching-learning process.

4.6 School Location

Questionnaire items here were aimed at finding out whether schools location had any effect on the selection of schools by parents. It is obvious that the environment of the school, that is where it is located, has a great influence on the teaching learning process. Schools that are located near market squares are likely to suffer disturbance from noise. similarly schools located very far from the residence of most parents and students except they operate boarding system, the students are likely to be coming late to school. Below is a table showing the responses of parents and the distribution on the item of school location.

Table 5:

School Location

Item	Strongly Agree	Agree	Partly Agree	Partly Disagree	Disagree	Strongly Disagree	Total
Environment of	85	48	22	15	13	7	190
School	44.7%	25.2%	11.5%	7.8%	6.8%	3.6%	100%
Location of	30	40	27	33	45	15	190
School	15.7%	21%	14.2%	17.3%	23.6%	7.8%	100%

Table 5 above reveals that the environment within which a school is located is very important. This can be seen by the fact that out of 190 respondents 85 were under the strongly agreed column. On the other hand very few parents, 7 to be specific were under the strongly disagreed column. This implied that the school environment enhances learning either negatively or positively. In a situation where the school is located in a good place and has a conducive environment necessary for the teaching learning process, such a school is likely to perform well academically and was likely to be chosen by many parents as a result of the high performance the school would have recorded.

4.7 The General School Discipline

Among several other factors responsible for the selection of schools by parents was the issue of discipline. The schools that were known to have good discipline were likely to be chosen by many parents. This discipline was both on teachers and students. In situations where bad reports of some societal ills like pregnancy of girls in schools, fighting, stealing and constant expulsion of students were constantly coming from a school, such a school was said to have no moral standards. Parents were likely not going to be interested in such schools for their children. Below is a table of the distribution of responses on the items of general school discipline.

Table 6:

Parents responses on general school discipline.

Item	Strongly	Agree	Partly	Partly	Disagree	Strongly	Total
General good	80	65	35	15	4	1	190
discipline	42.1%	34.2%	18.4%	7.8%	2.2%	0.5%	100
Good guidance	5	15	25	30	70	45	190
services	2.5%	7.8%	13.1%	15.7%	36.8%	23.6%	100%
Sound moral	50	70	30	30	10	-	190
standard	26.3%	36.8%	15.7%	15.7%	5.2%	0%	100%
No strikes and	45	55	40	25	18	7	190
other political	23.6%	28.9%	21%	13.1%	9.4%	3.6%	100%
matters							

Table 6 reveals that out of 190 respondents, a total of 80 and 65 strongly agreed and agreed respectively. Which implies that most parents prefer schools that have good discipline for their children. Only one parent strongly disagreed. The issue of guidance services is not considered a serious factor for the selection of schools by parents. This is reflected in the distribution of the responses. 70, and 45 respondents were in disagreed and strongly disagreed column. On sound moral standard 50 and 70 respondents were in the strongly agreed and agreed columns. No respondent was in the strongly disagreed column. This means that most parents would prefer schools with sound moral standard for their children. The table also reveals that 45 and 55 respondents were in the strongly agreed and agreed columns. It has to be noted here that schools usually go on strikes for various reasons. However schools which are noted for not going on constant strikes are likely to be chosen by parents. It is a fact that schools which closed down for some time were not likely to perform well academically. This was because the syllabus would not be covered and even the aspect covered would not be properly treated. This will no doubt affect the teaching learning process.

4.8 Religious and Cultural Background of Parents.

Religion and cultural affiliations have come a long way in playing important role in parents choice of schools for their children. Many parents choose schools because they belong to certain religious faith. for instance a muslim child would be sent to an Islamic school while most strong catholic members

prefer their children to go to Catholic secondary schools. Below is a distribution of responses on the issue of religious and cultural background.

Table 7:

Religious and Cultural Background of Parents.

Item	Strongly Agree	Agree	Partly Agree	Partly Disagree	Disagree	Strongly Disagree	Total
Religious	10	20	40	50	65	5	190
Background	5.2%	10.5%	21%	26.3%	34.2%	2.6%	100%
Cultural	7	10	10	35	75	50	190
Background	3.6%	5.2%	5.2%	18.4%	41%	26.3%	100%

Table 7 reveals that even-though strongly agreed column does not attract many respondents, it represents some percentage of parents (5.2% and 3.6%) who would rather prefer a school based on religious and cultural background. However, the disagreed column attracts more respondents on both the religious and cultural background, 65 and 75 respectively. This simply means that most parents would rather use other factors as a criteria for their choice of schools for their children rather than religious and cultural background. On cultural background, it can be seen that 50 respondents strongly disagreed to the fact that cultural background could affect their choice of schools. This table also reveals that no item is completely neglected on selecting schools by parents. There are varying views in this regard. While other parents take a particular point serious others might just look at it as one of verifying reasons.

4.9 Testing of Hypotheses.

This research work has five hypotheses. Under testing of hypotheses, are going to be tested. To test these hypotheses, the data collected were statistically analysed to compute 'F'-ratio for the difference between variables. The results are shown in tables 6-8 under the calculation analysis. Below are the hypotheses stated as treated under the calculated analysis.

Hypothesis 1

There is no significant difference between the academic performance of students in SSCE as it affects parental preference of secondary schools for their children.

Table 8:

Computed scores of parents responses on academic performance.

Items	Strongly Agree	Agree	Partly Agree	Partly Disagree	Disagree	Strongly Disagree
Nothing to do with	10	15	25	45	85	10
Government	5.2%	7.8%	13.1%	23.6%	44.7%	5.2%
Environment of the	85	48	22	15	13	17
school	44.7%	25.2%	11.5%	7.8%	6.8%	8.7%
Overcrowded	80	60	30	15	5	-
Schools	42.1%	31.5%	15.7%	7.8%	2.6%	
Academic performance	90	60	20	10	8	2
	47.3%	31.5%	10.5%	5.2%	4.2%	1.05%
subject offered	25	35	35	35	40	20
	13.1%	18.3%	18.4%	18.4%	21%	
Preference of	90	50	10	25	10	5
Private schools	47.3%	26.3%	5.2%	13.1%	5.2%	2.6%
Preference of	35	45	20	50	30	10
public schools	18.4%	23.6	10.5%	26.3%	15.7%	5.2%
Sample Mean (xi)	59.3	44.7	23.1	27.9	27.3	9.1

F-ratio observed at 5% significant level is

F_0 .0 = 4.48

Calculated F_0 .05 = 0.84

Table 8 gave computed F-ratio as 0.84 and F-ratio observed is 4.48 at 5 degree of freedom and 5% level of significance. This means that the assertions here are held at 95% confidence level. Since F (0.84) is less than F (u,v) = 4.48 we reject hypothesis H_0 and accept H_1 . therefore there is no significant difference between the academic performance of students in public schools and private schools and the parental preference of secondary schools for their children in Kaduna State. This explains the fact that academic performance is one of the key factors that affect the choice of schools by parents for their children in Kaduna State.

Hypothesis 2

There is no significant difference between the quality of staff and the choice of schools by parents.

Table 9:

Computed scores of parents responses on staff quality of schools.

Items	Strongly Agree	Agree	Partly Agree	Partly Disagree	Disagree	Strongly Disagree
Teachers dedication and experience	30	40	30	85	35	30
Teachers Qualification	40	45	35	27	23	20
Sample Mean (xi)	35	42.5	32.5	26	29	25

F = Calculated = 1.13

From the table at 0.05 = 4.95 (F 0.05 (5,6).

Table 9 gave computed F-ratio as 1.13 and F-observed is 4.95 at 5 degree of freedom and 5% level of significance. Since F (1.13) F & (u.v) = 4.95 we reject hypothesis H_0 and accepted Hypothesis H_1. This in other words shows that there is no significant difference between the staff quality on the selection of schools by parents. This means that quality of staff is one of the factors that make parents prefer other schools to some.

Hypothesis 3:

there is no significant difference between the funding of private and public schools.

Table 10:

Computed scores on composition of parents' responses on funding of private and public schools.

Item	Strongly Agree	Agree	Partly Agree	Partly Disagree	Disagree	Strongly Disagree	Total
School not newly established	20 10.5%	35 18.4%	40 21.7%	30 15.7%	30 15.7%	10 7.8%	190 100%
Overcrowded schools	80 41.1%	60 31.5%	30 15.7%	15 7.85%	5 2.6%	- 0%	190 100%
Adequate Physical facilities	35 18.45	55 28.9%	40 21%	30 15.75	18 9.4%	12 6.3%	190 100%
Sample mean (xi)	45	50	36.66	25	17.66	9	

F. Calculated = 0.80

F Observed 4.46.

Table 10 gave computed F as 0.80 and F observed is 4.46 at 5 degree of freedom and 5% level of significance. Since F (0.80) is less that F (4.46), we reject hypothesis H_0 and accept Hypothesis H_1.

This then means that there is no significant difference between the funding of private and public schools. This then implies that the selection of schools by parents does not depend on who finances the schools their children go but rather how best such schools perform, academically, morally and socially. With this result, it can be observed that in whatever way a school is funded, the school can be termed not acceptable by some parents based on other factors. What more, it is not how best a school is funded but how best a school utilises the funds that could lead to good results in that school. On the item of physical facilities parents' responses indicated that even some private schools do not have adequate facilities that would enhance effective teaching-learning. The computed results showed no significant difference in the funding of private and public school. This therefore means that parents' choice of schools for their children does not depend on the funding of the schools.

Hypothesis 4.

There is no significant difference between the school location as it affects the choice of schools.

Table 11:

Computed scores on composition of parents responses on school location as it affects the choice of schools

Item	Strongly Agree	Agree	Partly Agree	Partly Disagree	Disagree	Strongly Disagree	Total
Environment of School	85	48	22	15	13	7	190
	44.7%	25.2%	11.5%	7.8%	6.8%	3.6%	100%
Location of Schools	30	40	27	33	45	15	190
	15.7%	21%	14.2%	17.3%	23.6%	7.8%	100%
sample mean(xi)	57.5	44	24.5	24	29	11	

F. Calculated = 0.85

From the table F 0.05 (5,6) = 4.39

Table 11 shows computed F as 0.85 and F observed as 4.39 at 5% level of significance. Since F calculated (0.85) is less than F (4.39) we reject the hypothesis Ho and accept the hypothesis H1. This means that there is no significant difference between the school location and the choice of schools by parents. The computed responses simply indicated that the location of school has a great influence on its selection by parents. That is, if a school is located near a parent's office or home it is likely to be chosen to reduce transportation problem. Even when a school is located near a major road its easy contact might make some parents to choose such schools for their children.

Table 12 gave computed F as 0.37 and F observed as 2.77 at 5 degree of Freedom and 5% level of significant. Since F (0.37) is less than F& = 2.77 we reject hypothesis Ho and accept the hypothesis H1. This then means that the discipline of both private and public schools has direct effect on the choice of schools by parents for their children. The computed responses of parents concerning this hypothesis confirms the fact that a school which has good discipline whether it is a private or public school is likely to be chosen by most parents who would not want their children to be trained under an unhealthy environment. Hence good discipline in schools enhance the selection of such schools by parents. A good school is likely to produce good students all rounds that is academically, morally and socially.

4.10 Summary

This chapter focuses on the presentation of data collected from parents of the selected schools for the study. Following the F-ratio method of data analysis all the hypotheses were rejected. Findings and resolutions of the study are to be discussed in the next chapter.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations for the study. In addition, suggestions are been made for further research. The summary focuses on the whole study. It gives us the picture of what the topic was, the basic issues reviewed, and the methodology, used for the testing of hypotheses, the basic findings and conclusions. The conclusions are based on the basic finding from the study which eventually opens up further research topics.

5.2 Summary of the Study

This study is titled "Parental preference of secondary schools for their children in Kaduna State". Discussions in this study are classified under chapters. Chapter one opened up with an introduction which gave us ideas on what education is all about. After a careful statement of the problem, five hypotheses were identified for the study. The significance of the study together with the problem itself are gateways into the study.

Chapter two had basic issues that were reviewed. These issues include organisation and Administration of Secondary Schools in Nigeria. The principal is the head of secondary school in Nigeria. Factors influencing parents choice of schools are identified. This bordered on whether parents socio-economic background is a factor, or their educational background. Then possible factors like academic performance of the students/schools, staff quality and quantity, school quality and

funding of the schools were considered.

Chapter three treated the instrument used for data collection and method of data analysis principally. Here, questionnaire was designed to collect data from parents. F-ration (ANOVA) was the statistical instrument used to analyse the data. This was best suited because of finding out mean within and between variables.

Chapter four boarders on presentation, analysis and discussion of data. Here basic test items were presented in a table form after which the five hypotheses were tested. The findings were that few cases of school selection by parents were as a result of heredity and discipline. It could also be based on religious background. It was established that there were basic factors that were responsible for parental preference of secondary schools for their children. These factors were based on socio-economic background of the parents, academic performance of the schools and the students, school quality, quantity and quality of staff.

Finally, chapter five which serve as a concluding chapter presented the summary, conclusion and recommendations for the study. The conclusions were base on the findings from the study. Few recommendations and suggestions for further study were identified.

5.3 Conclusion

The school being both an industry, students as raw materials and as a factor of social change in the society, it is then the duty of both the Governments, parents and all who are involved

in the educational process to make sure that these students become refined after passing through the school system and also have been reformed to be good and useful citizens of their society.

However, after a careful study, it was been revealed that the choice of parents in relation to which schools their children attended depended on a large extent, the income level of the parents. This relates closely to their occupation and academic background. Parents who fall on the higher side of these categories sent their children to very 'good' schools with high fees and mostly private schools where the learning environment was conducive and the children had almost all the motivators available for effective learning. This was not to say that children from these schools were better academically before taken to such schools. Initially, some children could be very brilliant but unfortunate to belong to a family which could not afford the school fees except where special scholarships were given.

On the other hand, parents who were less privileged and not well educated mostly did not even see it necessary to spend too much money to send their children to school. In some cases where parents appreciated being educated, but could not afford the cost of educating their children in high fees paying schools. Some of the public schools hardly have seats for the pupils. One wonders the type of useful learning that could take place in such unconducive environment.

The school physical facilities and general school quality interms of staff quality and quantity have tremendous effect on the academic performance of the school and students. It was no

magic therefore that children from 'good' schools had been identified to be academically more sound than their counterparts in 'poor' schools even though their intellectual abilities might be the same.

5.4 Recommendations

The findings from this study clearly suggest that the following recommendations be made base on the factors that influence parental choice of schools for their children. These basic factors include socio-economic background of the parents, academic performance of the schools/students, school quality, quality of staff, heredity and discipline.

(a) Government should improve parents status by proving jobs and effective adult education where necessary.

(b) Government should provide finance and also monitor the appropriate use of it to ensure that funds for education are use for it.

(c) Employment of teachers should be on merit to stop unqualified teachers from teaching. Where these unqualified teachers are already in the system on the job training, seminars and in-service programme should be provided to improve the quality of teachers as well as that of the students.

(d) Teachers should constantly listen to students responses and encouragements that carry a students over hurdles in learning. He should be sensitive to signals that students make-by this he will help some to learn. Since learning is sequential, life time damage can be inflicted by teachers who can not sense what is going on in the minds of their

students.

(e) Government should provide schools nearest to the communities to reduce cost of transporting children from one community to the other in search of schools.

(f) Opening of more schools is not enough to raise the standard of education. Rather few schools should be well established and facilities well provided for effective teaching-learning process.

(g) That both public and private school administrators should work hand in hand for the achievement of the overall aims and objectives of education. On the same vain, private school fees should be revised from time to time so that it does not go beyond the rich of a common man.

(h) Similar further researches should be made in other states of the Federation especially the Southern States, to find out whether the factors responsible for parental preference of some secondary schools for their children are the same for every states If not what are the similarities and differences between them.

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QUESTIONNAIRE FOR PARENTS

INTRODUCTION:

This questionnaire is to help me carry out a research in partial fulfillment of the M. Ed Educational administration and Planning in Ahmadu Bello University, Zaria. This questionnaire aims at identifying the factors influencing the parental preference of Secondary Schools for their children in Kaduna State, and suggest possible solutions to them.

The information required here is only for this purpose and will be kept strictly confidential

Sex:.....

Occupation:.....

Level of Income per annum:.....

INSTRUCTIONS:

Tick [√] in the box that best indicate the level to which you agree or disagree with each statement

		Strongly Agree	Agree	Partly Agree	Partly Disagree	Disagree	Strongly Disagree
1.	I prefer my child to go to a private school						
2.	I prefer my child to go to a public school						
3.	My choice of secondary school is in line with what I would like him to become in future professionally						
4.	I am rich so I can pay any school						
5.	I have no choice but public schools because I am poor.						
6.	My child is in this school because Its environment is conducive for learning.						
7.	My child's teacher is dedicated and has more that 5 years of teaching experience.						
8.	I want my child in this school because of the academic performance of the school.						
9.	I want my child to go to this school because I am also an old student there.						
10.	I prefer this school because						

		Strongly Agree	Agree	Partly Agree	Partly Disagree	Disagree	Strongly Disagree
	of the subject they offered.						
11.	the school is near my office/home.						
12.	My child must be in this school because of the family religious background.						
13.	This school is not newly established.						
14.	I want all my children in one school.						
15.	The Principal/Proprietor is my friend.						
16.	I do not want Government Schools.						
17.	There is no need for private school in Nigeria.						
18.	Public schools are overcrowded.						
19.	Private school offers better guidance services.						
20	The general discipline is good in this school.						
21.	The school has very good inter-school communal relationship.						
22.	My child's teacher's qualification is above N.C.E.						
23	There are adequate physical facilities in the school.						
24.	The school is not always affected by strikes and other political matters.						
25.	The school has sound moral standards.						

APPENDIX

MINISTRY OF EDUCATION KADUNA STATE

POST PRIMARY SCHOOLS - KADUNA ZONE

S/N	NAME OF SCHOOL	YEAR ESTAB.	GRADE	LOCATION	L.G.A
1.	G.G.S.S. INDEPENDENCE WAY	1946	I	IND/WAY	KADUNA NORTH
2.	QUEEN AMINA COLLEGE	1948	SPECI	KAKURI	KADUNA NORTH
3.	RIMI COLLEGE KADUNA	1949	I	UNG/RIMI	KADUNA NORTH
4.	G.G.S KAWO KADUNA	1950	I	KAWO	KADUNA NORTH
5.	GOVT. COLLEGE KADUNA	1960	SPECI	K/NASHI	KADUNA NORTH
6.	G.G.S.S KAWO	1961	I	KAWO	KADUNA NORTH
7.	SADAUNA MEMORIA COLLEGE	1967	I	UNG/DOSA	KADUNA SOUTH
8.	GGSS T/BALEWA WAY	1977	I	T/BALEWA	KADUNA NORTH
9.	GSS B/GWARI	1980	III	B/GWARI	B/GWARI
10.	G.S.S. BIGACHIKWUN	1980	III	BIGACHIKWU	IGABI
11.	GSS KAKURI	1980	III	KAKURI	KADUNA NORTH
12.	GSS K/NASHI	1980	III	K/NASHI	KADUNA NORTH
13.	GGSS TUDUN WADA	1982	II	T/WADA	KADUNA NORTH
14.	GGSS BARNAWA	1982	II	BARNAWA	KADUNA NORTH
15.	GGSS DALLET BARRACKS	1982	II	KAWO	KADUNA NORTH
16.	GSS KUFANA	1982	III	KUFANA	CHIKUN
17.	GSS GWAGWADA	1982	IV	GWAGWADA	CHIKUN
18.	GSS SABON TASHA	1982	II	S/TASHA	CHIKUN
19.	GSS IDDAH	1984	IV	IDDAH	KACHIA
20.	GSS RANDAGI	1984	IV	RANDAGI	B/GWARI
21.	GSS JERE	1982	IV	JERE	KACHIA
22.	GSS UDAWA	1978	IV	UDAWA	CHUKUN
23.	SPECIAL EDUCATION	1990	IV	GABASAWA	KADUNA NORTH
24.	GJSS NASAWA KADUNA	1990	IV	NASARAWA	KADUNA NORTH
25.	GJSS DOKA KADUNA	1990	IV	DOKA	KADUNA NORTH
26.	GJSS RIGASA KADUNA	1990	IV	RIGASA	IGABI
27.	GJSS GADANGAYA	1990	IV	G/GAYAN	IGABI

MINISTRY OF EDUCATION KADUNA STATE

POST-PRIMARY SCHOOLS - KADUNA ZONE

S/N	NAME OF SCHOOL	YEAR ESTAB.	GRADE	LOCATION	L.G.A
28.	G.S.S. TURUNKU	1982	IV	TURUNKU	IGABI
29.	D.J.S. KASUWAN MAGANI	1990	IV	K/MAGANI	CHIKUN
30.	G.J.S. IDON	1990	IV	IDON	CHIKUN
31.	GJSS GWARAJI	1990	IV	GWARAJI	IGABI
32.	GJSS DOGON DAWA	1990	IV	D/DAWA	B/GWARI
33.	GGJSS BAGOMA	1990	IV	UGN/GOBIRAWA	B/GWARI
34.	GJSS UNGUWAR MUAZU	1990	IV	U/MUAZU	KADUNA SOUTH
35.	GJSS KUJAMA	1990	IV	KUJAMA	CHIKUN
36.	GSS BISHINI	1991	IV	BISHINI	KACHIA
37.	G.T.C. KAJURU	1991	IV	KAJURU	CHIKUN

* CAPITAL SCHOOL KADUNA MANAGED BY A BOARD.

* TECHNICAL COLLEGE MALALI MANAGED BY SCIENCE

* GOVT. SCIENCE SCHOOL B/GWARI AND TECH. BOARD.

MINISTRY OF EDUCATION KADUNA STATE

POST PRIMARY SCHOOLS - ZONKWA ZONE

S/NO	NAME OF SCHOOL	YEAR ESTA	GRADE	LOCATION	L.G.A
1	GSS FADA KAJE	1960	SPEC	FADA KAJE	Z/KATAF
2	GGC ZONKWA	1960	I	ZONKWA	Z/KATAF
3	GGSS ZONKWA	1967	I	ZONKWA	Z/KATAF
4	GGS KACHIA	1967	I	KACHIA	KACHIA
5	T.B.M.C SAMARU KATAF	1968	II	SAMARU KATAF	Z/KATAF
6	GSS ZANGO KATAF	1978	II	ZANGO KATAF	Z/KATAF
7	GSS KURMIN MUSA	1979	II	K/MUSA	KACHIA
8	G.S.S JABAN KOGO	1979	III	J/KOGO	KACHIA
9	GSS KAGARKO	1982	II	KAGARKO	KACHIA
10	GSS AWON	1984	II	AWAYI	KACHIA
11	GSS KENYI	1988	III	KENYI	Z/KATAF
12	GSS MADAKIYA	1988	IV	MADAKIYA	Z/KATAF
13	GSS ZONKWA	1990	IV	ZONKWA	Z/KATAF
14	GSS KAMURU STATE	1990	IV	KAMUPU STATION	Z/KATAF
15	GKSS JANKASA	1990	IV	JANKASA	Z/KATAF
16	GJSS FARMAN	1990	IV	FARMAN	Z/KATAF
17	GJSS GORA GAN	1990	IV	G/GAN	KACHIA
18	GJSS NASA KACHIA	1990	IV	N/KACHIA	KACHIA
19	GJSS YARHUN	1990	IV	YARGUN	KACHIA
20	GJSS SABON SARKI	1990	IV	S/SARKI	KACHIA
21	GJSS KUBACHA	1990	V	KABACHA	KACHIA
22	GJSS GUMEL	1990	IV	GUMEL	KACHIA
23	GJSS DOGON KURMI	1991	IV	D/KURMI	Z/KATAF
24	GJSS DORA BAFAI	1991	IV	G/BAFAI	KACHIA
25	GJSS KATUGAL	1991	IV	KATUGAL	KACHIA

MINISTRY OF EDUCATION KADUNA STATE POST - PRIMARY SCHOOL

ANCHAU ZONE

S/NO	NAME OF SCHOOL	YEAR ESTAB	GRADE	LOCATION	L.G.A
1	G.T.S SOBA	1958	I	SOBA	SOBA
2	G.V.T.C MAKARFI	1970	II	MAKRF	MAKARFI
3	G.S.S. IKARA	1980	II	IKARA	IKARA
4	GSS KUDAN	1980	IV	KUDA	MAKARFIKA
5	GSS KAURU	1980	IV	KAURU	URU
6	GSS MAKARFEI	1980	II	MAKAR	MAKARFI
7	GSS PAMBEGUWA	1980	III	PAMBE	KAURU
8	GGSS MARABABA KUBAU	1982	II	M/KUB	IKARA
9	GSS ANCHAU	1982	III	ANCHA	IKARA
10	GSS DAMAU	1982	III	DAMAU	IKARA
11	GSS DUTSEN-WAI	1982	III	D/WAI	IKARA
12	GSS MAYERE	1982	IV	MAYER	IKARA
13	GSS PARI	1982	IV	PARI	IKARA
14	GSS AUCHAN	1984	IV	AUCHA	IKARA
15	GSS KAWASSAM	1984	IV	KWASS	IKARA
16	GJSS DAN DAURA	1990	IV	DANDA	IKARA
17	GJSS KUBAU	1990	IV	KUBAU	IKARA
18	GGJSS SOBA	1990	IV	SOBA	IKARA
					IKARA

* GOVT. GIRLS SCIENCE SCHOOL SOBA
  SCIENCE & TECH. BOARD.
* GOVT. SCIENCE SCHOOL IKARA

MINISTRY OF EDUCATION KADUNA STATE

POST - PRIMARY SCHOOLS - LERE ZONE

SN	NAME OF SCHOOL	YEAR ESTAB.	GRADE	LOCATION	L.G.A
1.	GOVT. COLLEGE SAMINAKA	1973	SICCIA	SAMINAKA	LERE
2.	G.G.S.S SAMINAKA	1978	I	SAMINAKA	LERE
3.	G.S.S GURE	1980	II	GURE	LERE
4.	G.S.S YARJASUWA	1980	III	YARKASUA	LERE
5.	G.S.S DAMALASUWA	19882	III	DAMAKASUA	KAURU
6.	G.S.S KONO	1982	IV	KONO	KAURU
7.	G.S. DAN-ALHAJI	1984	IV	D/ALHAJI	LERE
8.	G.S.S LERE	1984	III	LERE	LERE
9.	G.S.S KAHUGU	1994	III	KAHUGU	LERE
10	G.J.S.S GESHERE	1990	IV	GESHERE	KAURU
11	G.J.S.S KIZAKORO	1990	IV	KIZAKORO	KAURU
12	G.J.S.S GARUN KURAMA	1900	IV	G/KURAMA	LERE
13	G.J.S.S RAMIN KURA		IV	R/KURA	LERE
14	G.J.S.S FADAN CHAWAI	1990	IV	F/CHAWAI	KAURU
15	G.T.C F/CHAWAI	1991	I	F/CHAWAI	KAURU

MINISTRY OF EDUCATION KADUNA STATE

POST - PRIMARY SCHOOLS - KAFANCHAN ZONE

NO	NAMES OF SCHOOL	YEAR ESTAB.	GRADE	LOCATION	L.G.A
1	TEACHERS COLLEGE KAGORO	1939	SPECIAL	KAGORO	KAURA
2	G.S.S. TAKAU ROAD	1949	II	TAKAU	JEMA'A
3	GOVERNMENT COLLEGE KAGORO	1959	SPECIAL	KAGORO	KAURA
4	G.G.S.S KWO	1964	I	KWOI	JABA
5	G.S.S KAFANCHAN	1971	I	KAFANCHAN	JEMAA
6	G.S.S MANCHOK	1976	I	MANCHAN	KAURA
7	G.G.S.S GODOGODO	1977	II	MANCHOR	JEMA'A
8	G.S.S F/KAGOMA	1979	II	TAKAU	JEMA'A
9	G.S.S GWANTU	1980	III	GODOGODO	JEMA'A
10	G.S.S NGASHANG	1980	III	F/KAGOMA	JEMA'A
11	G.S.S. MAYIR	1982	III	GWANTU	JABA
12	G.S.S F/WATE	1982	III	NGASHANG	JEMA'A
13	G.S.S FLAYU	1982	III	MAYIR	JEMA'A
14	G.S.S U/RIMI KAJE	1982	III	F/WATE	JEMA'A
15	G.S.S FADAN ATAKAR	1982	III	F/AYU	Z/KATAF
16	G.S.S FADAN ATAKAR	1982	III	U/RIMI KAJE	KAURA
17	G.S.S JAGINDI TASHA	1984	IV	F/ATAKAR	JEMA'A
18	G.S.S ASSO	1984	IV	J/TASHA	JEMA'A
19	G.S.S KURYAS	1984	IV	ASSO	JABA
20	G.S.S ANKING	1988	IV	KURYAS	JABA
21	G.J.S.S MALAGUN	1980	IV	ANKUNG	KAURA
22	G.J.S.S ABU	1990	IV	MALAGUN	JEMA'A
23	G.J.S.S BONDON	1990	IV	ABU	KAURA
24	G.J.S.S U.MAILAFIYA	1990	IV	BONDON	JEMA'A
25	G.J.S.S. WASA STATION	1990	IV	U/MAKAFIYA	JEMA'A
26	G.J.S.S NOK	1990	IV	W/STATION NOK	JABA
27	G.J.S.S FAI	1990	IV	FAI	JABA
28	G.J.S.S KYAYYA	1990	IV	KYAYYA	JEMA'A
29	G.J.S.S B/KOGI KANINKON	1990	IV	B/K.KANINKA	JEMA'A

NO	NAME OF SCHOOL	YEAR ESTAB.	GRADE	LOCATION	L.G.A
30	G.J.S.S. KAYA	1990	IV	B/YERO	IGABI
31	G.J.S.S. BIRNIN YERO	1990	IV	B/YERO	IGABI
32	G.J.S.S FARAKWAI	1990	IV	FARAKWAI	IGABI
33	G.J.S.S. IYATAWA	1990	IV	IYATAWA	GIWA
34	G.J.S.S. TUDUN JAKUN	1990	IV	T/JUKEUN	ZARIA
35	G.J.S.S DUMBI	1990	IV	DUMBI	ZARIA
36	G.J.S.S. KOFAR JATAU	1990	IV	K/JATAU	ZARIA CITY
37	G.J.S.S GIWA	1991	IV	GIWA	GIWA
38	G.J.S.S MAGAJIYA		IV		
39	G.J.S.S. KADAH				
40	GOVT. SCIENCE SCHOOL KUFENA				

MINISTRY OF EDUCATION KADUNA STATE

POST PRIMARY SCHOOLS - ZARIA ZONE

SN	NAME OF SCHOOL	YEAR ESTAB.	GRADE	LOCATION	L.G.A
1	ALHUDAHUDA COLLEGE ZARIA	1921	SPECIAL	ZARI CITY	ZARIA
2	BAREWA COLLEGE ZARIA	1921	SPECIAL	TUKUR TUKUR	ZARIA
3	COMMERCIA; COLLEGE ZARIA	1959	I	HAYI OJO	SABON GARI
4	G.S.S BASAWA ZARIA	1960	III	BASAWA	SABON GARI
5	G.G.S.S GIWA	1970	II	GIWA	GIWA
6	W.T.C ZARIA	1971	II	GELESU	ZARIA
7	G.S.S ZARIA	1977	II	ZARIA CITY	ZARIA
8	G.S.S CHINDIT BARRACKS	1980	III	CHI/BARRACKS	ZARIA
9	G.S.S JAJI	1980	III	JAJI	ZARIA
10	G.S.S. SAMARU ZARIA	1980	II	SAMARU	SABON GARI
11	G.G.S.S D/BAUCHI	1982	III	D/BAUCHI	IGABI
12	G.S.S. BOMO ZARIA	1982	III	BOMO	SABON GARI
13	G.S.S. FATIKA	1982	IV	FATIKA	SABON GARI
14	G.S.S. TUDUN WADA	1982	IV	T/SAIBU	SABON GARI
15	G.S.S. KUYELLO	1982	IV	YUYELLO	GIWA
16	G.S.S YAKAWADA	1982	IV	YAKAWADA	SOBA
17	G.S.S DINYA	1982	IV	DINYA	B/GWARI
18	G.S.S HUNKUYI	1982	IV	HUNKUYI	GIWA
19	G.S.S ZANGON AYA	1984	IV	Z/AYA	SOBA
20	G.S.S. KARAU KARAU	1984	IV	KARAU-KARAU	SABON GARI
21	G.S.S SHIKA ZARIA	1984	IV	SHIKA	IGABI
22	G.J.S.S ALHUDAHUDA ZARIA	1990	IV	ZARIA CITY	GIWA GIWA

MINISTRY OF EDUCATION KADUNA STATE

POST PRIMARY SCHOOLS - ZARIA ZONE

SN	NAME OF SCHOOL	YEAR ESTAB.	GRADE	LOCATION	L.G.A
23	G.J.S.S. MAGAJIYA	1990	IV	MAGAJIYA	ZARIA
24	G.J.S.S PADA	1990	IV	PADA	ZARIA
25	G.J.S.S KWANGILA	1990	IV	KWANGILA	SABON GARI
26	G.J.S.S AMINU	1990	IV	AMINU LEA	SABON GARI
27	G.J.S.S. YAKASAI	1990	IV	YAKASAI	SOBA

Table 1: Parents Responses for Each item as Indicated in the squestionnaires.

		Strongly Agree	Agree	Partly Agree	Partly Disagree	Disagree	Strongly Disagree	Total
1.	I prefer my child to go to a private school	90	50	10	25	10	5	190
	I prefer my child to go to a public school	47.3%	26.3%	5.2%	13.1%	5.2%	2.6%	100%
2.	The choice of school for my child is in line							
	with what i would want him to become professionally	35	45	20	50	30	10	190
		18.4%	23.6%	10.5%	26.3%	15.7%	5.2%	100%
3.	I am rich so I can pay any school fees	20	30	40	40	40	20	190
		10.5%	15.7%	21%	21%	21%	10.5%	100%
4.	I have no choice because I am poor	45	55	35	25	20	10	190
		23.6%	28.9%	18.4%	13.1%	10.5%	5.2%	100%
5.	My child is in this school because							
	it environment is conducive for learning	85	48	22	15	13	7	190
		44.7%	25.2%	11.5%	7.8%	6.8%	3.6%	100%
6.	My child's teacher is dedicated and has more than 5 year of teaching experienc	30 15.7%	40 21%	30 15.7%	25 13.1%	35 18.4%	30 15.7%	190 100%
7.	I want my child in this school because							

		Strongly Agree	Agree	Partly Agree	Partly Disagree	Disagree	Strongly Disagree	Total
	of the academic performance of the school	90	60	20	10	8	2	190
		47.3%	31.5%	10.5%	5.2%	4.2%	1.05%	100%
8.	I want my child in this school because is my	19	23	35	45	50	18	190
	I prefer my child to go to a public school	10%	12.1%	18.4%	23.6%	26.3%	9.4%	100%
10.	I prefer this school because of the subjects							
	they offer.	25	35	35	35	40	20	190
		13.1%	8.4%	18.4%	18.4%	21%	10.5%	100%
11.	The school is near my office home	30	40	27	33	45	15	190
		15.7%	21%	14.2%	17.3	23.6%	7.8%	100%
12.	I prefer this school because of the facmily	10	20	40	50	65	5	190
	religious background	5.2%	10.5%	21%	26.3%	34.2%	2.6%	100%
13.	This school is not newly established	10	35	40	30	50	15	190
		10.5%	18.4%	21%	15.7%	26.3%	7.8%	100%
14.	I want all my children in one school	15	30	45	35	50	15	190
		7.8%	15.7%	23.6%	18.4%	26.3%	7.8%	100%

		Strongly Agree	Agree	Partly Agree	Partly Disagree	Disagree	Strongly Disagree	Total
15.	The principal/Propriator is my friend	5	18	25	55	70	17	190
		2.6%	9.4%	13.1%	28.9%	36.8%	8.9%	100%
16.	I do not want anything government	10	15	25	45	85	10	190
		5.2%	7.8%	13.1%	23.6%	44.7%	5.2%	100%
17.	There is no need for private school	3	10	17	35	65	60	190
	in Nigeria	1.5%	5.2%	8.9%	18.4%	34.2%	31.5%	100%
18.	Public schools are overcorwded	80	60	30	15	5	-	190
		42.1%	31.5%	15.7%	7.8%	2.6%		100%
19.	The school offer better guidance	5	15	25	30	70	45	190
	services	2.6%	7.85	13.1%	15.7%	36.8%	23.6%	100%
20.	The school has a general goods discipline	80	65	35	15	4	1	190
		42.1%	34.2%	18.4%	7.8%	2.15	0.5%	100%
21.	The school has good inter-school	7	10	10	35	78	50	190
	communal relationship	3.6	5.2%	5.2%	18.4%	41.0%	26.3%	100%
22.	My child's teacher's qualification is above N.C.E.	40 21%	45 23.6%	35 18.4%	27 4.2%	23 21.1%	20 10.5%	190 100%

		Strongly Agree	Agree	Partly Agree	Partly Disagree	Disagree	Strongly Disagree	Total
23.	There are adequate physical facilities	35	55	40	30	18	12	190
	in the school	18.4%	28.95%	21%	15.7%	9.4%	6.3%	100%
24.	The school is not always affected by	45	55	40	25	18	7	190
	strikes and other political matters	23.6%	28.9%	21%	13.1%	9.4%	3.6%	
25.	The school has sound moral standards	50	70	30	30	10	-	190
		26.3%	36.8%	15.7	15.7%	5.2%		100%