Title Page

A COMPARATIVE STUDY AND ANALYSIS OF VOLUNTARY POST-PRIMARY INSTITUTIONS IN ADAMAWA AND TARABA STATES BEFORE AND AFTER THE GOVERNMENT TAKE-OVER.

M. ED. THESIS

BY

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1992.

DECLARATION

I hereby declare that this thesis has been produced by me. The topic has not been presented in any previous application for a higher degree. All quotations and sources of information are duly acknowledged by means of bibliography.

JAURO BIBORGA SAMBO.

DEDICATION

This study is specially dedicated to my beloved children:

Kemuga Blessing

Kuyebga Victor, and

my beloved wife:

Justina Nunwormuga.

CERTIFICATION

This Thesis Entitled

" A COMPARATIVE STUDY AND ANALYSIS OF VOLUNTARY AGENCIES' POST-PRIMARY INSTITUTIONS IN ADAMAWA AND TARABA STATES BEFORE AND AFTER THE GOVERNMENT TAKE-OVER" by JAURO BIBORGA SAMBO meets the regulations governing the award of the Masters degree in CURRICULUM AND INSTRUCTIONS (CHRISTIAN RELIGIOUS STUDIES) of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

Chairman, Supervisory Committee — Date: _____

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ABSTRACT

The establishment of schools by the Mission Voluntary Agencies was to meet specific needs which included converting people to the Christian faith and also training people who would work for the Missionaries. The Mission Voluntary Agencies were the pioneers of Western Education in Nigeria. However, the Federal Government saw it as a matter of necessity to handle all issues concerning Education in the country. As a result, all post primary institutions were taken over by the government.

This study was undertaken to compare and analyse the Voluntary Agencies post-primary institutions in Adamawa and Taraba States before and after the take over

Four research questions and five hypotheses for this study were related to the various opinions of the general public on the effects of the take-over in these schools studied. The sample covered a total of eleven principals, twenty-two vice principals, sixty-seven academic staff, one hundred parents and fifty people from the general public, all totalling two hundred and fifty respondents. The major statistical techniques used in analysing the data

were Chi-Square (X^2), and percentage.

The results showed that people associated the causes of fallen standard of education to the take-over of schools. That discipline has drastically deteriorated in these schools and the schools were too many for the governments to run effectively in terms of enough or sufficient financial support, enough infrastructure, classroom facilities, laboratories and equipped libraries.

Revelations in this study, hopefully would be an eye opener for those concerned with the post-primary schools, management Boards and the State Ministries of Education who are the custodians of education in the States.

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ABBREVIATIONS

1. CMS: - Church Missionary Society.
2. CRCN: - Christian Reformed Church of Nigeria.
3. RCM: - Roman Catholic Mission.
4. LCCN: - Lutheran Church of Christ in Nigeria.
5. SUM: - Sudan United Mission.
6. CBN. - Church of the Brethren Mission.
7. SIM: - Sudan Interior Mission.
8. WASC: - West African School Certificate.
9. GCE: - General Certificate of Education.
10. NMA: - Non-Muslim Areas.

DEFINITION OF TERMS

1. Voluntary Agency:

Voluntary Agency as far as this study is concerned means Missionary bodies, local communities operating schools for the benefit of an area, and having fulfiled the conditions laid down by Government for the establishment of schools.

2. Take-Over:

In this study, take-over means control or assumed control, succeed to, change of control of a firm or company, accept duties, responsibilities. In the study it means Government full control of the Post-Primary Schools.

CHAPTER 1

1.0 INTRODUCTION

1.1 Background to the Study:

The history of Western Education and its development in Nigeria dates from the coming of the Christian Missions to the Coastal areas of the Southern Province. Ogunsola (1974) states that missionary activities can be traced back to the early part of the sixteenth century, when in 1515 some portuguese missionaries came to Benin and sought for permission from the Oba of Benin to teach his sons and those of a number of chiefs some basic facts concerning the Christian faith. The first missionary contact in modern times in Nigeria was made by the Weslayan Methodist Missionary Society (W.M.M.S.), which began its work in the Coastal town of Badagry where it established a mission and built a school in 1842. Fafunwa (1974) states that the first known school was established by Mr. and Mrs. De Craft and was called "Nursery of the Infant Church".

Though the Methodist Church should be credited for establishing the first school in Nigeria, it was the Church Missionary Society (C.M.S.) that made the important contribution to education

in the early period. Fafunwa (1974:82) says that:

> In August 1846 the C.M.S. party finally reached Abeokuta and started work in earnest, Samuel Crowther settled at Igbehin while Townsend settled at Ake, another part of the town.
> Each of them built a mission house, a church and a school.
> These moves were not well received by the Methodists who had in fact been the first to start evangelical work in Nigeria.

In Northern Nigeria, Western Education started late. According to Crampton (1975) and Ogunsola (1974), Lugard's declared policy on Northern Education in 1902 was that the Christian Missions should direct their attention to non - muslim areas in the north. Thus, unlike in the South, the Christian missionaries were not given free hands to establish schools in order to achieve their objectives, that is, the conversion of people to Christianity. It was only later, that Lugard allowed the Sudan Interior Mission (S.I.M.) to penetrate the Hausa land. The Church Missionary Society (C.M.S.) then proceeded to Kano but were not allowed to do any missionary work by the then Emir.

This meant the exclusion of western education in most part of the north.

Crampton (1975), states that the application of the policy of excluding Missions naturally restricted western education in the north. At that time the government lacked the fund to provide Western Education. However, Miller, a C.M.S. Missionary, was at long last permitted to work in Zaria where he established a school in which both Christian and muslim boys attended. It was only later that Lugard realized that mission education would be a great value in the work of civilization and progress. He therefore gave the 1916 education ordinance as follows:

1. That the primary objectives of all schools should be the formation of character and habits of discipline, rather than the mere acquisition of a certain amount of book learning as technical skill, and that the grant-in-aid should be based on success in this direction.
2. Teaching should be adapted to the needs of the pupils whether they are attending to qualify for clerical or other services; or on the other hand, have no wish to leave their village pursuits which their fathers have followed.

3. The proportion of teachers to pupils should be adequate, they should be properly qualified, and their ability improved. Adequate grants must be given the assisted schools (from which government and commercial clerks were drawn) to enable them pay adequate salaries to their staff.
4. That education agencies whether controlled by government or by mission should co-operate with a common objective, and as far as possible by similar methods of discipline and instruction.
5. Continuation and evening classes for advanced and specialized study, and institutions and classes for the training of teachers, should receive special encouragement.
6. The value of religion irrespective of creed or sect and the sanction and incentive it affords should be recognized and utilized as an agent for their purpose, together with secular moral instruction.
7. Government should exercise some measure of control over all schools, even though not assisted by grants and endeavour to bring them into line with the general policy.

8. The schools should as far as possible, be conducted in accordance with native customs in matters of dress and etiquette in order that pupils may not become denationalized or consider themselves a class apart.

Based on Lugard's education policy, Mr. E. R. Hussey was appointed the first Director of Education, and was a step forward in the development of education. In pursuance of the policy of steady development, Katsina Training College was established.

Taiwo (1942) states that a Teacher Training Centre was started at Toro to serve the needs of the pagan areas, while the Katsina Training College was to serve the muslim areas. Hussey presented early his memorandum on Educational Policy in Nigeria in 1930 in which he made some proposals on elementary, secondary, technical and higher education in both the northern and southern provinces. Thus for the Northern provinces, he proposed for elementary education, three elementary training centres for vernacular teachers, a three year course and the medium of communication was Hausa.

The elementary school course was a four - year course and would include practical agriculture and handcraft. The primary would be merged with the craft schools to form middle schools, running six year course in secondary and technical school subjects.

With the later favourable attitude of the colonial masters towards mission education, there was rapid expansion of missionary schools in Northern Nigeria particularly in Adamawa and Taraba States. For example, the Lutheran Church of Christ Mission in Nigeria established the Numan Teachers' College, now Government Teachers' College, Numan, Bronnum Secondary School, Numan now Sakato Government Secondary School, Numan; and Hong Secondary School, now Government Science Secondary School, Hong. The Roman Catholic Mission also established the Villanova Secondary School, now Government Secondary School Numan; and St. Augustine Teachers' College, now Government Secondary School, Bazza.

In the northern and Southern parts of Taraba state Western Education came almost at the same time as in Adamawa State. Lowry states that a training institute was established at Wukari. As in Adamawa state, both the Protestant and the Catholic missions championed the introduction of western education in Taraba State of Nigeria. Mbiya Government Secondary School, Takum, was formerly Wukari Division Combined Secondary School, Takum owned by the S.U.M/C.R.C.N. and the former

Wukari Division comprising of Wukari, Takum and Donga Districts. Government Secondary School, Wukari was established by the Catholic mission in the sixties, formerly called St. Paul's Secondary School, Wukari. Government Science Secondary School, Donga was also established in the early seventies by the Christian Reformed Church of Nigeria (C.R.C.N.) Donga, it was formerly called Donga District Secondary School, Donga.

Thus it may be observed that the missionary volungary agencies championed the cause of Western Education in Adamawa and Taraba States.

1.2 Purpose and Significance of the Study:

The research was conducted to take a comparative look at schools which were at one time owned by Voluntary Agencies, but which later were taken over by the then government of Gongola State of Nigeria. The task was to compare their two status in the areas of classroom facilities, academic performance, and teacher-commitment.

Furthermore, the research aimed at finding out the advantages involved in Adamawa and Taraba State Governments' take-over of all Voluntary Agency - run post-primary schools. This was done with the purpose of determining in general:

1. The extent to which the take-over was beneficial to the over-all educational system and process in Adamawa and Taraba States,
2. The over-all benefit to both government and the people, and in particular,
3. The extent to which the take-over benefitted the teacher in terms of remuneration, prospects and job security as well as job satisfaction,

4. The extent to which parents have benefitted in terms of reduction of financial burden, and attained satisfaction with the products of their investment - the school system, and in addition the research tried to find out the over-all benefit to students.

This study was expected to lead to important findings which would help the researcher to make useful recommendations to all those charged with policy-making in the Ministries of Education in both Adamawa and Taraba States. Also that the recommendations would help the policy-makers to take decision on:

(i) ownership of schools,
(ii) provision of facilities,
(iii) school fees,
(iv) salary structure,
(v) Discipline,
(vi) Morals, etc.

The resultant recommendations would enable educational administrators and planners to evaluate the reactions of the public to the take-over of schools. It would also re-assess the administration of the Voluntary Agency - run post-primary schools in the light of parents' reactions to the designed research instrument.

The research findings and recommendations would be of assistance to both Adamawa and Taraba States post-primary schools Management Boards, who have primary responsibilities of the day-to-day running of post-primary schools in the States, providing them with valuable empirical assessment of, and feedback on, its proprietorship policies and present levels of achievement and effectiveness respectively.

The research would be of help to state, college, mission and church libraries on its stocking needs. The study itself would constitute a reference material for future generations who might not be privileged to experience the services of the Christian Missionaries through the Mission Educational System in Adamawa and Taraba States.

Educationists, historians, researchers and the entire people of Adamawa and Taraba States would find this research useful as it would make them acquainted with facts on education in the states - and as to whether or not Mission/Voluntary Agencies were the pioneers of Western Education in the States before intervention. The research would, in addition, suggest possible grounds or direction for future research.

Penultimately, it was the desire that the work would be useful to the Voluntary Agencies who owned the schools before the take-over by generating their

interest in, and demonstrating their zeal for quality education. The work would also help them to assess the condition of their former schools and provide them motivation and grounds for bargaining with the states governments on the possibility of taking back and running their former schools, or establishing similar ones as the case may be.

It was the desire that the over-all educational system of Adamawa and Taraba States would emerge the better for it. Finally it is as a result of the need to mirror the feelings of parents and the general public about the effects of the take-over of Voluntary Agency - post-primary schools that this study was considered quite necessary.

1.3 Statement of the Problem:

Many things are happening in the Post-Primary institutions in Adamawa and Taraba States today. Now that the Voluntary Agencies Schools are taken over one wonders whether these schools are still maintaining their educational and moral standards.

This research is a comparative analysis of Voluntary Agencies Post-Primary institutions in Adamawa and Taraba States before and after Government take-over. The researcher tried to find answers to the following questions:

1. What prompted or motivated the Adamawa and Taraba State Governments to take over all Voluntary Agencies' Post-Primary institutions in the State?
2. Has the take-over of the Post-Primary institutions from the Voluntary Agencies had any adverse effects on the facilities in the schools?
3. Is the academic performance of the schools after the Government take-over worse than their performance under the Voluntary Agencies?
4. Are teachers and other staff of these schools more committed to their work now than before the take-over?

1.4 Hypothesis:

In this study the following hypotheses were formulated, and tested:

1. There is no significant difference between the salary structure teachers earned before and after the take-over of schools by government.
2. There is no significant difference in the facilities available in schools before and after the take-over of schools by government .
3. There is no significant difference between the availability of in-service training programmes for teachers before and after the take-over of schools by government.
4. There is no significant difference between the level of commitment to work by teachers before and after the take-over of schools by government.
5. There is no significant difference between the financial burden on parents before and after the take-over of schools by government.

1.5 Basic Assumptions:

It was assumed that the take-over of the Voluntary Agencies post-primary institutions in Adamawa and Taraba States had led to the fallen standard of education.

That the take-over of post-primary institutions was to hinder or thwart the expansion of Christian faith in the States and the country at large.

It was also assumed that the take-over is responsible for increase indiscipline and moral decadence in our post-primary institutions.

That these schools were better maintained by the Voluntary Agencies than when the governments took over.

There is also the assumption that there were better teachers before the take-over of schools by the governments.

1.6 Scope and Delimitation of the Study:

For the purpose of this study eleven post-primary institutions in the States were selected. The selection was done randomly, where equal chance of being selected was given to all the Voluntary Agencies' schools in the States.

The schools selected were special schools' among Voluntary Agencies' Post-Primary institutions before the take-over. And it is in these schools that the effects of the take-over are seen.

The investigator restricted himself to the selected schools only. The study did not concern itself with other post-primary institutions that were owned by the Voluntary Agencies. Therefore the study has the eleven selected schools as its scope. This is because the Mission Voluntary Agencies established other institution in the States apart from the ones selected, such as Seminaries, Bible Colleges, and Farm Institutes. This study is also limited to the selected schools for proximity on the part of the researcher. For example in some towns there are upto three schools. This has reduced the financial burden of the researcher.

Any other post-primary institutions, apart from the eleven selected are outside this study. In other words, though other secondary schools in the states may have equally benefited from this study, yet the findings of this study and its application are valid only for the post-primary institutions under study.

CHAPTER 2

2.0 REVIEW OF RELATED LITERATURE

2.1 Introduction:

In this chapter the investigator reviewed related literature on the topic. In doing so, the following sub-headings were treated:

1. The status of Voluntary Post-Primary institutions before government take-over.
2. Aims and objectives of establishing the schools.
3. Government's move for the take-over of schools.
4. Aims of the take-over.
5. The merits of the take-over of schools.
6. The demerits of the take-over of schools.
7. Summary.

2.2 The Status of Post-Primary Institutions Before Government take-over:

Bugyue (1983) and Smith (1972) stated that the Voluntary Agencies' institutions had enough infrastructure. There were enough classrooms for students and sufficient teachers for almost all subjects taught.
The qualifications of the teachers were moderately sufficient, especially in subjects where it was not easy to get teachers.

The school libraries and laboratories were properly equipped. Classrooms, chairs, and desks were sufficient for students. The school environment was properly catered for. Smith (1972) believed that teachers were thoroughly supervised on constant basis to justify their stay in the schools. Of course, this made the teachers very effective in their jobs. Parents, according to Bugyue were regularly informed about the progress of their children. Academic performance was highly monitored and students who were found wanting in their academic performance were always warned and their parents informed accordingly.

Admissions into post-primary schools were based on entrance examinations and oral interviews. Thus the Voluntary Agencies based their admissions of students into their schools on proper scrutiny, and purely on merit. According to Buhyue, missions controlling all these schools had to check and make sure that their teachers and staff conformed to the moral standard set by the College or school authorities. All staff, both academic and non-academic were committed to their work and to good moral standard.

Discipline was highly prized and maintained in the Voluntary Agencies' Schools. Smith (1972:106) has this to say on the morality of the teachers:

> The spiritual and moral character of the teachers was most important factor. Therefore, should a teacher fail in his conduct, discipline could be applied in conformity with the character of the school. For instance, in a Christian institution it might be necessary to dismiss a teacher for committing adultery, bigamy, or for drunkenness in order to uphold the Christian nature of the school. In public schools discipline for such offences would not be considered necessary except on rare occasions.

The above does not only concern the teachers but the students equally. This goes to show that discipline was a matter of great concern to the Mission Voluntary Agencies.

Equally important is the fact that the proprietors of these schools owned and bore all financial burden of their schools with occasional grants-in-aid from the government. This is to say that both administratively and financially, the full management of the secondary schools were controlled by the Voluntary Agencies that established them.

Until the take-over of the schools, it was the transmission of the Christian principles and culture that gave the Voluntary Agencies' secondary schools their basic identities. It meant that the rules and regulations of the secondary schools then were formulated along the Christian culture. The teachers were direct employees of the Missions.

2.3 Aims and Objectives of Establishing the Schools:

Regarding the educational aims of the missionaries it is important to note that almost all the voluntary agencies had the same aims and objectives for establishing schools. Ayandele (1966) states that the main objective of all the Missionaries was to give religious instruction, particularly to the young children who could be easily converted. Apart from the religious instruction, the next thing the missions paid attention to was the three RS., that is, reading, writing and arithmetic with particular attention on the ability to read the Bible. Thus, according to Ayandele, the educational aim and objective of the Christian Missionaries was to convert the pupils to the Christian faith.

Since the Christian missionaries established schools for special purposes, especially to preach the gospel, anything that would interfer with the quality of religious instruction was not entertained.

Smith (1972:105) says:

> Our schools are Christian schools and we resolve to maintain their Christian standards. We will accept aid only if it does not endanger the Christian character of our schools.
> Every effort will be made to be sure that all pupils attend the classes for specifically religious subjects and exceptions will only be made with the consent of the manager.

Turaki (1982) has this to say - "Christian missions were primarily concerned with the training of pastors, evangelists, teachers and communicants. All their training was geared towards evangelistic purpose".

Speaking about the general aims and objectives of the Christian education, Hake (1978:63) says:

> In as much as all education is social as well as individual, Christian education has as one of its aims development of each individual for effective social serviceability. The Christian teacher therefore so presents the Bible truth as to establish ideals and habits of Christ-like living in common life and in all human relations.
> He endeavours to develop wholesome attitude towards the individual's place in the social group, as well as in regard to government, political and the various areas of life as men live it collectively.

Thus according to Hake, one of the aims of Christian education is to train an individual to be useful to himself, to his immediate society and also to the whole nation.

Lekwat (1984) states that any good education prepares the learner for examination, a fact which is obvious in our educational systems. Apart from the desire to pass examinations, the learner acquires more knowledge that prepares him for a career. He went further to state that among the several merits of Christian education are the development of character and good citizenship.

Ekechi (1971) is of the view that good education would help the young men to earn a good living in the country. Besides, it would equally enable them exert their influence in the society, thus school was the most fundamental approach to conversion.

In the light of using the schools as a fundamental approach for winning souls or converting pupils, Adesina (1988) agrees with the above when he quotes Bowen as saying:

> Our designs and hopes in regard to African are not simply to bring as many individuals as possible to the knowledge of Christ.
> We desire to establish the gospel in the hearts and minds and social life of the people so that truth and righteousness may remain and flourish among them, without the instrumentality of foreign missionaries. This cannot be done without civilization.

Thus the chief aim of the Christian missionaries for training the people was for conversion and for preparing people who would work for the various missionary bodies or organizations. Other educational aims of the Christian missionaries were industrial and agricultural: the use of new agricultural tools, bridge-making and food cultivation.

To the masses of Adamawa and Taraba States education was the only key that could unlock the mysteries and prosperity of the new world being created. The coming of missionary voluntary agencies in Adamawa and Taraba States brought western education. This was because anywhere they settled, at least a school was established.

The above mentioned objectives were met. Through the use of schools many converts were made. Many indigenes were trained for various functions within the church and even in offices. Most of the teachers of both voluntary agency and government schools were trained in the mission schools.

Ifemeje in Ukeje (1984:51) has this to say:

> Therefore the mission schools served both the rich men and the poor. The pupils of the mission schools were therefore expected after their schooling, to become assistants to the missionaries and government of company officials. Consequently such subjects as English, Arithmetic and certain trades such as carpentry, painting and brick laying, were taught.

2.4 Governments' Move for the Take-over of Schools:

The move for the schools take-over had been a national issue since 1892. Adesina (1988) states that Henry Carr, a Deputy Inspector of Schools was a strong advocate of this move.

Since the attainment of Independence in 1960 in Nigeria, the government had taken a definite step towards educational reforms which would make education in the country functional, realistic and relevant to the changing times. Faced with the challenge of implementing the National Policy on Education (1977 revised 1981) and to solve the acute shortage of manpower, the Federal Government took a very strong decision that state governments should take over all schools run by religious bodies and private individuals.

On the move for the control of schools, Lekwat (1983), expressing Samson's view states that the gradual system of administering education in this country by both the voluntary agencies and the government has outlived its usefulness. He suggests that the government should think of ways that would lead to the nationalization of education gradually. This means that gradual taking-over of the proprietorship and management of all schools belonging to the voluntary agencies in the country. The importance of this is that the idea of running schools by both the voluntary agencies and the government should be stopped. That the government should be the only body to control education, and so be the sole custodian of education in the country.

The take-over of the schools was not simultaneous. This is seen in an injuction contained in the National Policy on Education (revised 1977) which says ... "States which have not yet taken over will be encouraged to do so". Following this injuction many states took over the schools at their convenient time. Adamawa and Taraba State governments, for their parts, took over all schools between 1973 - 1976.

The voluntary agencies' schools in the northern part of the states were taken over in 1973, and those of southern parts in 1976. This was so because the former Wukari Division which comprised Wukari District, Donga District and Takum District was formerly in the Benue Plateau State.

2.5 Aims of the Take-over:

Nigeria's third National Development Plan 1975-1980) mooted the ideas that it was necessary for government to take-over full control of secondary schools. One of the main reasons is that products of these schools found it difficult to gain admission into tertiary institutions. This is because of what the government termed differential standards among various secondary schools.

Ogunsola quoted by Ujah (1984) states that education is government way of achieving that part of its national objectives, and that education is a means of achieving national unity. Thus, students could be brought together in the same school from different parts of the country and from different religious backgrounds.

Adesina (1984) states that the philosophy of Nigerian secondary education in itself appears political. It is a belief in the worth and in the development of the individuals, equality of educational opportunity to all Nigerian children, irrespective of any real or imagined disabilities, each according to his or her ability, and functional education for the promotion of the progressive united Nigeria.

An educationist states that it is the full responsibility of the government to give education to its citizens. That the government knows the type of citizens required to maintain and improve the nation. Therefore if voluntary agencies' schools were allowed to exist, this oneness of purpose would not be there again, since most of the agencies controlling schools would have divergent views on what education was all about.

One of the aims of the take-over of schools was to harmonize the standard of education in the nation at large. According to Chief Inspector of Education, Mr. J. J. Fwa, of the then Gongola State Ministry of Education, the exercise of the take-over was not in any way

meant to inconvenience anybody. It was the intention of the government to make conditions equally favourable for those who wanted education. The Inspector went further to state that the government did not want to force the idea of the take-over on anybody and that proprietors who wished to keep their schools could still do so but that such schools would cease to get grants from the government.

Ogunsola (1977) states that the aims of the take-over of schools by the government was to control the standard of education, maintain a uniform salary structure for teachers and have a uniform curriculum. Ozigi and Oche (1981:77) have the following as the aims for the take-over of the institutions:

1. It is the Governments prime responsibility to provide and organize education for its citizens.
2. Since the cost of education is borne almost entirely by the government and the people, the government should logically manage and maintain educational institutions.

3. The government will be able to exercise greater control over the running of voluntary agency schools when it takes them over, and can then implement its policies more easily.
4. Standard of education will improve with the better staffing and equipment facilities provided by the government.
5. The government has the necessary facilities, manpower and resources to manage educational institutions more efficiently.
6. The tendency towards exploitation by some voluntary agencies will be checked and stopped.

2.6 The Merits of the Take-Over of Schools:

Bugyue (1983) states that the take-over of schools by the government had led to the transfer to the government of the responsibility of improving the conditions of service. These are promotion, discipline of staff, feeding of students pocket-money allowances, transport allowances for both to and fro as well as uniforms, equipment for conducive learning such as furniture,

laboratories, classrooms and adequate supply of water.

Adesina (1984) states that by bringing post-primary school education system under the government control the standard of education has been harmonized. According to Bugyue (1983), the take-over of schools in Adamawa and Taraba States with the aim of introducing mass education, brought about a radical change as far as school fees and staffing responsibilities are concerned. The government gave equal opportunity of admission to prospective students in order to enable more to have access to secondary education. Thus the take-over has increased the number of students and most of the schools expanded in order to accommodate the great number of students admitted.

Crampton (1975) states that schools which have been taken over, have ceased to be purely denominational institutions and that the general mixture of students from different religious groups is probably a great achievement for the unity of the country. Students who share different faiths get on together very well. They have movements such as the Fellowshio of

Christian Students, Muslim Students' Society and the Young Catholic Students.

Furthermore, Bugyue (1983) states that the take-over has made education free and more accessible to the poor by curtailing the fees paid in the mission schools. The government has harmonized all schools fees such that children from poor families could also have the opportunity to attend post-primary institutions within and outside the state at affordable fees.

2.7 The Demerits of the Take-Over of Schools:

The take-over of schools by the government is also given another interpretation. Many people see the take-over as having to do with politics and religion. Lekwat (1983) holds the view that the method of the take-over infringed on Christian private rights, and that the take-over has political and religious undertone.

Bishop Jatau as quoted in Today's Challenge (1988:10) says:

> By taking over the schools therefore, they achieved the twin onjectives of ensuring that these schools do not remain centres of experience as well as obliterate the unique Christian character of institutions. This, and the deliberate attempts made to strangulate the Christian atmosphere in these schools helped to achieve the immediate religious objectives.

Many observers have come to the conclusion that the take-over of schools was a grand design to counter missionary activities and the projection of Christianity through these educational institutions. They hold the view that these religious and political motives seemed to be the main factors in view of various actions by governments in these schools after the take-over.

The expectation from the school take-over was that by harmonizing teachers' conditions of service and by bringing them under one authority, by expanding students' enrolment and pegging school fees, it would raise the morale of both academic and non-academic staff. These advantages should have gone far to improve education.

Lekwat (1983) observed that the advantages of the take-over as can be seen publicly between 1970 up to date are minimal. According to him the disadvantages have outweighed the advantages, especially in terms of inadequate finances, very poorly maintained school properties, poor management, falling educational standards, and falling morality. Injustice has been meted to talented Christian children by denying them a good education of their choice, and in some states, denial of post-primary education.

Mission schools have ceased to exist and some parents prefer these schools to the government owned schools.

Many critics according to Ozigi and Oche (1981:77) have argued their views against the government take-over and pointed out that:

1. It is undemocratic to force all parents to send their children only to government schools. In a democracy, which we claim to be operating, the rights of the individual should be respected.
2. Provision ought to be made for the rights of people to establish and maintain schools provided that:
   (a) they conform to the regulations and policies laid down by the government.
   (b) they do not receive government financial support.
3. The weaknesses of the government - managed schools are well known, as are the undisciplined attitudes of public servants. The staff of voluntary agency and community schools have a greater

sense of commitment and dedication than those in the public (State) schools. It follows that academic and disciplinary standards are bound to be higher in voluntary agency and community schools than in government schools.

4. Voluntary agency and community schools are run more economically than government schools.
5. Voluntary agency and community institutions contribute to the government's efforts to extend educational facilities. Such private enterprise should be encouraged, especially in the educationally backward parts of the north which are trying to catch up quickly with the more educationally advanced parts of the north.
6. Not all voluntary agencies exploit the children in the schools.

Bishop Jatau in an article 'Educational Crises in Nigeria: Unexplored dimensions' in Today's Challenge (1988) states the take-over of schools has made these schools not to continue to remain centres of experience as well as distort the standard set by mission schools and also the

Christian character of the schools. He believes that by taking over these schools and ensuring near monopolistic control of education, government has played a major role in the current imminent collapse of the public school system.

Bugyue observes that the take-over has led to a graphic fall in educational standard, unproductive turn-outs, unemployment, social unrest, corruption, constant suspension and expulsion of students and also sexual scandal. According to him because of the too many schools controlled by the government, there is no more proper management of these schools as a result of this, there is a fall in the educational standard and the products of the system who are not productive later turn out to be social problems to the state.

The disadvantages are more than the advantages.

Adesina (1988) says:

> Attempts to analyse the financial resource position of secondary schools before and after government take-over have shown that these schools in most cases, are poorer after the take-over. It is plausible to conjecture that the financial resource positions of these schools may deteriorate further.... The question which this issue therefore raises is: to what extent is it beneficial to the entire secondary school system if complete take-over of schools by government will make the schools financially poorer?

Ujah (1988) also notes that the result of the take-over of schools are falling standard of education, moral laxity and indiscipline in schools. This means that the academic performance of both the students and their teachers have fallen drastically. There is moral laxity in our schools today, the authority does not show concern about the morality of the students; there are cases of unwanted pregnancies among the students; truancy is very rampant, the students hardly go to school in time and are always seen on the streets. He maintains that these shortcomings were catered for when the schools were under voluntary agencies.

Habu is of the opinion that the government should please return schools to religious organizations which are still willing to help and keep up the challenges involved. The frequent cases of moral laxity, students' unrest and acts of indiscipline since the schools take-over indicate the weaknesses inherent in the government exercise of absolute control over schools. He continues in Today's Challenge (1988) by saying that:

> Before the take-over there was one fence around the schools, yet you would never see a student in town at unauthorized time. They were morally sound. Ironically, when government took over and raised a fence, the students sneak out of them like pigs to go hunting for boy friends.

Contributing more on the demerits of the school take-over by the government, Bugyue (1983) states that the principals and vice principals in their meeting from the 29th to 30th June 1979, accused the then Ministry of Education Gongola State for expanding the existing schools to accommodate more students without increasing facilities such as materials, equipment and allocation proportional to the expansion. They also complained that the government has not provided the necessary human and material needs such as light, water, furniture, buildings, teachers, libraries, and textbooks for both teachers and students. Another demerit of the take-over is the matter of over-crowded classes. As a result of enrolment crises to cope with up to between fifty and sixty in a many more secondary school classroom.

The teachers now busy themselves with other things aside from their primary assignment and are no more keen in their work before. Whereas in the past teachers were looked upon by the students and the society as guardians, this regard is no more there because the teachers hardly function very well as compared to the period when these schools were controlled by the mission voluntary agencies. Adesina (1981) is of the view that the roles, status and responsibilities of teachers today as

can be seen has seriously contributed to the decline in the quality of education. He goes further to state that:

> Today's classrooms are so enormously large that it becomes difficult for the teacher to individualize attention.
> Besides the 'Missionary Zeal', in teaching which gave the 'old: teacher much of his credit is almost completely lost. Teachers are caught up in the race for status and wealth just like the parents of the children they teach. Thus with both teachers and parents in the same race, adolescent boys and girls turn to the streets and to their peers to pre-occupy themselves.

Because the classes are large the teachers can hardly arrest the attention of the students. The teachers themselves do not have the zeal to teach, they engage themselves in other activities, and so the students are not constantly kept busy and this makes them resort in truancy. They leave schools always before the official time for the schools to close for the day.

Bugyue and Ujah state that admissions into post-primary institutions have been without any serious examinations and interviews or screening

since the take-over contrary to the usual practice of formal examinations and interviews before admission under the voluntary agencies. These days he points out students are just given admission into schools without due regard to whether they are qualified or not.

Tsado and Byang (1988) are of the view that the mutual relationship that existed between the students and staff has deteriorated. The good things that were seen in these schools before have disappeared; instead social unrest and unproductive turn-outs have taken over. All that the government had planned and started to execute have not seen the light of the day.

2.8 Summary:

In this Chapter, an attempt was made to look into the coming of Western Education in Nigeria. It has been discovered that the history of Western Education is related to the coming of the Christian Mission who introduced Western Education in Nigeria. The Western Methodist Church, the Church Missionary Society, the Roman Catholic Mission, the Baptists and other Christian Missionary bodies or organizations were in the forefront in this regard. These Christian Missionaries first came in contact with the southern parts of the country, hence the early introduction of Western Education in that part of the country.

The Mission Voluntary Agencies also championed the cause of modern education, in the Northern parts of the country. When the missionaries came to the North, they were not at all given a free hand to establish schools along with their churches as they did in the South. Lord Lugard, from the start did not allow them to penetrate the Hausa land, they were only to penetrate to non-muslim areas, or the 'Pagan' areas. This was so because the

colonial government at the beginning of British rule in Northern Nigeria promised in the treaties with the chiefs that Christian Missionaries would not be allowed into the areas of authority of those chiefs without their permission. All these militated against the spread of Western Education in the areas now occupied by the Northern States of Nigeria. However, Lugard later allowed them to do so. The Church Missionary Society took the lead and was closely followed by other Christian organizations such as the Catholic Mission, Sudan Interior Mission, the Baptists, and the Church of the Brethren.

The introduction of Western Education in Adamawa and Taraba States was also championed by the Mission Voluntary Agencies. In the forefront were the Lutheran Church of Nigeria, the Christian Reformed Church of Nigeria and the Catholic Mission. The schools established by the Voluntary Agencies were managed by them and financed by the offerings from the church supported by grant-in-aids from the government.

According to Bugyue (1983) the coming of Western Education to the northern part of the State (Adamawa) was as early as 1913, whereas, Lowry states it came to the south of the State (Taraba) about 1915.

Ayandele (1966) noted that the main objectives of all mission education was religious instruction in order to win souls.

The government realized that the responsibility of education should be a central issue and hence the move, decrease and edicts to take-over the schools from the voluntary agencies. The aims of the schools take-over are numerous, among them are the centralization of school curriculum and improvement of standard of education. However, some relate it to politics and religion.

The take-over of schools in the then Gongola State was between 1973 and 1976. In a meeting held between the Ministry of Education and the Proprietors/Community schools for the purpose of the take-over, the Chief Inspector of Education discussed the modalities of the take-over of voluntary agencies schools. The government wanted equal opportunity for all its citizens who wish to acquire education.

When the schools were taken over, they were not seen by the public to be functioning as when they were under mission voluntary agencies.

Things started going wrong. Bugyue (1983) noted that the quality of these schools that have been taken over has declined seriously immediately after the take-over. The evidence for the decline could be seen in academic performance, moral decline, students unrest, social mischief such as stealing, fighting, etc.

CHAPTER 3

3.0 DESIGN AND PROCEDURE OF STUDY

3.1 Introduction:

In this chapter, the methods and procedures used in this study are described. Thus the following aspects are considered: Data-gathering instrument, Population, Sampling procedures, Pretest of Instrument, Data-gathering procedures, Method of data analysis employed.

3.2 Data-Gathering Instrument:

In order to enhance his investigation, the researcher formulated or adopted means he perceived to be useful for collecting the required data. This means of investigation is referred to as the research instrument or data-gathering instrument. The means or methods of data collection included: questionnaire, interview and personal observation.

According to Adeyanju (1980:72) quoting Dalen (1973:324), Questionnaires are widely used by educators to obtain facts about past, present and anticipated events, conditions and practices, and to make enquiries concerning attitudes and opinions. He further stated that for some studies, providing respondents

with carefully selected and ordered questions is the only way to elicit the data required to confirm or disconfirm a hypothesis. That the following are the administrative and psychological advantage of questionnaire: access to large number of guaranteed anonymity which is likely to make the respondents have greater confidence that his responses will not be identified as coming from him, especially if such responses are likely to be disapproved or get the respondent into trouble.

Zaku (1983:33) also identifies the following as advantages of questionnaire:

(i) It provides anonimity to the respondents. This is because researchers always promise to treat the response as confidential.

(ii) Since the questionnaire is sometimes self-administered it serves the purpose of interview.

According to Anyip (1989:48) the use of questionnaire to collect data is less time consuming than the interview:

(iii) It gives ample time for concentration and for one to respond at leisure.

(iv) It reduces attempts by respondents to use many words, and

(v) The influence of the respondents' personality is reduced.

Based on the above reasons, the researcher considered the questionnaire technique as one of the appropriate means or methods for this study. Two sets of questionnaire were designed, one for the Principals and Tutors and the other for parents. The questionnaire for Principals and Tutors was divided into six parts referred to as sections A-F. Below is the outline of the division:

1. Section A - Basic information
2. Section B - Salaries
3. Section C - Amenities
4. Section D - In-Service Training
5. Section E - Relationship with Schools.
6. Section F - Attitude to Work.

Questionnaire for parents was not divided into parts, instead there were eleven items for the parents to indicate their opinions.

All the two sets of questionnaire, under each subjeading options were given up to five. It was left to the respondents to select the item that best appealed to them. The form of the questionnaire were

a five point scale Liket Scale. Such options were:

(a) Strongly Agree, (b) Agree (c) No opinion,
(d) Disagree, and (e) Strongly Disagree.

The type of questionnaire used was the closed or structured or forced response. In this type of questionnaire, there was a list of questions with their possible answers from which the respondents selected the options that best appealed to them.

The researcher also used oral interview to get data. The interview method was used to obtain information from some members of the public who could contribute to the study but were not literate enough to use the questionnaire. Ndagi (1984:59) has the opinion that in research interview is a technique used for collecting information from others in a face-to-face contact. It is used when the researcher wants to obtain a reliable and valid information in the form of verbal responses from respondents in order to confirm or reject hypotheses. He states that the interview method of data collection has the following advantages:

(i) It is flexible and it is applicable to different types of problems.
If a question is not clear to a respondent, it could be rephrased. It is also easily

(i) applicable to children and illiterates.

(ii) An interviewer can observe both what the respondent says and how he says it.

(iii) It is very useful in collecting personal information, attitudes or beliefs and it is particularly useful in probing for an additional information if the need arose.

(iv) Where a respondent has been motivated to accept the reasons for the interview can be very effective.

Moser and Kalton (1971:271) describe the survey interview as a conversation between interviewer and respondent with the purpose of eliciting certain information from the respondent.

In order to supplement data obtained from questionnaire and oral interview, the investigator also made use of publications on the subject and personal observation.

3.3 Population:

The subjects for this study included all the principals, vice-principals and academic staff of the eleven post-primary institutions randomly selected. Also fifty parents were randomly selected for oral interview. On the whole Two hundred and fifty subjects were involved in this study.

3.4 Sampling Procedures:

A simple random sampling scheme was preferred and adapted for the research. The researcher used or adapted the simple Random Sampling so that every element in the population had an equal probability of being selected. Names of all the schools were written on pieces of paper and put in a basket and properly mixed or shaken and a student was asked to pick a piece of paper from the basket one after the other.

Eleven post-primary institutions were selected for this study. This study involved eleven principals, twenty-two vice-principals and sixty-seven academic staff.

In the States each post-primary school has two vice-principals, for academic and administration. In the first ten schools, six teachers, were randomly selected, in each, while in the eleventh school seven teachers were selected. All the principals and members of staff totalled up to one hundred respondents.

Apart from the one hundred people involved in the study from the selected schools, one hundred parents were also randomly selected from the areas that these schools were located. These parents were partly got from the members of the teaching staff and those working in Educational Zonal Offices, Ministries of Education and also from other government organizations within the States.

Furthermore, fifty people within the states were involved in the oral interview. The researcher involved fifty people so that the research could be done within the limited time available. These fifty people were made up of people from all ranks, those from the Ministries of Education, Schools Management Boards, who were dealing directly with the educational programmes of the states. Also some were traders, farmers, and retired men from the public.

The eleven schools selected for this study were:

1. Mbiya Government Secondary School, formerly called Wukari Division Combined Secondary School, Takum.
2. Government Secondary School, Takum, formerly called Takum District Secondary School, Takum.
3. Government Commercial Secondary School, Takum, formerly called Nyapuri Comprehensive Secondary School, Takum.
4. Government Science Secondary School, Donga, formerly called Donga District Secondary School, Donga.
5. Government Secondary School, Wukari, formerly called St. Paul's Secondary School, Wukari.
6. Mammara Government Secondary School, Wukari, formerly called Atoshi Memorial Secondary School, Wukari.
7. Government Teachers' College, Numan, formerly known as Teachers' College, Numan.
8. Sakato Government Secondary School, Numan, formerly called Villanova Secondary School, Numan.

9. Government Secondary School, Numan, formerly called Bronnum Secondary School, Numan.
10. Government Science Secondary School, Hong, formerly called Hong Secondary School, Hong, and
11. Government Secondary School, Bazza, formerly was called St. Angustine' Teachers' College, Bazaa.

3.5 Pretest of Instrument:

The data gathering instruments were pre-tested at Kufena College, Zaria. This College was formerly owned by the Mission Voluntary Agency. The questionnaires were distributed by the Principal to the academic members of staff who were requested to return the questionnaires in a week's time. The instruments were tested in order to authenticate their validity and reliability.

As a result of this pre-test, a review of the staff's responses and the questions put before the investigator, slight modifications were made before the questionnaires and other instruments were put to use. The results of

the pre-test conducted were not used in the sample for the study.

3.6 Data-Gathering Procedures:

As soon as the research tools or instruments were pre-tested and modifications made based on the questions posed to investigator, the researcher left for the then State headquarters, Yola. The researcher has to obtain special clearance in the Ministry of Education before going to administer the questionnaires in the selected schools. This was to enable the principals and the academic staff respond freely to the researcher's questions and also to fill the questionnaires. The researcher wrote a letter seeking for permission from the Director General through the Director Post-Primary Institutions. The investigator was then given a letter of introduction to the Principals of the selected schools so that he would be able to administer questionnaire and also to conduct oral interviews and do some personal observations of the schools.

The researcher met each principal and introduced himself and also his mission. Randomisation scheme was also adapted to select teachers in each in order to avoid being bias in the selection.

The distribution of the questionnaires was done by the researcher assisted either by principal of each school or their vice-principal academics. After the distribution of the questionnaires, a period of three weeks was set for the collection of the questionnaires. Most of the principals of the schools had the responsibility of collecting the filled questionnaire on behalf of the investigator. Where the principals could not collect them, the vice-principals academics were asked to do so. One hundred questionnaires were administered in the selected schools and only eighty-seven (87) were returned.

As for the return of questionnaires for parents, the Principals requested the students whose parents were given questionnaires to receive and bring them. Parents who were teaching staff either handed their questionnaires to the investigator or to their respective principals. One hundred questionnaires for parents were given and only ninety-seven (97) were returned.

The fifty people who were interviewed were informed in advance to enable them to have enough time to get prepared. To each a copy of questions was given to study before hand. The oral interview was conducted

by the researcher himself, this enabled the investigator to probe the interviewees for more information. Of course, not all appointments were honoured, in such cases, new appointments were booked so as to enable the researcher conduct the oral interview at a convenient time. It was not easy to get all the respondents always, in some cases the researcher had to repeat the visit several times.

Majority of the people interviewed were of the opinion that the standard of education has drastically fallen. Since academic records could not be traced in most of the schools under review, there is a limit to generalization.

3.7 Method of Data Analysis Employed:

In the analysis of data, percentage and Chi-Square (X^2) statistical techniques were used. The main reason for using percentage according to Kerlinger (1973) was to reduce the different set of frequencies to a common base. It was argued that any set of frequencies can be transformed to percentages in order to facilitate statistical manipulation and interpretation. Since percentage are used to compare

groups of objects on an equitable basis, it was decided by the researcher to use percentage to determine the overall picture of both principals, teachers and parents' responses to the take-over effects on the schools selected for this study.

The Chi-Square statistics (X^2) tests represents a useful method of comparing experimentally obtained or observed results with those to be expected theoretically on some hypotheses.

Since this analysis dealt with the frequency of responses, and since the aim of Chi-Square is to establish whether or not there is a significant difference among response frequencies, the Chi-Square (X^2) statistic becomes suitable. Thus Chi-Square analysis was used.

2.7 Summary:

This chapter has shown that the design and procedure of the study followed a review of relevant literature. The data-gathering instruments or methods were: two sets of questionnaire, oral interview, publications on the subject and personal observation.

The study included eleven principals, twenty-two vice-principals, sixty-seven academic staff, one hundred parents and fifty people from the general public. In all there were two hundred and fifty people (250) involved in the study. The study did not include the staff of the Kufena College, Zaria used for the pre-test of the instruments.

The data were collected with the assistance of principals and vice-principals of the schools studied. The data were coded and analyzed with the assistance of Analysts in Ahmadu Bello University Computer Centre, Zaria.

CHAPTER 4

4.0 Data Presentation and Analysis

4.1.1 Introduction:

In this chapter, the researcher focussed attention on the data collected from the questionnaire administered, oral interview and personal observation. This was done in order to bring the raw data gathered together, to be sorted out and interpreted. Two sets of questionnaires were administered (Principals and Tutors, and Parents). The information are presented in tables and Chi-Square statistic was used. The information gathered from oral interviews were also presented in tables of percentage. These information have been analysed by converting them (figures) into percentages which will allow for interpretation. Information got from personal observation have also been presented.

4.1.2 Data From Personal Observation

4.1.3 The School Libraries:

From the study, it also revealed that the libraries are moderately equipped but that most of the books are out of date. Since the books were old and torn, students found it very hard to use them. It was also found out that most of the students were not using the libraries, this emanated from the fact that going to the libraries was a share waste of time since there were not enough books to read.

In two of the secondary schools, which before the take-over of post-primary institutions by the government, were teachers' colleges, the textbooks in their libraries were only useful to teachers and not secondary school students. Since most of the books have outlived their usefulness, most of the libraries were virtually empty with only antiquated books not useful to the students and the school community at large.

There are no enough seats in most of the libraries, the few that are available are not the type that would make reading conducive for concentration in the libraries. The staff that

work in these libraries, majority of them are not trained staff, in most cases they are either drop outs from secondary schools or teachers' colleges, so that they render little or not help at all to the students who may want to get some information from them.

4.1.4 The School Laboratories:

Almost all the laboratories of the schools under review were moderately well equipped. These schools that were initially Teachers' Colleges, but which have been converted to Secondary Schools, have rich laboratories but which are yet to attain the standard required of a secondary school.

4.1.5 The School Environment:

The researcher has observed that the school environment is yet another problem that affects the running of the schools. The hostel surrounding is very untidy for the movement of the students within the hostels and campus. However, some part of the school environment is maintained and kept clean. The students look neat. Football fields and other places for sports and games are in good order.

4.1.6 The School Infrastructure:

Most of the buildings in these schools are the one built by the Voluntary Agencies before the take-over. Some of the buildings have gone bad and needed repairs, also the floors have gone bad too.

4.1.7 Discipline in the Schools:

Order or discipline in some of these schools have seriously deteriorated to the extent that students hardly obey the laid down schools regulations. The students hardly put on full dress or uniforms so that it is not easy to differentiate between the students and members of staff.

4.1.8 Punctuality - Both of Staff and Students:

From the observations made, half of the total number of students in the schools under review went to school late so that only a few students attain the first lesson. A good number of those who go to school late, always roam about aimlessly till school closed. The staff of the schools are always punctual though a few do come late. Such come only during their lessons and diasppear till when next they have a lesson,

or till the following day.

4.1.9 Teachers' Presence in the Class:

It was discovered during the investigaror's observation that the presence of teachers was always a kind of incentive to the students to attain their classes. The absentism of some of the teachers hampered the full participation of the students in class. This is why very often one sees a good number of students wondering about aimlessly during lesson hours.

4.2.0 Data From Oral Interview:

Fifty people were interviewed orally. Each question was analyzed by using ordinary percentage (%) to indicate the number of respondents and their opinions. Those who were interviewed belonged to various age groups ranging from forty-five to fifty and of both sexes. All of them were married and belonged to the two dominant religions of the States, Christianity and Islam. Most of them were learned people.

4.2.1 Question I:

What were the major factors that made Government to take-over the Voluntary Agencies Schools?

TABLE 4.2.1 : Respondent's opinions on the major factors that made the governments to take-over the Voluntary Agencies Schools.

I T E M S	No. of Respondents	Percentage (%)
Take-over of schools meant standardization of education.	20	40
Take-over of schools was a hindrance and frustrations to the Voluntary Agencies	30	60
T O T A L	50	100%

A critical examination of table 4.1 above indicates that twenty of the fifty people saw the take-over as a step to the progress and standardization of education in the country. Thirty respondents, representing sixty percent saw the take-over as a kind of hindrance and frustration to the progress of missionary education which was considered to be one sided.

4.2.2 Question II:

Do you support the idea of the take-over?

TABLE 4.2.2 : Respondents' opinions on the idea of the take-over of Schools.

I T E M S	No. of Respondents	Percentage (%)
Yes	20	40
No	26	56
No idea	2	4
T O T A L	50	100%

An examination of table 4.2 above reveals that twenty out of the fifty respondents supported the idea of the take-over of schools. Fifty-six (56%) of the respondents did not support the idea of the take-over of schools from the Mission Voluntary Agencies. Four percent (4%) of the respondents had no opinion. Most of the respondents who did not support the take-over of schools from the Mission Voluntary Agencies, state that since the take-over of schools there has not been any change, the situation has drastically worsened. They saw the take-over as a major cause for the falling

standard of education and also for the moral decadence in our schools.

The take-over of schools also has made the government not to give equal and proper attention, both financially and morally to these schools.

According to them these schools were better catered for in the days of the Mission Voluntary Agencies who had a set standard for their schools.

4.2.3 Question III:

Was there any formal dialogue between the Voluntary Agencies and the Government before the take-over?

TABLE 4.2.3 : Respondents' view on formal dialogue between the Voluntary Agencies and the Governments before the take-over of schools.

I T E M S	No. of Respondents	Percentage (%)
Yes	10	20
No	30	60
No Opinion	10	20
T O T A L	50	100%

A close examination of table 4.3 above shows that twenty percent (20%) of the respondents agreed that there was a formal dialogue between the Government and the Voluntary Agencies before the take-over. Sixty percent (60%) of the respondents stated that there was no formal dialogue between the Government and the Proprietors of these schools. That the Government just

issued instructions to all Voluntary Agencies to hand over their schools to the government. According to them the mode of the take-over was totally undemocratic and a frustration to the Mission Voluntary Agencies.

Another twenty percent (20%) of the respondents had no opinion about the issue.

4.2.4 Question IV:

Would you say whether there was any compensation to the Voluntary Agencies?

TABLE 4.2.4 : Respondents' views on whether there was any compensation to the Voluntary Agencies.

I T E M S	No. of Respondents	Percentage (%)
Yes	10	20
No	25	50
No Opinion	15	30
T O T A L	50	100%

An examination of table 4.4 above shows that twenty percent (20%) of the respondents stated that the Voluntary Agencies were fully compensated. Fifty percent (50%) of the respondents stated that the government did not pay any compensation to the Voluntary Agencies. That the government said that these schools would be run for the same purpose for which the missionaries were running the schools,

but that of course was totally not true.
When these schools were taken over most of the chapels were either converted to assembly halls or they ceased to be what they were, which means tampering with religious liberty and practice.
Thirty percent (30%) of the respondents however said they had no opinion about the issue.

4.2.5 Question V:

What would you say about the condition of these schools before the take-over?

TABLE 4.2.5 : Respondents' opinions about the condition of these schools before the take-over of schools.

I T E M S	No. of Respondents	Percentage (%)
Good	38	76
Not Good	10	20
No idea	2	4
T O T A L	50	100%

A close examination of table 4.5 above reveals that seventy-six (76%) percent of the respondents said that the conditions of these schools taken over from the Voluntary Agencies were good. They stated that hostels and staff quarters were properly catered for and staff properly maintained. Twenty percent (20%) stated that the conditions of these schools were bad, while four percent(4%) stated that they had no opinion as far as the conditions of these schools are concerned.

4.2.6 Question VI:

Do these schools have better infrastructure now than when controlled by the Voluntary Agencies?

TABLE 4.2.6 : Respondents' opinions on whether these schools have better infrastructure no than when controlled by the Voluntary Agencies.

I T E M S	No. of Respondents	Percentage (%)
Yes	9	18
No	35	70
No Opinion	6	12
T O T A L	50	100%

An examination of table 4.6 above indicates that eighteen percent (18%) of the respondents stated that after the take-over these schools have better infrastructure. Seventy percent (70%) of the respondents stated that there was no change as far as the infrastructure were concerned. For them the infrastructure have deteriorated seriously. The infrastructure got from the Voluntary Agencies are not maintained properly.

They stated that where new ones were erected they are however not in better shapes than the old ones.

That since these buildings are not in good shape many staff stay inside the towns or in their personal buildings. Twelve percent (12%) of the respondents stated that they had no opinion about the issue.

4.2.7 Question VII:

How would you rate the standard of discipline in schools now?

TABLE 4.2.7 : Respondents' view on the standard of discipline in schools now.

I T E M S	No. of Respondents	Percentage (%)
Improved	5	10
Deteriorated	45	90
No idea	-	0
T O T A L	50	100%

A close examination of table 4.7 above reveals that ten percent (10%) of the respondents stated that the standard of discipline in these schools has improved. Ninety percent (90%) stated that the standard of discipline in these schools has drastically fallen or greatly deteriorated. That principals are not given enough power for proper discipline of their students. In view of this, parents can take any

principal to court of law for any disciplinary action taken against their children.

Students do not seek for permission before going into the towns, and they hardly put on their uniforms for proper identification. Cases of theft, unwanted pregnancies, rioting, are very common in these schools today. These things were not found in these schools before the take-over by the Government.

4.2.8 Question VIII:

How would you rate the academic achievements in these schools presently?

TABLE 4.2.8 : Respondents' opinions on the academic achievements in these school presently.

I T E M S	No. of Respondents	Percentage (%)
Improved	20	40
Fallen	30	60
No Opinion	-	-
T O T A L	50	100%

An examination of table 4.8 above reveals that forty percent (40%) of the respondents said that the standard of education or academic achievements has improved. For them the quality of education has greatly improved. Sixty percent (60%) stated that the standard of academic achievements has seriously fallen or deteriorated. There is no gain saying that the State's educational sector is in some disarray currently. They stated that most of the secondary

school leavers can not speak simple English nor write in English effectively. Students are admitted into these schools without being qualified; that is, students who can not even write their names are being admitted, which was not the case in the period of the Voluntary Agencies. Thus according to them the academic standard has crashed to the ground following government take-over of schools. They expressed the fear that the way things are going on in the public schools we may end up producing a generation of illiterates.

4.2.9 Question IX:

Are the teachers more committed to their academic work under the Government than under Voluntary Agencies?

TABLE 4.2.9 : Respondents' opinions on whether the teachers are more committed to their academic work under the Governments than under Voluntary Agencies.

I T E M S	No. of Respondents	Percentage (%)
More committed	10	20
Not committed	40	80
No Opinion	-	-
T O T A L	50	100%

A close examination of table 4.9 above shows that twenty percent (20%) of the respondents have the view that the teachers are more committed to their academic work now than before the take-over. Eighty percent (80%) stated that the teachers are not committed to their academic work now. That in the periods of the Voluntary Agencies, there were schools

Mansgers who were always checking on the teachers to be sure that they are doing their work accordingly and effectively too. But that after the take-over of schools, government relaxed in this aspect of supervision of schools, so teachers hardly do their work accordingly these days. For them there are no enough supervisors to check on the staff, that a supervisor who is supposed to be checking too many schools may not be efficient in his work. That even where there is only one officer who would be checking, the checking should be constant, this would make the teachers to be alert always. This exactly was what the voluntary agencies were doing.

4.2.10 Question X:

Do these teachers have a higher moral standard than before?

TABLE 4.2.10 : Respondents' opinions on whether teachers have a higher moral standard than before the take-over of schools.

I T E M S	No. of Respondents	Percentage (%)
Higher than before	41	82
Higher after take-over	9	18
No Opinion	-	-
TOTAL	50	100%

A critical examination of table 4.10 reveals that eighty-two percent (82%) of the respondents stated that teachers have higher moral standard than after the take-over of schools. In those days teachers' moral standard were being constantly checked by the school Managers. Where a teacher is found wanting morally, he is sacked or warned seriously and is placed under closed observation. This is because the spiritual

and moral character of the teachers was a most important factor. Therefore, should a teacher fail in his conduct, discipline could be applied in conformity with the character of the school. This is not the case in our schools today, there are rampant cases of unwanted pregnancies where teachers are involved and nothing serious done to them. Eighteen percent (18%) stated that the teachers now have higher moral standard.

4.2.11 Question XI:

What are the Merits of the take-over?

TABLE 4.2.11 : Respondents' views on the merits of the take-over of schools.

I T E M S	No. of Respondents	Percentage (%)
Beneficial to the people	23	46
Not beneficial to the people	27	54
No Opinion	-	-
T O T A L	50	100%

An examination of table 4.11 above reveals that fourty-six percent (46%) of the respondents stated that the take-over of schools was beneficial to the people of the States and the country at large. For them the take-over of schools has enabled many pupils to attend schools. It has made it possible for pupils from different backgrounds to come together to learn. That the take-over also has led to the expansion of these schools which gave rooms for many job opportunities.

Fifty-four percent (54%) of the respondents stated that the take-over was not beneficial to the people. That instead of taking over the schools, the government should have continued to expand its own schools or set up new ones, while the Voluntary Agencies are allowed to run their schools. They expressed their view that by allowing the Voluntary Agencies, to run their schools and government run its own, an atmosphere for competition would have been created. According to them parents are denied the choice of schools for their children.

4.2.12 : Question XII

What are the demerits of the take-over?

TABLE 4.2.12 : Respondents' views on the demerits of the take-over of schools.

I T E M S	No. of Respondents	Percentage (%)
Moral decadence and falling standard of education	40	80
No Opinion	10	20
T O T A L	50	100%

A close examination of table 4.12 above indicates that eighty percent (80%) of the respondents stated that the take-over has done more harm than good. For them the take-over has led to moral decadence in our schools. That moral or religious instructions have not been given proper attention as it ought to be. A serious side effect of the take-over of schools is the down turn in the standard of education state wise and at every level of education. Thus according to them standard of education has drastically fallen and that rapid expansion . . of classes does not go with the

provision of amenities in these schools. The schools are too many for the government to give proper and equal attention. For this, there are a lot of beauracratic processes to be done before something is being executed.

All the promises made by the government are not fulfilled. Parents who were told that they would not pay school fees again, have become tired from unnecessary demands from the schools. Textbooks are being bought by parents; transport money are paid by the parents. There are no enough furniture in these schools, so that students have to share their seats. This always makes them not to be comfortable during lessons, some even sit on the floor to write. Classroom facilities are not enough and laboratories are not properly equipped.

According to some of the teachers interviewed, the government does not give opportunities for all categories of teachers to go for further studies. They stated that staff who teach subjects such as Christian Religious Studies (CRS) and History are not always given in-service and this has caused serious

set back to the academic achievements of both the staff and the students. They expressed the view that equal opportunity should be given to all staff irrespective of their areas of specialities, since all staff are for the progress of education in their schools and the states at large.

4.3.0 HYPOTHESIS TESTING

4.3.1 Hypothesis One:

There is no significant difference between the salary structure teachers earned before and after the take-over of school by government.

TABLE 4.3.1 : Analysis between the salary structure teachers earned before and after the take-over of schools.

	X^2	DF	Critical Value of X^2 at 0.01	Decision
Salary adequacy	12.588	4	13.277	N/S
Salary satisfaction	19.647	4	13.277	Sig.
Influence on performance of teachers	32.706	4	13.277	Sig.
Salary improvement	18.000	4	13.277	Sig.
Conditions of teacners financially better	31.529	4	13.277	Sig.

Table 4.3.1. shows the analysis of the data collected by the use of X^2. It could be seen that the X^2 calculated for the various variables (12.588, 19.647,

32.706, 18.000, 31.529), the X^2 calculated for variable one is less than the X^2 Critical Value (13.277). The Rest of the Variables are greater than the critical values (13.277, 13.277, 13.277, 13.277, 13.277). Hence the difference between the observed and the expected is quite significant. Thus all the null hypothesis was rejected.

4.3.2 Hypothesis Two:

There is no significant difference in the facilities available in schools before and after the take-over of schools by government.

TABLE 4.3.2: Analysis between the facilities available in schools before and after the take-over of schools by governments.

	X^2	DF	Critical Value of X^2 at 0.01	Decision
Libraries had more textbooks than now	14.325	4	13.277	Sig.
More classroom facilities before than now	13.294	4	13.277	Sig.
Laboratories were more equipped than now	22.000	4	13.277	Sig.
More chapels to worship now	11.765	4	13.277	Sig.
More mosques to worship now	9.294	4	13.277	Sig.
Amenities are better now	44.706	4	13.277	Sig.
Accommodation are better now	47.176	4	13.277	Sig.
Medical facilities are better now	55.059	4	13.277	Sig.
Transport allowance are easily got now	37.529	4	13.277	Sig.
Leave grants are better now	62.941	4	13.277	Sig.

Table 4.3.2 above shows the analysis of the data collected by the use of X^2. It could be seen that the Chi-Square (X^2) calculated for various variables, (14.325, 13.294; 22.000; 11.765; 9.294; 44.706; 47.176; 55.059; 37.529; 62.941); the Chi-Square (X^2) calculated for the fourth and the fifth variables are less than X^2 - Critical Value (13.277). The Chi-Square (X^2) calculated for remaining variables are greater than the X^2 - Critical.

The researcher has noted that the variables that are greater than the X^2 - Critical are more than the variables that are less than the X^2 - Critical.

Therefore, the difference between the observed and the expected is quite significant. Thus all the null hypothesis (Ho) was rejected.

4.3.3 Hypothesis Three

There is no significant difference between the availability of in-service training programmes for teachers before and after the take-over of schools by government.

TABLE 4.3.3 : Analysis between the availability of in-service training programmes for teachers before and after the take-over of schools by governments.

	X^2	DF	Critical Value of X^2 at 0.01	Decision
Government policies for training better now	38.824	4	13.277	Sig.
Professional pressures on teachers	57.059	4	13.277	Sig.
Financing for professional training	37.176	4	13.277	Sig.
Take-over had influenced teachers' performance	24.235	4	13.277	Sig.

Table 4.3.3 above shows the analysis of the data collected by the use of Chi-Square (X^2). It could be seen that the X^2 calculated for the various variable (38.824; 57.059; 37.176; 24.235) are greater than the X^2 - Critical values (13.277; 13.277; 13.277; 13.277). Hence the difference between the observed and the expected is quite significant. Therefore all the null hypothesis (Ho) are rejected.

4.3.4 Hypothesis Four:

There is no significance difference between the level of commitment to work by teachers before and after the take-over of schools by government.

TABLE 4.3.4 : Analysis between the level of commitment to work by teachers before and after the take-over of schools by governments.

	X^2	DF	Critical Value of X^2 at 0.01	Decision
Teachers are more dedicated to duty now	51.412	4	13.277	Sig.
Less complaints about condition of service	50.353	4	13.277	Sig.
Morale of teachers has improved	36.706	4	13.277	Sig.
Relationship between staff and students has improved	36.706	4	13.277	Sig.
Teachers are willing to take part in the extra curricular activities now	53.176	4	13.277	Sig.

Table 4.3.4 shows the analysis of the data collected by the use of Chi-Square (X^2). The X^2 calculated for the various variables (51.412; 50.353; 36.706; 53.176) are greater than the X^2 - Critical Values (13.277; 13.277; 13.277; 13.277; 13.277). Hence the difference between the observed and the expected is significant. Thus all the null hypothesis (Ho) was rejected.

4.3.5 Hypothesis Five:

There is no significant difference between the fincncial burden on Parents before and after the take-over of schools by government.

TABLE 4.3.5 : Analysis between the financial burden on parents before and after the take-over of schools by governments.

	X^2	DF	Critical Value of X^2 at 0.01	Decision
Students work harder now than before	36.495	3	13.277	Sig.
Parents appreciate teachers more now	15.021	3	13.277	Sig.
Relationships between home and school has improved	41.800	3	13.277	Sig.
Parents buy more textbooks now	41.800	3	13.277	Sig.
Parents contribute more to the school building now	15.071	3	13.277	Sig.
There are enough furniture now	71.863	3	13.277	Sig.
Parents spend less now	65.547	3	13.277	Sig.
Students don't pay school fees now	125.589	3	13.277	Sig.

An examination of table 4.3.5 above shows the analysis of the data collected by the use of Chi-Square (X^2). It could be seen that the X^2 calculated for the various variables (36.495; 15.021; 41.800; 41.800; 15.071; 71.863; 65.547; 125.589) are greater than the X^2 Critical Values (13.277; 13.277; 13.277; 13.277; 13.277; 13.277 13.277; 13.277). Hence the difference between the observed and the expected is quite significant. Thus all the null hypothesis (Ho) was rejected.

4.4.0 Summary:

In this study, data collected from principals and Tutors, and Parents through questionnaire were presented in tables and Chi-Square (X^2) statistic was used to analyse the data collected. The data collected from fifty people through oral interview were presented in tables of percentage. The tables have reduced the data to sizes that could be easily compared.

The result of the researcher's personal observations in the schools under review was used to support some of the facts that were collected through the use of questionnaire and oral interviews.

In testing the hypotheses formulated two types of statistics were employed for the five hypotheses. These are Chi-Square (X^2) and ordinary percentage (%)½

CHAPTER 5

5.0 SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS.

5.1 Summary:

This study set out to compare and analyse the Voluntary Agencies' post-primary institutions in Adamawa and Taraba States before and after the Government take-over. Therefore, the purpose of this study is to find out whether the objectives for which the government took over the schools are met or not. Such objectives are: standardization of education, expansion of schools, better conditions of service, provision of better amenities and so on. Five hypotheses and twelve oral interview questions were raised to facilitate interpretation of data.

The methods used for collecting data included questionnaire, oral interview and personal observation. Questionnaires for principals and tutors, and the parents were administered and the data collected

were analysed. In order to supplement the facts got from the data an oral interview was conducted with fifty people from the general public, and also personal observations. Chi-Square was used to compare facts got from the questionnaire to principals and tutors and also the ones for parents. For oral interviews ordinary percentage was used to sample opinion from the general public.

The researcher felt that the knowledge and scholarship information contributed by this investigation would be valuable to policy making body of the Ministry of Education and also Post-Primary Schools Management Boards.

The attempts to justify the aims of the take-over of schools from the Voluntary Agencies led the researcher to study relevant literature to find various factors which influence the take-over of schools. These various factors which were discovered in literature were used in this study.

5.2 Findings:

The following major findings have been made as a result of this study.

1. Mission Voluntary Agencies Championed the cause of Western Education in Adamawa and Taraba States.
2. After the take-over teachers were not satisfied with their salaries.
3. The take-over did not have much influence on the performance of the teachers. That without the take-over the salaries of staff would have improved.
4. The study revealed that after the take-over, most of the libraries had no enough textbooks. This lack of enough textbooks has forced the parents to be buying more textbooks than during the period of the Voluntary Agencies.
5. Classroom facilities are lacking seriously in these schools. The government can not meat the needs of all the schools and the amenities found in these schools are not in any way better than the

Voluntary Agencies' period.

6. In terms of accommodation and medical allowance, they are not in any way better than before the take-over of schools. Many members of staff, do not have accommodation within the school premises which also is one of the factors contributing to their inability to carry out some of their responsibilities.
7. Transport allowance is easily got from the government now and teachers have more freedom but no professional preasures to improve themselves. The government does not encourage them to go on further studies.
8. The relationships between the schools and the authorities has greatly improved.
9. Principals are not paying proper attention to their staff, especially academic staff after the take-over of schools, and teachers are not very much involved in the educational decision of the schools.

10. Discipline has seriously deteriorated in these schools. Principals are not given full authority to discipline their students. They feared that parents might take them to court.
11. Academic achievements of the schools that have been taken over has drastically fallen. The number of drop outs continue to increase and the number of failure increases every year.
12. Admission into these schools now, are not based on serious entrance examinations and oral interviews.
13. Teachers are not more committed to their work after the take-over. This might be because now teachers are not being supervised on constant basis by inspectors or supervisors as was the case in the period of the Voluntary Agencies.
14. There are no enough Inspectors or Supervisors to go round these schools.

15. Parents are still confronted with financial burden in order to train their children.
16. The government could not fulfil the promises made before the take-over of schools, and they are too many for the government to meet their financial needs.
17. Many saw the take-over of schools as grand design to counter missionary activities and the projection of Christianity through these educational institutions.
18. Many saw the take-over of schools as the major cause for the fall in the educational standard in the states.

5.3 Conclusions:

Based on the foregoings, it could be concluded that:

1. Staff are still not satisfied with their salaries after the take-over.
2. Schools are expanded without provision for necessary classroom facilities and well equipped libraries and laboratories.
3. After the take-over of schools there is still financial burden on parents to train their children.
4. Moral standard has seriously deteriorated following government take-over of schools.
5. The take-over has led to the down turn in the standard of education in the states.

5.4 Recommendations:

Based on the findings of the study, the researcher would wish to make the following recommendations:

1. The Government should hand over the schools to the Voluntary Agencies. To make this very effective, the government should give the Voluntary Agencies grants to supplement their efforts. The government should expand its own schools or set up new ones and allow Voluntary Agencies runtheir own few schools. This would create an avenue for healthy competitions among the schools within the states. Despite the fact that it is the governments' prime responsibility to provide and organize education for its citizens, it is undemocratic to force all parents to send their children only to government schools. In a democracy, which we claim to be operating, the rights of the individual should be respected.

2. There should be enough subject Inspectors or Supervisors both at headquarters and at the Zonal level. Lack of proper and constant inspection and supervision of these schools contributed to the laxity of many teachers not to do their work effectively. Subject Inspectors and Supervisors should be posted to the Zonal Offices to check on the teachers and students.

3. There should be constant repairs of the school buildings, and enough amenities and classroom facilities provided to the schools to enhance a conducive learning environment. Enough textbooks be made available to all school libraries to encourage students develop interest in reading. In schools where libraries have not been established, the government should help establish them and provide enough books. These libraries should also be managed by trained personnels.

4. Christian organisations and individuals should go into the educational sector again, now that its becoming more and more clear that the government cannot really cope. More Seminaries and Bible Colleges should be established where students are allowed to offer subjects just as offered in secondary schools. Such Colleges and schools would be centres where students can be taught Christian principles and be brought up in the Christian way.
5. The usual practice, that is writing an entrance examination and having both written and oral interviews before admission should be re-emphasized. This would discourage the current practice of admitting students who are not yet qualified for admission.
6. Principals should be given full authority to effect proper discipline on erring students.
7. Automatic promotion for students should be discouraged. This would make the students to work very hard. It would create an avenue for healthy competitions among the students.

8. Parents should be informed always about the progress of their children. This would help them know how best they could supplement the efforts made by the schools.

9. Importance of discipline should be made known to the parents so that unusual clashes between parents and school authorities should be reduced if not eradicated completely. There should be constant dialogue between the school authorities and the parents of erring students.

Parents-Teachers Association (PTA) should do more to help maintain a high standard of discipline in our schools. The school authority can use the P.T.A. forum to organize workshop and seminars for the parents. The focus of the workshop and seminars would be on the role of the parents in the discipline of our children. Here various topics that relate to disciplinary issues in the schools, at home and the society would be highlighted and discussed in detail. In short the seminar and the workshop will

inform the parents that it is part of their responsibility to make the child a disciplined and conscientious individual in the society.

10. In order to inculcate the spirit of healthy competitions in schools, the government can help by organizing endowment fund. Rich people, old teachers, various heads of departments and other interested individuals can donate towards the fund.

From the fund, schools may award prizes to students who excel in various discipline to foster the spirit of competition. Teachers whose students perform very well in their disciplines can be praised, encouraged and be promoted as and when due.

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APPENDIX

Ministry of Education,
Post Primary Division,
Gongola State, Yola.

Ref: No. EGS/CIS/65/I/119. 22nd May, 1989.

To Principals,

_____

_____

_____

QUESTIONNAIRE FOR PRINCIPALS AND TUTORS.

I am directed to introduce Mr. J.B. Sambo a research student pursuing a Master's degree at Ahmadu Bello University Zaria, and to request you to give your maximum co-operation as he administers his questionnaire on you and your staff.

PARMATA ISHAYA (MRS)
for: Director General.

Questionnaire for Principals and Tutors.

Sir/Madam,

The researcher is a Post-Graduate Student of Ahmadu Bello University, Zaria. He is conducting a research on "A Comparative Study and analysis of the Voluntary Agencies Post-Primary Institutions in Gongola State after the Government take-over". The researcher will take all respondents into confidence and will keep all information confedential.

Thanks for your anticipated co-operation.

Please answer the following questions:

Age:-

Sex:-

Religion:-

Qualifications:-

Occupations:-

Years of teaching experience:-

APPENDIX

AUESTIONNAIRES FOR PRINCIPALS AND TUTORS.

Please kindly tick or circle only one of the five options given:

SALARIES:

1. Prior to the take-over of schools in Adamawa and /Taraba States/ the salary scale for teachers was satisfying.

SA	A	NO	D	SD

2. After the take-over the salary is more sastisfying.

SA	A	NO	D	SD

3. The take-over has greatly influenced the teachers to do their work well.

SA	A	NO	D	SD

4. Without the take-over teachers salaries would have improved

SA	A	NO	D	SD

5. The conditions of teachers financially are better off after the take-over.

SA	A	NO	D	SD

AMENITIES:

1. Libraries had more textbooks than before the take-over of schools.

SA	A	NO	D	SD

2. There were more classroom facilities than before the take-over of schools.

SA	A	NO	D	SD

3. Science laboratories were more equipped than after the schools take-over.

SA	A	NO	D	SD

4. There were more Chapel for students to worship now than before the take-over of schools.

SA	A	NO	D	SD

5. There were more mosques for students to worship now than before the take-over of schools.

SA	A	NO	D	SD

6. After the take-over the amenities are better now.

SA	A	NO	D	SD

7. Accommodation for staff is better now than before the take-over.

SA	A	NO	D	SD

8. Medical allowance now is better than before the take-over.

SA	A	NO	D	SD

9. Transport allowance is easily got then before the take-over of schools:

SA	A	NO	D	SD

10. Leave grants are better now than before the take-over of schools.

SA	A	NO	D	SD

INSERVICE TRAINING

1. Chances through government policies for staff training now are better after the take-over of schools.

SA	A	NO	D	SD

2. There is more professional pressure on teachers now for improving himself/herself than there was before the take-over of schools.

SA	A	NO	D	SD

3. The financing for professional improvement is better now than before the take-over.

SA	A	NO	D	SD

4. The take-over by the government has an important influence on the performance of the teachers:

SA	A	NO	D	SD

RELATIONSHIPS WITH SCHOOLS AND AUTHORITIES.

1. The relationship with school and Board Authorities are better now.

SA	A	NO	D	SD

2. There is now more professional freedom than before.

SA	A	NO	D	SD

3. Principals now pay more attention to their staff than before the take-over.

SA	A	NO	D	SD

4. The staff are more involved in educational decision than before.

SA	A	NO	D	SD

5. Discipline in the school has greatly improved after the take-over.

SA	A	NO	D	SD

6. Academic performance of the students has greatly improved.

SA	A	NO	D	SD

ATTITUDE TO WORK

1. Teachers are more dedicated to their work now.

SA	A	NO	D	SD

2. There are less complaints now about the condition of service.

SA	A	NO	D	SD

3. The morale of the staff has improved since the take-over of schools.

SA	A	NO	D	SD

4. The relationship between staff and the students has improved.

SA	A	NO	D	SD

5. Teachers are more willing to take part in the extra curriculum activities after the take-over of schools.

SA	A	NO	D	SD

APPENDIX 'B'

QUESTIONNAIRE FOR PARENTS

Please kindly circle or tick one of the responses that best appeals to you.

1. The students work harder now than before the take-over of schools.

SA	A	NO	D	SD

2. The performance of the students has improved since the take-over of schools.

SA	A	NO	D	SD

3. Parents have a more appreciative attitude towards the work of the teachers since the take-over of schools.

SA	A	NO	D	SD

4. The relationships between the home and the schools have improved.

SA	A	NO	D	SD

5. Parents buy more textbooks than before the take-over of schools.

SA	A	NO	D	SD

6. Parents contribute more now to the building of classrooms than before the take-over of schools.

SA	A	NO	D	SD

7. There are enough furniture in the schools now than before the take-over of schools.

SA	A	NO	D	SD

8. Parents spend less money now than before the take-over of school.

SA	A	NO	D	SD

9. The students don't pay school fees since the take-over of schools.

SA	A	NO	D	SD

10. The teachers are more qualified now than before the take-over of schools.

SA	A	NO	D	SD

11. Disciplines in the schools now is better than before the take-over of schools.

SA	A	NO	D	SD

ORAL INTERVIEWS

Sir/Madam,

The researcher is a post graduate student of Ahmadu Bello University, Zaria. I am currently conducting a research on "A Comparative Study and Analysis of the Voluntary Agencies' Post-Primary Institutions in Adamawa and Taraba States before and after the Government take-over". The researcher will take all respondents into confidence and information kept confidential.

Age: _____

Sex: _____

Marital Status: _____

Religion: _____

Qualifications: _____

1. What do you think made the government to take over Voluntary Agencies schools?
2. Do you support the idea of the take-over?
3. Was there any formal dialogue between the Voluntary Agencies' before the take-over?
4. Would you say whether there was any compensation to the Voluntary Agencies?
5. What would you say about the condition of such schools before the take-over?

6. Do these schools now have better infrastructure than when controlled by the Voluntary Agencies?
7. How would you rate the standard of discipline in schools now?
8. How would you rate the academic achievement of these schools now?
9. Are the teachers more committed to their academic work than when controlled by the Voluntary Agencies?
10. Do the teachers now have a higher moral standard than before?
11. What will you say are the merits of the take-over?
12. What will you say are the demerits of the take-over?

APPENDIX 'C'

Secretariat, Takum,
P.O. Box 31,
TAKUM,
Gongola State.

Ref: CRCN/GC/1/VOL.III/48 14th June, 19.....

The Principal,
MGSS TAKUM.

Sir,

AN ATTEMPT TO BUILD A MOSQUE

There has been several attempts by the Moslems to build a Mosque near the MGSS Chapel in between the Chapel, the Library and the Chemistry Laboratory. They have been told that, that could cause a problem between Christians and the Moslems. They gave up the idea but now, they have started again. The Church is therefore telling you to tell them to find another place for the sake of peace and stability.

We hope that you will take action on this immediately.

Thank you.

Rev. Ishaya B. Gani
Ag. General Secretary.

Ministry of Education,
Planning Division,
YOLA,
Gongola State.

Ref: CDN.P. 39/26

14th June, 1976.

The Proprietor,
Combined Secondary School,
Wukari - Takum.

PROPOSED TAKE-OVER OF VOLUNTARY AND COMMUNITY SECONDARY SCHOOLS WUKARI DIVISION.

Further to my letter No. CDN.P.39/18 of 10th May, 1976, I am directed to inform you that a meeting between the Proprietors of the above schools and the representatives of this Ministry has been proposed to take place on the 2nd August, 1976, at 10.00 a.m.

2. Enclosed is a copy of the agenda for your retention please. Details of the venue of the meeting will be given on arrival at the Ministry's Headquarters in Yola.

3. You are advised to bring with you all necessary documents you may present to the Ministry in connection with sites and the building therein. (e.g. Certificate of Occupancy, School lay out etc.).

R.B. HUNGUSHI
for: Permanent Secretary.

TENTATIVE AGENDA FOR THE PROPOSED MEETING WITH THE PROPRIETORS OF THE VOLUNTARY AGENCY AND COMMUNITY SCHOOLS IN WUKARI DIVISION FOR THE PURPOSE OF TAKE OVER.

1. STAFFING: EXPERTRIAT AND NIGERIANS

   (a) (i) Permanent and Pensionable Appointment

   (ii) Contract Appointment

   (iii) Temporary Appointment

   (iv) Daily Rated Appointment.

   (b) Movement of Officers.

2. School Boundaries and Adjustment of

3. Assets and Liabilities

   (a) Determination of

   (i) Buildings provided by Proprietors

   (ii) Buildings provided by Government

   (b) Certificate of Occupancy.

4. Financial Matters.

   (i) School fees.

   (ii) Funds at hand and liabilities.

   (iii) Expenditure incurred this Financial Year.

   (iv) Compensation as a result of 3 (a) (i - ii) above.

Ekas (CRCN) Donga,
P.O. Box 1013,
Wukari,
Gongola State.

29th February, 1980.

The Honourable Member,
Alhaji Maigari Ahmadu,
Member For Doga Constituency,
Gongola State House of Assembly,
YOLA.

TAKE OVER OF VOLUNTARY AGENCY DONGA
DISTRICT SECONDARY SCHOOL COMPENSATION OF

We of the Ekas Church Doga, the Proprietor of the former Donga District Secondary School wish to bring to your notice that before the take over of the said school, the Government of the Gongola State promised to compensate us accordingly.

As requested, we submitted our claims and we were asked to take an oath of which we did. But surprisingly the Ministry of Education when approving our claims over looked the school outstanding liabilities of ₦8,624.00 and promised to pay only ₦19,291.08 vide their letter No. CDN/G.86/11/368 of 4th October, 1979 (to Takum Local Government - copy attached).

More surprisingly still, we were asked to go and collect the sum of ₦5,291.00 being our due for the compensation and we are not prepared to collect that amount. For this is a clear evidence that the government does not want the progress and the growth of the Ekas Christians Church in Donga Town.

We will therefore require your indulgence in helping us in investigating in the floor of the House and subsequently secure the release of the approved sum of ₦19,291.08 be paid to us instead of ₦5,291.60 please.

While thanking you for your full co-operation.

Yours faithfully,

cc: The Speaker of the House of Assembly.
The Deputy Speaker of the House of Assembly.

MINUTES OF THE MEETING HELD BETWEEN THE MINISTRY OF EDUCATION AND THE PROPRIETORS OF VOLUNTARY/COMMUNITY SCHOOLS FOR THE PURPOSE OF THE TAKE OVER 2ND AUGUST, 1976.

PRESENT:

1. The Chief Inspector of Education - J.J. Fwa.
2. The Chief Planning Officer - R.B. Hungushi.
3. Planning Officer (Sec. Sch) - Pius Isa (Secretary).
4. A.A. Bao - Takum District Secondary School.
5. E.A. Audu - Atoshi Memorial Secondary School.
6. S.M. Uwuanyi " " " "
7. For Hunter - St. Pauls Secondary School, Wukari.
8. Bro. Andrew Iwungwi - St. Pauls Secondary School, Wukari.
9. Mr. Garba Moses - P.R.O. - Takum District Secondary School.
10. P. Audu - P.R.O. Takum District Secondary School.
11. John A.P. Binga - Manager, District Secondary School, Donga.
12. D.S. Nyapuri - Comprehensive Secondary School.
13. G.S. Ugwanyi - Donga District Secondary School.
14. E.M. Audu - Wukari Divisional Combined Secondary School.
15. Rev. S.D. Galadima - Divisional Combined Secondary School.
16. Rev. Lestu W. Uan Essia - Wukari Divisional Combined Secondary School.

The meeting was opened by a welcome address by the Chief Inspector of Education. He explained that the Commissioner and the Permanent Secretary would have wished to be at the meeting but due to some reason they could not be present.

All members present at the meeting were asked to introduce themselves. When this had been done the C.I.E. explained the purpose of the meeting. It was pointed out that the purpose of the meeting was to discuss the mechanics of take-over of Voluntary/Community Schools in Wukari Division.

The reason for the take-over was explained in the compliance with the Federal Government directive and the policy of Gongola State. It was further explained that Government wishes equal opportunity to all its citizens who wish to get education.

The exercise of the take-over was not in any way meant to inconvenience anybody but that it is the intention of the Government to make conditions equally favourable for all those who want education.

It was critically made clear that the Government does not wish to force the idea of take-over on any body and that any proprietor who wishes to keep his school could still do so but that such a school would cease to get grant from the Government.

After this brief explanation the C.I.E. then asked that they should now look at the Agenda and that if anybody had anything to add to the Agenda he could do so.

THE FIRST ITEM OF THE AGENDA:

1. Staffing - Expatriates and Nigerians:

It was explained that the schools would be taken-over in September and that when this is done all the staff both contract and permanent provided they are qualified and satisfied the conditions laid down by Government, would be absorbed into Government services. It was further stated that all staff would continue to receive their present salaries until arrangements are completed by the Ministry when salaries will be adjusted in accordance with government salary scales.

The C.I.E. further pointed out that where some staff had signed contract to work in a particular area, consideration would be given by the Ministry of such cases.

In the process of take-over, staff found to be unqualified or unwilling to transfer to Government service would be given sufficient notice to make alternative arrangements.

When the schools are taken-over in September, the C.I.E. explained, there would be minimum movements of staff from their schools. For the mean time the proprietors could continue process admission and recruitment of staff until 31 August, 1976.

The C.I.E. went further to say that all financial commitments entered into would be transfered to the government of Gongola State.

SCHOOL BOUNDARIES AND ADJUSTMENTS:

2. In respect of school boundaries the C.I.E. explained that the Ministry would need a Certificate of Occupancy for both land and buildings of each Institution. The Ministry would also require a small map showing the area the proprietor would want to retain and the area that they would wish to hand over to Government.

ASSESS AND LIABILITIES:

3. The C.P.O. made it clear that all buildings which belong to the V.A. and which are good would be taken over by the Government. Any building which however is believed to be no more useful would be destroyed. All buildings provided with the aid of Government would also be assessed. It was further reiterated that all assets and liabilities such as loans, orders from suppliers and contractors entered into by proprietors would be taken over, provided they are explained to the satisfaction of the Ministry and detailed record provided.

FINANCIAL MATTERS:

It was pointed out that all schools fees should be collected as usual until 31st August, when the Ministry would introduce its own system of collecting school fees. It was introduced further explained that it is the responsibility of the proprietors to employ all means possible in seeing that all fees are brought up to date before the take-over.

As regards to compensation the C.I.E. said compensation would be made where necessary. He however warned that payment of compensation would only be considered if the proprietors could adequately satisfy the Ministry that no public funds were used in carrying out construction. It was also explained that in paying compensations note would be taken of depreciation. Cases of individuals making nodation towards the building of an institution would not qualify for compensation. When the schools are taken over they would be renamed as considered fit by the Ministry.

After all this discussion the C.I.E. when asked if there is any questions from the members.

One question that was raised was whether the Ministry would consider depreciation as well as in assessing buildings for compensation. It was argued that appreciation would not be considered.

Another question that was put forward was whether it was the responsibility of the proprietor to process applications for people willing to come and take up jobs in September. The C.I.E. said such applications should be directed to the Ministry.

Another member expressed concern about the difficulty that could be encountered in determining which buildings the government contributed towards constructing and which ones it did not. The C.P.O. explained that this would not be a problem. There would be a formular which would facilitate this.

A proprietor of a private school raised the question of what would happen to him when his school is taken-over. He was asked to discuss this later with the C.I.E. All the proprietors except one unanimously agreed to hand over their schools in September. There was only one proprietor who was not fully decided as to whether to hand over his school or not. This is Nyapuri Comprehensive Secondary School, Takum.

In conclusion, the C.I.E. thanked all the members present and promised to send them P.S.C. forms within which they should give to their staff to fill.