

Historical Development of Private Secondary Schools in Kwara State, Nigeria From 1999 To 2019

by

Jimoh Adeniyi Alabi, and Abubakar Saidu
University of Ilorin, Ilorin, Nigeria.

Abstract

Despite the expansion of public secondary schools in Kwara State from 1999 to 2019, the establishment of private secondary schools continued to increase in the state because of inadequate educational facilities in most public secondary schools, poor teachers' remuneration and working conditions which led to poor teachers' job performance in public schools. Thus, this study examined the historical development of private secondary schools in Kwara State from 1999 to 2019. The population of this study comprised all private secondary schools in Kwara State. The target population was 188 private secondary schools registered under the Kwara State Ministry of Education and Human Capital Development. The Historical research method was used in this study. Purposive sampling technique was used to select a sample of 767 respondents comprising Proprietors, Principals, experienced teachers, Parent-Teacher Association, Officials of the Ministry of education and its agencies. The instruments used for data collection were questionnaire, proforma and structured interview. Validity of the instruments and authenticity of historical sources were determined by two lecturers in the Department of Arts Education, two experts in the field of Test and Measurement, Faculty of Education, University of Ilorin, Nigeria based on historical methods of internal and external criticisms. Thematic analysis was used to answer the research questions 1 and 4 while the percentage was used to answer the research questions 2 and 3 respectively. The findings revealed that the number of private secondary schools in Kwara State gradually increased between 1999/2000 and 2018/2019 academic sessions except in 2002/2003 where it remained the same as it was in 2001/2002, and sharply increased in 2009/2010 academic session because

some parents had lost confidence in enrolling their children in public secondary schools due to the inadequate of educational facilities in public schools. This made them patronise private schools and thereby increased the number of private secondary schools in the state. Based on the findings, it was concluded that from 1999 to 2019 the number of private secondary schools had significantly increased. Also, it was recommended that all levels of government should give grants to private secondary schools to enable them provide adequate educational facilities, employ qualified teachers, and adequately and timely pay their salaries.

Keywords: *Development of Private Secondary Schools, Establishment, Student Enrolment, Motivational Strategies*

Introduction

Generally in Nigeria, the development of secondary school education was initiated by the activities of the various Christian missionaries, when they arrived into the country and introduced the Western Education system in the 19th century. The origin and development of the secondary schools were accredited to the efforts of the private Christian missions and thereafter, to the support given by the colonial government. Since the first secondary school in Nigeria by the Church Missionary Society (CMS) in June, 1859 and the demand for more secondary schools, many secondary schools were established by the Christian missionaries and the colonial government across the States in Nigeria (Osokoya, 2017). In Kwara State, in conjunction with communities and religious organisations, the government made education at all levels what it is today. The African indigenous education system was prevalent in the state before introducing the Islamic and Western Education systems. The arrival of Islam and Christianity influenced the Traditional system of education. Though, the early scholars of Islam from the core North had introduced significant knowledge of the Qur'an as well as the Hadith and the Shariah as a prevalent mode of education since 1830 (Yahya, 2013). In 1839, Ilorin for example had become a great Centre of Islamic structure with a large number of Qur'anic learning institutions. The resultant effect of the act was

evident on how other people from other Yoruba lands imbibed the knowledge (Jawondo, 2010).

However, the arrival of the British colony into Nigeria influenced Christians to turn their attention towards education along with the British model. The first secondary school in Kwara State, as part of Northern Nigeria, was Ilorin Government Secondary School established in 1915 by the colonial government. The school started as a higher elementary school that was referred to as the provincial secondary school. The feeder school for this higher elementary school was Okesuna Primary School in Ilorin, the state capital. When the Northern Nigerian Regional Government became well established a province in the North introduced Government Provincial Secondary School, later known as Teachers' College (Jawondo, 2004). Although, the school was found insufficient for the people of the various communities in Kwara State. In 1943, Offa Grammar School was founded in Offa. The school was the first community secondary school in the state and the whole of the Northern Region of Nigeria (Saidu, 2009). This was later followed by the Evangelical Church of West Africa (ECWA) in Igbaja, established in 1944 by the Christian missions which eventually marked the beginning of private secondary school in Kwara State. After that, other missionaries' private secondary schools such as ECWA Girls' Secondary School, Omu-Aran and Bishop Smith Memorial College, Ilorin, were established in 1948 and 1957, respectively (Omotoye, 2003).

In addition, after Nigeria independence in 1960, more private secondary schools were established by the various Christian and Islamic missionaries to provide more access to secondary school education for the people in their various communities in Kwara State. According to Jawondo (1999), Ansarul Islam Grammar School, Ijomu–Oro, was the first Islamic Missionary School in Kwara State established in 1950, followed by Ansarul Islam Secondary School, Ilorin, founded in 1971 and Muslim Council College, Babaloma, in 1972, which were arranged through the establishment of Kwara State Teaching Service Commission in 1972. However, through the Education Public Edict of 1970, the Federal Government of Nigeria declared the takeover of all private secondary schools in Nigeria and as such, in Kwara State, Government took over all the private schools in the state in 1974.

It is important to note that through the National Policy on Education (1981), the Federal Government of Nigeria reversed the right for the private individuals, religious organisations, communities and voluntary agencies to operate private secondary school in Nigeria, while the control and the supervision of the schools remain the responsibility of the government. This policy stipulation serves as one of the factor that facilitated the establishment of private secondary schools in Nigeria, particularly in Kwara State. Similarly, it seems that there was ill-treatment of teachers regarding regular payment of salaries and allowances, which affected the effective job performance of public school teachers in Kwara State. According to Arrey (2014), remuneration is an essential factor affecting teachers' performance in school and in most of the organisations. He further added that poor performance of schools had been documented to be the outcome of poor remuneration of teachers. Teachers from all ramifications are the nation's builders; for educating the youth that will later sustain the nation. However, this critical role that the teachers play is not adequately compensated. If not recently that the government introduced some fringe benefits or remunerations such as the new salary structure for all workers in the country, teachers would have remained very poor.

Ofeojebe and Ezugoh (2010) observed that motivation is a force that activates a teacher to teach very well. This means that when teachers are highly motivated with their remunerations and other incentives, the motivation would enhance their performance and, in turn, affect the students positively. Nevertheless, when teachers are not, it affects them negatively. Thus, an incentive given to teachers encourages them to stay in the teaching service and makes them work harder in their teaching job. However, Olatoun (2012) identified poor and inadequate physical facilities, obsolete teaching techniques, overcrowded classrooms among others, as factors that affect public secondary schools in Nigeria; without appropriately and effectively putting all these in place, teaching and learning activities cannot be effective.

Again, several Christian and Islamic religious bodies in Kwara State established their own private secondary schools to help them cultivate religious knowledge for their children. Oloyede (2012) affirmed that religious education instills self-discipline which ensures the spiritual and intellectual growth of the human mind. In his contribution to

religious education, Njoku (2015) admitted that religious education facilitates students to buildup moral value and compassion for others, especially those whose faith and way of life are dissimilar from their own. He stated further that once a student has religious moral, he/she would abstain himself /herself totally from any act of indiscipline in the society. Oguntimehin and Oni (2010) confirmed that religion contributed to the factors that promoted secondary school education in Nigeria. Religious organisations established private secondary schools to nurture religious knowledge and Western education in their children.

Furthermore, the political crisis between 1999 and 2003 in the state was another factor that affected public primary and secondary schools in terms of irregularity in the payment of teachers' salaries and allowances, thereby resulting to teachers' strikes. According to Arrey (2014), both staff and students in public secondary school have lost much of their time due to the incessant strikes usually embarked upon by the teachers because teachers' remunerations are not regularly paid to them when compared with their counterparts in other employments. Moreover, Abolade (2010) stated that economic recession, political instability, poor remuneration of teachers and the industrial actions embarked upon by public school teachers were the causes of the increase in the establishment of private secondary schools in Ogbomoso Metropolis, Oyo State, Nigeria. Also, the dismissal of two thousand five hundred and fifty (2, 550) teaching and non-teaching staff employed by the past two administrators of Kwara State from 1996 to 1999 by Governor Muhammed Alabi Lawal led administration in 1999 resulted in a deficiency of teachers in public secondary schools in the state (Kwara State Ministry of Education, 1999). This situations also led to the establishment of private secondary schools by some primary school proprietors who saw it as an opportunity to have their secondary schools in response to the demand by the parents.

This condition of inadequate and irregular payment of teachers' salaries led to an increase rate of student enrolment in private secondary schools in the state because some parents believed that teaching and learning activities are taking place effectively in private secondary schools; the student-teacher ratio is appropriate; school facilities are upright and their wards would be fluent in English language. Thus, it is an indisputable fact that the involvement of private individuals, missionaries and private

agencies in providing secondary school education in Nigeria, particularly in Kwara State had dramatically increased in recent time (Omolewa, 2013). Hence, this study examined the historical development of private secondary schools in Kwara State, Nigeria from 1999 to 2019.

Statement of the Problem

Despite the importance of secondary school education in preparing students for functional living and higher education, educational facilities in some public secondary schools in Nigeria are deplorable, particularly in Kwara State, since the Universal Basic Education (UBE) programme was introduced in 1999 up to 2019. Schools are established with dilapidated structures, obsolete equipment, where they are available at all, junk and unserviceable vehicles, untidy classroom building, over-crowded classrooms, inadequate manpower in quantity and quality, instability in the academic calendar owing to strikes, and very low teacher morale due to poor remuneration and working conditions. Despite the deplorable condition of the educational infrastructure in public schools, very little has been done by the government to remedy the situation. Hence, many parents feel discouraged but cannot give up their dream of giving their children the best education. This is where the privately run schools are now being looked upon to correct the ills and lapses by the long years of government involvement in the running of schools.

Purpose of the Study

The general purpose of this study was to trace the historical development of private secondary schools in Kwara State from 1999 to 2019. Specifically, the study:

- a. investigated the factors that facilitated the establishment of private secondary schools in Kwara State before 1999;
- b. examined the trends in the establishment of private secondary schools in Kwara State from 1999 to 2019;
- c. assessed student enrolment trends in private secondary schools in Kwara State from 1999 to 2019; and

- d. examined the motivational strategies available to teachers in private secondary schools in Kwara State

Research Questions

The following research questions were answered in this study:

1. What were the factors that facilitated the establishment of private secondary schools in Kwara State before 1999?
2. What were the trends in the establishment of private secondary schools in Kwara State from 1999 to 2019?
3. What were the students' enrolment trends in private secondary schools in Kwara State from 1999 to 2019?
4. What were the motivational strategies available for teachers in private secondary schools in Kwara State?

Methodology

The historical research method was adopted in this study. The population of this study comprised all private secondary schools in Kwara State, while the target population was 188 private secondary schools under the Kwara State Ministry of Education and Human Capital Development in the state and 45 officials in charge of private secondary schools in the Ministry of Education and its agencies. A stratified sampling technique was used to group the respondents into three. These were policy makers, implementers and beneficiaries. The purposive sampling technique was used to select seven officials of Kwara State Ministry of Education and Human Capital Development, four officials of Kwara State Teaching Service Commission (TESCOM) and four officials of Kwara State Universal Basic Education Board (SUBEB). They were in charge of the private secondary schools. Similarly, purposive sampling technique was used to select all the 188 private secondary schools in Kwara State and from the schools, purposive sampling technique was used to select all the Proprietors and Principals of the schools; one official from the Parent-Teachers Association (PTA) and one experienced teacher from each of the 188 private secondary schools to make a

total number of 767 respondents for the study. The purposive sampling technique is considered suitable for this study because the technique is in line with the Patton (2002) who stated that the purposive sampling technique could be used to select the respondents when there is an attribute of interest in the target population. Table 1 shows the respondents sample.

Table 1: Breakdown of Sample for the Study

Respondent Group	Number of S
Policy Makers:	
Ministry of Education and Human Capital Development	7
Teaching Service Commission	4
State Universal Basic Education Board	4
Implementers:	
Proprietors	188
Principals	188
Experienced Teachers	188
Beneficiaries:	
PTA Chairman	188
Total	767

Three research instruments were used in this study. These are questionnaire, proforma and a structured interview. A researcher-designed instrument titled “Questionnaire on Historical Development of Private Secondary Schools in Kwara State” (QHDPSSKS) was used to obtain information, specifically on the factors that facilitated the establishment of private secondary schools in the state before 1999 and motivational strategies available for teachers in private secondary schools. Also, proforma was used to collect data on the trends in establishing private secondary schools and student enrolment from the Kwara State Ministry of Education and Human Capital Development. Moreover, structured interview method was used to obtain information from some key personalities such as Directors, Deputy-Directors and Officers who were in charge of private secondary schools from the Kwara State

Ministry of Education and Human Capital Development, Kwara State Teaching Service Commission (TESCOM) and Kwara State Universal Basic Education Board (SUBEB) in the State, as all these served as primary sources for the study. Relevant textbooks, journals, articles, reports, encyclopedias and magazines were used as secondary sources of information for this study.

The validity of the instrument and authenticity of historical sources were determined by two lecturers in the Department of Arts Education and two experts in Test and Measurement Faculty of Education, University of Ilorin, Ilorin, Nigeria, based on historical methods. This generally involved the dual process of external and internal criticisms. External criticism of historical source establishes the authenticity of the data collected. This is because it concerns itself with determining either the document is a genuine one or otherwise. Also, the internal criticism establishes the reliability, accuracy, originality and worth of the data obtained. The researcher also compared both primary and secondary sources to ascertain the actual facts. Where there were different opinions on secondary sources, the researcher established the fact that was correct based on the overall plausibility that formed the standpoint of internal consistency, independent corroborative, general compatibility and agreement with other known and accepted facts. Thematic analysis was used to answer the research questions one (1) and four (4). This involved presenting the facts and interpreting the available evidence with the researcher based on the research questions formulated for the study. At the same time, the percentage was used to answer research questions 2 and 3 respectively.

Results

Research questions 1 and four were answered using thematic analysis while research questions 2 and 3 were answered using percentages.

Research Question 1: What factors facilitated the establishment of private secondary schools in Kwara State before 1999?

Many factors facilitated the establishment of private secondary schools in Kwara State prior to 1999. Some of these factors were:

Review of National Policy on Education (1981) which allowed private individuals or organisations to operate private secondary schools: Following the review of the National Policy on Education (1981) by the Federal Government of Nigeria stated that voluntary agencies, organisations and individuals could operate secondary school education, while the control and supervision of such schools remain the responsibility of the government, the nation created the right for the private individuals or organisations to operate private secondary schools in Kwara State and Nigeria at large. Thus, this educational policy formed the primary factor that facilitated a tremendous increase in establishing private secondary schools in Kwara State.

Political Instability: Another key factor that facilitated the establishment of private secondary schools in Kwara State was the political instability after the annulment of June 12, presidential general election in 1993 by General Ibrahim Gbadamasi Babangida's led administration. This resulted in a prolonged breaking down of public primary and secondary school activities and the disorderliness that followed it for many years. According to some of the proprietors, the instability's logjam made parents to yearn for private schools. The demand for secondary education during this period by the parents was so high that Kwara State Government could not meet it; hence, some individuals and organisations established many private secondary schools to meet such demand.

Irregular Payment of Teachers' Salaries and Allowances: This factor facilitated the establishment of private secondary schools in Kwara State. For instance, from January, 1998 to March, 1998, teachers were owed three-month salaries. The backlog of salaries and allowances were cleared in 1999 by the new government that took over. Another similar experience occurred between May, 2015 and February, 2017, when teachers' salaries were paid in percentage for months such as 50%, 55%, 60%, 80%, 85%, 90% and 95% respectively. The unpaid percentages of the salaries were accumulated to three months and 25% of the average salary. They are not yet to be paid up to date (Nigeria Union of Teachers, 2019). This unpleasant trend made many public secondary school teachers develop poor attitude towards the teaching job. Thus, this encouraged some private individuals and organisations to establish private secondary schools in Kwara State.

Inadequate Educational Facilities in Public Schools: This issue also contributed to the establishment of private secondary schools in Kwara State. Despite the expansion of public secondary schools in the state as a result of the introduction of Universal Basic Education (UBE) programme in 1999, some parents had lost confidence in enrolling their children in public secondary schools because of the inadequate educational facilities such as classrooms, laboratories, libraries, workshops, instructional materials, sporting facilities, chairs, tables and computers. Thus, 75% of the respondents (Parent-Teacher Association) believed that educational facilities were more adequately provided in private secondary schools than public schools, thus making them patronise private secondary schools despite the enormous amount of money they pay on their children school fees.

Religious Factor: This is an essential factor that served as a stimulus to establishing private secondary schools in Kwara State before 1999. Many Islamic and Christian religious organisations believed that public secondary schools in Kwara State were not helpful to their interest in secondary school education. According to the Director of Quality Assurance Bureau, Kwara State Ministry of Education and Human Capital Development, religious organisations complained about the high level of indiscipline among students in public schools. Thus, they established private secondary schools to cultivate in children what they thought was the best discipline per their religions. For instance, Muhammed Kamaldeen Secondary School, Apalara, Ilorin; An-Nur Islamic College, Oloje Estate, Ilorin; First Baptist Church Secondary School, Isanlu Isin; African Church Excellent College, Osi, were established by the religious groups to cultivate discipline and also develop their children in line with their beliefs.

Shortage of Teachers in Public Schools: According to Kwara State Ministry of Education and Human Capital Development Records 1999, the disengagement of 2,550 staff (teaching and non-teaching staff) of Kwara State Teaching Service Commission (TESCOM) that were employed by the past two administrators of Kwara State between August 23, 1996, and May 29, 1999, by the incumbent Governor led to insufficient of teaching and non-teaching staff in public secondary schools. The insufficiency of teachers made some parents withdraw children from public schools

and spurred some private individuals and organisations into establishing their schools in Kwara State.

Research Question 2: *What were the trends in the establishment of private secondary schools in Kwara State from 1999 to 2019?*

Table 2: Trends in the Establishment of Private Secondary Schools in Kwara State from 1999 to 2019

S/ N	Academic Session	Number of Schools	Percentage (%) Increase Over Previous Years
1	1999/2000	20	-
2	2000/2001	22	10.0
3	2001/2002	27	22.7
4	2002/2003	27	0.00
5	2003/2004	33	22.2
6	2004/2005	34	3.03
7	2005/2006	39	14.7
8	2006/2007	41	5.13
9	2007/2008	50	21.9
10	2008/2009	62	24.0
11	2009/2010	85	37.1
12	2010/2011	95	11.8
13	2011/2012	106	11.6
14	2012/2013	120	13.2
15	2013/2014	135	12.5
16	2014/2015	149	10.4
17	2015/2016	161	8.05
18	2016/2017	173	7.45
19	2017/2018	181	4.62
20	2018/2019	188	3.87

Source: Field work, (2019)

Figure 1: Bar Chart showing Trends in the Establishment of Private Secondary Schools in Kwara State from 1999 to 2019

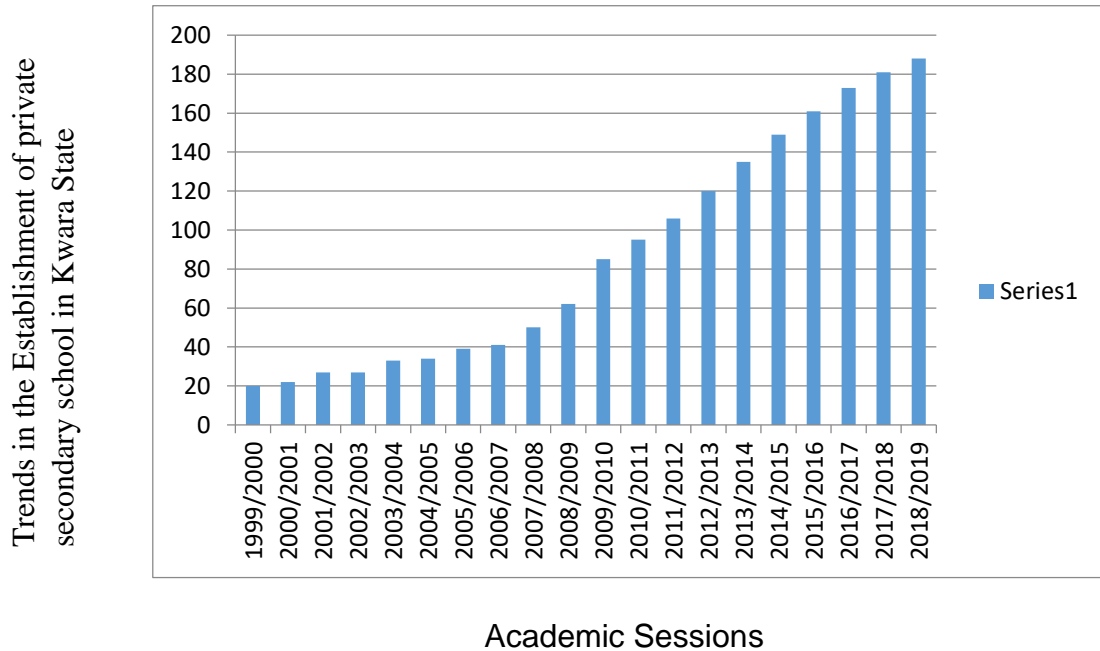
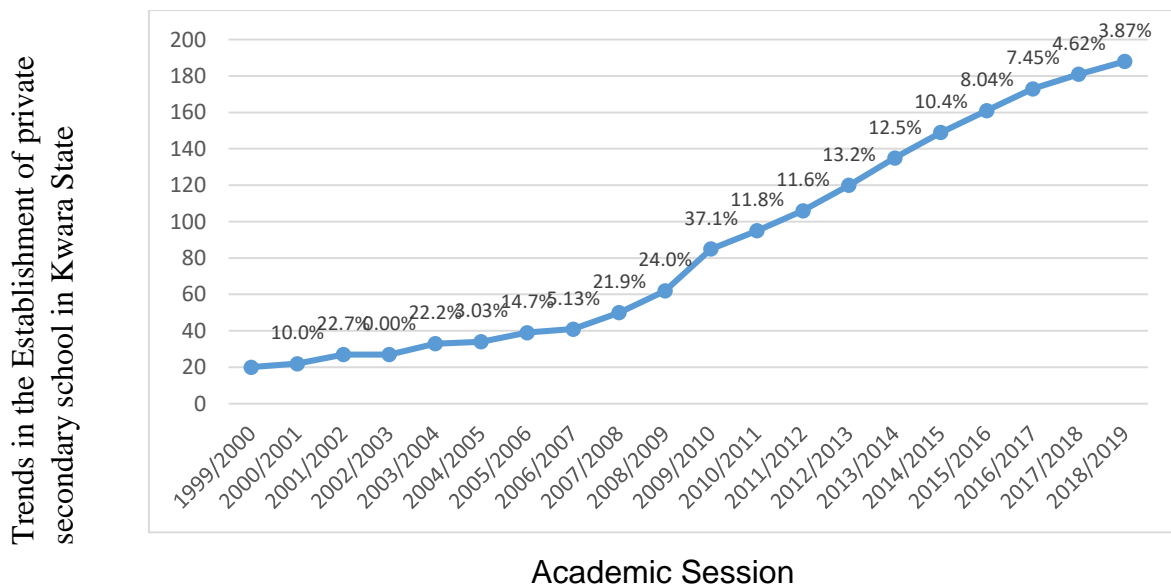


Figure 2: Bar Graph Showing Trends in the Establishment of Private Secondary Schools in Kwara State from 1999 to 2019



As presented in Table 2, Figures 1 and 2, the trends in establishing private secondary schools between 1999/2000 and 2018/2019 academic sessions in Kwara State, Nigeria, increased from 10.0% in 2000/2001 to 22.7% in 2001/2002, but it remained 0.00% in 2002/2003. However, the number of schools slightly increased to 22.2% in 2003/2004, 3.03% in 2004/2005, 14.7% in 2005/2006, 5.13% in 2006//2007, 21.9% in 2007/2008 and 24.0% in 2008/2009. But in 2009/2010, the number of schools highly increased to 37.1%, whereas it increased to 11.8% in 2010/2011; 11.6% in 2011/2012; 13.2% in 2012/2013, 12.5% in 2013/2014; 10.4% in 2014/2015; 8.05% in 2015/2016; 7.45% in 2016/2017, 4.62% in 2017/2018 and 3.87% in 2018/2019 respectively. Therefore, the number of schools were gradually increased from 1999/2000 to 2018/2019 academic sessions except in 2002/2003, where it remained the same as it was in 2001/2002, and sharply increased in 2009/2010 academic session. This was because some parents had lost confidence in enrolling their children in public secondary schools due to the inadequate educational facilities in public schools and this made them patronise private schools and thereby increased the number of private secondary schools in the state.

Research Question 3: *What were the student enrolment trends in private secondary schools in Kwara State from 1999 to 2019?*

Table 3: Student Enrolment in Private Secondary Schools in Kwara State from 1999 to 2019

Academic Session	Number of Students		Annual Student Enrolment	Percentage (%) Increase Over Previous Years
	Male	Female		
1999/2000	1, 248	1,056	2, 304	-
2000/2001	1, 851	1, 626	3, 477	50.9
2001/2002	2, 682	2, 536	5, 218	50.1
2002/2003	2, 702	2, 604	5, 306	1.69
2003/2004	2, 936	2, 908	5, 844	10.1
2004/2005	3, 106	3, 102	6, 208	6.23
2005/2006	3, 508	3, 306	6, 814	9.76
2006/2007	3,711	3, 201	6, 912	1.44

2007/2008	3, 688	3,768	7, 456	7.87
2008/2009	3,972	3, 703	7,675	2.94
2009/2010	4, 215	3,862	8, 077	5.24
2010/2011	4, 502	4, 023	8, 525	5.55
2011/2012	4, 807	4, 321	9, 128	7.07
2012/2013	4, 962	4, 802	9, 764	6.97
2013/2014	5, 104	4, 744	9, 848	0.86
2014/2015	5, 506	5, 384	10, 890	10.6
2015/2016	4, 807	4, 606	9, 413	86.4
2016/2017	3, 623	3, 204	6, 827	72.5
2017/2018	3, 052	2, 704	5, 756	84.3
2018/2019	2,482	2, 106	4, 588	79.7

Source: Field work, (2019)

Figure 3: Bar Chart Indicating Student Enrolment Trends in Private Secondary Schools in Kwara State from 1999 to 2019

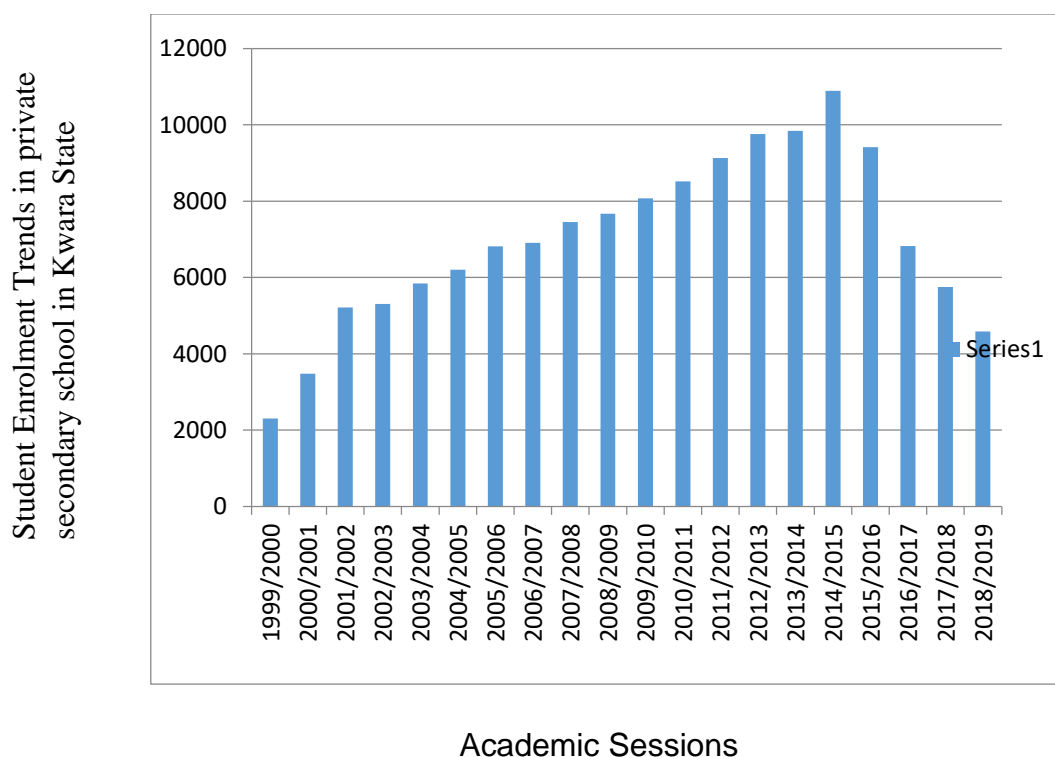
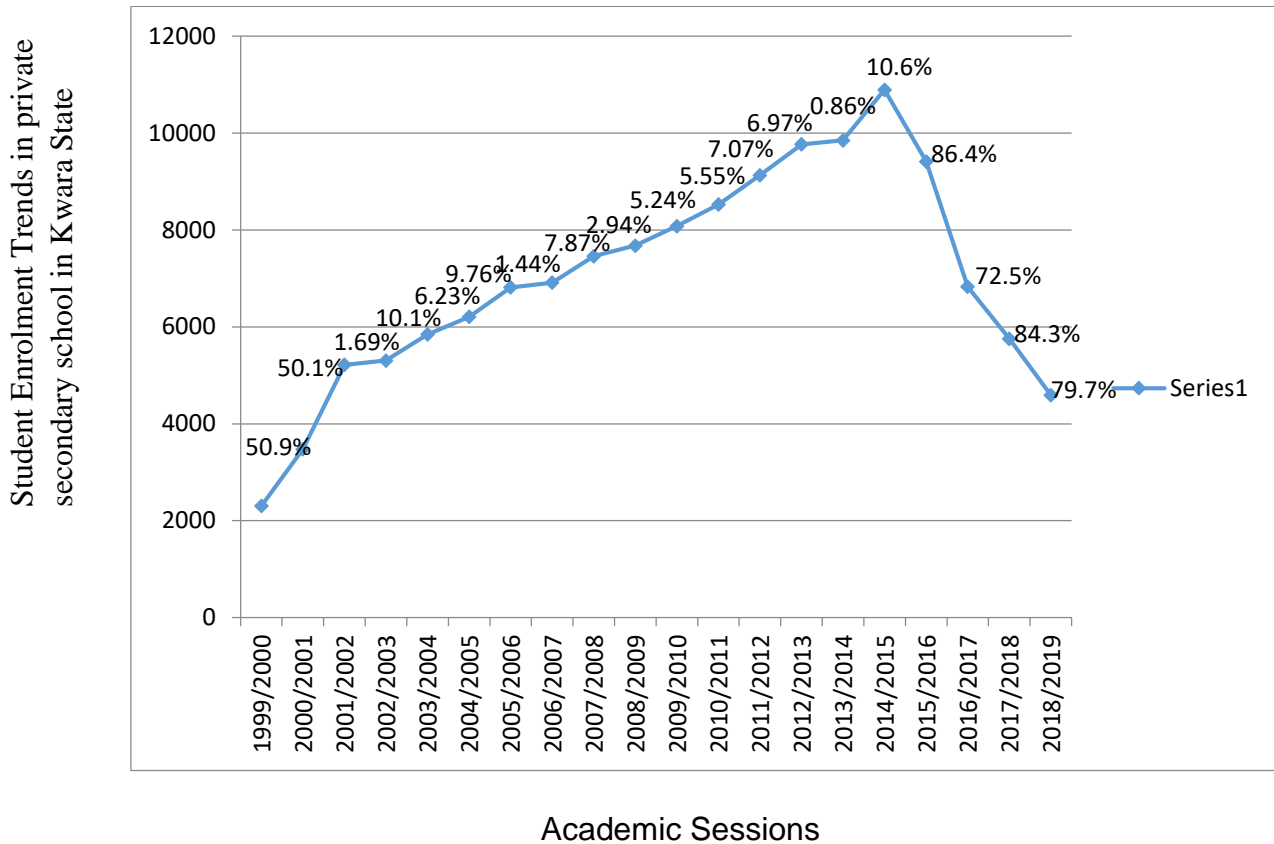


Figure 4: Bar Graph Indicating Student Enrolment Trends in Private Secondary Schools in Kwara State from 1999 to 2019



As shown in Table 3, Figures 3 and 4, using 1999/2000 academic session as the starting point, student enrolment increased gradually by 50.9% in 2000/2001, 50.1% in 2001/2002, 1.69% in 2002/2003, 10.1% in 2003/2004, 6.23% in 2004/2005, 9.76% in 2005/2006 and 1.44% in 2006/2007 respectively. Also, students enrolment continued to increase by 7.87%, 2.94%, 5.24%, 5.55%, 7.07%, 6.97%, 0.86% and 10.6% in 2007/2008, 2008/2009, 2009/2010, 2010/2011, 2011/2012, 2012/2013, 2013/2014 and 2014/2015 academic sessions. However, the number of students enrolled in private secondary schools decreased by 86.4% in 2015/2016, 72.5% in 2016/2017, 84.3% in 2017/2018 and 79.7% in 2018/2019 academic sessions. Thus, the enrolment trend of private secondary school students increased steadily from 2000/2001 to 2014/2015 academic sessions but decreased between 2015/2016 and 2018/2019 academic sessions as a result of the economic recession, which negatively

affected some parents' income, and high school fee charged by some private secondary schools in the state.

Research Question 4: *What motivational strategies were available for teachers in private secondary schools in Kwara State?*

In Kwara State, proprietors of the private secondary schools, within the period covered by this study, made available various incentives and motivational strategies to their teachers to be more dedicated and committed to their job. They encouraged their teachers to upgrade their qualifications. For instance, the proprietor of Iqra College, Ilorin, Kwara State, provided a sum of #300,000 soft loan for any of his teachers who wants to further his or her study. Moreover, private secondary school teachers were motivated by the prompt payment of their salaries and allowances to be more dedicated to their job. In most private secondary schools, teachers receive their salaries and allowance on or before the last working day of the month. This was quite different to what was obtained in Kwara State public schools, where teachers, at times, waited until the beginning of the following month before their salary was paid.

Another motivational strategy available for the teachers in private schools was the ENDWELL programme. This was acknowledged by the principals of Al-Mawrid Islamic International College, Ilorin, and Popo-Ola College, Erin-Ile, that a certain percentage of the staff's salary is contributed to the programme monthly. All the amount deducted would be paid to each teacher, whenever he or she is ready to leave the school. In some other schools such as the African Excellent College, Osi; Oyeleke Memorial College, Offa; and Mustapha Standard College, Offa, the contribution was made four times a year and whatever the amount a contributor made be paid three times on request before leaving the school.

In addition, there was a service appreciation which was usually organised by the school management at the end of a session in honour of dedicated teachers. According to the proprietor of Iqra College, Ilorin, the programme was aimed at engendering and sustaining the spirit of diligence in teachers. He added that hardworking teachers were chosen and honoured with attractive gifts from the

management and the Parent-Teacher Association (PTA) of a particular private secondary school.

Discussion of the findings

Findings from this study revealed that the review of National Policy on Education (1981), which allowed private individuals or organisations to operate private secondary schools; political instability; irregular payment of teachers' salaries and allowances; inadequate educational facilities in public schools such as classrooms, laboratories, libraries, workshops, instructional materials, sporting facilities, chairs, tables and computers which made some parents lose confidence in enrolling their children in public secondary schools; religious factor and shortage of teachers in public secondary schools were the factors that facilitated the establishment of private secondary schools in Kwara State before 1999. This finding agreed with Abolade (2010) finding that economic recession, political instability, poor remuneration of teachers and the industrial actions embarked upon by public school teachers were the causes of the increase in the establishment of private secondary schools in Ogbomoso Metropolis, Oyo State Nigeria.

The outcome of this study showed that there was an increase in the number of private secondary schools in Kwara State from 20 schools in 1999/2000 to 188 in the 2018/2019 academic session, except in the year 2002/2003 academic session where the number of private secondary schools remained the same, that is, 27 schools as it was in 2001/2002. The number sharply increased in the 2009/2010 academic session because some parents had lost confidence in enrolling their children in public secondary schools due to the insufficient educational facilities in public schools. This made them patronise private schools and thereby increased the number of private secondary schools in the state. This outcome corroborates the finding of Olatoun (2012) that identified that poor and inadequate physical facilities, obsolete teaching techniques, and overcrowded classrooms were factors affecting public secondary schools in Nigeria and without appropriately and effectively putting all these in place, learning activities cannot be effective.

As revealed in the finding of this study, there was a tremendous increase in students enrolment in private secondary schools in Kwara State from 1999/2000 to 2014/2015 academic sessions; however, from 2015/2016 to 2018/2019 academic session, it reduced due to the economic recession which negatively affected some parents' income, as well as high school fee charged by some private secondary schools in the state. The high charges of school fee that reflected in the reduction of student enrolment from 2015/2016 towards 2018/2019 academic session, according to some proprietors of private secondary schools, were a result of multiple taxes levied on private schools by the State Government and the attempt to provide an enabling environment for effective teaching and learning.

It was also discovered from the findings that teachers in private secondary schools were motivated by prompt payment of their salaries and allowances, soft loans for those who showed interest to further their education to the Universities in their mission for higher qualifications or other purposes and appreciation gift from the school management and/or Parent-Teacher Association to hardworking teachers. This was a good initiative that was used to boost teachers' morale, encourage them to settle-down in private schools, and put in their best towards the success of the schools. This is in agreement with Ofejebe and Ezugoh (2010) assertion that motivation is a force that activates teachers to teach very well, encourage them to stay in the teaching service and makes them work harder for the adequate performance of their job.

Conclusions

Based on the findings of the study, it was concluded that from 1999 to 2019, the number of private secondary schools in Kwara State had significantly increased. The student enrolment rate in these schools also increased, despite the proprietors' high charges of school fees. Similarly, teachers in private secondary schools in Kwara State, within the period covered by this study, were motivated by prompt payment of salaries and allowances, soft loans, and appreciation gifts from the school management and Parent-Teacher Association (PTA).

Recommendations

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

1. The government at all levels should give grants to private secondary schools to enable them provide more adequate educational facilities, employ qualified teachers, and adequately and timely pay their salaries.
2. Kwara State government should make sure that the laws guiding the establishment of new schools are properly followed by individuals or organisations that want to establish schools to ensure the schools are operated according to the laid down standards to achieve the stated goals.
3. The managements of private secondary schools should avoid charging huge amounts of money for their school fees to make their schools affordable for many parents and consequently increase the enrolment of students.
4. Efforts should be made by the proprietors to continually provide adequate motivation for the teachers through prompt salary payment, and appreciation of dedication to service via cash or kind by the parents and the school management to enhance teachers' effective job performance.

References

- Abolade, S. B. (2010). *The development of private secondary school education in Ogbomoso metropolis, Oyo State, Nigeria: 1993–2008. (Unpublished Master's Dissertation)*. University of Ilorin, Ilorin, Nigeria.
- Arrey, O. B. (2014). Teacher's remuneration and their attitude to work in Cross River State. *Global Journal of Management and Business Research*, 14, (4), 39 – 46.
- Federal Republic of Nigeria (1981). *National policy on education*. Lagos: NERDC Press.
- Jawondo, I. A. (1999). The development of western education in Ilorin, 1914 – 1980. *Centre Point: Intellectual, Scientific and Cultural Interests (Humanities Edition)*, 9, (1), 119- 130.

- Jawondo, I. A. (2004). The development of secondary education in Ilorin: A history of Ilorin grammar school, 1967–1997. *Sokoto Education Review* 6, (2), 139–412.
- Jawondo, I. A. (2010). A study of muslim organisations in Ilorin, 1900–2000. *Indian Journal of Politics*. 44, (2), 129 – 140.
- Njoku, N. C. (2015). Attaining Christian religious studies learning outcomes. *International Journal of Education, Learning and Development*, 3, (8), 9 – 16.
- Ofeojibe, W. N. & Ezugoh, T. C. (2010). Teachers' motivation and its influence on quality assurance in the Nigeria educational system. *An international disciplinary Journal, Ethiopia*, 4, (2), 1- 6.
- Oguntimehin, Y. A. & Oni, J. O. (2010). Teachers' perception of private primary schools' contribution to educational development in Ijebu north lga, Nigeria. *The Social Science Medwell Journal*, 5, (4), 280 - 285.
- Olatoun, A. A. (2012). Resource utilisation and internal efficiency in Nigeria secondary schools: Implications for socio-problems of education. *International Journal of Sociology and Anthropology*, 4, (1), 23 – 30.
- Oloyede, I. O. (2012). Islamics: *The conflux of disciplines. The hundred and sixteenth (116th) inaugural lecture*. Ilorin: Library and Publication Committee University of Ilorin, Nigeria.
- Omolewa, M. (2013). Towards the writing of the history of privatisation and development of education in Nigeria: The two sides to the coin. *In African Journal of Historical Sciences in Education*, 9, (1), 1-18.
- Omotoye, R. W. (2003). Christianity, education and development in Yoruba-land. *African Journal of Educational Studies*, 1, (2), 125 – 134.
- Osokoya, I. O. (2017). *History and policy of Nigerian education in world perspective*. (Revised). Ibadan: Laurel Educational Publishers Ltd.
- Saidu, A. (2009). *Development of secondary school education in kwara state, Nigeria: 1987 – 2007, (Unpublished Master's Dissertation)*. University of Ilorin, Ilorin, Nigeria.
- Yahya, E. (2013). *The contribution of Ansarul Islam society to the islamic and western education in Northern Nigeria (Unpublished Ph. D Thesis)* Obafemi Awolowo University Ile-Ife.