

**INVOLVEMENT OF MISSIONS AND GOVERNMENT IN EDUCATION
ADMINISTRATION OF SECONDARY SCHOOLS IN ANAMBRA STATE,
NIGERIA.**

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Abstract

The paper aimed to examine the involvement of the missions and government in education administration in Anambra State secondary schools. As a result of this, four research questions were formulated to guide the study. The questionnaire was constructed by the researchers in line with the research questions. A sample of twenty four (24) government owned schools and six (6) mission schools within Anambra State were used for the study. The population for the study included all teachers in Mission and Government owned secondary schools within Anambra state and there are twenty-seven (27) Mission and 257 Government Secondary schools in Anambra state. The data collected were analyzed and presented using mean. Finally, the following results were exposed: mission owned schools' administration instill higher discipline, and promote good habits among the students. School fees are high and increase in fees and levies are not regulated in mission schools. Government administration establishes and provides good welfare for teachers, provides adequate polices and have more qualified teachers. Government administration ensures no favoritism in enrolment. Mission and government should improve on the pay packages for the teachers and administrators. Mission and government should improve on proper assessment in the schools, planning, reviews of achievements and failures. Mission and government should improve on budgeting and finance management to enhance administration of education in Anambra State secondary schools.

Keywords: missions, government, education administration and secondary schools

INTRODUCTION

School administration can simply be explained in a straight forward statement as ‘looking after the complete affairs related to school. In fact it is the managerial skill for smooth functioning and execution. Also from the Glossary of Education (2012), the concept of school administration is viewed as the task of planning, organizing, directing, and controlling human or material resources within a school, college, or university. This definition directly points to the fact that a school has its own administrative team that are saddled with the task of planning, organizing, directing and controlling. These teams of administrators found in the schools system include the principal as the head of school administration, followed by the vice principal(s), the Head of Departments, form masters and subject teachers, as it is in the case of secondary level of education in Nigeria.

In his contribution, Johnson (2012) explains that school administration is the school's main governing body, and it plays a major part in making decisions related to students, faculty and the school's overall status. There are several approaches to school administration, depending on the school's nature. The administration oversees the school's development as well as the welfare of its students and staff. More often, they are also the only entity that bridge the relationship between the schools and the communities.

Historically, any attempt to deal with issue of school’s administration in Nigeria can be gleaned from three (3) perspectives, thus:

- (i) Administration of schools by Missions
- (ii) Government involvement in Education administration
- (iii) School’s administration derived from educational administration.

Clarifying the above, what can be regarded as school administration started with the missionaries internally running their schools without government’s involvement. Later on, the scope of administration was enlarged beyond school administration to educational administration with the colonial government’s involvement through policy formulation and overall legislation and management of entire education by the government till today. From these government legislations and management of Nigeria education, the school administration at that level sourced its operations and instrumentality.

Issue concerning school administration is not recent but it is as old as the introduction of formal education and schooling in Nigeria. Historically, what can be regarded as the beginning of school administration in Nigeria can be credited to the effort made by the Portuguese Catholic Missionaries who established a school at the palace of Oba of Benin around the year 1515. This school was administered by the Portuguese missionaries who by their requirements, according to Fafunwa (2004) states that this educational opportunity was only extended to children of Oba and his chiefs. In a more serious and precise way of looking at school administration in Nigeria and as a follow up to the first missionary’s effort of 1515, the British colonial cum-missionaries presence is a very pertinent and unique yardstick to be considered in capturing the evolution of school administration in Nigeria.

Starting from the introduction of formal education in Nigeria, which with the coming of the Wesleyan Methodist on the 24th day of September, 1842; and her establishment of the first primary school at Badagry was a major milestone. This Christian missionary’s

establishment of primary school marked the beginning of what can be called school management and administration in Nigeria. Following the presence of Wesleyan Methodist and the establishment of a school in Badagry in 1842, several other missionaries came, not excluding Church Missionary Society which arrived on 19th December, 1842 and Presbyterian Church of Scotland, 1846. Others were Qua Iboe Mission, Southern Baptist Convention, Roman Catholic Mission, Sudan Interior Mission of the Baptist, Primitive Methodist Missionary Society and a host of others. With the presence of these missionaries in Nigeria and their spirit of evangelism, they wasted no time in the establishment of mission houses, churches and schools in places like Badagry, Abeokuta, Calabar, Onitsha, Lagos, Ibadan, Ijaiye, Ogbomosho, Iseyin, Ishaga, Ketu, Akassa, Bonny and other places.

The invaluable roles and contributions of education in the development of an individual and the society cannot be over emphasized. Many countries including Nigeria, take education as an instrument for the promotion of national development as well as effecting desirable social change (FGN, 2004) this perhaps, might be responsible for the continuous growing concern of all stakeholders in education industry on changes that are likely to affect it as well as the implications such changes will have on the management and administration of education.

Education is today largely paid for and almost entirely administered by governmental bodies or non-profit institutions. This situation has developed gradually and is now taken so much for granted that little explicit attention is no longer directed to the reasons for the special treatment of education even in countries that are predominantly free enterprise in organization and philosophy. The result has been an indiscriminate extension of governmental responsibility (Friedman 2005).

There is therefore, the urgent need to really look into the future of our nation's education Vis-à-vis the challenges ahead with a view to achieving effectiveness, quality and relevance in the entire system. Education, the fulcrum of sustainable development, holds the key to social inclusion. It is one of the necessary conditions for advancing quality of life and freedom. In other words, universal access to quality knowledge and skills ensures that everybody has an equal opportunity to play a full part in work and society (Inonda and Riechi, 2010). It is thus essential for integrating the marginalized and vulnerable in society into the development process. Promoting equity and active citizenship through a well-developed education and training system, therefore, needs to occupy the centre-stage of the development agenda in every society. However, even when the benefits of education are obvious, it has yet to acquire the required urgency in the development agenda of several nations (Ohba, 2012).

Christian missionaries were crucial to the development of formal education throughout much of the world, including African. They generally provided the first Western formal education, often initially against local resistance. They demonstrated the economic value of this education – which spurred later demand. They trained many of the teachers who staffed non-missionary schools. They pioneered education for women and poor people. They were the major early teachers of European languages, Western science, and Western medicine. These innovations had a number of important social consequences around the world.(Woodberry 2004; 2006; Woodberry and Shah 2004; Etherington 2005). For

Protestants, mass education was crucial because they wanted people to read the Bible in their own languages. Thus, wherever Protestant missionaries went they almost immediately imported printing technology, created fonts, and began printing Bibles, tracts, newspapers, and other texts for ordinary people. They also rapidly developed mass literacy programs to teach ordinary people to read. This was true even of Protestant missionaries with little formal education themselves. In areas where Catholic missionaries competed with Protestants, they too invested heavily in education and printing, often developing the best elementary and secondary schools. In Africa and the Pacific missionaries could train the children of the elite by providing elementary schools. Protestant missionaries also generally believed that Western science and legal traditions had developed from Christianity, particularly in its Protestant form, and that science would undermine “superstition”.

The impact of the church can be felt in the dismantling of inhuman practices and institution such as slavery, human sacrifice, killing of twins and the establishment of Christian villages which eventually gave way for to schools for formal education. Translation of the gospel into local language showed a good sense of recognizing the native culture and language of the people as a vehicle for socio-economic development. By building schools which ranged from the primary to secondary levels, the church recognize the importance of education in development. She lays great emphasize especially through the voice of recent ecclesiastical hierarchy on the determining role of a just and wide spread development for all corners of the globe.

On the part of the government; According to Musgrave (1989), the government essentially carries three main functions, among others. They are a function of distribution, allocation and stabilization. Allocation function is the role of government in allocating resources in order to create an efficient economy. The distribution function is the role of government in influencing the distribution of income and wealth to ensure justice or a ‘fair’ setting on income distribution. Stabilization function refers to the government’s action in influencing the overall level of unemployment, economic growth and prices. Politically, the Nigerian government’s effort to provide educational services for all citizens is more or less adequate. This is reflected in the Constitution, which stated that every citizen has the right to education, obliged to receive compulsory education and that the government is responsible for the fund. In reality, however, an attempt to build such education was faced with various problems. Therefore, the promise of providing every citizen their rights, a full participation in compulsory education, still cannot be fulfilled.

Hence, a study on the role the missions and government play in school administration should be looked into, to determine what each does better on and a possible liaising of the two bodies to create a good education administration for the country.

Purpose of the Study

The main purpose of the study was to examine the role the missions and government play in administration of education in Anambra State Secondary Schools. Also to examine how the Missions and Government will improve educational administration. Specifically, the study examined:

1. The role of missions in educational administration.
2. The role of government in educational administration.
3. Compare the school administration of missions and government.
4. How missions and Government could improve on the administration of education in Anambra State, Nigeria.

Research Questions

The following research questions guided the study.

1. What are the roles of Missions in school administration?
2. What are the roles of Government in school administration?
3. Which of the two bodies does better in school administration?
4. How will the Missions and Government improve on the administration of education in Anambra state secondary schools?

Methodology

Descriptive survey design was adopted for the study. Okeke and Offorma(2001) opined that survey research design provides data that describe the state or status of a phenomenon or problem under consideration while Nworgu (2015) defined survey as a method of obtaining data and describing in a systematic way the characteristics, features or facts about a given population. By using the survey design the researchers collected information from teachers in Anambra State Public Secondary and mission Schools to determine role of Missions and Government in Secondary schools' administration and how will they improve on school administration within Anambra state. Twenty-four(24) government owned schools and six (6) mission schools in the area were involved in the study. The schools are all located in Anambra state. The study population comprised 6382 teachers in Anambra State Public Secondary Schools and teachers in mission schools. The State is divided into six education zones namely; Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha.

The sample of the study was made up of 630 Teachers selected using multi-stage sampling procedure. At the first stage, three zones were randomly selected from the six education zones which include; Nnewi, Awka and Aguata. At the second stage, stratified random sampling technique was adopted to select 30 schools, 10 schools from each zone (8 Government and 2 mission schools each). Stratification was based on location of the school to reflect the Local Government areas in each zone. In each of the schools, 21 teachers were randomly selected.

The instrument for data collection was a questionnaire; the role mission and government play in the administration of education designed by the researchers. The instrument had five sections, A, B, C, D and E. Section "A" contained information on personal data of the respondents, Section "B" contained items on role of mission on the administration of schools. Section "C" had items on the role of government in the administration of schools, Section "D" had items on the better administration while E had items on how to improve administration of education in schools. The instrument was scored on a four-point scale of Strongly Agree (SA = 4 points), Agree (A = 3 points), Disagree (D = 2 points) and Strongly Disagree (SD = 1 point). The instrument was face validated by three experts in educational management from Chukwuemeka Odumegwu Ojukwu University Anambra State, Nigeria. Based on the comments made by the experts some items were restructured.

The reliability of the instrument was established using 25 respondents that comprised 20 teachers in government owned and 5 in mission schools from Enugu State of Nigeria. Cronbach Alpha was used to compute the reliability. The estimated internal consistency computed for B, C & E were 0.73, 0.71 and 0.70 respectively which were considered high enough for the study. The questionnaire was administered to the respondents by the researcher with the help of three research assistants who were properly briefed on what to do to achieve good return.

The research questions were answered using statistical mean. An item with mean score of 2.50 and above was accepted while item with a mean score of less than 2.50 was rejected.

Research Question 1

What are the roles of missions in school administration in Anambra State?

Mean responses on the role of missions in education administration of Anambra State Secondary Schools.

S/N	Items	Mean	Result
1	Mission schools administration instills higher discipline in students	2.9	Agreed
2	Finances and budgeting are managed very well.	2.9	Agreed
3	Mission schools are better equipped.	2.3	Disagreed
4	Mission school's administrations establishes and provide good welfare for teachers.	2.2	Disagreed
5	Promote good habits among students.	3.4	Agreed
6	School fees are high in mission schools	2.6	Agreed
7	Increase in fees and levies are not regulated	2.9	Agreed

Data in item 1 of table 1, portrayed that mission schools' administration instill higher discipline in the students. This finding agrees with Cheruyort (2005) that most mission school heads patrol in the school's compound as late as 11pm and as early as 4am to instill discipline. This had a mean score of 2.9 which is on the agreed level. Item 3 has mean rating of 2.3, shows that mission schools are not better equipped in Anambra State. This can be attributed to poor funding from the missions, it also confirms the report that the State government has in the recent time supplied many teaching equipment to public

secondary schools. Item 4 shows that mission schools do not have good welfare packages to their staff, while items 5 agreed that missionschools promote good habits among the students. Items 6 and 7revealed that mission schools pay high school fees and increase in fees and levies is not controlled or regulated respectively. The high cost of education would likely lead to decrease in enrolment in mission schools.

Research Question 2

What are the roles of government in education administration in Anambra State?

Results of respondents on the roles of government in education administration in Anambra State.

S/N	Items	Mean	Result
8	Government administration provides adequate polices for quality education.	2.5	Agreed
9	Government administration provide a better learning and develop teaching aids.	2.3	Disagreed
10	Government administration ensures lowerschool fees.	3.1	Agreed
11	Government administration ensures no favoritism in enrolment.	2.7	Agreed
12	Government administration promotes social and innovative interactions.	2.5	Disagreed

Item 8 in table 2 agreed with the fact that government administration provides adequate policy to ensure quality education. In item 10 there is a strong agreement with the fact that government administration ensures reduction in school's fees. This can be attributed to policies like universal basic education and school feeding program adopted by the Government. Item 11 with mean score of 2.7 also resulted in agreed level on the role of government in educational administration.

Research Question 3

Which of the type has a better education administration (Mission and Government schools)in Anambra State?

Results of respondents on which has a better education administration (mission and Government schools) in Anambra State.

S/N	Items	Mean	Result
13	Mission	3.5	Agreed
14	Government	2.0	Dis-agreed

Item 13 of table 3, indicated that Mission administration of schools is better in Anambra State, compared to government whose data is shown in item 14 with a mean score of 2.0 as against the mean score of 3.5 of item 14.

Research Question 4

How the missions and government can improve education administration in Anambra State?

Results respondents on how the mission and government can improve education administration in Anambra State.

S/N	Items	Mean	Result
15	Provision of qualified teachers.	2.8	Agreed
16	Better pay package for teachers and administrators.	3.2	Agreed
17	Consistency and implementation of educational policies.	2.9	Agreed
18	Organizing seminars and workshops for teachers and administrators.	2.7	Agreed
19	Proper assessment of school, planning, reviews of achievements and failures.	2.5	Agreed
20	Acquisition of teaching and learning aids.	2.7	Agreed
21	Increase funding to schools	3.4	Agreed
22	Proper budgeting and finance management.	2.7	Agreed

Data in items 15-22 all agreed on various ways the missions and government can improve education administration in Anambra State. There was a strong agreement in items 16 and 21 as the agreed level are 3.2 and 3.4, showing that good welfare packages and increased funding are very important in improving administration of schools.

Discussion of Findings:

The data gathered as shown in table 1, revealed that Items 1, 2, 5, 6 and 7 fell within the agreed level, showing that mission involvement in administration of schools, instills higher

discipline, ensures sustainable financial management and budgeting, promote good habits and pay high school fees and increase fees and levies at will, because there is no restriction on increase of school fees. However item 3 fell within disagree level, meaning that the missions do not pay enough attention to equipping educational institutions.

In Table 2, the mean score of items ranging from 8-11, fell under the agreed level, this meant that government involvement in education provide policies for quality education, reduce school fees and curbs favoritism.

In Table 3, item 13 fell under the agreed level with mean score of 3.5 meaning that the mission has a better education administration compared with government in item 14. This can be attributed to the fact that the administrators of mission schools seems to be more dedicated and committed towards the achievement of the education goals.

From table 4 all the items fell under the agreed level, suggesting ways the mission and government can improve on their roles in the administration of education. Such suggestions include ; provision of qualified teachers, better pay packages for teachers and administrators, consistency and implementation of educational policies, organizing seminars and workshops for teachers and administrators, proper assessment of schools, planning , review of achievements and failures, Acquisition of teaching and learning aids, increased funding to schools and proper budgeting and finance management of schools.

Conclusion:

Based on the principal findings, the following conclusions were laid down.

1. Mission administration instill higher discipline in schools.
2. Finances and budgeting are managed very well in mission schools.
3. Mission schools are not better equipped than government owned schools.
4. Missionschools' administration establish and promote good habits in the students.
5. School fees are high and increase are not regulated in mission schools.
6. Mission schools' administration provide a better learning and develop more teaching aids.
7. Mission schools promote better social and innovative interactions.
8. Government administration provides adequate polices for quality education.
9. Government administration ensures lower school fees.
10. Government administration ensures no favoritism in enrolment.

Recommendations

The following recommendations were made based on the findings from this research.

- Government and Missions can improved education administration in the following ways:

1. Provision of qualified teachers.
2. Better pay package for teachers and administrators.
3. Consistency and implementation of educational policies.
4. Organizing seminars and workshop for teachers and administrators.
5. Proper assessment of schools, planning, reviews of achievements and failures.
6. Acquisition of teaching and learning aids.
7. Increase funding to schools
8. Proper budgeting and finance management

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