

Unified Teaching Service Board For Private Post Primary Schools

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ABSTRACT This study identified and examined functions, funding, advantages and problems that may face a Unified Teaching Service Board for Private Post Primary Schools. The sample consisted of 5728 respondents, made-up of 100 Proprietors, 208 Principals, 2440 Teachers and 2980 Parent. Five research questions were raised and answered using percentages. Four null hypotheses were formulated and tested using ANOVA at 0.05 level of significance. Result revealed; that it is possible to establish a Unified Teaching Service Board for Post-primary Schools. There is no significant difference between proprietors, principals, teachers and parent on identified functions and advantages of a Unified Teaching Service Board. There is no significant difference among the identified ways of funding and problems that may face a Unified Teaching Service Board for Private Post Primary Schools.

INTRODUCTION

Privatization of education industry has been on a hot debate in many states in Nigeria, of which Delta State is one. The Nigeria Union of Teachers (N.U.T.) Delta State did not accept Government plan to handover schools to their original owners – the Missionaries and some private individuals. When formal education, was introduced into Nigeria in 1842 by the Wesleyan Methodist Society followed by the Church Missionary Society (C.M.S.), the Roman Catholic Mission, Southern Baptist Convention and others, it was totally under the private sector. These missionaries have individually centralized administration of teachers under the difference missions carryout their duties in any part of the country within the mission. There was variation in policy, administrative structure, manpower quality and condition of service for teachers. As a result, the colonial government made an effort in 1882, through an ordinance i.e. 1882 ordinance which provide for a general board of education composed of the Governor, as chairman, members of the Executive Council and four nominees of the Governor.

Classification of schools into two: government schools which would be completely funded by government and assisted schools that is school owned by voluntarily agencies and private people and which would be assisted with government funds (Ejiogu, 1988: 6). This was an indirect way of government monitoring the activities of private schools.

With Obasanjo's new salary structure for

Nigerian workers, the large difference between teachers and civil servant salaries, have been reduced in the public schools. In private schools, because of poor salaries and allowances, teachers are not motivated, they are not regularly paid and they are frustrated, hence when there is any opportunity for job in public schools, they live the job in private schools. There are no qualified and young permanent teachers in the private schools (Aghenta, 1998; Agbatutu, 2002).

Lack of reliable, qualified teachers in the private schools, affects the achievement of the objectives of the national policy of education and privatization policy of government; as these affects the implementation of the national policy on Education and increase in wastage in secondary schools (Salami, 1990; Aghenta, 1993; Aina, 1999; Oguazor, 2005).

During the 2003/2004 academic sessions, there are 449 registered private primary schools and 374 Secondary Schools in Delta State. This is an indication of active participation of the private sector in education in the State. Most of these schools are faced with problems of poor infrastructure and quality teachers. According to Ikoya (1999) an indication that government has not shown enough commitment to the development, deployment, retainance and sustenance of quality manpower in the education sector.

There is variation in the quality of education existing within private schools in the State, resulting from teacher quality and infrastructure. (Agbatutu, 2002). There is therefore an urgent need for the provision of a centralized central control and assistance for private schools,

through a Unified Teaching Service Board. Some of the functions of the Board shall include; administration of the service, in particular to appoint, promote, dismiss and exercise disciplinary control over teachers in post primary institution and other staff of the board (Bendel State, 1988).

Statement of the Problem: In recent years, the number of private schools have been on the increase, with correspond student enrolment. It is also alleged that many public school students enrolled for Junior and Senior Certificate Examinations in the private schools, resulting into increase in examination malpractice and indiscipline by students and some teachers of private schools. School business has become a free-for-all activity for the rich educated and uneducated men and women. A quick source of wealth. Quality of product is not the concern of most private schools. According to the Delta State Commissioner of Education (Ogbuagu, 2004: 10)

“Education is not a money making venture but a social service for nurturing the minds of the younger generation who will become leader of tomorrow. Only patriotic and conscientious individuals and organizations should participate in the provision of education.”

These patriotic and conscientious individual face the problems of teacher’s mobility and facility inadequacy. In what way can government provide aid to private post-primary institutions through a joint organ with those involved in the business of education? That is a Unified Teaching Service Board.

Purpose of the Study: Qualitative education cannot be provided by private schools without a stable quality teacher. Hence there is need for a centralized system of control and assistance by government to private post-primary institutions. The study specifically identified the possibility of setting up a Unified Teaching Service Board for Private Post-primary Institutions. It also examined the advantage and problems that may face a Unified Teaching Service Board for Private Post-Primary Schools.

Research Questions: The following research questions were raised and answered.

1. Is it possible to established a Unified Teaching Service Board for Private Post-primary Schools as perceived by male and female proprietors; principals; Teachers and Parent?
2. Who is to establish the Board, conditions and what are the functions of the Unified

Teaching Service Board for Private Post – Primary Schools.

3. What are the possible ways of funding the Unified Teaching Service Board for private post primary schools?
4. What are the advantages of a Unified Teaching Service Board for private post-primary schools?
5. What are the problems that may face a Unified Teaching Service board for Private Post Primary Schools?

Hypotheses: The following Hypotheses were formulated and tested.

1. There is no significant difference between proprietors, principals, Teachers and Parent of private and public post-primary schools on the identified functions of a Unified Teaching Service Board for private post-primary schools.
2. There is no significant difference among; provision of 20% of Teachers and board members salaries by government, annual payment of required teachers salaries by proprietor, payment of education tax to the board by companies, assistant by special government organs and contribution into the pension fund by proprietors and teachers through taxation as identified ways of funding a Unified Teaching Service Board for Private Post primary schools.
3. There is no significant difference between proprietors, principals, teachers and parent of private and public secondary schools on identified advantage of a Unified Teaching Service Board for private post-primary schools.
4. There is no significant difference among; inconsistency in government policy, financial inability of some proprietors, level of education of some proprietors, corrupt practice by some board members and negative attitude of Nigerians towards a change as identified problems that may face a unified Teaching Service Board for private post-primary schools.

METHOD AND PROCEDURE

The population of this study consisted of all principals and teachers in the 370 public and 374 private secondary schools, with student enrolment of 229,597 and 82,009 respectively during the 2004/2005 academic session in Delta

State, Nigeria (Ogbuagu 2004). Ten local government areas were used for this study selection of Local Government areas was from the three senatorial District of the states namely; Delta North (4), Delta Central (3) and Delta South (3). From the ten Local Government Areas, 1480 principals 148 teachers were selected from public schools. 100 proprietors, 60 principals and 960 teachers were selected from 160 private secondary schools 2980 parent were also selected from 308 secondary schools. The total sample used for the study was 5728.

Instrument and Data Collection: A Unified Teaching Service Board for private post-primary schools in Delta State (UTSBPS) questionnaire, made-up of twenty-seven items provided data for the study.

The instrument was validated by experts in Educational Management and has a test-re-test reliability coefficient of 0.83.

The instrument was administered on teachers who have at least 5years and 3year teaching experience in public and private secondary schools respectively, by the researchers; post – graduate students of Educational Administration and post-graduate Diploma in Education student in Delta State University teaching in the selected local government areas. Each subject was scored on the bases of his/her response to the items in the four likert scales in order of strongly agree (SA)4, Agree (A)3, Disagree (D)2, and Strongly Disagree(SD)1.

Data Analysis: The researcher made use of the weighted scores from responses of the respondents. The research question were answered using weighted scores percentage, mean and the null hypotheses were tested with ANOVA at 0.05 level of significance.

The maximum score on the weightings of the 5728 responses based on the four-likert scale is 22912 (SA). The minimum score is 5728 (SD) while 171844 and 11456 are the maximum scores for agree and disagree respectively.

To determine the degree of acceptance to an item, scores between 20048 and 22912 i.e. 87.5% to 100%, highly accepted 14320 to 20080 i.e. 62.5% to 87.64% is accepted and below 1432, is not accepted.

RESULTS

The results of the data analysis are presented according to research question and hypothesis.

Research Question 1:

1. Is it possible to established a Unified Teaching Service Board for Private Post-primary Schools as perceived by male and female proprietors; principals; Teachers and Parent?

Since 4359 is 76% agreed that it is possible and only 1369 i.e. 24% disagree; it shows that it is possible to establish a Unified Teaching Service Board for Private Teaching post primary schools, as revealed in this study.

Research Question 2: Who is to establish the Board, conditions, and what are the functions of the Unified Teaching Service Board for Private Post-primary Schools.

From table 2, government is to establish the Board and all approved schools register with the board. The board is to register teachers, appoint, promote, transfer and discipline teachers in private schools.

Research Question 3: What are the possible ways of funding the Unified Teaching Service Board for Private post- primary schools. From table 3, companies through education tatand special government organisations should fund the board.

Research Question 4: What are the advantages of a Unified Teaching Service Board for Private post-primary schools?

From table 4, Elimination of poor treatment given to teachers by some proprietors and favourable competition between private and public schools in manpower quality and quantity revealed the highest scores among the identified advantages of a Unified Teaching Service Board for private post-primary schools.

Table 1: Summary of male and female proprietors, principals, teachers and parents on the possibility of establishing a unified teaching service board for private post- primary schools.

Items	Male		Female		Total		Remark
	No.	%	No.	%	No.	%	
Is very possible	1036	38.4	1342	44.3	2378	41.5	
Is possible	892	33.0	1089	35.9	1981	34.6	
Not possible	508	19.0	434	14.3	942	16.4	
Cannot be possible	261	9.6	166	5.5	427	7.5	Possible
Total	2697	100.0	3031	100.0	5728	100.0	

Table 2: Identified body to establish the Board, conditions, and functions of the Unified Service Boards for Private Post-primary Schools.

S. No.	Items	Proprietor						Principals						Teachers						Parents						Grand total %	Mean
		Male		Female		%		Male		Female		%		Male		Female		%		Male		Female		%			
		N	M.s.	N	M.s.	N	M.s.	N	M.s.	N	M.s.	N	M.s.	N	M.s.	N	M.s.	N	M.s.	N	M.s.	N	M.s.	N	M.s.		
1	Government should appoint members to start with for a period of four years.	168 (84%)	156 (78%)	92 (77%)	90 (75%)	261 (85%)	232 (82%)	1241 (81%)	1764 (77%)	1918 (72%)	2521 (77%)	2327 (78%)	2608 (88%)	2123 (71%)	2178 (73%)	1767.9 (77.20%)	3.1										
2	All government approved schools should register with the board.	158 (78%)	146 (73%)	99 (83%)	92 (77%)	276 (90%)	218 (77%)	1244 (81%)	2035 (88%)	1955 (73%)	2578 (79%)	2503 (84%)	2414 (81%)	2236 (75%)	2379 (80%)	1833.3 (80%)	3.2										
3	Inspection of private schools to access variability.	172 (86%)	143 (71%)	96 (80%)	101 (84%)	265 (86%)	191 (67%)	1274 (83%)	1872 (81%)	2126 (80%)	2438 (75%)	2445 (82%)	2178 (73%)	2087 (70%)	2390 (80%)	1780.8 (77.70%)	3.1										
4	Registration of private schools teachers.	154 (77%)	140 (70%)	92 (77%)	87 (72%)	227 (74%)	213 (75%)	1150 (75%)	1814 (79%)	2030 (76%)	2399 (74%)	2384 (80%)	2235 (75%)	2271 (76%)	2278 (76%)	1747.4 (76.30%)	3.1										
5	Fix salary for teachers in relation to ability to pay and govt. salary structure.	162 (81%)	157 (78%)	82 (68%)	100 (83%)	242 (79%)	227 (80%)	1175 (76%)	1805 (78%)	1886 (71%)	2250 (69%)	2086 (70%)	2636 (89%)	2012 (68%)	2207 (74%)	1702.7 (74.30%)	3										
6	After four years, the board should be in charge of recruitment, transfer and promotion of teachers in private schools.	142 (71%)	133 (67%)	79 (66%)	97 (81%)	218 (71%)	250 (88%)	1038 (68%)	1795 (78%)	1609 (60%)	2306 (71%)	1788 (60%)	2579 (87%)	1863 (63%)	1991 (67%)	1588.8 (69.30%)	2.8										
	Total score	956	905	540	567	1489	1331	7122	11085	11524	14492	13533	14650	12592	13423	104209											
	Percentage for 6 items	79.9	75.4	75	78.8	80.6	78.1	77.3	80.2	72.1	74.2	75.7	81.9	70.4	75.1	75.8											
	Means score for 6 items	3.2	3	3	3.2	3.2	3.1	3.1	3.2	2.9	3	3	3.3	2.8	3	3											
	Maximum score for 6 items	1200	1200	720	720	1848	1704	9216	13824	15984	19536	17880	17880	17880	17880	137472											

Table 3: Identified ways of funding a Unified Teaching Service Board for Private Post-Primary Schools.

S. No.	Items	Proprietor						Principals						Teachers						Parents						Grand total %	Mean
		Male		Female		Public		Private		Female		Public		Private		Male		Female		Private		Male		Public			
		Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%		
	Maximum score per item	200	200	120	120	308	284	1536	2304	2664	3256	2980	2980	2980	2980	2980	2980	2980	2980	2980	2980	2980	2980	2980	2980	16487 (72%)	2.9
1	Government should provide 20% of the salaries of Board members and teachers.	146 (73%)	129 (65%)	77 (64%)	96 (80%)	198 (64%)	214 (75%)	1092 (71%)	1826 (79%)	1742 (65%)	2195 (67%)	1771 (78%)	2395 (80%)	2436 (82%)	2170 (78%)	16487 (72%)	2.9										
2	Schools owners should pay on annual bases, the salaries of teacher needed by them into the boards account, as a condition for annual registration.	116 (58%)	114 (57%)	71 (59%)	98 (82%)	178 (58%)	238 (84%)	1031 (67%)	1823 (88%)	1854 (70%)	2091 (64%)	1788 (60%)	2235 (75%)	2397 (80%)	1974 (66%)	16008 (69.90%)	2.8										
3	Companies should pay education tax to the Board to assist private schools.	153 (76%)	162 (81%)	94 (78%)	95 (79%)	229 (74%)	243 (86%)	1148 (75%)	1891 (81%)	1857 (70%)	2325 (71%)	2169 (73%)	2341 (79%)	2178 (73%)	17059 (74.50%)	3											
4	Special government organs like the NDD C should assist in funding the Board.	146 (73%)	172 (86%)	95 (79%)	97 (81%)	258 (84%)	246 (87%)	1176 (77%)	1633 (71%)	2014 (76%)	2365 (73%)	2285 (77%)	2315 (77%)	2278 (76%)	17196 (75.10%)	3											
5	Private school owners and teacher should contribute towards pension funds through tax.	108 (54%)	176 (88%)	77 (64%)	80 (66%)	237 (77%)	249 (88%)	1099 (72%)	1623 (70%)	1764 (66%)	2313 (71%)	1821 (61%)	2181 (73%)	1691 (57%)	15495 (67.60%)	2.7											
	Total score	669	753	414	466	1100	1190	5546	8796	9231	11289	9834	11467	10980	82245	2.9											
	Percentage for 5 items	66.9	75.3	69	78	71.4	83.8	72.2	76.4	69.3	69.3	66	77	73.7	71.8												
	Means score for 5 items	2.7	3	2.8	3.1	2.9	3.4	2.9	3.1	2.8	2.8	2.6	3.1	2.9	2.92												
	Maximum score for 5 items	1000	1000	600	600	1540	1420	7680	11520	13320	16280	14900	14900	14900	114560												

Table 4: Identified advantages of a Unified Teaching Service Board for Private Post-Primary Schools.

S. No.	Items	Proprietor				Principals				Teachers				Parents				Grand total %	Mean
		Male		Female		Male		Female		Male		Female		Male		Female			
		Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%		
	Maximum score per item	200	200	120	120	308	284	1536	2304	2664	3256	2980	2980	2980	2980	2980	2980	22912	4
1	Provide employment for graduates of Education with full benefits and good conditions of service.	160 (73%)	145 (73%)	90 (75%)	91 (76%)	237 (77%)	251 (88%)	1192 (78%)	1709 (74%)	1922 (72%)	2356 (72%)	2434 (82%)	2265 (76%)	2272 (76%)	2384 (80%)	2384 (80%)	2384 (80%)	17511 (76.40%)	3.06
2	Provide stable and quality manpower for private schools.	146 (73%)	144 (72%)	89 (74%)	72 (60%)	213 (69%)	225 (79%)	1174 (76%)	1805 (78%)	1966 (74%)	2350 (72%)	2334 (78%)	2444 (82%)	1937 (65%)	2414 (81%)	2414 (81%)	2414 (81%)	17313 (75.60%)	3.02
3	Raise a uniform standard of teaching in private schools.	172 (86%)	147 (73%)	100 (83%)	83 (69%)	160 (52%)	205 (72%)	1211 (79%)	1882 (82%)	2121 (80%)	2543 (78%)	2516 (84%)	2265 (76%)	1602 (53%)	2345 (79%)	2345 (79%)	2345 (79%)	17352 (75.70%)	3.03
4	Enable private schools to complete favourably with public school in manpower quality and quantity.	156 (78%)	149 (74%)	94 (78%)	105 (88%)	249 (81%)	238 (84%)	1193 (78%)	2093 (91%)	2014 (76%)	2743 (84%)	2351 (79%)	2473 (83%)	2272 (76%)	2274 (76%)	2274 (76%)	2274 (76%)	18404 (80.30%)	3.21
5	Eliminate the poor treatment given to teachers by some proprietors.	148 (74%)	164 (82%)	96 (80%)	93 (78%)	258 (84%)	218 (77%)	1384 (90%)	2131 (93%)	2132 (80%)	2591 (80%)	2384 (80%)	2508 (84%)	2377 (79%)	2136 (72%)	2136 (72%)	2136 (72%)	18620 (81.30%)	3.25
6	Retirement benefits will be enjoyed by teachers of private schools.	167 (83%)	156 (78%)	83 (69%)	100 (84%)	234 (78%)	205 (72%)	1191 (78%)	1920 (83%)	1833 (69%)	2412 (74%)	2252 (76%)	2632 (88%)	2123 (71%)	2012 (68%)	2012 (68%)	2012 (68%)	17320 (75.60%)	3.02
	Total score	949	905	554	544	1351	1342	7345	11540	11988	14995	14271	14587	12583	13565	13565	106520		
	Percentage	79.1	75.40.3	76.9	75.6	73.1	78.8	79.7	83.5	75	76.8	79.8	81.6	70.4	75.9	75.9	77.5		
	Means score for 6 items	3.16	3.02	3.08	3.02	2.92	3.15	3.19	3.34	3	3.07	3.19	3.26	2.81	3.03	3.03	3.1		
	Maximum score for 6 items	1200	1200	720	720	1848	1704	9216	13824	15984	19536	17880	17880	17880	17880	17880	137472		

Table 5: Identified problems that may face a Unified Teaching Service Board for Private Post-Primary Schools.

S. No.	Items	Proprietor				Principals				Teachers				Parents				Grand total %	Mean	
		Male		Female		Male		Female		Male		Female		Male		Female				
		Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%	Score/%			
	Maximum score per item	200	200	120	120	308	284	1536	2304	2664	3256	2980	2980	2980	2980	2980	2980	2980	22912	4
1	Inconsistency in government policy.	162 (80%)	152 (76%)	91 (76%)	97 (81%)	212 (68%)	210 (74%)	1236 (80%)	1958 (85%)	1982 (74%)	2466 (76%)	2161 (73%)	2431 (82%)	2310 (78%)	2235 (75%)	17704 (77.30%)	17704 (75%)	17704 (77.30%)	17704	3.09
2	Inability of some proprietors to cope financially.	172 (86%)	149 (74%)	96 (80%)	103 (86%)	218 (71%)	243 (86%)	1216 (79%)	1901 (83%)	2094 (79%)	2565 (79%)	2334 (78%)	2453 (82%)	2347 (79%)	2208 (74%)	18099 (79%)	18099 (74%)	18099 (79%)	18099	3.16
3	Level of education of some proprietors	152 (76%)	136 (68%)	94 (78%)	90 (75%)	204 (66%)	203 (71%)	1186 (77%)	1882 (82%)	1897 (71%)	2408 (74%)	2136 (72%)	2409 (81%)	2272 (76%)	2350 (79%)	17419 (76%)	17419 (76%)	17419 (76%)	17419	3.04
4	Corrupt practice by the member of the board	167 (83%)	155 (78%)	101 (84%)	91 (76%)	227 (74%)	197 (69%)	1188 (77%)	1846 (80%)	1913 (72%)	2482 (76%)	2409 (81%)	2407 (81%)	2235 (75%)	2265 (76%)	17683 (77.20%)	17683 (76%)	17683 (77.20%)	17683	3.09
5	Unwillingness of teacher to remain with the board.	148 (74%)	156 (78%)	84 (70%)	68 (57%)	252 (82%)	221 (78%)	1231 (80%)	1708 (94%)	2094 (79%)	2414 (74%)	2136 (72%)	2223 (75%)	2086 (70%)	2201 (74%)	17022 (74.30%)	17022 (74%)	17022 (74.30%)	17022	2.97
6	Negative attitude of Nigerians towards a change.	143 (72%)	147 (73%)	86 (72%)	102 (85%)	231 (75%)	262 (92%)	1227 (80%)	1728 (75%)	2014 (76%)	2518 (77%)	2235 (75%)	2322 (78%)	2198 (74%)	2270 (76%)	17483 (76.30%)	17483 (76%)	17483 (76.30%)	17483	3.05
	Total score	944	895	552	551	1344	1336	7284	11023	11994	14854	13411	14245	13448	13529	105410	105410	105410	105410	3.06
	Percentage for 6 items	78.7	74.6	46.7	46.5	72.7	78.4	79	79.7	75	76	75	79.7	75.2	75.7	76.6	76.6	76.6	76.6	76.6
	Means score for 6 items	3.15	2.98	3.07	3.06	2.91	3.14	3.16	3.19	3	3.04	3	3.19	3	3.03	3.06	3.06	3.06	3.06	3.06
	Maximum score for 6 items	1200	1200	720	720	1848	1704	9216	13824	15984	19536	17880	17880	17880	17880	137472	137472	137472	137472	3.06

Research Question 5: What are the problems that may face a Unified Teaching Service Board for Private post-primary schools?

Table 5 revealed inconsistency in government policy and financial inability of some proprietors as perceived problems that may face a Unified Teaching Service Board for private post-primary schools.

Hypothesis 1: There is no significant difference among the view of proprietors, principals, teachers and parent on the identified functions of a unified teaching service board for private post primary schools.

Since $F_{\text{Calculated}}$ is less than F_{Critical} value i.e. $0.0018620.6 < 2.68$ result is not significance, accept null hypothesis. There is no significant difference among the views of proprietors, principals, teachers and parent on the identified functions of a Unified Teaching Service Board for Private Post Primary Schools.

Hypothesis 2: There is no significant difference among provision of 20% of teacher and Board member's salaries by government, annual payment of required teachers salaries by proprietors, payment of education tax to the board by companies, assistant by special government organs and contribution into the pension fund

by proprietors and teacher through tax as identified ways of funding a Unified Teaching Service Board for private post primary schools.

Since $F_{\text{Calculated}}$ is less than F_{Critical} value i.e. $0.017875 < 2.45$ result is not significant, accept null hypothesis. There is no significant difference among the identified ways of funding a Unified Teaching Service Board for Private Post Primary Schools.

Hypothesis 3: There is no significant difference among the views of proprietors, principals, teachers and parent of private and public schools on identified advantages of a Unified Teaching Service Board for Private Post Primary Schools.

Since $F_{\text{Calculated}}$ of 0.000415 is less than F_{Critical} value of 2.68, result is not significant, accept null hypothesis. There is no significant difference among the views of proprietors, principals, teachers and parent on the identified advantages of a Unified Teaching Board for Private Post-primary Schools.

Hypothesis 4: There is no significant difference among; inconsistency in government policy, financial inability, level of education of same proprietors, corrupt practice by some board members, unwillingness of teachers to remain with the board and negative attitude of Nigerians

Table 6: Summary table of ANOVA on the identified functions of a Unified Teaching Service Board for Private Post-Primary Schools.

Sources of variation	Sum of square (SS)	Df	Variance (Ms)	F. Calculated	F critical at 0.05
Among	767.80	3	255.94	0.0018626	2.68
Within	786,762,063.6	5724	137,449.7		
Total	786,762,831.4	5727	137,377.8		

Source: Computed from field work

Table 7: Summary table of ANOVA on identified ways of funding a Unified Teaching Service Board for Private Post-Primary Schools.

Sources of variation	Sum of square (SS)	Df	Variance (Ms)	F. Calculated	F critical at 0.05
Among	355.3	4	88.825	0.017875	2.45
Within	142,249,919.1	28635	4969.35		
Total	142,250,274.4	28639	4967.01		

Source: Computed from field work

Table 8: Summary of ANOVA on the views of proprietors, principals, teacher and parents on advantages of a Unified Teaching Service Board for Private Post-Primary Schools.

Sources of variation	Sum of square (SS)	Df	Variance (Ms)	F. Calculated	F critical at 0.05
Among	186.7	3	62.23	0.000415	2.68
Within	857, 216,274.7	5724	149,758.3		
Total	857,216,461.4	5727	149,679.8		

Source: Computed from field work

Table 9: Summary of ANOVA of identified problems that may face a Unified Teaching Service Board for Private Post Primary schools.

Sources of variation	Sum of square (SS)	Df	Variance (Ms)	F. Calculated	F critical at 0.05
Among	111.8	5	22.36	0.003570	2.29
Within	215, 210,076.2	34362	62.63		
Total	215,210,188	34367	6262.1		

Source: Computed from field work

towards a change as identified problems that may face a Unified Teaching Service Board for Private Post –Primary Schools.

Since F. Calculated of 0.003570 is less than F. Critical value of 2.29, result is not significant, accept null hypothesis. There is no significant difference among the identified problems that may face a Unified Teaching Board for Private –Post-Primary Schools.

DISCUSSION

The study showed that the respondents agreed that it is possible to establish a Unified Teaching Service Board to provide assistance and ensure proper co-operation and management of private post primary schools. Also the study revealed that the perceived functions of the Board is to take changes of the administration of service, that is, appoint, promote, dismiss and exercise disciplinary control over proprietors and teachers in Private Post-primary schools. These are the functions of the Post-primary Education Board for public schools (Bendel State, 1988). Identified advantages of the board as revealed in this study includes: favourable competition between private and public schools in terms of manpower quality, elimination of poor treatment given to teachers by some proprietors and raise a uniform standard of teaching in private schools. This could retain good quality of teachers and raise the standard of teaching and learning a serious problems facing privates schools (Ikoya, 1999; Aghenta, 1998; Agbatutu, 2002). Equally, the study showed the following perceived problems that may face the Board; inconsistency of government policy; financial inability and level of education of some proprietors, corrupt practice by board members teachers to remain with the board and negative attitude of Nigerian towards a change. These problems can be controlled, to achieve the purpose of Unified Teaching Service Board for private Post Primary Schools. There is no significant difference among proprietors,

principals, teachers and parent in terms of functions and advantages of the board. Also there is no significant difference among the identified ways of funding and problems that may face a unified teaching service board for private post primary schools, as revealed in this study.

CONCLUSION AND RECOMMENDATION

The establishment of a unified Teaching Service Board for Private Post Primary schools is possible. Government, proprietors, companies and special government organs could fund the Board. Centralized assistance and control, retention of quality teachers, enhance condition of service for teachers and employment opportunity for graduates of education are advantages of a Unified Teaching Service Board for private Post Primary Schools. Inconsistency of government policy financial inability and level of education of some proprietors, corrupt practice by board members, unwillingness of teachers to remain with the board and negative attitude of Nigerians towards a change are perceived problems that may face a Unified teaching Service Boards for Private Post primary schools. It is necessary, the National Leaders, Proprietors, Policy members and Administrators should recognize and established the needed machinery for a centralized assistance and co-ordination of private post primary schools; a unified teaching service board.

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