



# Challenges Confronting Some Private Secondary School Operators in Rivers State

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## Abstract

The study examined the challenges confronting some private secondary school operators in Rivers State. Three (3) research questions and Three (3) hypotheses were answered and tested respectively. This study adopted a descriptive research design which helped to find out the opinions of the respondents and interpret them without being biased. The population of the study consisted of all the principals and teachers in the private secondary schools in Rivers State across the 23 local government areas of Rivers State, totalling 6,908 academic staff. The instrument that was used for data collection was a self-constructed questionnaire titled "Challenges Confronting Some Private Secondary School Operators Questionnaire (CCSPSSOQ)". The instrument was structured using the modified 4-point Likert rating scale. Thus 2.5 is the Criterion Mean. Pearson Product Moment Correlation analysis to determine the reliability index value of 0.86. Mean and standard deviation was used to answer the research questions while independent t-test statistical was used for testing the hypotheses. The findings of the study revealed that the problems caused by lack of essential facilities in the school affect the performance of students in private secondary schools in Rivers State. The study has established the challenges confronting some private secondary school operators in Rivers State, which includes but not limited to employment of unqualified personnel, lack of finance, lack of essential facilities and among others. Recommendations made are that private secondary School owners should mobilize more finance that will help them to procure school facilities for effective teaching and learning to take place. Proprietors of private secondary schools should desist from employment of unqualified teachers in order not to stunt development in the country.

Keywords: Challenges, Confronting, Private Secondary School, Operators, Rivers State.

Reference to this paper should be made as follows:

Chigbo, B. M. (2022). Challenges confronting some private secondary school operators in Rivers State. *International Journal of Scientific Research in Education*, 15(1), 126-138.

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## INTRODUCTION

Progressive society can only be achieved through education which is the most vital tool that can positively shape the mindset of the citizenry. Advent of private schools can be traced to the invasion of the foundation of Nursery school education. The early churches played vital

roles in establishment of schools in Nigeria through the church base education before nursery schools were established. Most church-based nursery education described as a form of education given to children in the church from the time Christianity was introduced in Nigeria. Private nursery schools commenced after Nigeria gained her independence. The kind of education that was available during the pre-colonial era in the middle of nineteenth century became a landmark in the history of western education in Nigeria. Secondary education is education children receive after primary education and before the tertiary stage (Federal Republic of Nigeria [FRN], 2014). Private secondary school is an educational organization privately ran by an individual.

The administration has no link with Local, State or National government. The schools are solely administered by individuals, non-governmental organizations, missionaries, religious organizations etc. Private secondary schools are independently funded and governed. Secondary education in Nigeria started in the year 1859 when the CMS Grammar School Lagos was opened. This was followed by Methodist High School Lagos. It is interesting to note that the first Government Secondary school, Kings College Lagos was established in 1927. (NTI as cited by Nyamibo, 2006). Funding of the schools are mostly through charging students' tuition fees. Outstanding students in the areas of sports, academics, arts and other extracurricular activities are rewarded by individual schools by lowering their fees in a way of granting them half tuition fee. The schools are dully registered under the Corporate Affairs Commission. This enables them operate within the locality. There are Board of governors/directors who were elected through a system of governance which enables them operate independently to ensure non-interference from government.

Most parents choose private secondary schools because of lack of faith in the ability of public secondary schools to deliver quality education in terms of teaching standard. Private schools do not admit students arbitrarily the way government does to public schools. The management of the schools select their students by conducting entrance examinations, which enable them select academically sound students. The exercise is carried out by private schools to enable students showcase their talents in the areas of their strength. Most private schools offer scholarship to the indigent students from the host communities. Majority of parents lack interest in the government funded public schools; the evidence is seen in the influx of students into private secondary schools. This has led to the exponential increase in establishment of private secondary schools all over the country.

Tuition fees charged by private secondary schools vary from school to school, which may be dependent on the following factors (Fiske & Ladd, 2004). The ability of parents to pay such fees, the location of the school, and the financial muscle of the school. Most private secondary schools tie the exorbitant fee charged at secondary school level to the salaries they pay to obtain good and experienced teachers, providing enabling and comfortable learning environments. Addition to that is the student-teacher ratio: reduction in number of students per class and other services such as provision of science laboratories, libraries, computer/ICT centres and establishment of entrepreneurial centres.

In Nigeria, both government and privately funded secondary schools run the same academic programme, which is from pre-nursery to senior secondary classes. A Nigerian child is expected to begin academic journey from the age of three years for Pre-nursery to thirteen years for Basic nine. (Three years of Nursery classes to six years of Primary/Lower Basic and three years of Upper Basic). Few secondary schools are established on humanitarian ground. Most are established basically as a business venture, this account for the high fees charged by them. Tuition fees at private secondary schools are determine by individual schools as it vary from school to school.

There are also secondary schools established and funded by some religious and denominational bodies. These schools teach in addition to the academic subjects, religious

studies. They use it as a way of impressing their faith, tradition and beliefs on what the founders intended. In Nigeria, majority of denominational private secondary schools are funded by Catholic, Anglican, Muslims, Pentecostal churches etc. Communities and some private individuals became interested in running of nursery, primary and secondary education.

There are also privately funded secondary schools that provide alternative educational services. The operators of these schools often do not adhere to the regulations of the state government. They draw their own internal regulations which usually aim at improving their students' lives. There are associated pressures from society regarding social and economic well-being of the children. Many parents desire that more schools be opened to accommodate their yearnings for western education. Kolawole stated that the demand for private schools by parents were largely due to their faith in education as the liberator of the young child from ignorance and poverty.

### **Statement of the Problem**

Engagement of unqualified teachers into the school system is one of the major problems confronting private secondary schools. In order to minimise cost in terms of salary, private school owners sometimes resort to employing cheap teachers who may not have acquired formal education. It becomes the issue of those who have need of being taught teaching others.

Private secondary schools are basically owner financed. State Government has no input in the financial management of private schools, except incessant taxing of the schools owed by private individual within her region. Parents of students in such schools bear the total burden of catering for their children without government input. They struggle to pay school fees, buy textbooks, exercise books, uniforms and other fees.

Most private schools lack basic infrastructures like; desks, tables, chairs, well equipped laboratories, libraries, text books, game facilities e.t.c. To make the learning environment conducive such provisions are made by private school operators. Since there is no check to the number of enrolments in private secondary schools, they admit students with reckless abandon. This results to private secondary schools being over populated. Establishment of mushroom schools also lead to multiplication of private school. Most schools end up breeding students who have no iota of dignity of labour except for the things that will give them quick money, examination mal practice becomes the order of the day. Omoregie (2005) lamented that the products of today's secondary system can either usefully live in the society or move into higher institution without their parents' aid or forgery. They cannot in fact think for themselves or respect the views and feelings of others. It must be stressed here that education cannot be an instrument par excellence for achieving national development where secondary education is not effectively managed to accomplish its aims and objectives. It is against this background that this study investigated challenges confronting some private secondary school operators in Rivers State.

### **Aim and Objectives of the Study**

The aim of this study is to investigate challenges confronting some private secondary school operators in Rivers State. The specific objectives are to:

- Determine how employment of unqualified teachers affect private secondary schools in Rivers State.

- Examine how lack of finance create problem in the administration of private secondary schools in the Rivers State.
- Investigate how lack of essential facilities in the school, affect the performance of students in private secondary schools in Rivers State.

### **Research Questions**

The following questions were asked in this study according to the stated purpose:

- How does employment of unqualified teachers affect private secondary schools in Rivers State?
- How does lack of finance create problem in the administration of private secondary schools in Rivers State?
- How does lack of essential facilities in the school affect the performance of students in private secondary schools in Rivers State?

### **Hypotheses**

The following hypotheses were formulated to guide the study at 0.05 level of significance:

- There is no significant difference between the mean ratings of male and female teachers on how employment of unqualified teachers can affect private secondary schools in Rivers State.
- There is no significant difference between the mean ratings of male and female teachers on how lack of finance creates problem in the administration of private secondary schools in the Rivers State.
- There is no significant difference between the mean ratings of male and female teachers on how lack of essential facilities in the school, affect the performance of students in private secondary schools in Rivers State.

## **THEORETICAL FRAMEWORK**

This study was anchored on social demand approach by Resnik in the early 1980's. The "Social Demand Approach" assumes that the objective of policy is to provide a supply of facilities corresponding with the estimated demand for educational services (Resnik, 2006). This approach requires the education authorities to provide schools and find facilities for all students who demand admission and who are qualified to enter school. This approach looks on education, as service demanded by people just like any other social services. Politicians in developing countries often find the approach expedient to use because of its appealing nature. The relevance of this theory to the study is that the approach provides private school owners with the approximate number of places where educational facilities have to be provided. Thus, the private school owners should provide adequate facilities and fiancé needed to provide education the people before establishing private secondary schools.

## **CONCEPTUAL CLARIFICATION**

### **Concept of Private Schools**

Private schools are usually supported by tuition payments and sometimes by funds from other non-public sources such as religious organizations, endowments, grants, and charitable donations. In some states, private schools receive public funds for certain services (e.g.,

transportation). Tuition at private schools varies considerably by grade level and whether or not the school has a religious affiliation. For more than four decades now Private schools have run as profit-oriented enterprises, often owned by an individual, cooperating individuals, voluntary agencies or faith-based organizations. Private ownership of schools as earlier noted, dominated the education landscape of the country during the mid-Nineteenth Century leading up to the later part of that Century. The missionaries were predominantly responsible for those schools. Private schools have persisted since then. In Rivers State, there are 451 recognized Private Primary Schools and 514 recognised Private Post Primary Schools (BRACED Commission, 2012). Private schools can be categorized according to fee regimes, as Low Fee Paying (LFP) and High Fee Pay (HFP).

The fee regimes are directly determined by owner 's defined standards and characteristics and not subject to government regulation. Fee payment determines access and sometimes quality of programmes available in each school. Private schools are run on the basis of cash for provision mostly. It is pertinent to note that while some private schools in the Rivers State rate highly in terms of academic performance, good facilities, discipline, and good school climate, others are usually poorly rated and scarcely sought after, because they exhibit those characteristics that neither promote excellence in learning nor make contribution to education delivery. Here lies the challenges that confront not only the Private schools alone but also education delivery management in Rivers State.

### **Challenges Faced by Private School Operators**

Challenge, means “to accuse falsely” and it is still used much as it was in the 13<sup>th</sup> century, in the sense of questioning whether something is true or right. Cambridge Dictionary defined challenge as the situation of being faced with something that needs great mental or physical effort in order to be done successfully and therefore test a person’s ability. The secondary education which is acquired after primary education and before the tertiary stage is faced with numerous obstacles in Nigeria. This calls for urgent attention to redeem it from total collapse. This study identifies few challenges faced by secondary education in Rivers State. They are:

**Employment of Unqualified Teachers:** Olorundare (2003) stated that the preponderance of unqualified, untrained individuals into the teaching profession has done more to erode the professional status than any other problem in teaching. Lack of job opens up the educational sector to quacks. There are greater numbers of unqualified teachers in private schools than any other sector. A lot of research has shown that there is a positive or significant relationship between teachers' qualifications and students' academic performance (Darling-Hammond, 2002). Most unqualified teachers lack the competence to deliver quality teaching to their pupils.

**Lack of Funding:** Funding has always been the major challenge of administrators of private secondary schools in Nigeria. The private secondary schools rely mainly on tuition fee paid by the students. lack of funding means an inability to invest in what matters for students. Funding is needed in schools to buy more than just textbooks. Availability of funds to Private school owners is important. Most Private Schools are small in size, lacking teaching equipment and facilities and trapped in make shifts house or rented accommodation. Little Patronages, astronomical costs of accommodation retard their ability to acquire education specific environment, equipment, quality teachers, all necessary to meet set standards for the operation of schools in the state or even elsewhere. Banks hardly do business with small size schools compounding their problem in accessing loans facility (Odeleye & Oyelamin, 2012).

Government of Rivers State would perhaps make possession of a given sum of funds and facility guarantee from a commercial bank, preconditions for licencing a school.

**5. Lack of Education Facilities:** The government do not make funds available to private schools. They rather impose heavy taxes on them. Most private school owners struggle to meet up with government demands. Those who were unable threw in the towel, while some indulge in sharp practices that are against the ethics of the profession. In most less and developing countries, schooling is often insufficient in content and quality, with overcrowded classrooms, teacher insufficiently trained and overworked, insufficient equipment and without the help of essential support services. A lack of facilities limits the ability of a student to achieve various learning and extra curricula activities and also has a negative impact on a teachers' job satisfaction, which undermines their motivation to teach (Uline & Tschannen-Moran, 2008).

## METHODS

This study adopted a descriptive research design which helped to find out the opinions of the respondents and interpret them without being biased. The population of the study consisted of all the principals and teachers in the private secondary schools in Rivers State across the 23 local government areas of Rivers State, totalling 6,908 academic staff. The sample size for this study was 600 teachers that were drawn from 20 private secondary schools in Rivers State. The 20 private secondary schools were selected from 10 local government areas using stratified random sampling method. The 10 local government represents 43% of the total population of Local government areas of Rivers State.

The instrument that was used for data collection was a self-constructed questionnaire titled “Challenges Confronting Some Private Secondary School Operators Questionnaire (CCSPSSOQ)”. The instrument was divided into three sections: A and B. Section ‘A’ elicited responses on the demographic data of the respondents, while section ‘B’ contained a 20-item questionnaire subdivided into the 3 research questions. The instrument was structured using the modified 4-point Likert rating scale of Strongly Agree (SA)- 4, Agree (A)-3, Disagree (D)-2, and Strongly Disagree (SD)-1 respectively. In scoring the questionnaire responses, the weighted points were added as  $4+3+2+1=10/4= 2.5$ . Thus 2.5 is the Criterion Mean. Pearson Product Moment Correlation analysis was used to determine the reliability index value of 0.86. Six hundred (600) copies of the questionnaire instrument were administered only 583 were retrieved, giving rise to 97% return rate. Mean ( $\bar{X}$ ), standard deviation (SD) and rank order statistics were used in answering the research questions, while independent t-test statistical was used for testing the hypothesis.

## RESULTS

**Research Question One:** How does employment of unqualified teachers in private secondary schools affect education in Rivers State?

Table 1: Mean ratings and standard deviation on how extent employment of unqualified teachers in private secondary schools affect education in Rivers State.

S/N	Variables	$\bar{X}$	S.D	Remark
1	Employment of unqualified teachers produces half-baked students who are not properly groomed	2.91	1.06	Agree
2	Employment of unqualified teachers produces students who have no dignity of labour and self-consciousness	2.86	1.06	Agree
3	Employment of unqualified teachers produces students who indulge in	2.95	0.90	Agree

4	examination malpractices Employment of unqualified teachers produces students who have little or no moral value	2.89	0.95	<b>Agree</b>
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Table 1 shows the mean ratings and standard deviation of respondents on how employment of unqualified teachers in private secondary schools affect education in Rivers State. The data above shows that items 1, 2, 3, 4 and 5 had mean scores above the criterion mean of 2.50. Item 1 had a mean and standard deviation of 2.91 and 1.06 respectively. This implies that the respondents agreed that employment of unqualified teachers produces half-baked students who are not properly groomed. Item 2 had a mean and standard deviation of 2.86 and 1.06 respectively. This implies that the respondents agreed that employment of unqualified teachers produces students who have no dignity of labour and self-consciousness. Item 3 had a mean and standard deviation of 2.95 and 0.90 respectively. This implies that the respondents agreed that employment of unqualified teachers produces students who indulge in examination malpractices. Item 4 had a mean and standard deviation of 2.89 and 0.95 respectively. This implies that the respondents agreed that employment of unqualified teachers produces students who have little or no moral value. While item 5 had a mean and standard deviation of 2.97 and 0.94 respectively. This implies that the respondents agreed that employment of unqualified teachers produces students who are lazy to read. From the grand mean value of 2.83, therefore, the answer to research question one is that, to a high extent employment of unqualified teachers in private secondary schools affect education in Rivers State.

**Research Question Two:** How does lack of finance pose a problem in the administration of private secondary schools in Rivers State?

Table 2: Mean ratings and standard deviation on how the extent to which lack of finance pose a problem in the administration of private secondary schools in Rivers State.

S/N	Variables	$\bar{X}$	S.D	Remark
6	There is inadequate provision of chairs, desk and table in the classrooms	2.66	0.57	<b>Agree</b>
7	There is inadequate provision of relevant textbooks	2.80	0.78	<b>Agree</b>
8	There is inadequate provision of well-ventilated classroom blocks	2.96	0.86	<b>Agree</b>
9	There is inadequate provision of playground space for recreational activities	2.86	0.59	<b>Agree</b>
10	There is inadequate provision of well-equipped laboratories	2.24	0.71	<b>Agree</b>
	Average Mean/Standard Deviation	2.64	0.70	<b>Agree</b>

Table 2 shows the mean ratings and standard deviation of respondents on how lack of finance pose a problem in the administration of private secondary schools in Rivers State. The data above shows that items 6, 7, 8 and 9 had mean scores above the criterion mean of 2.50. While items 10 had mean scores below the criterion mean of 2.50. Item 6 had a mean and standard deviation of 2.80 and 0.78 respectively. This implies that the respondents agreed that there is inadequate provision of chairs, desk and table in the classrooms. Item 7 had a mean and standard deviation of 2.96 and 0.86 respectively. This implies that the respondents agreed that there is inadequate provision of relevant textbooks. Item 8 had a mean and standard deviation of 2.66 and 0.71 respectively. This implies that the respondents agreed that there is inadequate provision of well-ventilated classroom blocks. While item 9 had a mean and standard deviation of 2.72 and 0.74 respectively. This implies that the respondents agreed that there is inadequate provision of playground space for recreational activities. However, item 10 had a mean and standard deviation of 2.24 and 0.57 respectively. This implies that the respondents agreed that there is inadequate provision of well-equipped laboratories. From the

grand mean value of 2.64, therefore, the answer to research question two is that lack of finance poses a problem in the administration of private secondary schools in Rivers State.

**Research Question Three:** How does lack of essential facilities in the school affect the performance of students in private secondary schools in Rivers State?

Table 3: Mean ratings and standard deviation on how lack of essential facilities in the school affects the performance of students in private secondary schools in Rivers State

S/N	Variables	$\bar{X}$	S.D	Remark
11	The students will not be taught very effectively.	2.87	0.13	Agree
12	The teachers will not effective in delivering their services.	2.83	0.09	Agree
13	The environment will not motivating for the students to learn.	2.66	0.21	Agree
14	The students will not be able to do well in exams due to lack of essential facilities.	2.74	0.59	Agree
15	Students will not be widely exposed to current knowledge.	2.62	0.52	Agree
Average Mean/Standard Deviation		2.74	1.54	Agree

Table 3 shows the mean ratings and standard deviation of respondents on the extent to which lack of essential facilities in the school affect the performance of students in private secondary schools in Rivers State. The data above shows that the problems caused by lack of essential facilities in the school affect the performance of students in private secondary schools in Rivers State includes; the students will not be taught very effectively, the teachers will not effective in delivering their services, the environment will not motivating for the students to learn, the students will not be able to do well in exams due to lack of essential facilities, students will not be widely exposed to current knowledge as indicated on item items 11, 12, 13, 14 and 15 with the mean scores of 2.87, 2.83, 2.66, 2.74 and 2.62 respectively. The grand mean value of 2.74 shows that lack of essential facilities in the school affect the performance of students in private secondary schools in Rivers State.

### Test of Hypotheses

**Hypothesis One:** There is no significant difference between the mean ratings of male and female teachers on how employment of unqualified teachers can affect private secondary schools in Rivers State.

Table 4: Summary of t-test analysis of mean ratings of male and female teachers on how employment of unqualified teachers can affect private secondary schools in Rivers State.

Groups	N	$\bar{x}$	S.D	Df	Sig 2-(tailed)	t-crit	Decision
Male Teachers	311	2.51	1.19	581	0.608	0.05	Accepted
Female Teachers	272	2.47	1.20				No Significance

Data on Table 4 shows summary of subjects mean, standard deviation and t-test of difference between the mean ratings of male and female teachers on how employment of unqualified teachers can affect private secondary schools in Rivers State. The calculated significant value used in testing the hypothesis stood at .608 at the p-value 0.05 level of significance using 581 degrees of freedom. This shows that .608 is higher than 0.05 level of significance, hence there is a significant difference between the mean ratings of male and female teachers on how employment of unqualified teachers can affect private secondary schools in Rivers State. Based on the foregoing, the researcher rejected the null hypothesis, and confirmed that there is no significant difference between the mean ratings of male and female teachers on the



extent employment of unqualified teachers can affect private secondary schools in Rivers State.

**Hypothesis Two:** There is no significant difference between the mean ratings of male and female teachers on how multiplication of unapproved private schools affects running of private secondary schools in Rivers State.

Table 5: Summary of t-test analysis of mean ratings of male and female teachers on how multiplication of unapproved private schools affects running of private secondary schools in Rivers State.

Groups	N	$\bar{x}$	S.D	Df	Sig 2-(tailed)	t-crit	Decision
Male Teachers	311	1.85	1.18	581	.000	0.05	Rejected
Female Teachers	272	1.57	1.12				Significance

Data on Table 5 show summary of subjects mean, standard deviation and t-test of difference between the mean ratings of male and female teachers on how multiplication of unapproved private schools affect running of private secondary schools in Rivers State. The calculated t-value, used in testing the hypothesis stood at .000, at the p-value 0.05 level of significance using 581 degrees of freedom. At 0.05 level of significance and 581 degrees of freedom, the calculated t-value .000 is less than p-value of 0.05 alpha level, hence there is a significant difference between the mean ratings male and female teachers on the extent multiplication of unapproved private schools affect running of private secondary schools in Rivers State. Based on the foregoing, the researcher fails to accept the null hypothesis and confirmed that there is a significant difference between the mean ratings of male and female teachers on how multiplication of unapproved private schools affects running of private secondary schools in Rivers State.

**Hypothesis Three:** There is no significant difference between the mean ratings of male and female teachers on how lack of essential facilities in the school, affect the performance of students in private secondary schools in Rivers State.

Table 6: Summary of t-test analysis of the mean ratings of male and female teachers on how lack of essential facilities in the school, affect the performance of students in private secondary schools in Rivers State.

Groups	N	$\bar{x}$	S.D	Df	Sig 2-(tailed)	t-crit	Decision
Male Teachers	311	3.15	1.01	581	.296	0.05	Accepted
Female Teachers	272	3.22	1.00				Not Significant

Data on Table 6 shows summary of subjects mean, standard deviation and t-test of no difference between the mean ratings of male and female teachers on the extent lack of essential facilities in the school, affect the performance of students in private secondary schools in Rivers State.

The calculated t-value, used in testing the hypothesis stood at .296, with the degree of freedom of 581 at 0.05 level of significance, hence there is no significant difference between the mean ratings of male and female teachers on the extent lack of essential facilities in the school, affect the performance of students in private secondary schools in Rivers State. Based on the foregoing, the researcher accepted the null hypothesis and conformed that there is no significant difference between the mean ratings male and female teachers on the extent lack

of essential facilities in the school, affect the performance of students in private secondary schools in Rivers State.

## **DISCUSSION**

### **Extent Employment of Unqualified Teachers Affect Private Secondary Schools in Rivers State**

The findings of the study revealed that employment of unqualified teachers in private secondary schools produces half-baked students who are not properly groomed, produces students who have no dignity of labour and self-consciousness, produces students who indulge in examination malpractices, produces students who have little or no moral value and produces students who are lazy to read to a high extent. This finding is in line with Babalola and Ayeni (2009), who opined that professional qualification of teachers should determine their employability. Professional qualification is the increased growth and advancement in knowledge, skills, attitudes and sophistication needed for continued effective performance of a profession (Leuven, 2005). Professional qualification according to Efang (2007) is the knowledge and skills acquired after a period of training and instruction by seasoned experts. Purkey (2004) stated that, most teachers in private secondary school are unqualified in professional training. Qualifications of teachers helps to engineer effective teaching and learning. In another dimension, certified teachers are more likely to work in government schools than in private owned schools.

### **Extent Lack of Finance Create Problem in the Administration of Private Secondary Schools in the Rivers State**

The findings of the study revealed that the extent lack of finance create problem in the administration of private secondary schools in the Rivers State includes, inadequate provision of chairs, desk and table in the classrooms, inadequate provision of relevant textbooks, inadequate provision of well-ventilated classroom blocks, inadequate provision of playground space for recreational activities to a high extent. This findings is in line with Nnayo (2012), who opined that finance plays a critical role in the in acquiring school plants for the development of education. Financial resources are directed towards the achievement of educational goals. Money is very important in the life of the school, as all vital elements can be obtained with it. No wonder, opined those financial resources are the lubricants of any programme. In the same light, Gomenti (2014), stated that finance plays a critical role in educational development and that the absence of a buoyant economy can make nonsense of a grandiose, well-thought and articulated educational policies and plans. Without finance, school administrators cannot meet up their responsibilities. Education finance is concerned with the income and expenditure of authorities of educational institutions and with the adjustment of one (income) to the other expenditure (Erepamo, 2015).

Adequate fund is always a problem for managers in all organizations. The school manager therefore is not left out in this problem. However, it is necessary for the manager to look for alternative means of sourcing for funds within and outside the community. Government subvention and funds from all forms of fees and levies are usually inadequate. Finance is a very important variable in the optimum realization of educational objectives. "In a modern economy, finance is defined as the provision of money at the time when it is needed. Educational financial activities consist of revenue and expenditure. It is necessary to note at this stage that the issue of utilization of finance is very crucial to the delivery of quality education. Funds are necessary for the setting up of infrastructural facilities such as

classroom blocks, administrative blocks, library, and laboratory blocks. They are also required for the provision of school equipment and furniture such as desks, tables, chairs, typewriters, computers, laboratory equipment, chemicals, and stationeries amongst others.

Most importantly, funds are necessary for the employment and payment of staff. Without funds, it would be difficult or if not impossible to provide for the welfare of staff in the school. They are needed to plan and organize seminars, conferences, symposiums and workshops (Goven, 2012). The ultimate goal of a school cannot be addressed or achieved with first designing a strategy to ensure the proper utilization of funds. It is note-worthy that most funding sources have their own expectations of outcomes, thus, misappropriation of funds will affect the organization's reputation and its ability to accomplish its mission. Wastage of funds results in objectives not being met and ultimately loss. Therefore, it is one thing to procure fund and another to utilize the sourced funds.

### **Extent Lack of Essential Facilities in the School Affect the Performance of Students in Private Secondary Schools in Rivers State.**

The findings of the study revealed that the problems caused by lack of essential facilities in the school affect the performance of students in private secondary schools in Rivers State includes; the students will not be taught very effectively, the teachers will not effective in delivering their services, the environment will not motivating for the students to learn, the students will not be able to do well in exams due to lack of essential facilities, students will not be widely exposed to current knowledge. The findings of this study are in line with Uline and Tschannen-Moran (2008) who opined that the availability of educational facilities enables the students become more motivated to for effective teaching and learning to take place. Education resources facilities includes those plants that are geared towards achieving the stated goals of the school. The use of these facilities could give more valuable and powerful direction to the teacher than any personal efforts without the materials. In school administration, education facilities are not only limited but can be effectively and efficiently managed when management activities are properly harmonized, organized, coordinated and controlled by the school management team. This is in agreement with Usman (2016) opinion that it is not the availability of school buildings alone that guarantees effective performance of school, but equipping them necessary durable facilities. However, no matter how well packaged a school administration or a school system is at any level of education, without adequate and efficient utilization of the available facilities, like library facilities and laboratory facilities the system may fail to achieve its desired results.

### **CONCLUSION**

The study has established the challenges confronting some private secondary school operators in Rivers State, which includes but not limited to employment of unqualified personnel, lack of finance, lack of essential facilities and among others. The study was able to reveal that lack of qualified teachers in private secondary schools have the major cause of producing half-baked young school leavers which of course affects and consequently lead to half-baked products from various universities. It is note-worthy that lack of finance affects the expectation of private secondary school owners from achieving their expectation. Their expectations of maintaining high standard of education, achievement of high academic performances and realization of the goal of secondary education is being marred, hence; they cannot procure durable modern facilities that will engineer effective teaching and learning.

## Recommendations

From the discussion above, the following are recommended:

- Private secondary owners should mobilize more fiancé that will help them to procure school facilities for effective teaching and learning to take place.
- Proprietors of private secondary schools desist from employment unqualified teachers in order not to stunt development in the country.
- The government should enforce laws regulating the establishment of private secondary schools in the state to avoid establishment of substandard and undue proliferation of private schools in the state.
- Proprietors of private secondary schools should ensure that their schools are well equipped with essentials school plants for quality education to be delivered.

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