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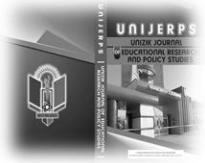
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ASSESSMENT OF GOVERNMENT AND MISSIONS PARTNERSHIP IN MANAGEMENT OF RETURNED SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract
This study ascertained implementation of government and mission partnership policy in management of returned secondary schools in Anambra state. The study was guided by three research questions and three hypotheses were tested at 0.05 level of significance. The study adopted a descriptive research design. The population of the study comprised of 35 principals and 35 managers in the 35 returned secondary schools in Anambra state. A structured instrument titled Government and Missions partnership in school management Questionnaire (GMPSMQ) was used for data collection. GMPSMQ was face validated by three experts, two lecturers from faculty of Education Nnamdi Azikiwe University, Awka and one from Faculty of Education, University of Nigeria Nsukka. Cronbach alpha was used to determine the reliability of the instrument and this yielded a high reliability coefficient of 0.85. The researcher together with four research assistants collected data for the study using the direct approach method and 95% return rate was recorded. Data analysis was done using Mean and Standard deviation to answer the research questions and t-test to test the hypotheses. The findings of this study revealed among others that government and Missions partner in several areas of school management such as identifying areas of shortage of teaching manpower in the returned schools, advertise for employment of permanent teachers, disciplining of teachers, supervising of school and teachers' instructional delivery. It was recommended among other things that government and

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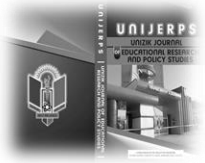
Missions should always provide avenue for teachers to appeal any injustice they feel was done to them in the school. The implication of the findings among others is that there will be improved moral, academic and supervision of instructional delivery in the school.

Keywords: government, mission, education management, partnership, returned schools.

Introduction

The management and administration of the Nigeria educational system is by law vested concurrently in the hands of the Federal, state and local government. The federal, state and local governments carry out their responsibility and duties on education through the respective ministries of education. According to Odeleye, Oyalami and Abike (2012), the state ministries of education further vest the responsibility of managing the secondary education in their various Secondary education Boards which essentially render administrative and professional services. There have been outcries on the need for proper integration and involvement of private sectors for partnership in management of education in general and secondary education in particular in Nigeria for effective education management. This paper takes critical look at the government of Anambra state returning of mission owned secondary schools previously taken by the government to the missions and her partnership with mission bodies in management of these returned secondary schools.

The term partnership entails collaboration of shared duties and responsibilities in carrying out a particular project. According to Tilak (2016), it can be defined as a contractual relationship between government and private sector for a specific project. In education, it is the simultaneous involvement of government and private sectors in education, with an understanding to share the costs, benefits, risks and rewards. Under government and private partnership in education, public sector agencies (central, state, or local) join with private sector entities (religious organizations, companies, foundations, non-governmental organisations, academic institutions or citizens) and enter into a 'business' relationship to attain a commonly shared goal that also achieves

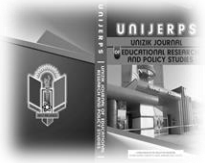

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objectives of the individual partners. In partnership, both parties involved must agree to work together in implementing the programme. Also parties ought to have a clear understanding of their roles towards implementation of the partnership (Blagescu and Young, 2005).

The issue of government partnership with missions in management of education in Nigeria including Anambra state could be traced to 1882. The colonial government enacted education ordinance 1882 which introduced government funding of mission schools through grants to the mission schools that satisfy certain conditions stated in the ordinance while the mission groups carry out the administration or management of those schools. Such schools funded by the government and managed by the missions were known as assisted schools (Afolabi, 2018).
Prior to the 1882 ordinance, the British government had shown high level of apathy in the education of her colony while the missions established and managed schools in the country. Such mission groups include Church Missionary Society (CMS), Methodist Mission, Roman Catholic missions and so on (Aja, 2012). These mission groups managed their schools using different educational philosophy as they deemed suitable. The government and missions' partial partnership in management of schools continued through the colonial period and after independence until 1967 when the Nigeria civil war that lasted between 1967 and 1970 ended.

After the war, the Military Administrator of the East Central state (present Enugu, Anambra, Imo, Abia and Ebonyi states) Colonel Ukpabi Asika made a decree in 1971 known as Public Education Edict 1971 which revoked all the schools in the East central state Nigeria to become properties of the East central government. The purpose for the taking over of the schools according to the law was to make the schools functional by rehabilitating and reconstructing the schools after their destruction during the war. The government equally took over the schools to control, manage and supervise the schools in order to secure central control and an integrated system of education which will guarantee uniform standards and fair distribution of educational facilities and reduce the cost of running the schools (East Central State, 1971). All the protest and rejection of the edict by the missions and other educational stakeholders were paid deaf ear by the military government (Ojionuka, 2007).

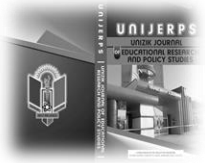

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However, the government failed to reconstruct and rehabilitate many of these schools. Under the government's watch, the standard of education collapsed and the system became deplorable (Ike, 2014). The government's failure to manage the education system for effectiveness and efficiency resulted to the continuous request by Missions for government to return the taken schools. Such call was answered by the former governor old Anambra state His Excellency Governor Jim Nwobodo, who returned four schools to missions – two to Roman catholic (Holy Rosary College, Enugu and St Charles Teacher Training college Onitsha) and two to Anglican Communion (St Monica Teacher Training College, Ogbunike and St. Cyprian Teacher Training College, Nsukka) by the passage of "schools Transfer Law of Anambra state on Return of Schools 1983" (Ike, 2014). The agitation for total return of mission owned schools never stopped up to 2006 when Mr. Peter Obi became the governor of the present Anambra State that was created in 1991. The government of Anambra State under Mr Peter Obi returned some of the schools seized from the missions in Anambra State to the Mission owners basically Roman Catholic Church and Anglican Church. A law to that effect was enacted in 2009 and was passed by the Anambra State House of Assembly on 12th October 2009. The 'missions' are referred to as 'voluntary Agencies' in the law. Therefore voluntary agencies in the law mean the same as 'missions' in this paper.

The law which partially returned the schools to the mission provided partnership and shared responsibility in the management of the schools between the Missions and the government *(Anambra State, 2009).* The law referred to those schools returned to the missions as 'Returned secondary schools'. While the law granted ownership of the returned schools to the missions, it gives provision for government participation in the management of the returned schools.

In the returned secondary schools in Anambra state, missions appoint "school manager" who is a mission's representative in the school and joins the principal in the day to day management of the school in most cases an ordained priest. The law that returned schools to missions in Anambra state vested solely on the mission certain managerial roles in the "returned schools" such as school plant maintenance and moral education


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while government also solely has the role of paying of teachers' salary.

Nevertheless, the government and the missions partner or share in the management of the schools as provided in the law. Such areas of government – missions partnership in the school management as provided in the Anambra State Return of school law 2009 include teachers' recruitment, school financial management, school and academic supervision, students and teachers' discipline, maintenance of academic standard, students' admission, school security, record keeping, school community relations among others. This paper mainly assessed the implementation of the policy in three major areas which are teachers' recruitment and academic supervision and staff discipline

Statement of the Problem

Stakeholders had seen the forceful takeover of schools belonging to the Missions by the government as an autocratic and undemocratic act that could only be done in a military regime (Gbenga, 2018). One of the factors reported as responsible for the decline of academic standard in Nigeria, particularly in Anambra state is the forceful takeover of the schools. The Anambra State government in 2009 approved the returning of some schools to the missions – their original owners. The school return was not holistic or total as the government still retained certain responsibilities and rights in such schools, thereby entering into partnership with the Missions. The procedure and method of administering the schools under the partnership remains unknown to many educational stakeholders after nine years of this partnership. The knowledge of the areas of partnership, how the partnership works and the responsibilities of the missions and the government in the partnership remains vague and incomprehensible. Therefore there is need to assess the implementation of government and mission partnership policy in management of returned secondary schools in Anambra state to ascertain its' performance

Research Questions

The following Research Questions guided the study

1) To what extent is government and missions' partnership policy is being implemented in management of returned secondary schools in Anambra State with respect to staff recruitment?

2) To what extent is government and missions' partnership policy is being implemented in management of returned secondary schools in Anambra State with respect to staff discipline?
3) To what extent is government and missions' partnership policy is being implemented in management in returned secondary schools in Anambra State with respect to school supervision

Hypotheses

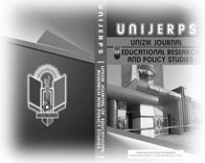
The following null hypothesis are formulated and were tested at 0.05 level of significant

1) There is no significant difference in the Mean scores of principals and school managers on the extent of implementation of government and mission partnership policy in management of returned secondary schools in Anambra state with respect to staff recruitment
2) There is no significant difference in the Mean scores of principals and school managers on the extent of implementation of government and mission partnership policy in management of returned secondary schools in Anambra state with respect to staff discipline
3) There is no significant difference in the Mean scores of principals and school managers on the extent of implementation of government and mission partnership policy in management of returned secondary schools in Anambra state with respect to school supervision.

Method

The study adopted descriptive survey research design. The area of study is Anambra state. The population of the study comprised 70 respondents consisting of 35 principals and 35 mission school managers in the thirty five Returned secondary schools managed by Government and Missions in Anambra state. The sample and sampling techniques is relatively null in the study. The researchers covered the total population of the study. A structured questionnaire titled "Government and Missions Partnership in School Management Questionnaire (GMPSMQ) marked A, B and C was used for data collection. The instrument was structured on a four rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) weighted 4, 3, 2 and 1 respectively. The face validation of the

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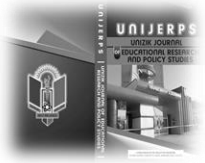
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instrument was established by three experts, two from the Department of Educational Management and Policy, faculty of Education, Nnamdi Azikiwe University Awka and one from Social science Department (Measurement and Evaluation), University of Nigeria Nsukka. The cronbach alpha was used to determine the reliability of the instrument. This yielded high reliability coefficient values for parts A, B and C of the instrument as 0.81, 0.86 and 0.88 respectively and overall coefficient of 0.85. The researchers with the help of four research assistants who are Department of education management Post graduate students collected the data for the study. The research assistants were briefed on how to approach the respondents in their respective schools to collect data. The statistical Mean and Standard Deviation were used in answering the research questions. The Mean responses were adjudged on the premise that any score of 2.50 or above is taken as agreement while any Mean below 2.50 is taken as disagreement. t-test was used in testing the three null hypothesis. If t-calculated is equal to or greater than t-critical at 0.5 level of significance, the null hypothesis is rejected but if otherwise, is not rejected

Result

Research Question 1 To what extent is government and missions' partnership policy with respect to staff recruitment is being implemented in management of returned secondary schools in Anambra State?

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Table 1: Mean ratings and standard deviation scores of implementation of government and Missions partnership policy with respect to staff recruitment in management of returned secondary schools

The under listed are the implementation of Govts/Mission partnership policy in management of Returned secondary schools with respect to Staff Recruitment	Principals (N=40)			Managers (N=35)		
	Mean	SD	Decision	Mean	SD	Decision
1) Government sets regulations on students Admission and mission adhere to the Regulations in Returned secondary schools	2.93	.96	High Extent	3.26	.86	High Extent
2) Government & Mission partnership in advertisement for permanent teachers' employment	2.80	.79	High Extent	2.80	.87	High Extent
3) Government & Mission partnership in advertisement for adhoc staff employment	2.30	1.23	Low Extent	2.02	1.12	Low Extent
4) Government & Missions partnership in interviewing of applicants for teaching employment	2.11	.80	Low Extent	2.06	.84	Low Extent
5) Government & Mission partnership in deployment of employed permanent staff	2.67	.88	High Extent	3.03	.99	High Extent
6) Government & Mission partnership in Ensuring standard in the qualification of Employed teachers	3.02	.81	High Extent	3.37	.60	High Extent
7) Government & Missions partnership in assigning duties to employed staff	2.67	.98	High Extent	2.81	.86	High Extent
Cluster Means	**2.67**	**.94**	**High Extent**	**2.81**	**.86**	**High Extent**

On table 1, the mean ratings of both the principals and Managers for items 1,2,5,6 and 7 are above the cut off Mean of 2.50 indicating High extent implementation of partnership policy by government and Missions in the management of Returned secondary schools with respect to staff recruitment. Such areas of recruitment include identification of areas of shortage of teaching manpower; advertisement for permanent teachers' employment; deployment of employed teaching staff; ensuring of standard in qualification of employed teachers and assigning of duties to the employed staff. On the other hand, items 3 and 4 are below the 2.50 cut off point which implies low extent in implementation of the partnership which shows there is low

partnership in advertisement for employment of adhoc staff and interviewing of permanent staff.

The standard deviation scores for the two groups are .94 and .86 which shows there is homogeneity amongst principals and managers responses. The findings of the result show there is High Extent of implementation of government and Mission partnership policy in the management of returned secondary schools with respect to staff recruitment in Anambra state, this was proved by the cluster Means of 2.67 and 2.81 for principals and Managers respectively

Research Question 2 To what extent is government and missions' partnership policy with respect to staff discipline is being implemented in management of returned secondary schools in Anambra State?

Table 2: Mean ratings and standard deviation scores of implementation of government and Missions partnership policy with respect to staff discipline in management of returned secondary schools

The underlisted are extent of partnership between the govt. and Mission in staff discipline		Principal (N=40)			Managers (N=35)		
		Mean	SD	Decision	Mean	SD	Decision
8)	Government & Missions Partnership in prescribing rules for teachers	3.29	.76	High Extent	3.71	.52	High Extent
9)	Government prescribes Procedures followed by the Mission in the exercise of Disciplinary action over the teachers	2.98	.66	High Extent	2.74	.89	High Extent
10)	Mission strict adherence to rules stated by the government in exercising disciplinary action over the staff	3.13	.99	High Extent	3.46	.78	High Extent
11)	Mission controlling of teachers movement in the school as empowered by govt.	3.11	8.3	High Extent	3.03	.75	High Extent
12)	Mission ensuring of execution of examination timetable set by the government	2.89	8.3	High Extent	3.03	.65	High Extent

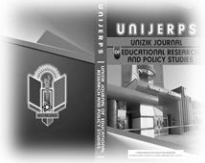
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13)	Missions' use of disciplinary panel to investigate any allegation of staff indiscipline as empowered by the govt.	2.69	.90	High Extent	2.97	.79	High Extent
14)	Government and Missions ensuring Of teachers adherence to professional ethics	2.78	.67	High Extent	3.31	.93	High Extent
15)	Government and Missions partnership in making provision for aggrieved staff to appeal in respect of disciplinary action taken against him/her	2.20	.77	Low Extent	2.10	.84	Low Extent
	Cluster Means	**2.88**	**1.77**	**High Extent**	**3.11**	**.77**	**High Extent**

The result of data analysis presented on Table 2 revealed that all the items except no 8 have Mean ratings above the cut off Mean score of 2.50 in respect to both the principals and Managers responses indicating high implementation of partnership policy by government and Missions in management of returned secondary schools in Anambra state with respect to staff discipline. The pulled standard deviation which stood at 1.77 and .77 for principals and Managers respectively indicated that they are close to the Mean, implying that the respondents are homogenous in their responses amongst cluster.

The partnership policy with respect to staff discipline implemented by the government and Missions are prescribing rules for teachers; prescribing procedures in exercise of disciplinary action; adhering to stated rules in exercising disciplinary measures; controlling the movement of teachers during the school hour; ensuring adherence to examination timetable; setting up of disciplinary panel to investigate indisciplinary allegations and ensuring teachers professional ethics in the school. The cluster Means which are above 2.50 indicated agreement on the implementation of partnership policy with respect to staff discipline by government and Missions.

Research Question 3 To what extent is government and missions' partnership policy with respect to school supervision is being implemented in management of returned secondary schools in Anambra State?



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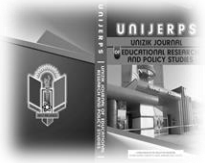
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Table 3
Mean ratings and standard deviation scores of implementation of government and Missions partnership policy with respect to school supervision in management of returned secondary schools

The underlisted are extent Of partnership between the government and Mission in School supervision	**Principal (N=40) Mean**	**SD**	**Decision**	**Managers (N=35) Mean**	**SD**	**Decision**
23) Government and Mission dispatching of supervisors to the school for inspection school plant	3.67	.56	High Extent	3.91	.52	High Extent
24) Government and Missions dispatching of supervisors to the school for supervision of instructional delivery by the teachers	3.71	.47	High Extent	3.27	.52	High Extent
25) Government and Missions dispatching of supervisors to the school for supervision of school performance in keeping of statutory records	3.47	.59	High Extent	3.61	.56	High Extent
26) Government and Missions dispatching of supervisors to the school for monitoring of school internal and external examination	3.47	.59	High Extent	3.33	.59	High Extent
27) Government consideration of Missions' supervisors report on teachers' Performance for appraisal and promotion Of the teachers	2.33	1.07	High Extent	2.18	1.21	High Extent
Cluster Means	**3.33**	**.66**	**High Extent**	**3.26**	**.72**	**High Extent**

Data analysis presented on Table 4 revealed that both the principals and the Managers Mean ratings of items 1,2,3 and 4 are above the cut off Mean of 2.50

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indicating High Extent in the implementation of partnership policy between the government and Missions in the management of returned secondary schools in Anambra state with respect to school supervision. Both principals and managers Mean ratings of item 5 are below the 2.50 cut off point. This shows that there is low extent of partnership between the government and mission in area of considering missions supervisors report on teachers by the government. The pulled standard deviation scores which stood at .66 and .72 for both principals and managers respectively are closer to the Mean indicating similarity on their responses in each cluster. The school supervision partnership policies implemented by the government and mission include dispatching of supervisors to the school for inspection of school plant; dispatching of supervisors for supervision of instructional delivery by the teachers and dispatching of supervisors for supervision of school performance in keeping statutory records.

Testing the hypotheses

H_{O1} There is no significant difference in the mean scores of principals and school managers on the extent of implementation of government and mission partnership policy with respect to staff recruitment in management of returned secondary schools in Anambra state.

Table 6: t-test Analysis of significant difference in the Mean ratings of principals and Managers on the extent of implementation of government and missions partnership policy with respect to staff recruitment in management of returned secondary schools in Anambra state.

Variables	N	$\bar{X}$	SD	t-cal.	t-crit	Df	∝	Decision
Principals	40	2.67	.94	.044	1.990	78	.05	Not significant
Managers	35	2.81	.86					

The t-test analysis presented on Table 6 indicates that there is no significant difference in the Mean ratings of principals and Manager on the extent of implementation of government and missions partnership policy with respect to staff recruitment in management of returned secondary schools in Anambra state. This was

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shown by the calculated t-value of .044 which is less than t-critical of 1.990 at .05 level of significance and 78 degree of freedom. Thus, the null hypothesis is not rejected

H_{O2} There is no significant difference in the mean scores of principals and school managers on the extent of implementation of government and missions partnership policy with respect to staff discipline in management of returned secondary schools in Anambra state

Table 7: t-test Analysis of significant difference in the Mean ratings of principals and Managers on the extent of implementation of government and missions partnership policy with respect to staff discipline in management of returned secondary schools in Anambra state

Variables	N	X	$\overline{SD}$	t-cal.	t-crit	Df	∞	Decision
Principals	40	2.s88	1.77	.008	1.990	78	.05	Not significant
Managers		35	3.11	.77				

The t-test analysis presented on Table 7 indicates that there is no significant difference in the Mean ratings of principals and Manager on the extent of implementation of government and missions partnership policy with respect to staff discipline in management of returned secondary schools in Anambra state. This was shown by the calculated t-value of .008 which is less than t-critical of 1.990 at .05 level of significance and 78 degree of freedom. Thus, the null hypothesis is not rejected.

H_{O3} There is no significant difference in the mean scores of principals and school managers on the extent of implementation of government and missions partnership policy with respect to school supervision in management of returned secondary schools in Anambra state.

Table 9: t-test Analysis of significant difference in the Mean ratings of principals and Managers on the extent of implementation of government and missions partnership policy with respect to school supervision in management of returned secondary schools in Anambra state.

Variables	N	$\bar{X}$	SD	t-cal.	t-crit	Df	∞	Decision
Principals	40	3.33	.66					
				.479	1.990	78	.05	Not significant
Managers		35	3.26	.72				

The t-test analysis presented on Table 9 indicates that there is no significant difference in the Mean ratings of principals and Manager on the extent of implementation of government and missions partnership policy with respect to school supervision in management of returned secondary schools in Anambra state. This was shown by the calculated t-value of .479 which is less than t-critical of 1.990 at .05 level of significance and 78 degree of freedom. Thus, the null hypothesis is not rejected.

Conclusion

Based on the findings of this study, it was concluded that government and Missions have done well in the implementation of the partnership policy in management of returned secondary schools in Anambra state with respect to staff recruitment, staff discipline and school supervision Also there was no significant difference in the mean ratings of principals and Managers responses in implementation of government and Mission partnership policy in management of returned secondary schools with respect to staff recruitment, staff discipline and school supervision. In the long run, the partnership policy will definitely impact in the overall effective and efficient management of the schools and contribute to the growth and development of education in Anambra state.

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

1. The government should be involved in the employment of adhoc staff in the returned secondary schools to avoid infiltration of the school with unqualified teachers in the school
2. Teachers should be always given the pathway to appeal any form of injustice they feel was done to

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them in the school without being victimized.

3. The supervision report of both the government and mission supervisors should always be combined and used for teachers' appraisal and promotion
4. Therefore, from the foregoing, it was recommended that Government and Mission partnership in the management of secondary schools in Anambra state should be encouraged and improved for better results.
5. Since the government an missions partnership in management of returned secondary schools in Anambra state is productive, government should involve other willing private organizations in management of secondary schools in Anambra state.

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