

THE UNIVERSITY OF HULL

BOARDING SECONDARY EDUCATION IN THE EASTERN STATES OF
NIGERIA : INFLUENCES, CHARACTERISTICS AND PROBLEMS

Being a Thesis submitted for the Degree of
Doctor of Philosophy
in the University of Hull

by

ENYONG SAMMY CHRIS TAKU-NCHUNG

B.A.(Ed.)(Nigeria),M.A.(Hull), A.C.P.

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ENYONG Sammy Chris Taku-Nchung

BA(Ed)(Nigeria), MA(Hull), ACP

on

SECONDARY BOARDING EDUCATION IN THE EASTERN STATESOF NIGERIA : INFLUENCES, CHARACTERISTICS AND PROBLEMS

The issue of boarding education at secondary level has been one of controversy in Nigeria at least throughout the period since Independence. From 1960 onwards the various authorities charged with the provision of secondary schooling have had to relate the educational legacies of colonialism, including the English boarding school model, to the needs and demands of a newly emerging and economically diversifying country.

This thesis is therefore concerned inter alia to identify the influences, characteristics and problems of secondary boarding schools in Nigeria, and especially in the Eastern States of that country. It attempts first to identify significant formative influences through an historical/documentary study, and then to ascertain empirically contemporary attitudes and perceptions of the various parties to the provision and operation of such schools today. In so doing, aspects such as organisation, administration, management, discipline, values, routine, facilities and infrastructure are described and discussed.

The thesis has twelve chapters, organised in three parts: Part A comprises six chapters dealing with the identification of the problem and contributing factors. Chapters One and

Two outline the environmental and educational context. Chapter Three illustrates the history and nature of the problem, whilst Chapter Four provides an explanation of the research context. Chapter Five reviews some previous research on boarding and Chapter Six is a consideration of the nature and development of the most influential model, the English Public School.

Part B, the development and nature of boarding in the study area deals mainly with aspects of the history and character of boarding schools in Nigeria and especially in the Eastern States. So Chapter Seven is concerned with the long period up to and including the Nigerian civil war, which ended in 1970. Chapter Eight reviews the post-war situation which is given a more detailed focus by Chapter Nine, an account of a preliminary field survey carried out by the writer in 1981.

Part C of the thesis is concerned with the current attitudes of the various parties as ascertained by the writer's main empirical exercise, that is to say staff, students and parents. Chapter Ten describes the empirical methods selected and used, and is followed by Chapter Eleven which is a detailed account of the findings. Chapter Twelve is a discussion of the results obtained.

The thesis concludes with a summary, and recommendations for improving provision in this sector, especially in respect of the quality of facilities and staffing.

The Study confirmed what was generally assumed and suspected: that boarding school arrangements in the Eastern States of Nigeria continue to be in very high demand more than 25 years after Independence. The main conclusion was that parents, school authorities, members of the public and students, in general prefer boarding to day schools at this level despite the severe problems of plant and staff quality that are very evident.

The thesis concludes with a number of alternative strategies, recommendations and comments aimed at improving the condition and provision in this sector of schooling. It is clearly not just a matter of improving physical facilities, there is urgent need for a clarification of the objectives of such provision in modern Nigeria as well as for suitable staff development programmes that will assist their realisation.

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LIST OF ABBREVIATIONS

Cd, Cmd.	=	Command paper
C.S.E.	=	Chief Secretary's Office, Eastern Provinces
C.S.O.	=	Chief Secretary's Office
D.E.E.	=	Department of Education, Enugu
D.E.O.	=	Divisional Education Officer (Office)
E.C.S.	=	East Central State
Educ.	=	Education
E.P.	=	Eastern Provinces
F.E.S.	=	Four Eastern States
G.C.E.	=	General Certificate of Education
Gram.	=	Grammar
H.S.C.	=	Higher School Certificate
Min.	=	Ministry
M.O.E.	=	Ministry of Education, Enugu, Port Harcourt, Calabar, Owerri
N.C.E.	=	Nigerian Certificate of Education
N.N.A.	=	Nigeria National Archives
N.N.A.E.	=	Nigeria National Archives, Enugu, Port Harcourt
N.N.A.I.	=	Nigeria National Archives, Headquarters, Ibadan
P.T.A.	=	Parent/Teacher Association
Tech.	=	Technical
U.I.L.	=	University of Ibadan Library
U.N.N.	=	University of Nigeria, Nsukka
W.A.S.C.	=	West African School Certificate
Y.W.C.A.	=	Young Women's Christian Association

PREFACE

The issue of boarding education at secondary level has been one of controversy in Nigeria at least throughout the period since Independence. From 1960 onwards the various authorities charged with the provision of secondary schooling have had to relate the educational legacies of colonialism, including the English boarding school model, to the needs and demands of a newly emerging and economically diversifying country.

This thesis is therefore concerned inter alia to identify the influences, characteristics and problems of secondary boarding schools in Nigeria, and especially in the Eastern States of that country. It attempts first to identify significant formative influences through an historical/documentary study, and then to ascertain empirically contemporary attitudes and perceptions of the various parties to the provision and operation of such schools today. In so doing, aspects such as organisation, administration, management, discipline, values, routine, facilities and infrastructure are described and discussed.

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The thesis concludes with a summary, and recommendations for improving provision in this sector, especially in respect of the quality of facilities and staffing.

PART AIDENTIFICATION OF THE PROBLEM AND
CONTRIBUTING FACTORS

This part of the thesis comprises six chapters. Following a statement of the environmental and educational context it moves on to illustrate the history and nature of the problem in question. This is followed by an explanation of the research context, and a consideration of the nature and development of the most influential single model, the 'English Public School'.

CHAPTER ONEENVIRONMENTAL CONTEXT1.1 The Physical Environment

Nigeria's geographical situation has had a profound effect on its educational development. The West coast of Africa is roughly a right-angle in shape, with Nigeria at the apex. Therefore the early explorers from Europe rarely called at Nigeria on their way to the far East. For the few who did, the mangrove swamps which constitute Nigeria's coastline made contact with the hinterland extremely difficult.

For those coming overland the situation was similar. The vast Sahara desert stretched from the borders of Nigeria almost to the Mediterranean. According to Barry (1962):

"Geography thus decreed that Nigeria should exist undisturbed by the rise and fall of the Roman Empire, and unaffected by the advances of European civilization." 1

Outside the Niger Delta and the coastal swamps and creeks, the Nigerian land mass consists essentially of a low plateau about 600 metres (2,000 feet) above sea level in the rugged range of hills along the Nigeria/Cameroon border. There is no major physical barrier to the easy movement of people. It is largely as a result of the absence of major physiographical barriers, and the consequent ready spread of people, that the political boundaries of Nigeria

1. Barry, D., Secondary Education in Nigeria, Unpublished M.A. Thesis, University College, Cork, September, 1962, p. 1.

(as indeed of West African countries in general) have come to be regarded as 'artificial'. Extensive plains dotted with numerous hills characterize the plateau surfaces of Nigeria.¹

The study area for this thesis is Eastern Nigeria, which was divided into four states by the Federal Military Government in 1976. The States in question are Anambra, Imo, Cross River and Rivers (see Appendix A). The Eastern States occupy a geographical area of about 47,174 square kilometres.² They lie between latitudes 6° and 7° north and between longitudes 6° east and 9.5° east. The four States are bounded by Bendel state in the west, Benue in the north, Cameroon Republic in the east and the shores of the West African coastline to the south; in this area the Niger delta. In order to place these states within the Federal context, reference should be made to Appendix A1E and A1F which show the relative areas of the nineteen States of Nigeria.

Geographical factors have affected Nigeria in other less obvious ways. Though in the Northern Hemisphere, it lies entirely within the tropics. In the European Summer, therefore, the sun is actually north of the country. Consequently the length of day and night varies little during the year. "This has a very definite psychological effect, as anybody who has lived in the tropics will testify" declared Barry.³

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1. Ikime, O. (ed.), Groundwork of Nigerian History, (Ibadan: Heinemann Educational Books (Nigeria) Ltd., 1980), p. 8.
 2. Federal Government of Nigeria, Third National Development Plan: 1975-80, Lagos (n.d.) p. 2.
 3. Barry, D., op. cit., p. 2.

The effects of heat are also worthy of mention. Most Europeans expect to find burning heat near the equator, and they are pleasantly surprised to find it no worse than a hot summer's day in London. The difference is that in the tropics the heat persists night and day, for twelve months of the year. In 1982 in Port Harcourt, the writer made careful meteorological recordings. The lowest temperature recorded by him was 65° F, and the highest was 102° F.

It is most surprising that more attention is not paid to the effects of temperature on mental and physical ability. Barry rightly claims that any study which has been done of this problem seems to have been concentrated exclusively on white men living in the tropics.¹ That this question also affects natives of the tropics is generally not recognised. Many secondary students in the school where the writer was teaching in the early 1980s affirmed that the comparative coolness of the area - near to the sea - was a major attraction of the school.² They stated that it was easier to study there than in other, less elevated schools. There is no evidence that any attention is paid to this factor in the planning of secondary education in Nigeria.

According to Smith:

"When one considers that the whole human race is continuously influenced by climate, so absolutely dependent upon it, one is shocked that it had been but little studied." 3

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1. Ibid.
 2. Government Comprehensive School, Port Harcourt, Rivers State, Nigeria.
 3. Smith, J.R., "Climate", Encyclopaedia of the Social Sciences, Seligman, E.R.A. (ed.), (New York: The Macmillan Co., 1949), Vol. iii, p. 561.

Such effects of temperature as have been recorded are not encouraging. Smith, commenting on the work done by Ellsworth Huntington in this matter, says:

"In civilization and climate, Huntington passes to the effect of climate upon man and advances evidence from records of factory workers and marks of college students to show that man is most energetic physically at a temperature of about sixty to seventy degrees and in a place where there are frequent changes of temperature of a few degrees in each direction. This requirement is furnished by the cyclonic weather of Western Europe, Western North America, Eastern North America and Eastern Asia, north of latitude 30° on the east coast and 35° on the west coasts - the present centres of greatest human activity. Huntington goes even further and claims that man's mental activity is greatest at a temperature of about forty degrees and that both physical and mental activity decline with extremes of either heat or cold." 1

If, as Huntington claims, man's mental activity is greatest at 40° F, then it is very necessary to study the question of people who spend all their lives in temperatures which rarely drop below 75° F.²

Much more exhausting than the heat, however, is the high humidity which persists for most of the year in the southern half of the country. One often experiences a relative humidity of 90% in conjunction with a temperature of 90° F.

It must be pointed out that conditions vary a great

1. Ibid.

2. For an example of Huntington's approach, see: Huntington, E. and Cushing, S.W., Principles of Human Geography, (New York: John Wiley and Sons, 1924).

deal, depending on the particular part of the country in question, In the lagoons, creeks and mangrove swamps - by the sea - the climate is truly tropical. Relative humidity and temperatures vary little throughout the year. Behind this is a rain-forest belt where a definite dry season occurs, though the thick vegetation prevents any great variation of temperature or humidity. As one goes further north, the terrain becomes more open and less monotonous, and the scenery is often quite fascinating. Rainfall is not as great as further south, and is normally convectional. In the extreme north, the country resembles a desert, especially in the dry season. Temperature variation is very great here. Sometimes it reaches 120° F in the day time, and falls as low as 45° F. in the evenings.¹ The Harmattan blows very strongly in this part of the country during the dry season.²

The southern part of the country, then, consists of thick forests and swamps which are most inaccessible. This means that in the past, communication was very difficult indeed. Even today, when roads are being built all over the country, transport is often a source of great difficulty. This has inevitable repercussions on boarding schools, and indeed, the general development of educational facilities.

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1. Federal Ministry of Information, A Hundred Facts about Nigeria, Lagos, (n.d.), p. 4.
 2. This is a dust laden wind which blows out from the Sahara during winter in the Northern Hemisphere. The effects are felt as far south as Lagos and Port Harcourt. It is very dry and cracks skin, wood, and other materials.

As might be expected, growth is very luxuriant in the south. Unfortunately this growth affects bacteria as well as vegetation and many diseases seem to flourish there. As Barry puts it:

"When students appear lazy and inattentive in class, it is usually due to the effects of such diseases as malaria and bilharzia and not to any lack of interest." 1

According to Barry, when the universal malnutrition is also taken into account, he wonders how anybody has the energy to study at all.

We see therefore, that tropical diseases are an important factor when considering education in Nigeria. But it would not be correct to blame the climate solely for them. Medical research, coupled with an adequate supply of doctors,² should make tropical areas just as healthy as Europe.

Generally, the climatic factor is significant, not only in relation to its effect on the character of the vegetation, but also because climate has by and large, played a dominant role in the ways of life, including the pattern of economic activities of the various peoples of Nigeria. In Nigeria, as in other parts of the tropics, rainfall is the most important element of climate insofar as agriculture, the main occupation of the people is concerned. The rhythm of economic activity which is revealed in the farming calendar

1. Barry, D., op. cit., p. 5.
2. Nigeria has one doctor for every 40,000 people. Britain has one for every 1,000. (See Nigeria Federal Ministry of Education, Investment in Education: The Report on the Commission on Post School Certificate and Higher Education in Nigeria, 1960, p. 24.)

of the various parts of the country, is controlled by the incidence and distribution of rainfall as well as by the length of the rainy season, which decreases from south to north and is a critical factor in agriculture, in a country where most farmers do not practice irrigation. The crops produced in various parts of the country differ considerably, largely as a result of the difference in the length of the growing season.

1.2 Aspects of History and Political Geography

To the Portuguese must go the credit for being the first Europeans to explore the coast of West Africa. During the 15th century they pushed further and further along the coast, looking for a sea-route to India.¹ But it was the 'discovery' of America, and the resulting demand for slaves, which really caused the European powers to become interested in West Africa. As Burns points out,² from all over Europe, merchant adventurers swarmed to get their share of the slave trade, while the Dutch, the Portuguese, and the English struggled to gain influence on the coast and to drive the others out. Early in the 19th century the slave trade was made illegal by Denmark and Britain, though in fact it continued long after that.³ In the meantime, a great number of Africans had been shipped as slaves to the Americas,

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1. Wright, P.S., "The History of European Relations with Africa", Contemporary Africa, Prasad, B. (ed.), (Bombay: Asia Publishing House, 1960), p. 23.
 2. Burns, A.C., History of Nigeria, 3rd edition, (London: Allen and Unwin, 1942), pp. 76-77.
 3. Ibid., p. 84.

where their descendents now form the Black population. In spite of this slave-trading, very little contact was established with the interior of the country. The actual collecting of slaves was mostly done by local African Chiefs, who sold them to the slave-traders waiting in the ships.¹

As the slave trade was being abolished, the industrial revolution in Europe was causing a huge demand for all types of raw materials. This led to the Berlin Conference of 1884/85, at which the great European powers agreed to carve up Africa between them.² Now British commercial interests had established areas of influence on the banks of the Niger, and Britain was thus in a position to lay claim to what is today called Nigeria.

In 1900, Britain assumed control of the territory now known as Nigeria.³ The country consists of a multitude of tribes speaking a multitude of languages. There are in fact about 250 different tribal and linguistic groups.⁴ Britain had the task of welding all these into a single nation. The country was divided into administrative divisions, and a colonial officer from Britain was put in charge of each. His task was to build up a native Administration which would gradually assume responsibility for the collection of taxes,

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1. Burns, A.C., op. cit., p. 81.
 2. Wright, P.S., op. cit., pp. 23-26.
 3. The British Commonwealth 1958, 2nd edition, (London: Europa Publications Ltd. 1958), p. 684.
 4. Federal Ministry of Education, A Hundred Facts about Nigeria, Lagos, (n.d.)

the provision of such services as law courts, roads, and education. This was difficult work in the south, but in the north there was already a similar system before the British arrived, and so the colonial officer was merely an adviser and overseer.¹ The end of World War II brought increasing pressure on the British Government to grant her independence, and a series of constitutional reforms gradually handed over control to Nigerians. Then in 1960, the country was granted full independence. The democratic government did not last long, for in 1966, the Military took over the Government and ruled for thirteen years. The Military handed over power to another democratically elected government with an American-style constitution in 1979, but that one too was dismissed by the Military, in fact in 1983. Nigeria is very unstable politically.

A short account is necessary of the way Nigeria was administratively divided at various stages. Lagos was first occupied by Britain in 1861, and from time to time the colony of Lagos was under the administrative control of other British territories in West Africa. Thus the first Education Ordinance ever to apply to Nigeria - that of 1882 - was a Gold Coast (now Ghana) Ordinance,² which applied to Lagos.³ Then

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1. Epelle, S., The Promise of Nigeria, (London: Pan Books Ltd., 1960), p. 115.
 - 2.. Phillipson, S., Grants-in-aid of Education in Nigeria, A Review with Recommendations, (Lagos: Government Printer, 1948), p. 12.
 3. The word "Lagos", though really the name of the city, has always been used to refer to the surrounding district as well.

following the separation in 1887 of Lagos and the inland territory under its authority from the Gold Coast Colony and the establishment of the Colony and Protectorate of Lagos, the first purely Nigerian Education Ordinance was enacted in 1887.¹

Meanwhile British influence was being extended inland by trading companies using the Niger and Benue Rivers as lines of communication. In 1900, the borders of modern Nigeria were marked out and the country was divided into three:

- a) Lagos and district;
- b) The Protectorate of Southern Nigeria, which extended north roughly as far as the Niger and Benue;
- c) The Protectorate of Northern Nigeria, over which England had only nominal control.²

In 1906 Lagos and District was merged with Southern Nigeria, the new territory being divided into Western, Central and Eastern Provinces.³

In 1914, North and South were amalgamated, though Lord Lugard, who was then Governor-General, insisted on maintaining the distinction between North and South,⁴ a distinction which meant separate Education Departments for North and South until as late as 1929.⁵

1. Phillipson, S., op. cit., p. 12.

2. Crowder, M., The Story of Nigeria, (London: Faber and Faber, 1962), p. 192.

3. Phillipson, S., op. cit., p. 13.

4. Crowder, M., op. cit., p. 213.

5. Phillipson, S., op. cit., p. 15.

This arrangement continued until 1947, when the Richards Constitution provided a Central Legislature with regional Councils for North, East and West.¹ The process of regionalization, rather than centralization, continued in the years immediately afterwards, until the 1954 Constitution when Nigeria became a Federation with the Western, Northern and Eastern Regions having a large degree of autonomy. Lagos and surrounding district was separated from the Western Region and became Federal Territory.² This means that education up to School Certificate level was now a regional responsibility while higher education remained a matter for the Federal Government.

Finally, a word about the main tribes in each of these regions. Lagos has people from all over the Federation. It is the primate city, just as London or Paris are also disproportionately represented in their countries. In the North, the people are chiefly of the Hausa and Fulani tribes. They are generally tall and dignified, conscious of their ancient cultural links, and somewhat disdainful towards their fellow countrymen in the South. In the East are the Igbo tribe, of whom Bishop Shanahan once said "A fine people, delightful really".³ Their wily habits, their ability for trading, and their capacity for hard work put them in the

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1. The Old Southern Provinces constitute the pre-independence East and West Regions, the Niger and Benue being roughly the boundary.
 2. Crowder, M., op. cit., pp. 255-257.
 3. Jordan, J.P., Bishop Shanahan of Southern Nigeria, (Dublin: Clonmore and Reynolds, 1949), p. 77

top jobs all over the country until the Civil War of 1967-69 which affected them more profoundly than the other major groups.

Much of Western Nigeria is occupied by the Yorubas, who in past centuries founded kingdoms in various parts of the region and whose history is the subject of much research.

Nigeria has long since been divided into twelve States and then to nineteen States. There are still very many demands for the creation of more states in Nigeria (See Appendix A1F). A big task awaiting educators in future years is the formation of young Nigerians who think as Nigerians and not as Ibos, Yorubas, or Fulanis.

1.3 Aspects of Human Ecology and Economy

At this stage the reader will have concluded that this is a most unsuitable part of the world for permanent white settlement. Unlike East Africa, there are virtually no white settlers in Nigeria. In a population of about 90 million (1973), there are less than 20,000 non-Africans,¹ most of whom are professional people recruited on a temporary basis. The total area of the country is 373,250 square miles² but the population is not evenly distributed. Parts of the North are very sparsely populated, while the concentration of population is very great in parts of the South (See Appendix A1G). The estimated population of the four Eastern States was 17,111,898 in 1976.³ Anambra and Imo (former East Central

1. Epelle, S., op. cit., p. 13.

2. Ibid.

3. Federal Government of Nigeria, Third National Development Plan 1975-80, Lagos; (n.d.), p. 2.

State - 1967) is the dominant ethnic group known as the Igbos,¹ who "are strongly independent people".² They are renowned among many other things for their ingenuity and hard work.³

The population density of Imo and Anambra States is very high though it is not evenly distributed (See AppendixA1H and I). The same can be said of Cross River and Rivers State. All the four states suffered much physical devastation during the Nigerian Civil War, 1967-1969.

It is necessary to dwell briefly on the Rivers State, where the investigator had been stationed for the last ten years. It is hardly necessary to say that the economy of groups such as the Ijaw of the Niger Delta (Rivers) has been closely related to and very much limited in scope by the conditions of their physical environment. In this vast low-lying region of swamps and innumerable waterways and creeks (See AppendixA1J) the traditional economy has been largely limited to fishing and salt-making from sea water. Transportation has been restricted almost solely to the use of canoes, and lately, powered river boats. The main routes of early migrations as well as of trade followed those navigable waterways that were not silted up.

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1. The word 'Igbo' in this study refers both to the language and to the community of people, Ibo is the Anglicised Form.
 2. C.S.O. 26. File 09472, Vol. 1 (see pamphlet circulated in England by C.M.S. Mission for building grants - D.M.G.S., Onitsha, 1926-1927), p. 5.
 3. Government of East Central State, Tourism in East Central State, (Enugu: The Government Printer, MT516/5/S71 5,000, 1971), p. 2.

The Niger Delta has always been a region of difficulty which hardly attracts population, and its short-lived period of prosperity during the slave trade and later the palm oil trade, was made possible by its geographical location, not as a result of the natural wealth of the area. According to Udo,¹ the economic decline of the region followed the loss of its middleman position in the commerce between European traders and the hinterland people. The fact that the Niger enters the sea through these myriads of interconnected creeks also delayed the commercial penetration of this part of the world. Today, the Niger Delta which McGregor Laird² described as having a soil too poor to produce a ton of palm oil, is Nigeria's oil-rich region; that is petroleum oil. The difficult terrain which had limited its traditional economy to fishing and salt-making has, however, not changed and it appears that the 'oil boom'³ is not likely to bring about lasting changes in the economy and cultural landscape of this region - the gateway to the two Igbo States - Imo and Anambra.

It is important to state that Rivers State and Cross River State are minority States. The peoples have always felt cheated by the dominant Igbo States of Imo and Anambra. Until the creation of States in Nigeria in 1967 the Igbos had dominated them politically, economically and educationally.

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1. Udo, R.K., "Environments and Peoples of Nigeria", in: Ikime O., op. cit., p. 13.
 2. Ibid., p. 8.
 3. General Yakubu Gowon, Federal Budget Broadcast 1973-74: Progress in Stability - Oil Boom, (Lagos: 1st April, 1973).

Little wonder, then, that Rivers and Cross River State were very far behind the other states educationally (See Appendix A1K and A1L).

The Rivers State occupies the smallest area of about 30,000 square kilometres east of the Niger. Two-thirds of this area is mostly swamp, already described. There are many rivers, tributaries and distributaries (See Appendix A1J). The creeks reach the Atlantic Ocean through Kulama, Akassa, Brass, Bonny and Opobo. The coastal portion is mostly mangrove forest and the northern portion thick tropical rain forest. The problems posed by difficult terrain in the physical development of Rivers State are enormous as indicated in the following extract:

"The changing course of the meandering and interlacing rivers, the crossing of the land by the action of the Atlantic Ocean and the tidal rivers, the flooding of the entire delta during the rainy season and the swampy nature of the area generally pose insurmountable problems to the development of the delta area and were collectively responsible for the total neglect of the delta by previous governments." 1

Port Harcourt, the State Capital, is a railway terminal as well as Nigeria's second largest sea port. The city has an international airport. The first Nigerian Petroleum Refining Company is sited at Alesa-Elеме near Port Harcourt.

There are about three million people in the Rivers State. Fishing, farming and trading are the major occupations. The ancient Kingdoms that existed within the present Rivers State include Bonny, Kalabari, Nembe, Ogbakiri, Opobo, Andoni,

1. Rivers State Today, (Port Harcourt: 1981), p. 8.

Okrika, Abua and Abonema. The difficult terrain has tended to isolate the different groups in the Rivers State. Yet there exists close cultural affinities. There are five language groups in the Rivers State, namely the Ijaw, Lower Niger, Ogoni, Central Niger and the Delta Edo. It was due to cultural, historic and linguistic affinities that the Opobo-Andoni group was transferred from the Cross River State to the Rivers State. In the same way, the Sagbama and Akeremor communities were transferred from Bendel State. The significant ethnic groups in the Rivers State are Ijaw, Ikwere (Igbo origin), Etche (Igbo origin), Ogonis and the Ogba/Egbemas, but the two major ethnic groups inhabiting the forest belt are the Igbo and the Ibibio, each of which is divided into several sub-groups. Neither of these two groups was ever organized into a large state or Kingdom similar to those of the Yoruba and Edo.

Rather the largest political unit was the village group which had a population of only a few thousand people. Even within the village group, authority was never concentrated in the hands of any individual or family and although there were chiefs, usually elderly men, there was no ruling aristocracy which wielded authority as a specialized full-time occupation. Instead, the village, or village group, was ruled by a council of elders, usually the heads of the major extended families. There was never an Igbo State, Ibibio State or Ijaw State with a political head or a widely accepted religious leader. The political impact of the Ibibio State Union formed in the late 1930s was minimal, and the apparent success of the Igbo State Union which was founded

a few years later was based on the exploitation of group feelings in a multi-national federation. It was the highly decentralized political organisation of the eastern forest peoples that has earned them the description of 'stateless societies'.

Like the Yoruba and Edo of the West, the Igbo and Ibibio are settled agricultural peoples. But unlike the western peoples, the Igbo and Ibibio live in small villages and not in towns, urbanization being a phenomenon of the colonial period in the Eastern States, except amongst the Onitsha Igbo and the riverine Ibibio (or Efik) of Calabar. The complete dispersal of family compounds over the village territory is one of the most prominent features of the cultural landscape of parts of Akwa, Owerri, Nsukka, Abak and Ikot Ekpene areas of the Eastern States of Nigeria. Compact village settlements have, however, survived in the sparsely settled forest areas of Ikom, Calabar, Obubra and Bende areas as well as in the Niger Delta.

The Aro of Arochuku stand out as a unique group in the history of the eastern forest peoples. Largely as a result of the mythical powers attributed to the Aro oracle, the long juju based at Arochuku, the Aro came to be respected and feared as the children of the god throughout the area now constituted into the four eastern states of Nigeria. Aro people were therefore free to travel unmolested throughout the area at a time when other groups did not feel safe to venture out of their territory.¹ It was this privilege

1. Ibid., p. 18.

that helped the Aro to play a major role in organising and controlling the flow of slaves in parts of the eastern states. In the process of their commercial and religious sojourns, the Aro established numerous colonies on conquered land as well as on land given to them by the host communities. One of these colonies, Aro-Ndizorgu, now has a population which is much larger than that of the combined parent Aro villages at Arochuku.

The large concentrations of people in parts of Imo, Anambra, Rivers and Cross River States are more difficult to explain, particularly since these areas have the most parched and impoverished soils in the country. Slave raids were rare in these parts of the country, since most of the slaves were obtained both through the medium of the bogus Aro deity, the long juju of Arochuku and through the sale of social undesirables, including thieves, stubborn children and adulterers. The relative absence of regular warfare, with its attendant destruction of life and property, helps to explain both the concentration of people in the area and the fact that the people live in dispersed compounds and not in large nucleated settlements.

The establishment of British rule and the fixing of boundaries between the various ethnic groups as well as between clans and villages brought to an end the practice whereby land-hungry groups which were powerful enough could forcibly encroach upon the land of neighbouring groups. One result of this historical accident has been to reinforce the uneven distribution of population in the country as of 1900. Consequently, some villages now suffer from acute shortage

of farm land, while other villages have much more land than they require. This is the background to the increasing migration of the Igbo and Ibibio into the cocoa and rubber growing districts of south western Nigeria. An increasing number of people now migrate into the industrial port towns of the south and the administrative and industrial capitals of the new States. Such migrations may be responsible for the much pressure on boarding schools in the urban centres of the Eastern States.

1.4 Aspects of Social Anthropology

The system of laws and customs of the Igbos is associated with their religious belief and superstitions. However, Ibo law is not a well defined institution by itself, but rather the expression, when expression is called for, of the innumerable latent rules which govern the tribal institutions.¹ Igbo life and activity is invariably dependent upon gaining immortal life. This belief, thus ramified the religious outlook of the people. There are methods and principles adopted in handling misdemeanors such as homicide, theft, adultery, assault, and disputes over land or marriage.

"A well-known feature of the legal system is the collective responsibility of the extended family and to a lesser degree of the kindred for the conduct of its members."

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1. Meek, C.K., Ibo Law, (CSE 1/85/4584, 1931), p. 1.
 2. Ibid., p. 11.

The nature of political and social systems thus provide strict checks against forces that would tend to disintegrate or diminish social values and traditions. In spite of several decades of influence of Christianity and alien contacts, the traditional concepts and beliefs still flourish in rural as well as urban areas. For instance, many people still attribute death to supernatural forces, divine retribution or poisoning. Some elites in the society still believe in witchcraft and black magic.¹

Eastern Nigerians believe in the existence of a supreme being, the creator. In religious and social life of the people, various deities on whose name laws are made and oaths sworn do exist. The tribal government rests on the family group (village) which is governed in the mode of government of larger social groups (town). All social regulations are based on kinship, descent is recorded patrilineally, while resident patterns are patrilocal:

"This rule is not however invariable, for it would appear from official reports that descent is recorded matrilineally among ... the Ohafia (Owerri) ... others, again have given up their matrilineal customs owing to the belief that matriliney is not understood by the British Administrative Officer, and that a claim by a man to the custody of his sister's child would be construed as a breach of the laws against slavery."²

The variety of homes and furniture represent a way of life, economic status of the occupants, the pattern of thought of the heads of the household, and physical expression of

1. See Ebot, W.A., "Witchcraft and Sorcery among the Ejagham (West Cameroon)...," Unpublished PhD Thesis, University of Leeds, 1978.

2. Meek, C.K., op. cit., p. 16.

human adaptations to the environment. Some decades ago, dominant homes in the eastern states were essentially of two distinct types in the mainland - the rounded type built for the warmth in the night, and resistance to strong winds in hilly areas, and the rectangular or square houses in the forest belt with roofs thatched with palm leaves. Each house has three or four partitions, with a verandah and usually one entrance only in front. The walls are erected with mud, the roofs are thatched with raffia palm grasses, and the windows are 'pigeon' types. The walls and floor are regularly scrubbed. Clusters of huts are usually enclosed in a compound by a mudwall. Native latrines are located in each compound. The commonest type of latrine is the pit type. An area is usually set apart within the compound for barn or granary. Domestic animals like goats, sheep and poultry are kept.

Huts are set aside for women. These consist of rounded houses with two partitions. The inner apartment is used as the bedroom and the outside porch is used as a kitchen. In the bedroom is a mud platform used as bed or a bedstead with fireplace beneath, or beds made of raffia, mid-ribs bound together with fibre. Married women usually have separate huts, which serve as sleeping places for small children and female adolescents. Adolescent males could share a house with the father or have separate rooms assigned to them particularly in well-to-do families. A man's house has a family meeting hall but no kitchen. Skulls of sows, pigs, and wild animals are usually hung in a man's 'meeting hall'. Nearby streams provide the usual bathing places in the village.

"Residence in the area of a village is not haphazard but conforms to a very definite pattern, the essence of which is to group a number of villages around a common centre, which act as a focus for their common ritual, political and economic activities. The territorial arrangement helps also to direct the people's land-using activities by locating to each village land in specific direction away from the centre," ¹

Baskets, wooden mortars, trays or platters, clay pots, woven mats, wooden tools, cooking pots, native lamps made of hollow clay dishes, drinking horns, hoes and machetes, elephant tusks are the common pieces of furniture or valuable household property. No doubt these houses and their furniture appear inhospitable and rural to aliens. Contacts with foreigners, experiences gained from other tribes, economic transformation from predominantly primary to secondary and tertiary activities have found expression in the nature and pattern of settlement, architectural designs for houses, and household furniture. Urban settlement is a new innovation in the eastern states of Nigeria.² The Igbos, Ibibios, Efiks, Ijaws, Kalabaris and Ogonis are primarily village dwellers. Rented houses can be found in administrative and commercial areas. The people have strong attachment to their town or village of origin. Ultimately, people endeavour to erect good dwelling houses in their villages.

Of late in nearly every urban area and remote villages in the eastern states, the more substantial concrete houses

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1. Traditional, Social and Political Systems of Eastern Nigeria (Enugu: The Government Printer, WT1159 (71) 272/10.000, 1972), p. 3.
 2. Rivers State of Nigeria 1978/79 Budget Broadcast, (Ministry of Information, March 1978), p. 20.

and bungalows are filled with expensive western-type furniture, television sets, radios, cushion chairs, carpets, good ventilation, sitting rooms, large dining tables and chairs, and have pipe-borne water and electricity. But the basic fact is that the life of most of the people in this region is characterised by traditional simplicity and household furniture is reduced to those items which are deemed indispensable for life.

Traditionally, men in this region hang wrappers from their shoulders, but during work the loincloth is tied around the hips. Girls wear beads around the hips. The body was expected to be exposed, painted or adorned with artistic designs made with indigo and calmwood dyes. About one hundred years ago nudity was approved until a girl underwent puberty rites or married. The adolescent girls wore brass springs from the ankle to knee. Married women were expected to cover the essential parts of the body with wrappers during festive occasions. Today, the people of the eastern states appear in all kinds of costumes. The styles of dressing were borrowed, modified and modernised. Some of them are now regarded as tribal costumes. The adaptations could be attributed to the fact that "the people are probably most receptive to culture changes and most willing to accept western ways than any large group in Nigeria."¹

The extended family system is widespread. Parents play a vital role in choosing a marital partner for their sons

1. Bascon, W.R. and Herskovits, M.J. (ed.), Continuity and Change in African Culture, (Chicago: University of Chicago Press, 1959), p. 130.

and daughters though the consent of their wards are sought. Marriage is arranged exogamously. Generally, marriage could be effected by payment of bride price. The bride price could be paid by instalments. In some areas, for example Ikom, marriage is possible by exchange of agricultural service. Marriage is not seen as only a union between a man and a woman. It is a link between the families of the couples. Polygamy is a dominant feature, but by preference and necessity. There is a growing tendency towards monogamy. Child-bearing is one of the goals of marriage. Fathers pray for a male heir to succeed in their House. Childless marriage brings calamity to the couples and the relations especially in Nigeria.

"In the past a man was regarded as wealthy in proportion to the number of his wives and children ... they formed part of his social prestige." ¹

Sororate and levirate forms of marriages are also allowed. Love is not recognised as an important selective factor in marriage. The type of relationship, whether exogamous or endogamous, the industriousness, wealth, good family background and social standing of the families are more important factors. Talbort remarked that "there are no superfluous women; all, however unattractive, are certain of finding a husband."² The above observation of Ogoja women is also true of many parts of the eastern states of Nigeria. Okeke observed as follows:

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1. Uka, N., Growing up in Nigerian Culture, (offset lithograph, Ibadan University Press, 1969), p. 16.
 2. Talbort, P.A., (Resident Ogoja Province) to the Secretary, (Southern Province, Enugu: CSE1/85/3695, 13th June, 1930).



"adolescent boys and girls have sexual interests and are fond of each other. Most parents interviewed were opposed to dating, public demonstrations of love for opposite sex in the nights, attending disco and dances, kissing and pre-marital sexual act. To a majority of parents, love is not a pre-condition for marriage." 1

Musical instruments such as reed zithers, calabash pianos, flutes, gongs, tom-toms of all sizes including drums are used extensively. Each village has a public square set aside for social gatherings and plays. Plays are major pastime activities. Marriages, end of planting and harvest seasons, periods of dry seasons and full moon, funeral occasions, child delivery and special events are marked with plays, dancing and singing, drinking, acrobatic displays, and feasting. Organised pastime activities include hunting, wrestling, masquerading and group dancing. Story-telling or folklores feature prominently in family life especially in the nights.

There are many clubs and societies organised at different levels. The Ozo title is an Igbo nomenclature which bears a particular culture characterised by "Dual organization". The culture has been disseminated throughout Igboland though it finds its highest development today at Unrundezi group of towns with Agukwu as the religious centre.² Ozo candidates are not an age grade and they go through the ceremony singly.

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1. Okeke, B.S., Adolescents and Leisure Activities in the Nsukka Urban Area, (Sessional paper, M.A. degree Programme, Department of Education, University of Nigeria, Nsukka, June 1971), pp. 27-28.
 2. Jeffreys, M.D.W., The Ozo and Eze Nri Titles in Awka Division, (Onitsha Province, EP 8529 CSE 1/85/4570), pp. 1-2.

Jeffreys concluded after the study of Ozo title that:

"It is now clear that the Ozo is not a club, but a religious band of men who have, by a certain earthly ritual, made themselves members of a cult, presided over by a god whose gift is immortal life."

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1.5 Conclusion

These brief selected facets of the physical and social environment of South-east Nigeria serve as illustrations of a difficult context for the establishment and operation of systems of formal education. They also give some broad indication of the background of pupils attending boarding schools in this region, on which this study will focus below.

1. Ibid., p. 13.

CHAPTER TWO

THE EDUCATIONAL CONTEXT - THE NIGERIAN

EDUCATIONAL SYSTEM

This chapter is an outline and discussion of educational provision in Nigeria from the colonial period to the present.

2.1 The Control of Education in Nigeria

Education in Nigeria is a shared responsibility between the Federal Government and the State Governments. The Federal Government subsidizes the States' expenses on primary, secondary and tertiary education, while being solely responsible for the Federal Universities throughout the country. The Federal Government also lays down broad guidelines on education for the country but allows each state to work out the details of its own educational programmes on the basis of its own peculiar needs, problems and potentialities. With annual financial assistance from the Federal Government, the four eastern States of Anambra, Imo, Cross River and Rivers, like the other fifteen states of the federation, build and run their schools and colleges.

Education is provided in four stages, pre-primary, primary, secondary and higher, of which the last three constitute the formal system.¹ (See Appendix B for examples of Nigeria's Educational Structures).

1. Taiwo, C.O., The Nigerian Education System, (Nigeria: Thomas Nelson, 1981), p. 198.

The development of formal 'western' education in Nigeria has been traced to the pioneering efforts of European Missionaries. The first missionary school came into being in 1842 when the Wesleyan Methodist Society established a primary school in Badagry. Thereafter, other missions, following the Wesleyan example, established their own mission schools in various parts of the country. By the year 1952, that is, over a century later, the Catholic Mission alone, which commenced activities in Nigeria in 1868, had 1,910 elementary schools, ten secondary schools and twenty-one teacher training colleges.¹ Administration and control of schools during this early period was the sole responsibility of the missions that established them. It was their responsibility to build the schools, recruit the teachers, determine the salaries and service conditions of all their employees, provide the infrastructures and design the kind of curriculum that the schools followed.

The colonial administration began to be involved in education at the turn of the present century. In 1903, the first Department of Education in the country came into being and a Director of Education, four Education Officers and some teachers were appointed. During this period it was not mandatory for the missions to seek grants-in-aid from the government, but those who decided to do so were invariably submitting their schools for regular government inspection. The purpose of the inspection was to ensure compliance with

1. Ukeje, B.O., Education for Social Reconstruction, (Lagos: MacMillan and Co., 1966), p. 56.

government regulations and standards. Of course, those who took no grants-in-aid from the government kept full control of their schools.

This dual system of control of schools signified only a partial government control of education and was partly responsible for the proliferation of mission schools and the great influence these schools had on their products. It created a situation where Nigerians identified themselves first as either Catholics, Methodists or Anglicans. Thus national interest was relegated to the background, while church affiliation dominated. The situation remained more or less the same until Nigerian Independence in 1960.

The 1951 Macpherson Constitution provided for the three regions of North, East and West. With this arrangement education was also regionalised. Ministries of Education headed by ministers were created in each region to handle issues of education. The regions thereafter witnessed a phenomenal expansion in education.

Primary school enrolment figures rose astronomically. For instance, in Northern Nigeria, the figures rose from 66,000 in 1947 to 107,561 in 1951; in the East, the 1947 figures of 320,000 rose to 500,000 in 1951. In the West the situation was comparable; with figures of 240,000 in 1947, and 395,000 in 1951. Thereafter the pace of increase was maintained, so that by the early 1960s the figures for the regions were:² East - 1,430,514; North - 282,849;

1. Ibid., p. 65.

2. Ibid.

West - 1,124,788.

Similar increases were also noticeable in the Secondary Schools' enrolment figures of these regions. In consonance with these pupil enrolment figures, there were corresponding increases in the number of primary schools. This unprecedented expansion in education signalled an awareness on the part of all concerned of the growing importance of education in the development of the regions. It became evident that the time had finally arrived when Nigerians should evolve distinctive educational policies, and since education was a regional concern, each region took time to examine its own educational situation, needs, problems and formulated policies that took these things into account.

Each region established a Ministry of Education under a minister who was the political head of that Ministry. In the East there was a Chief Inspector of Education at the head of a professional team that took up the inspectorate functions in respect of primary, secondary and teacher training colleges. Both the West and the North had a variation of the chief inspector, known in these regions as Director of Education. The regions, from the 1951 Macpherson Constitution, became autonomous in educational matters and each region made its own education laws and formulated its own policies.

The central government, as the federal government was then called, set up the office of Director-General of Education to co-ordinate the educational efforts of regional ministries of education. At the same time, a Joint Consultative committee on Education (JCCE) was set up. Its membership, which was professional, comprised representatives of major organs

connected with education such as the Nigerian Union of Teachers, the University (Ibadan) and officials of the regional ministries of education.

On 17th January, 1955, the Western Region adopted the policy of Universal Free Primary Education (UPE). The special feature of this policy in the West was its application to all the classes in the primary schools. Although the East made an effort at adopting the scheme in 1958, its application was limited in scope, since only primary 'one' and 'two' were free. It is a credit to the government and people of Western Nigeria that the scheme withstood all tests of time, and has remained in force up to the present. The Eastern experience was badly crippled by the poor economic resources of the region and was eventually abandoned.

In Western Nigeria, the Bill that preceeded the UPE policy stated that all children who attained the age of six on 1st January, 1955 were eligible for primary school enrolment and were to remain in schools until they were 12 years old.

It is of interest to note that up to this point, education in Nigeria, particularly in the Eastern and Western Regions, was controlled by both church and government. But the phenomenal expansion of education during the ten-year period 1951-1960 revealed the weakening position of the church and voluntary agencies in the control of schools. It was during this period that it became clear that it was only a matter of time before the government realised the need to "take the bull by the horns" and take over school control as a legitimate function.

During this 'boom' period, many private individuals established schools throughout Nigeria. It is not now clear to this investigator what the objectives of those agencies and private individuals were in establishing schools. One thing is, however, clear. From the way they ran their schools, all the exploitative tendencies they exhibited, typified in their high school fees and low salaries of teachers, it seems that basic to whatever objectives they might have had, they were out to make a profit. In other words, their schools were viable economic ventures.

There were some very dedicated men and women who established schools out of a genuine desire to contribute meaningfully to the educational advancement of the country. What differentiates the latter class of educationists from the former is that whereas one group was willing to give up ownership of their schools to government for a more effective control and administration with or without compensation, the other hung on tenaciously to private control, sometimes taking the government to court in a bid to extract handsome compensations.

On 26th May, 1970, the Asika Administration of the then East Central State of Nigeria promulgated the Public Education Edict of 1970. This was validated in 1971 as a Public Education edict which provided for that government's take-over and control of schools in East Central State. Popular support for the move was spontaneous as this was seen as deliberate policy of government aimed at taking off the people's shoulders the high financial burden of education.

Coming out as they were from the ravages of a thirty-

month-old civil war, so many things in that State were in a state of disarray. The war had disrupted the social, economic and educational life of the State and so at the cessation of hostilities in January, 1970, people were only concerned in resettling and rehabilitating themselves. The financial resources of the church missions were stretched to breaking point during the war, and it seemed unreasonable to expect them to reopen and run schools effectively without placing further strains on the people. It is factual to state that they were in no position to reopen schools. Hence Asika's education edict was seen as welcome relief.

Support for the take-over policy was predicated on certain other definite hopes and expectations. For one thing, it did seem to people at the time, that government take-over of schools, particularly the post-primary sector, would mean that schools so taken over would be managed along the exemplary lines of the pace-setter government colleges. The policy was seen also as one capable of liberating the people from the exploitation of private school proprietors who saw the educational enterprise in terms of another lucrative business venture that must run at a profit.

The wave of popular support for the policy also swept through the rank and file of school-teachers who joined with the people in expressing support for a move that promised to accord them the status of liberated professionals and regular salaries.

The adverse effects of the war were not limited to the East Central State alone. Thus, this practical move by the Asika administration to offer relief to his State in the area

of education soon came into focus in the entire area that used to be Eastern Nigeria, which, incidentally was the theatre of the civil war and partook of the benefit of its ravages.

In the Rivers State, a similar edict for the take-over of schools, the Rivers State Education (Proprietorship and Management of Schools) Edict, 1971, was promulgated by the Diete-Spiff administration, with retrospective effect from September, 1968. Thereafter, schools in the State came under the direct control, administrative and financial, of the State Government.

Critics of the policy, mostly Catholic and Protestant Churches, who, between them, owned over 70 per cent of the schools now controlled by the government, have been quick to point out the dangers inherent in a secular education. They contend that the churches have used their schools to teach good morals and instil the fear of God in the children, and that nothing but moral decadence in the society would be the end result of the take-over. Many a clergyman has expressed the opinion that this single act of government amounts to an unwarranted and unnecessary encroachment on the right of the church to use the medium of schools in propagating the teachings of Christianity, while at the same time using the Christian doctrine to teach good morals and mould the character of the children who pass through mission schools.

2.2 Educational Practice After Independence

Until the late 1960s, primary and secondary schools in Nigeria took the form of the British public and grammar schools.

The pupils also sat for the same school certificate examinations as the British pupils, the difference in their culture notwithstanding. When the first attempt was made to replace both the Oxford and Cambridge Examinations with a local examination to meet with the needs of the pupils, it was resisted by the school authorities, parents, and even the pupils themselves.¹ The reason for that resistance is also found in the attitude of the colonial administrative officers and the Nigerians who themselves were educated at either Oxford or Cambridge. They believed that the Certificates from these Universities were the best any pupils could obtain at the time.²

Before 1982, Primary education was a six year cycle for pupils enrolling at the age of six. Some of the states offered a slightly longer primary cycle up to eight years. At the end of primary school, pupils sit for the Primary School Leaving Certificate Examinations. Many progressive educationists have questioned the rationale for the primary school leaving certificate examinations.

Entrance to secondary institutions³ is still based upon (a) the Primary School Leaving Certificate in some States and (b) pass in the National or State Common Entrance examination

1. Singer, B., Public Examinations in History at 16+ in Britain and Nigeria, Unpublished M.Ed. dissertation, University of Wales, 1982, p. 13.

2. Ibid.

3. Majasan, J.A., 'Developing Curriculum for the Good of the State', in Post Primary Education after the Military Administration - Report of a Seminar by the Ondo State Conference of Principals, Akure, 1979, p. 80.

administered by the West African Examinations Council or Ministries of Education. Secondary education is still provided by several types of schools regardless of present changes.

Secondary Grammar Schools:

These schools provide academic and university preparatory courses of five to six years duration leading to the WAEC school certificate. A few secondary grammar schools also provide technical education in fields such as physical sciences, geometrical and mechanical drawing, metal and wood-work. These technical courses are generally university preparatory and lead to study at the higher technological institutions at the post-secondary level - the Colleges of Technology.

Secondary Commercial Schools:

These schools offer specialization in commercial subjects such as book-keeping, business studies, shorthand and typing. They do offer at the same time many academic subjects offered at secondary grammar schools. Candidates can prepare for the School Certificate, or the G.C.E. 'O' levels, or for the professional examinations given by the Royal Society of Arts, London.

Secondary Modern Schools:

These exist in some states in Nigeria. They offer two to three year programmes at post primary level. They were most abundant until recently in the Southern States.

The Comprehensive or Multi-lateral Schools:

These are primarily private institutions offering the same types of programmes provided by the grammar schools.

They are college preparatory, but also offer commercial and technical courses. Students for the academic and University preparatory streams sit for the WAEC School Certificate at the end of Form V.

2.3 Projected Changes in the Educational Structure

Since 1969 when a Curriculum Conference was held in Lagos,¹ two major educational events have occurred. First, the 1973 National Seminar on Educational Policy² which led to the Federal Republic of Nigeria National Policy on Education, 1977. Second, the National Workshop on the implementation of the National Policy held at Kaduna and Lagos in 1978 leading to the Blueprint of the implementation Committee and the amended National Policy on Education, 1980.³ At the Curriculum Conference, consideration was given to the need for relevance in the national education system and the need for curriculum revisions at the various levels. These were carried out between 1971 and 1973. The national policy indicated, among other things, a philosophy of Nigerian education, the objectives of education at all levels, and a number of policy statements on pre-primary, secondary, higher, technical, adult and non-formal, special and teacher education. Some implementation strategies were also proposed regarding administration,

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1. N.E.R.C., A Philosophy for Nigerian Education, Report of the National Curriculum Conference 8-12 September, 1969, (Ibadan: Heineman Educational Books, 1979).
 2. Majasan, J.A., op. cit.
 3. Implementation Committee for the National Policy on Education, Blueprint, 1978-79, (Lagos: Federal Government Press, 1978).

planning and financing.¹ In 1982, Nigeria moved to establish a 6-3-3 plan at the primary and secondary levels.

The secondary level has been sub-divided into two separate cycles, corresponding to Junior and Senior secondary schools. Passage from primary school to the junior cycle would be automatic rather than based upon the Common Entrance Examination or another formal examination. Students would be assessed on a continuous assessment basis. The objectives are to give primary school leavers, unlikely to continue for the full secondary cycle, additional education and vocational skills, and to give a broader range of fields to all. A national Examination is proposed only at the end of the 12th year, the Government recognizing the need to move away from assessment of academic quality, by means of examinations only. Sixth Forms would be abolished. Consequently undergraduate degree programmes would be lengthened by one year or for a total of four years for most programmes of study.²

2.4 The Present Organization, Management and Structure of Education: The Federal Ministry of Education, Nigeria

The various definitions and components of administrative structure may be illustrated with the Federal Ministry of Education, Nigeria, Organizational Chart (See Appendix 2B). The ultimate responsibility for educational planning, policy-

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1. Federal Government of Nigeria, National Policy on Education, (Lagos: Federal Government Press, 1977).
 2. Federal Government of Nigeria, The National Policy on Education: Revised, (Lagos: Federal Government Press, 1981), p. 22.

making, control, and programme implementation and supervision rests with the Federal Ministry of Education, headed by a Cabinet Minister and assisted by the Permanent Secretary, Secretaries, and Directors of the various units. The Departments (Units) at the Federal Ministry of Education include Administration and Policy, Higher Education, Schools and Educational Services, and the Inspectorate. Each Department or Unit has its own internal organization and structure to enhance the delegation of authority, span of control and chain of command. The Ministry of Education ensures effective departmentation and decentralization by working in collaboration with the State Ministries of Education and School Boards (State and Local Schools Boards) which have functions supportive of and complementary with the Federal Ministry functions.

Basically the administrative structure of the Federal Ministry of Education is reflected in the Structure of the State Ministries of Education and the State School Boards, but with different offices and Departments. Each State Ministry of Education is headed by Commissioner for Education (rather than a Minister), followed by a Permanent Secretary assisted by the Deputy Permanent Secretary and followed by the Heads of the different Units or Departments who go by such names as Chief Inspectors, Assistant Secretaries, or Registrars (depending on the State) for Planning, Finance and Personnel, Secondary, Technical, Teacher Education, Primary, etc. At the State School Board levels, the structure is such that the Board is headed also by the Commissioner for Education, followed in the hierarchy by the Chairman, who is assisted by the Secretary, State School Board. Under

the Secretary of the State School Board there are several heads of the different Units who go by names of Supervisors or Superintendents. The Local School Board Structure replicates that of the Rivers State.¹

Although the administrative structures at the Ministries and School Boards appear identical, the functional relationships in these bodies differ. The School Board assist the State Ministry of Education with the day-to-day administration of secondary schools, the appointment and placement of secondary school teachers, and the provision and maintenance of school facilities. The Local School Boards perform such roles as do the State School Boards at the Primary School level. But the overall authority for planning and policy making, standards and control, examinations and evaluation, supervision and inspection rest with the State Ministry of Education. It could therefore be generally said that a simple way of examining the administrative structural relationships between the Ministry of Education and the School Boards in the States is to see the Ministry of Education as the Planner, Policy maker, and Controller, while the School Board is the Implementer and Supervisor. By the same token, the Federal Ministry of Education has ultimate authority over educational planning, policy and control; with the various state Ministries collaborating with the Federal Ministry in interpreting, implementing and monitoring (including controlling) education in the states. The Authority and Structural relationships and responsibilities between the Federal

1. Thakur, A.S. and Ezenne, A.N., A Short History of Education in Nigeria, (New Delhi: National Publishing House, 1980), pp. 56-71.

Ministry of Education, State Ministry of Education, and the State and Local School Boards in the administration of the various levels of education in Nigeria is illustrated below (See Appendix B2C).

It is clear from the above descriptions and examples that the structure of any organization determines the functions and activities of each of the subdivisions, groups, levels, offices or individuals. Every officer in education whether at the school or ministry level, acts according to his position in the administrative structure. For example, the Permanent Secretary has functions different from the School Inspector (Technical) because he stands on another level or unit from the latter. There are, of course, many problems with the structure of the educational system. There is too much interference in the day-to-day running of the schools by the Ministries of Education. Too much emphasis on structure breeds bureaucracy, and bureaucracy in its pure form could be detrimental to educational administration.

2.5 The National Policy on Education and a Summary Analysis of the Bagauda Lake Seminar on Education in Nigeria: The State of the Nation

The investigator participated in this very important seminar. The synthesis and synopsis are outlined here now to illustrate the present thinking and possible practice of education in Nigeria. The seminar papers have been used as the major source for this section of the thesis.

Participants at the conference felt that a realistic appraisal, a rational planning and an effective implementation

of the national policy on education must be preceded by a careful analysis of the state of the nation. The plenary session which considered this issue resolved that the state of the nation today gave cause for anxiety.

Moral integrity is declining, due to bribery and corruption, nepotism, organized robbery, violence, forgeries in financial institutions, and examination malpractices in schools. Universal indiscipline has become conspicuous in national life through absenteeism and lateness at work, lack of application on duty, discourtesies in hospitals, shops and public offices, disrespect for law and order in various sectors of the economy, organized thuggery and drug abuse. A materialistic outlook is permeating national life, showing itself in cheating, hoarding and selfishness, while the nation as a whole continues to be poorly fed, badly housed, raggedly clothed and ridden with diseases. These developments have crept into our national life since the petroleum boom and the aftermath of the civil war. There is therefore a general dissatisfaction with the 'status quo' and a desire for innovation and change.

The situation is further worsened by the nation's technological dependence on the more advanced nations of the world, a dependence which makes Nigerians great consumers of goods manufactured from other lands. Economic take-off is a necessity for Nigeria's survival. Some of the key issues involved are repeatedly being stated at national and international meetings:

- i) a systematic mobilisation of national resources;
- ii) an education system geared to the needs of the nation;

- iii) a modernized cadre of scientific and technological manpower;
- iv) the provision and rational distribution of food, water, shelter, power, transport and telecommunication services;
- v) dedicated national guidance and leadership.

To be effective, these elements must be integrated and consolidated into a systematic philosophy, a coherent ideology, a motivating force for educational policy, plan and programme if desirable changes are to occur. Research Council at its 13th Council meeting¹ took proper notice of the public concern and accordingly decided to hold a national seminar on the implications of quantitative and qualitative education.

Representatives of Federal and State Ministries of Education, university faculties and institutes of education, the Nigeria Institute of Social and Economic Research (NISER), the Human Resource Centre of the University of Lagos, the National Institute for Policy and Strategic Studies, the Conference of Principals of Teacher Training Colleges and Secondary Schools and eminent educationists participated at the seminar. Apart from the keynote address which provided a framework for the other papers on philosophy, quantity, quality and implementation strategies, thirty other papers were considered covering the various levels of the education system as well as technical, teacher, adult and continuing education.

1. N.E.R.C., 'Perspectives of Quantities and Qualities in Nigerian Education, September 1-5, 1980'. The Seminar Papers were used by the investigator. (The document was edited by Professor Awokoya, S.O.), p. 5.

It is not the purpose of this thesis to undertake a detailed description, or even analysis, of the entire educational provision of Nigeria. Instead, we must now proceed to a critical review of particular aspects of it which pertain to the detailed issue central to the thesis.

CHAPTER THREEHISTORY AND NATURE OF THE PROBLEM: A CRITICAL REVIEW3.1 Indigenous Education

It is very difficult to say when formal education began in the geographical area designated Eastern Nigeria. It is of common knowledge that the making of man went on for a long time before man deliberately began to take a hand in the process. Education and teaching were in operation in the eolithic, paleolithic and neolithic stages of the history of man. In Eastern Nigeria, education was in progress before the introduction of Western education in the nineteenth century. The introduction of Western education brought with it a classroom connotation to the word education. Graham stated that:

"The education of African peoples is not a new twentieth century development. From time immemorial, every social group has provided a system whereby children have been trained for their adult roles in its existence successive generations of boys and girls have learned in their homes, in the fields and the markets, and through age-groups and initiation rites, the knowledge which their elders wished to pass on in order that a certain continuity might be maintained in the community life." 1

Some evolutionary phases of education could be artificially classed under the headings accidental, involuntary and undirected education while other phases could be described

1. Graham, S.F., Government and Mission Education in Northern Nigeria, 1900-1919, (Ibadan: Ibadan University Press, University of Ibadan, 1966), p. 1.

as conscious, voluntary and directed by human control.¹ These phases constitute the two sides of the same coin. The conscious or voluntary control of education by man in Eastern Nigeria which essentially constitutes the present educational thinking, gained a wider dimension since the involvement of the missionary, private, community, and government enterprise in the field of formal education or schooling. The culminating point was reached with the State take-over of control and management of all primary and post primary institutions in Eastern Nigeria in the 1970s.

Prior to the dawn of modern education in the fourth decade of the nineteenth century in the territories on the Bights of Benin and Biafra - later known as Nigeria - teaching and learning were actually in progress but there was no educational system, education department, or boards of education. The Europeans who colonised the area saw evidence of centuries of cultural heritage and civilization. The rich, cultural heritage of the Efiks, Ibibios, Igbos and Ijaws is vividly depicted in their dances and arts and crafts. The process of cultural transmission from one generation to another also bore traces of modification and improvement over the years. The cultural heritage of the peoples of the Niger Delta suffered great set-backs in the hands of the early missionaries and their converts.

1. Lecture Notes by Professor Okala, J.B.C., 'History of Nigerian Education', Department of Education, University of Nigeria, Nsukka, 1973.

"The Eastern States have a rich cultural heritage that finds deep expression in its traditional religious arts and crafts, music and dances, literature and architecture. This rich culture suffered a period of decline as a result of the activities and misguided enthusiasm of the early missionaries and their converts. Ironically enough, other classes of Europeans were at the same time surreptitiously carting away its best works of art which now adorn the museums and art galleries of Europe and America." 1

What is now known as Eastern Nigeria was therefore not inhabited by savages without institutional education, as some historians have claimed. There certainly existed some elements of formal education where the young were given education which fitted them for the conditions of tribal life, customs and traditions. It equipped the young with sufficient knowledge of the complex system of rights and duties of the members of the society. Traditional education provided the media for the dissemination of knowledge and civilization.

"Civilization is a characteristic of Societies the flavour given to the self-expression of an age or society by a mental attitude. It is the colour given to social manifestations by a peculiar and prevailing point of view." 2

The traditional education was indeed thorough and practical. It served the needs of the individual and the society by equipping them with specific skills and mores needed for the exploitation of the environment. Traditional education.

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1. The Government Printer, Traditional, Social and Political System of Eastern States, (Enugu: W.T. 1159 (71)/272/10.000, 1972), p. 1.
 2. Bell, Clive, Civilization, (Penguin Books/R & R Clark Ltd., 1947), pp. 103-5.

was life itself. It has not been possible for a national educational system to emerge as a natural growth from the cultural roots and heritage of the people because of a "superior culture" imposed on it. In Nigeria as in other developing countries of the world, Western education is seen as the most important foundation on which development can be built. The Western educational systems, ideals, methods and techniques which took centuries and generations to evolve under different social, cultural and economic environments were considered fitting for Nigeria because:

"There was indeed a naive belief that Africa had no education and there was no understanding of the fact that education is itself part of the social organisation of any society whether or not that society has anything which might be regarded as a school." 1

Read similarly observed that:

"a fundamental educational principle was therefore violated in that the imported curricula and systems were imposed on, and not grafted into, the indigenous ideas of the people." 2

In consequence, therefore, an 'educational system' was produced without striking a balance between formal and informal education.

"Informal education is a collective technique which a society employs to instruct its youth in the values and accomplishments of the civilization within which it exists." 3

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1. Wilson, J., Education and Changing West African Culture, (Ibadan: O.U.P., 1966), p. 15.
 2. Read, Margaret, Education and Social Change in Tropical Areas, (London: Thomas Nelson and Sons Ltd., 1956), pp. 29-30.
 3. Marrou, H.I., A History of Education in Antiquity, (New York: Sheed and Ward, 1956), p. xiii.

As between 'what had been' and 'what should be', schooling was indeed encouraged by the missionaries and the government but:

"educational facilities were not established exclusively for functional reasons. Some colonial administrations felt that they had a 'civilizing mission'. A passion was aroused for education for its own sake, which sometimes led to the creation of more educated westernized men." 1

Colonial education thus:

"Created much social malaise and maladjustment the trials of new civilizations being born, the difficulties of personal and social adjustment to new ideas (and) the searching tests of acceptance and rejection of new and old ways of living." 2

It is with respect to the above premises and contexts that some of the problems and aims of boarding schools education in Eastern Nigeria could be better appreciated and understood.

The traditional education of children and adolescents in the Niger Delta and Igboland reflects the practical values and social norms of the society. Being essentially an agrarian society in the tropical rain forest belt, it emphasised food production, crafts and arts, and climbing of palm trees etc. In this area, the quantity or rows of yams, number of wives and children, constitute measures of status in the society. The system of laws and custom is associated with religion and superstition. The society placed

1. Wallerstein, I.M., Africa - The Politics of Independence, (A Vintage Original V - 206, New York, 1961), p. 37.

2. Read, Margaret, op. cit., p. 115.

considerable value on individual performances during masquerading, dancing, wrestling, and markmanship which feature prominently during festivals and other ceremonies.

The traditional education lacked Education committees for the formulation of the educational policy. Nevertheless, some forms of education in traditional societies are carefully organised and are treated as the exclusive right of certain families or particular sexes. Some examples include training in drumming, orthopaedics, and priesthood. There are some degrees of specialization or division of labour in traditional society.¹ The tribal leader, artists of all denominations, historians, composers, entertainment groups, blacksmiths, carvers, expert traders, swimmers and divers, wine tappers, the medicine man, the wizard, the witchdoctor, the shaman and the priests, were people with special types of knowledge dealing with the reasons for certain performances.² Their knowledge formed a distinct body of intellectual subject matter. Through these people, knowledge and skills were imparted to few, if not all the members of the community through apprenticeship. To these classes of people could be traced the origin or the rise of vocational teachers in the society.³

Girls' education differs from that of boys only in final details. There were three groups of teachers each with a

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1. Okala, J.B.C., op. cit.
 2. Enyong, S.C.T., Lecture Notes delivered to 2nd year undergraduates of the University of Science and Technology, Port Harcourt, Rivers State, Nigeria, 1982.
 3. Ibid.

different social status. Practical education was imparted by the primary social group - the family. The mothers play a dominant role in piloting the education of the child during the very early stages of life. Through them, the child acquires basic skills in speaking, walking, eating and receives toilet training. The father and the male relations, tradesmen, secret societies, and the peers, impart techniques of hunting, fishing, domestication of animals, climbing, farming, crafts and trade, good character, and physical training/education. These were the master craftsmen and the ancestors of vocational teachers.¹

The family lineage, and people in the neighbourhood, contribute to the training of the young in the code of good manners, customs, vocations, morals, superstitions, and the laws of the society. Education and training is acquired through social interaction with peers and adults. The third group of teachers consists of the precursors of the academic teachers in secondary schools and universities today. They comprise of priests - men and women who round off the young by initiation ceremonies into adulthood through puberty rites, induction into adult societies and institutions. The adolescent girl for instance is confined to separate quarters and apartments for a period lasting from four to six months, in preparation for marriage ceremonies. During the confinement in the fattening house, the girls are fed with delicacies and 'sweets'. The initiation school offers in effect a boarding school education; the setting is natural and within

1. Ibid.

an adult environment.¹

In some parts of Anambra State - Ifite Ogwari - young men are fattened for periods lasting from three native weeks to one month. During the fattening period, they are excluded from everybody. Young girls are not allowed to approach the area. The sisters and other female relatives, however, are allowed to give them services, and make sure that they are well fed and fattened. This fattening process is the final stage for preparation against the yearly wrestling contest with the neighbouring towns. The match is usually preceded by display of the fatty body of the participants. "In its social aspects," Wilson observed,

"Indigenous education was perhaps more organised. Puberty rites generally involved a period of specific tuition conducted by seniors whose specific function by virtue of their status was to teach the candidates. Women played an important and exclusive role in that part of the education of girls that fell within the puberty rites."²

The influence of the father is considered important in all stages of traditional education in the eastern states of Nigeria, from childhood to adulthood. Fathers always have an eye on the training of the children, particularly the males, even when they live outside the home. In general, the education stressed conformity to traditional standards while the eligibility of the individual to perform the task is of secondary importance.

1. Okala, J.B.C., op. cit.

2. Wilson, J., op. cit., p. 15.

Boarding education is therefore not new in Eastern Nigeria, for even before formal schooling was introduced by the missionaries, many parents sent their beloved ones to trusted relatives, friends or master craftsmen for training. The period of training varied with the nature of the job, and terms of agreement between the master and the trainee. During the period of apprenticeship, the trainee is expected to offer some domestic services such as hewing and breaking of wood, fetching of water, dusting and sweeping the room, and grinding of tobacco (snuff) for the master. It is the duty of the father to choose a master for the son. The basis for the selection includes - reputation in a special craft, trade or business, good character, and a proof of material success in life through hard work. Newly married or betrothed girls undergo a period of training in mothercraft or home economics in the house of an elderly woman or wife of a relation to the would-be husband, or in a well-to-do family.

For one undergoing a course of training in a vocation such as medicine, blacksmithing or trading, he has to live and travel widely with the master or the senior colleagues in training. The number of inmates receiving the training varies with the reputation of the master and the type of vocation. Where the trainees are many in number, the master provides an apartment for their boarding and lodging. No specific tuition and boarding fees are fixed during the period of apprenticeship. At the completion of the course of training, the master is expected to give basic equipment or articles of trade or assist the trainee in procuring some essential materials with which to start an independent life.

About 40 per cent of the children in Igboland still go through this procedure today, because many parents are still not able to send their children to formal schooling.

3.2 The Missionary Era

The nuclei of the earliest schools in Nigeria (at Badagry, Abeokuta, Calabar, or Onitsha) started as boarding schools in the premises of the Mission Houses. As the Missions maintained their supremacy in Education in Nigeria from 1942 to the 1970s - that is until the first government grant of £200 per annum - these scattered microcosms of boarding school education sprouted, grew, and subsequently ramified and dominated the system of secondary school education in Nigeria.

Carr summed up the educational scene in these words:

"The missionary was and indeed is our teacher. The education introduced by him was a copy of what he himself received at home. It was the literary education that has for so long a time maintained the supremacy in England, and the principles governing which in spite of momentary appearances to the contrary seem to me indestructive. the missionary strove for ... things in general ... virtue means the practice of religion, the knowledge of man and our relation to one another." 1

In 1897, the Inspector of Schools in Lagos, Henry Carr, in his recommendations to the Governor, claimed that the education of students in a boarding school seemed more satisfactory than in day-schools. He suggested that:

1. Carr, Henry, 'The Requirements of Education at Lagos'. (A paper read at the CMS Conference at Lagos on 15th April, 1892).

"it seems desirable that the Government scholars should be placed in a condition in which they should derive the greatest benefit, and it is obvious that the permanent moral results of a well-ordered school, when it takes complete charge of the children who are being educated, are more satisfactory than when responsibility is limited to day teaching only." 1

Thus in 1898, Henry MacCallum (the Governor) in a memorandum on Secondary Education proposed, amongst other things, that:

"arrangements shall be made for boarding holders of Government scholarships so as to place them under proper supervision both in respect of their studies; and the boarding department, it is hoped, will be so well ordered as to attract a large number of other pupils attending the school." 2

Carr, in 1902, further stressed the importance of boarding departments to a school. He claimed that for the majority of the Nigerian youth,

"Building of character, vast opportunities for training and civilizing the youth in various ways ... can only be provided in a boarding school which is wisely and firmly impressed and governed,"

and he acknowledged that such objectives were "beyond the scope and power of a day school."³ Thus the colonial government and the missionaries favoured and encouraged boarding

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1. Carr, Henry, Inspector of Schools to His Excellency the Governor, 'Report on the amendments in the Education Rules 1891'. (Lagos 20th December, 1897); (See University of Ibadan Special Report on the Schools in Southern Nigeria).
 2. McCallum, Henry, (Governor), Memorandum - Secondary Education, (Lagos, 21st January, 1898); (See University of Ibadan Library Special Report on Schools in Southern Nigeria).
 3. Carr, Henry, 'Primary, Elementary, Secondary and Supplementary Education'. (A paper read at the CMS Diocesan Conference at Lagos, 22/1/1902), 10pp.

school education to the degree that their financial resources, as had been allocated for the education of the people in the colonies could sustain. By the 1950s, boarding school departments became the fashion in many secondary schools in Nigeria.

The Cambridge Conference on African Education, held in September 1952, commended the system as being adequate under the prevailing social conditions in West Africa. It stated inter alia,

"There can be no doubt of the immense benefit which the vast majority of pupils derive from the stable living and working conditions of good boarding schools. .. It would indeed be hard to exaggerate the importance of the part that boarding education, even on its present small scale, has played in social development or the opportunities which await its expansion." 1

Uka linked the characteristics of the exclusively boarding schools in Nigeria to the English Public Schools.² The analogy, however, did not point out that the two systems differed essentially in the aims of the practice of boarding. Although both systems emphasised character training and scholarship, the public schools aim at training leaders of the community, while the boarding schools in Nigeria moulded 'followers' of the constituted authority - the colonial masters. Considered seriously, the aims of the latter could be better understood in Griffiths' description of the Nigerian Educational System:

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1. Nuffield Foundation and Colonial Office, African Education: A Study, Educational Policy and Practice in British Tropical Africa, (London: Oxford University Press, 1953), p. 25.
 2. Uka, N., Education for Democratic Citizenship in Nigeria, (Unpublished M.A. Thesis, The Claremont Graduate School, 1953), p. 41.

"The machine takes in countrymen and
turns out would-be townsmen." 1

If one accepts Ogilvie's characteristics of the English Public Schools, one would require substantial evidence, that the boarding secondary school in Nigeria is:

"a class school catering for a well-to-do clientele, expensive, non-local, predominantly boarding, independent of the State and local government, yet not
privately owned and run for profit." 2

This would have to be ascertained before one could draw parallels between the two groups of educational institutions.

Ochiagha³ is of the opinion that day-student life in Eastern Nigeria is characterised by hardship in comparison with that of a student resident in a boarding school. He did not, however, point out the variables that might have accounted for the projected difficulty of the day student. For purposes of practical experience on the part of Secondary School students, he recommended that:

"Boarding schools are to be tempered ...
First year to follow strict and consistent rules in a boarding institution.
In the second year these students are to be made to live off-campus and attend school exercises from there.
They return the third year and remain
as boarders till the fifth year." 4

Ochiagha concluded by suggesting further that "After experiencing

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1. Griffiths, J.G., (Secretary of State to Sir John MacPherson), Education Policy in Africa, (9th September, 1950).
 2. Ogilvie, V., The English Public School (London: B.T. Batsford Ltd., 1957), p. 25.
 3. Ochiagha, G.O., op. cit., p. 256.
 4. Ibid, p. 257.

the hard conditions of day-student life, they will start earnestly to appreciate the training given them as boarders."¹

Professor Fafunwa² tempered some of Broomfield's³ ideas on boarding departments attached to schools when he suggested: "Turn all present secondary schools to half day and half boarding schools. Ban all new city schools from offering boarding facilities."⁴ Broomfield is of the opinion that boarding school education is highly desirable for the proper training of girls and women in Tanganyika. On the grounds of social norms prevailing in the society, Broomfield recommended that girls' "Boarding Schools should not be situated in towns."⁵

Fafunwa condemned the predominance of boarding departments in Nigerian Secondary Schools on the grounds that the system is a colonial legacy "bedevilled with privilege, aristocracy and hierarchy."⁶

Tai Solarin likened the purpose of Nigerian Schools vis-a-vis boarding secondary schools to the situation in Tanzania (East Africa) as described by Dr. Julius Nyerere:

1. Ibid.

2. Fafunwa, A.B., Daily Times, Nigeria, (Saturday, 16th April, 1966), p. 11.

3. Broomfield, Canon (Rev.), The Education of African Women and Girls in Tanganyika - Memorandum (A Bulletin of Education Matters, vol. 3, No. 2, 1929).

4. Ibid.

5. Ibid.

6. Fafunwa, A.B., op. cit., p. 11.

"The school is always separate; it is not part of the society. It is a place children go and which they and their parents hope will make it unnecessary for them to become farmers and continue living in the village. ... A few who go to secondary schools are taken many miles away from their homes, they live in an enclave, having permission to go into the town for recreation, but not relating the work of either town or country to their real life - which is lived in the school compound." 1

3.3 Boarding School Discipline

While discipline is no problem in the classrooms of most Nigerian Secondary Schools, the same cannot be said with regard to the general running of the school; where the problem of discipline presents many headaches. In England, most schools have their quota of 'difficult' children, but the Head of the school can always get such individuals removed if they show signs of causing general unrest.² The majority of secondary pupils are peaceful, law-abiding people who, though they may grumble at various aspects of school life, are nevertheless utterly opposed to rioting or any behaviour disapproved of by society at large.

Secondary school students in Nigeria differ in this respect from their English counterparts, and to understand why this is so, there are three points which have to be considered.

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1. Nyerere, J., Education for Self-Reliance (Quoted from the Educator), Journal of the Education Association, University of Nigeria, April, 1971, p. 21.
 2. Chappell, D.C.A., Head of Science, Halifax Grammar School, Halifax. Conversation with the writer during a visit to the School on 20th September, 1978.

- a) It must be admitted that in certain situations some Nigerians tend to be emotionally unstable. For example, if a person is accidentally knocked down by a car, the police advise that the driver get away from the scene of the accident as quickly as possible. There have been several cases where a mob quickly gathered and killed the driver, even though the person knocked down might only have been injured. In the same way, a seemingly trivial incident can spark off a riot in school.
- b) It is inevitable that at a time of such social, political and economic upheaval in Africa, when the cry is so much for development, the restrictions and routine inevitable in a boarding school should be a source of irritation to the students.
- c) By 1961, the acute shortage of qualified experienced, Nigerian teachers, together with the fact that the majority of the secondary schools were run by the missionary societies, has meant that the running of the schools has been largely the responsibility of Europeans.¹

So at a time when the European had lost all power in the political field, he was still very active in the educational field. Naturally, therefore, a European will have a more difficult task enforcing discipline than a Nigerian would, since the students identify control by Europeans with the hated colonial era.

If the three above-mentioned considerations are borne

1. Adetoro, J.E., op. cit., gives staff details concerning 175 schools. As far as can be judged from the figures supplied, 83 of the principals are non-Nigerians.

in mind, it will be understood why so many boarding schools have had strikes and riots. No definite figures can be given, since most schools succeed in keeping the news of these occurrences from reaching the media. But experience suggests that almost all schools will, at some time or another, be disrupted by general misbehaviour of the student body.

The causes of these strikes vary enormously, so much so, that very often the alleged reason for going on strike seems only a pretext. One of the most common pretexts for these strikes is the question of staff, and this will now be discussed in detail, since it will give a general indication of the problems facing the school authorities.

As well as being in short supply, "Many teachers in secondary schools are 'birds of passage' and leave the profession as soon as a more attractive appointment offers itself."¹ Consequently, it often happens that half-way through a term a school may suddenly find that it has no teacher for several subjects. This is most annoying to the students, who feel that since they have paid their fees, they are entitled to proper teaching. The school authorities usually cannot rectify the teacher-shortage since teachers are virtually unobtainable at short notice. Very often this situation leads to a strike.

Another way in which the staff precipitate strikes is when they devote more attention to their private affairs than to teaching. Many Nigerian teachers involve themselves

1. Eastern Region of Nigeria: Annual Report: Ministry of Education, 1958 (Enugu Government Printer), p. 18.

in politics and trading, with the result that they often miss whole days at school. When they do teach, their lessons have not been prepared and they correct no work for their students.

According to Barry,¹ in a strike the student behaviour follows a regular pattern. They take off their school uniform and dress in exotic clothes. They refuse to obey all orders by the school authorities, and they shout and scream to their hearts' content. Very often, too, they wreck school property, and even the property of the teachers. In recent times, the houses and cars of principals are being completely wrecked. In 1962 for example a case of student rioting was reported in the newspapers in one of which the following account was given (the students were in this case protesting against the deportation order made against the Principal of their school, a European, for an alleged slight on the Governor of the Eastern Region).

"A 110-man riot police squad was put to work over the weekend in what the police described as 'the most aggressive demonstration by a Nigerian school' as 330 students of Government College, Afikpo, damaged cars, and stoned glass windows in protest against the dismissal of their Principal, Mr. D. Marriot, for an alleged slight on the Governor of Eastern Nigeria, Sir Francis Ibiam.

Some of the students carried placards which read "MARRIOT MUST NOT GO", "He has done nothing wrong" in the long march to the District Officer, Afikpo, where they damaged the car of the Assistant District Officer, and an unfinished building.

1. Barry, D., op. cit.

The students later returned to their school and sabotaged the electricity supply, and stoned some of the African Tutors." 1

That the students rioted out of love for their European principal seems very unlikely in this case. That the students stoned the African teachers must also be noted. It seems likely that the real reason was political, which shows what an involved matter the keeping of discipline is in the secondary school. If 1962 seems a long time ago, one must remember that even as recently as 1984, the situation was still the same, if not worse, in Nigerian boarding schools.

What is puzzling about this problem of boarding school discipline is that nobody seems to have questioned the wisdom of running boarding schools in Nigeria on the lines of similar institutions in Great Britain. With a few minor exceptions, all the secondary schools in Nigeria are boarding schools. There are three reasons why the boarding school system does, at first glance, seem necessary in Nigeria.

- a) Most of the population live in rural areas, which means that students' homes are often long distances from the nearest boarding school.
- b) Home conditions are, in most cases, absolutely unsuitable for study. The noise of children crying, drums beating, and radios blaring, together with the absence of lighting facilities, makes serious study impossible.

1. "Dismissal of Marriot: Afikpo Students Stage Demonstration", Daily Times, Lagos, February 20th, 1962, p. 10.

c) Boys of different tribes and with different backgrounds live together and take part in communal activities at a boarding school.

But there is another side to the story. Nigerian parents are, as a rule, very strict in the upbringing of their children. When a child goes to boarding school, he is no longer under the watchful eye of his father or of the village elders. He tends to take advantage of this and asserts his independence by flouting authority whenever possible. At home any troublemaking on his part would immediately bring down punishment on him. At school, he knows that the authorities risk being censured by the Ministry of Education if they impose a strict discipline. Not surprisingly, then, one of the most effective methods available to school authorities of disciplining a troublesome student is to invite the pupil's father to deal with him. The transformation brought about by this method is usually astonishing, which shows that parental control is much more effective than that of the school authorities.

A student's health is the responsibility of the Principal. Hospitals are few, and even those that do exist depend very often on one or two overworked practitioners. At the present, there are even no drugs in most of the hospitals. Consequently, the medical facilities available to schools in Europe are non-existent in Nigeria.

Likewise the supply of food and water are constantly recurring problems. Nigeria lacks the highly organised public services which are taken so much for granted in Europe. If some minor fault develops in the water-supply system, the

school may have to wait months before it is repaired.¹ If the food contractor gets sick, the school may suddenly find itself without food. Student food is also usually tampered with by the school authorities, and student teachers appointed to look after the welfare of the students.

Under such conditions, it must be apparent that the smooth running of the school, so necessary for the maintenance of discipline, is sometimes an impossible task for the harrassed and over-worked Principal (See Appendix 3A - An Inspection Report Remark about a School's Vice Principal).

For a non-Nigerian Principal, there are special problems. He does not understand the mentality of the students as a Nigerian Principal would. One of the most disturbing influences in any school is a student who carries "Juju" charms about with him. To a European, a crumpled black ball of paper means nothing. To Nigerians it could signify that an enemy had evil designs on them. A couple of innocent looking rags could signify to the other students that great evil was about to befall the school. The other students then proceed to equip themselves with different "Juju" in order to defend themselves, and in no time parents will begin removing their children for fear of evil befalling them.

A Nigerian Principal has to face other, more subtle, difficulties. In Nigeria today tribal and political loyalties are still very strong, and most Nigerians, whether schoolboys

1. The same problem faces other African Countries - Dr Garry Knamiller of the University of Leeds made this point at the British Comparative and International Education Society at Chester, 14-17 September, 1984, about a school in Ghana.

or Principals of schools, become involved in factions of some kind. The friction thus engendered between various groups sometimes culminates in an outbreak of trouble at school. Some of the teachers may invite the pupils to cause trouble for the Principal or Vice Principal, because of some obscure rivalries entirely unconnected with school life. The students may feel that the Principal is favouring members of his own tribe or village at the expense of the other students. Some of the teachers may support this view, others, such as members of the Principal's own tribe, may not. A school can thus be divided against itself, with inevitable disruption.

It will be seen, therefore, that the running of a boarding school in Nigeria presents many difficulties, and will continue to do so until Nigerian society becomes more stabilised. But it is doubtful if this is a valid argument for the abolition of boarding schools. Superstitious practices and parochial loyalties are only defeated by a wider experience of life, and the boarding school is probably the best method of providing this for young people.

It must not be imagined either that there is something unique about Nigerian schoolboys going on strike. In the early days of grammar school education in England, Headmasters had always to be prepared for revolts. Curtis says that "every great boarding school has its story of schoolboy insurrection in the latter years of the 18th and the early years of the 19th century".¹ He reminds us that the military

1. Curtis, S.J., History of Education in Great Britain, (London: UTP, 1948), p. 64.

had to be called out during the great rebellion at Rugby in 1797.

The difficulties encountered by Principals in Nigeria are really symptoms of the transformation that is taking place in every sphere of Nigerian life. The youth of Nigeria see their country being transformed and they know that for them, there is a future of limitless opportunity. In such circumstances, it is understandable that they should at times rebel against the seemingly petty restrictions of boarding school life.

The above statements, observations, arguments and ideas are controversial and contradictory, and cannot just be accepted on their face value. A detailed historical and an empirical investigation is therefore necessary in order to probe the practice of the system in Eastern Nigeria before meaningful conclusions can be reached.

CHAPTER FOUR

THE RESEARCH CONTEXT

This chapter comprises: Statement of the Problem; Rationale for the Study; Research Questions; Definition of Terms.

4.1 Statement of the Problem

The problem is to critically assess the development of the boarding system, its operation and aims. The practical outcome will be to plan a strategy to resolve problems arising from the boarding system in the Eastern States of Nigeria.

According to Taiwo, (1981),¹ the boarding school was a feature of the mission house. It brought the children under the influence of the missionaries who were able to select the best of them for special training and positions of responsibility in the Church. By the training of the missionaries themselves, and the policy of the Society, the education given to the children included some use of the hands. In particular the children in the boarding school did some gardening and occasional farming around the house. At Abeokuta, rice, maize and yams were planted, tended and reaped. Some of the children were taught skills like carpentry, brickmaking, painting and masonry. There was no formality in

1. Taiwo, C.O., op. cit.

recruiting the children. Some were brought by their parents or relations. Others were orphans picked up at early ages and others were simply wards.

It was the availability of funds which dictated the number of children to be kept. The expenses were met by donations from friends of the missionaries and from philanthropic organisations and individuals. Some missionaries used part of their salaries to meet the expenses of the boarding schools. A boarding school could be rewarding. In June 1847 Gollmer wrote:

"I must not omit stating that the majority of our boys made good progress and give one satisfaction. We have now ten who read God's Word, and the others come forward by degrees. The first three monitors of our day school, sons of Sierra Leone people, have received special instruction from me for an hour every other day with a view to train them for the office of schoolmaster. I am happy to report that they make good progress, and will, I trust, soon become 1 useful as assistants in the schools."

Within the period 1925 to 1950, most of the Secondary Schools in Eastern Nigeria were free to operate either the Boarding or Day Schools. Between the 1950s and 1970, the boarding system became an integral part of the growth and development of secondary institutions in Nigeria. Boarding schools became so popular that a secondary school could not be regarded as fully-fledged without boarding facilities. When, for instance, the Government Secondary School, Port Harcourt, was founded in the 1960s without boarding facilities

1. Gollmer, C.H.V., Charles Andrew Gollmer - His Life, and Missionary Labours in West Africa, (London: Hodder and Stoughton, 1889), pp. 39,40.
Quoted by Taiwo, C.O., op. cit., p. 9.

there was a spontaneous public outcry against the school. As a result, the government quickly provided boarding facilities. There were hardly any secondary schools in the eastern states without boarding facilities. There seems to be a consensus of agreement among parents, teachers, students, government officials and even the general public on the usefulness of the boarding system in the secondary schools. In the circumstances, opposing views on the subject which would have led to a critical examination of the usefulness of the boarding system in Nigeria, have not been widespread.

From the end of the Nigerian Civil War, in 1970, the boarding school system became threatened. This was firstly because the eastern state governments took over the control and management of schools from the voluntary agencies (missions), organisations and individuals. Other States soon followed suit, so that in 1978, most, if not all, secondary institutions were in the hands of various governments or their agencies.¹ The edicts promulgated by the military governments stated, categorically that day students would be encouraged to attend school as day students.

Secondly, some writers have begun to question the continued desirability of the boarding system.² Four States, including Rivers State, debated the issue of whether or not to retain the boarding system. Although the Principals of

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1. Fagbaniye, E.O., "Administration and Finance - Post Primary Institutions", The Nigerian Principal, Journal of ANCOPSS Vol. 1, No. 2, 1981, p. 14.
 2. Aghenta, J.A., "A Cost Benefit Analysis of the Boarding System in Post-Primary Institutions in Nigeria", Okoh, N., (ed.), Professional Education, (Benin City: Ethiope Publishing Corporation, 1983), p. 224.

these States agreed that the boarding system should continue, they made it clear that this would only happen if the government allowed an increase in the boarding fees. Fortunately, the various Education Laws (1980) had given powers to the Parent Teachers Associations of each secondary school to determine the level of the boarding fees to be paid in each school within a year. This provision was exploited by each school, and within a year there was a wide range of boarding fees from £80 to £120 per boarder per term.¹

In 1976, the Federal Government decided to peg the boarding fees payable in secondary schools at £60 per student for a session with effect from April 1976.² The reduction of boarding fees from £120 to £60 did not mean the boarders had to be fed less than before, nor did it mean stopping the payment of salaries to cooks and stewards. The burden of meeting the extra cost was therefore placed on any particular State government from which the Federal Government had decided to remove the burden of financing teacher and primary education.

In less than a year, reactions started to come from several State governments. As a result of the heavy subsidy of £80 per student boarder per session, the State Ministries of Education issued circulars to all post-primary schools to restrict admission to boarding houses. It did not matter whether students were willing to be boarded; the Ministry

1. Ibid, p. 225.

2. Ibid.

had to approve the number of students to be admitted to the boarding houses. In Cross River State, the Government had decided that there would be no boarding facilities for class one students as from September, 1977. In Anambra and Imo States, groups of parents suggested the abolition of the boarding system and urged the government to increase facilities for secondary education as an alternative. The Rivers State government approved only 50 per cent for each school.¹ Other states in Nigeria were likely to follow suit because of the increased heavy financial involvement in running the boarding system. As some educational cost-analysts claim:

"The cost of maintaining a child at a boarding school can range from five to ten times as much as the cost of main- 2
taining a child at a day school."

According to Ozigi and Canham: "no country in the world can afford to provide all its children with a boarding school education, even at the secondary level alone."³

Apart from the money expenditure, there are other costs in respect of the boarding system. The administrative task of the boarding school is such that the Principal, Vice Principal, housemasters and other members of the school community are highly involved for twenty-four hours every day. Affairs of the boarding school including food, siesta, prayers, morning duties, and games dominate staff meetings. Cases of fighting, disturbances, drug addiction, riots, and

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1. Amirize, B., Secretary, Minutes of the P.T.A., County Grammar School, Ikwerre/Etche, Port Harcourt, Saturday, September 16th, 1978,
 2. Ozigi, A. and Canham, P., "The Economics of Education", An Introduction to the Foundations of Education, (Macmillan, Nigeria Ltd., 1981), p. 73.
 3. Ibid

wilful destruction of school properties and personal belongings of staff are now a common feature in the boarding schools. Nine out of ten secondary schools in Nigeria have had one sort of riot or another, always emanating from the boarding department.¹

With respect to the students, the junior ones (12-14) suffer untold hardship at the hands of the seniors (15-18). Some junior students have had parts of their bodies (e.g. eyes) permanently deformed by some senior student boarders. Indeed, the boarding house has lost its original aim of being the place for character training. Rather it is now a breeding place for fighters, hemp smokers, drug addicts, thieves, and rioters.²

True to its nature, the boarding house is an artificial home for youth where there is lack of warmth and affection of home, leading to some emotional problems in some students. The boarding house does not only bring about social division between the boarders and those outside the boarding house, because different standards and values are created between youths in the boarding house and those outside it. Another costly practice in the boarding house is the rigid enforcement of conformity of thought and behaviour and the disregard of individual differences and needs.

Further problems of the boarding house include poor feeding, appalling sanitary conditions and ineffective supervision of the boarding department. The food served to

1. Archibong, F.E., "Boarding Schools", The Guardian, Tuesday, 17th July, 1984, Lagos, p. 7.

2. Ibid.

boarders is generally insufficient and is always badly cooked. The cause is that the money paid by parents for feeding is too small - the equivalent of 85 pence per student per day - and the food goes through many hands including those of the food contractors, storekeepers, Principals, Vice Principals and the cooks. In many schools, the cooks are not trained so they cook the food badly.

In the sanitary department, the boarding houses are in most cases of poor standard, poorly ventilated, congested and filthy. The dormitories are not thoroughly swept and are rarely scrubbed. Many of the beds are bed-bug infested. Boarders sit on their beds each time they are around in the dormitories because there are no common rooms where they can relax. Facilities for indoor games are never provided. (See Appendix 4A).

Some of these problems emanate from the poor and ineffective administration of the boarding system. The housemasters and housemistresses do not perform their duties well, some of them are never available when needed. Others who might be willing to do their duties have not enough information on what to do. At times students make legitimate requests which are harshly suppressed by housemasters who are afraid to report to "almighty Principals" whose words in the schools are laws. Sooner or later, the boarders get frustrated and go on demonstrations.

However, there are some redeeming features in the boarding system:

- a) The boarding house provides an ideal place for serious academic work for those students who are ready to work

hard because it is free from distractions. There is, however, no proof yet that boarders do better academically than non-boarders.

- b) The boarding house provides opportunities for students from varying social, economic, political, religious, and ethnic backgrounds to learn how to live together in peace and harmony and from such communal living these young Nigerians can develop national consciousness. The boarding house can greatly help in this task of national unity - but too much reliance should not be put on it because of the following reasons:
- i) Many schools draw their boarders not only from the same ethnic group but also from the same locality;
 - ii) The development of national consciousness is a part of the national aims of education which can be met even in a day school; and,
 - iii) by laying too much emphasis on boarding as an instrument of national unity, we are excluding not only the non-residential students from the task of national unity, but also those who have not the opportunity to pass through secondary schools.
- c) It provides an alternative shelter for students whose parents live far away from the schools.
- d) It helps students to develop independence and a sense of responsibility.
- e) It provides a stable environment for students to live in and particularly those who come from poor homes, the boarding house provides better meals.¹

1. Aghenta, J.A., op. cit., p. 231.

These and other factors make the boarding system a useful service. In fact, but for the problems inherent in the system, the benefits would have been more than what we have now.

In any case, all is not well with the day schools.

Nwana commented on the situation thus:

"The experience of the large number of day students since 1970 has not been encouraging. They are generally late or absent from classes. They do not take part in the essential but extra-curricular activities of the school. They often get involved in acts of indiscipline outside the school. Lastly, they do not seem to pull their weight in the school work in relation to the boarders." 1

Writing also about problems of day students, Omisade had this to say:

"Our society is now in such a confused state that many children will benefit from some insulation or isolation until we are quite sure that they have reached the age of reasoning. Children are left too much to their own devices. Now we see children wandering about the streets all day but not so much at night. One feels uneasy at such sights. Shouldn't they be at school? With the double or even triple shifts that now obtain it is easy for a child to skip school altogether. Because there are always other children around to play with, some opt for play, all the time, especially when there is no-one to check. Wouldn't these children benefit from the controlled environment of a good boarding house?" 2

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1. Nwana, O.C., "Attitude Profile of East Central State Teachers", West African Journal of Education, Vol. XVII, No. 2, June 1973, p. 216.
 2. Omisade, Y.O., "Boarding School System", The Nigerian Principal, Journal of All Nigeria Conference of Principals of Secondary Schools, Vol. 1, No. 1, 1957-1980, p. 52.

Since 1980, the Eastern State governments have been taking steps to partially phase out the boarding system in their schools. But this has proved very controversial and ineffective.

4.2 The Rationale for the Study

The continued existence of boarding schools in Nigeria has become a social problem.

"A social problem is a condition affecting a significant number of people in ways considered undesirable, about which it is felt something can be done through collective social action." 1

Many parents, government officials, researchers and educationists have made favourable, while others have made disparaging remarks about boarding departments attached to secondary schools in Nigeria. These observations can be found in research papers, professional literature, school inspection reports and even in the newspapers. Research on the problems of boarding schools in Nigeria, is as yet very scanty. This study is therefore aimed at serving as a pilot investigation into the problems and aims of boarding schools in Nigeria. It is hoped that this exercise would attract future researchers to a neglected but potentially significant area of the Nigerian educational system.

The huge amount of money committed to this aspect of government activity each year, the concern of all involved

1. Fosdick, H.E., "Are We Part of the Problem or of the Answer?", National Education Association Journal, Vol. 36, December 1947, p. 621.

for the success of educational ventures, and the position of pre-eminence accorded to education in national developments, are all powerful considerations that call for thorough investigation into all issues crucial to the implementation of a boarding school policy.

According to the Federal Republic of Nigeria National Policy on Education, 1981

"Education is no more a private enterprise, but a huge Government venture that has witnessed a progressive evolution of Government's complete and dynamic intervention and active participation. The Federal Government of Nigeria has adopted education as an instrument par excellence for effective national development" 1

This policy is given local expression by the various State Governments, taking into account their special and peculiar needs and experiences. For instance, in the Second Development Plan of the Rivers State (1975 - 1980), it is stated, inter alia:

"Education has been accepted as one of the most important factors for the achievement of rapid economic development and technological progress and a tool to prepare the individual to undertake specific jobs and so to enable him to discover his own personality and enrich his knowledge." 2

One could notice from the two excerpts quoted above that it is no exaggeration to give to education the pride of place of all governmental activities.

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1. Federal Republic of Nigeria, National Policy on Education (Revised), (Lagos: Federal Government Press, 1981), p. 5.
 2. Rivers State of Nigeria, "Rivers State Development Programme", The Third National Development Plan (1975 - 1980), Port Harcourt, p. 62.

In view of this, the writer is concerned to place the problem of boarding schools in a broad perspective; presenting it in the light of history, present trends, future prospects, and mitigating circumstances. In this way, educationists and government policy makers in Nigeria and elsewhere may be helped to develop an attitude of realistic analysis that avoids the twin extremes of naive evasion and morbid exaggeration.

4.3 Research Questions, Assumptions, and Hypotheses

The research was designed to answer the following questions:

- (a) Why do parents and guardians send their children or wards to the boarding or day schools?
- (b) Are the boarding schools selective, and if so, what are the criteria for the selection (if any) by the school authorities?
- (c) Do the boarding schools exist to satisfy certain demands?
- (d) Are the boarding schools obsolete - behind the changing social and economic conditions in society?
- (e) To what extent were parents in the four eastern states satisfied/dissatisfied with their boarding secondary schools?
- (f) Did the parents' perceptions of their boarding schools satisfaction/dissatisfaction differ according to their sex, age and educational qualifications?
- (g) Were there differences in the perceived boarding satisfaction of urban and rural parents?
- (h) To what extent have the Education Edicts of 1970, 1973,

and 1976 of the four eastern States of Nigeria affected the boarding school traditions, organizations and administration of students' school values, discipline and philosophy?

- (i) Are the conditions prevalent in the boarding schools markedly different from or similar to the type most of the students are brought up or from other boarding accommodation in the communities in which the schools are located?
- (j) What special problems are encountered by student boarders and day students?
- (k) What is the extent to which such factors as sex, year of study, socio/economic status, and urban/rural upbringing influence the degree of satisfaction with boarding house life?
- (l) Do parents, teachers and pupils favour/disfavour the confirmed existence of boarding schools?
- (m) What recommendations could be made based on the analysis of the research findings?

4.4 Selected Definitions

Certain terms and phrases will be used frequently, and it is necessary at this stage to present a brief glossary.

Assisted School - A non-government school to whom a grant is made from the public revenue subject to certain regulations laid down by the government.

Boarding Accommodation - Boarding arrangements which are provided by day-schools, parents/guardians, or by other agencies other than by a boarding school for the purpose of

providing boarding and lodging for the students.

Boarding School - An educational institution which in addition to daily classroom instruction, essentially provides a department for boarding, lodging, general care, and supervision of the students for twenty-four hours of the day by the staff of the school.

Chi-Square (X^2) - A statistical technique used to determine whether a difference between groups within a sample is likely to be found also in the population from which it came. Also whether a particular pattern of entries in a table is likely to have occurred by chance.

Coefficient of Correlation (r) - A measure of the degree of relationship or "going togetherness" between two sets of measures from the same groups of individuals.

Educational Environment - The usage here is restricted to encompass the nature and type of boarding, recreational and educational facilities, and other external activities and influences within the immediate surrounding to which the students inter-act.

Government School - School owned and operated by the Central or State Government.

Level of Significance - A statistical term used to indicate the amount of confidence in whether or not the difference between the two means, two percentages, or other comparable measure is statistically significant (not due to chance).

Opportunity Sampling - A non-random method of constructing a sample by selecting cases known to possess certain desired features, without considering other cases which possess these features. The choice was based on reasons such as convenience rather than random sampling.

Mission School - School owned and managed by missionary organisation. It may receive grants-in-aid from the government.

Neighbourhood Schools - Schools that get their clientele from the local community in a given 'catchment area'. In urban areas, the population is drawn from socially homogenous areas.

Opportunity Sampling - See page 82.

Private School - School owned and operated by an individual citizen or local community. It may receive grants-in-aid from the State or Central Government.

Secondary Schools -

"Schools to which people are normally admitted after passing primary (VI) six in a primary school and providing full-time education for pupils above twelve years of age and in which provision is made for instruction" ¹

in various approved subjects. The schools are "classified by the commissioner as Grammar, Commercial, Comprehensive or Technical according to the syllabus followed."² Sometimes secondary schools in Nigeria are designated as 'High Schools', 'Academy', or 'College'.

Select Group³ - This implies an artificial stratification of parents and guardians into two 'cultural' strengths - the 'haves' (the select group), and the 'have nots'. There are

1. Public Education Edict 1970, op. cit., p. 23.

2. Ibid, p. 24.

3. Adapted from Charters, W.W. Jr., (See Bell, R.R. (ed.), Sociology of Education, 1965, pp. 174-75, (footnote).

no available or reliable figures to be used in splitting the population into these two groups. However, for the purpose of this study, the variables used in the stratification are economic power, political power, occupational ranking and prestige ranking. The 'select group' includes administrative and executive officers in commercial firms, civil service, corporations, and private agencies, Teachers, University graduates, and N.C.E., Church dignitaries, agents of major economic and financial concerns, contractors, and businessmen, professions (medical doctors, pharmacists, engineers, lawyers, magistrates, University lecturers etc.) and chiefs. The other group, the 'have nots' share one characteristic in common which is the personal cycle of poverty (through childhood, marriage and age) which cross the rational waves or work or hunger. The group includes petty traders, farmers, tradesmen, artisans, drivers, retailers, Junior Civil Servants, clerical officers, teachers, nurses, daily paid workers.

Urban/Rural¹ - In Nigeria - a city with a population of above 10,000 people. A rural town is one with a population of about 5,000 and a village with a population below 1,000 people. Parents in the rural areas are on the average poorer than those in the urban areas and therefore they are less able to provide their children with school requirements including school fees, text books, school uniforms, and other requirements; on the average parents in rural areas are less educated

1. Ukeje, B.O., (ed.), Foundations of Education, (Benin City: Ethiope Publishing Corporation, 1979), p. 171.

than those in urban areas, and so are less able to help their children with their school problems. The children in the rural areas are not as acquainted with cars, trains, mechanised toys, electrical gadgets, books, newspapers, cinema, plays and television which enrich education for children in towns. A tendency has been observed of teachers preferring to live in the urban areas, and it is possible that a greater number of good teachers are in urban than rural areas.

CHAPTER FIVEA REVIEW OF SOME PREVIOUS RESEARCH
ON BOARDING EDUCATION5.1 Research Based on Students

Thorday (1951)¹ in her study of "Halls of Residence", concluded that "full residential places for all (University students) would therefore seem to be ideal."

Marris (1963)² compared Hall and Lodging students in respect of their range of friendship, frequency with which they took part in informal discussion, contact with staff, reading outside their subject, participation in sports and societies and the University results. He concluded that halls did not "promote either general reading or academic performance" and that they "may not, after all, contribute significantly to education."

Albrow (1966)³ in his contributions, attributed such contradictions in conclusions to the fact that variables which are likely to have influences on the composition of the student bodies in halls and lodgings were uncontrolled. The variables according to Albrow include:

- (a) social class;
- (b) the year of students with experiences of the varying

1. Thorday, D., "Hall of Residence", University Quarterly, Vol. 12, No. 1, 1951, pp. 53-55.

2. Marris, P., "Hall or Digs. for Students", New Society, No. 33, 16 May, 1963.

3. Albrow, M.C., "Influence of Accommodation upon 64 Reading University Students", The British Journal of Sociology, Vol. XVII, No. 4, December 1966, pp. 403-417.

lengths of residence in different types of accommodation;
(c) the effects of self-selection and the school's selection of the composition of the residential population.

Lambert, Bullock, and Mallham (1973)¹ studied boys' and coeducational boarding schools in England and Wales from 1964-1968. The studies have been published in various books including 'The Chance of a Lifetime'. Relevant sections of their studies have been reviewed here. Lambert's studies originally had three main aims: first, to find out what kinds of boarding schools there were in England and Wales and to compare them in terms of objectives, operation and effect; second, to assess the general effects on children of residential education compared with day education; and third, to develop an objective framework for studying and comparing schools as societies. The second objective is relevant in this study. Their study of boarding and the family will be considered in a different section.

The main research of 1964-68 covered a sample of 66 schools in England and Wales, all for boys, or coeducational, all of secondary-age range, all of which had half or more of their pupils as boarders and all of which were recognised by the DES. They studied one in every three of all the boarding schools on the list of boys' public schools (the Headmasters Conference List), one in three of Schools of the 'progressive' variety, (as listed in the Independent Progressive School),

1. Lambert, R., et al, The Chance of a Lifetime, (London: Weidenfeld and Nicolson, 1975), p. 5.

and one in five of all the other recognized independent boarding schools, in the published government handbook. Some of these schools - direct grant or independent - had half or more of their pupils supported financially either by State agencies or charitable funds and they are described as 'integrated' schools in their studies. One in five of the mainly boarding schools directly run by the Ministry of Defence abroad for British children and six small boarding hostels attached to day schools were also visited by the investigators. The table below shows the data on the sixty-six schools.¹ Lambert and others also interviewed 179 parents in all.

TABLE 5A

SOME BOARDING SCHOOLS IN ENGLAND AND WALES 1964-1968

No.	Type of School	Completed Interviews		No. of children answering questionnaires	Total nos. in schools	% age pupils interviewed and answering
		Staff	Pupils			
15	Maintained	145	164	2,148	3,090	69.5
18	Independent	186	244	2,414	4,014	60.1
7	Progressive	86	71	1,336	1,855	72.0
26	Public School	333	349	4,283	10,204	42.0
66	Total	750	829	10,181	19,163	53.1

1. Ibid, p. 8.

In 1966-68 supplementary studies were carried out.¹ A survey was made of a sample of 25 independent recognized preparatory schools for boys - the data was occasionally used in the main research. In discussing the effects of boarding they also referred to findings in Dr. Malory Wober's (1971)² Separate Study of recognized girls' boarding schools of which he studied a sample of twenty-three. Similarly, Graham Kalton's (1966)³ data was also used. Information is also used on boarding policies gathered from 136 local education authorities in England and Wales, and also on attitudes towards boarding, the actual or potential 'need' for residence, gathered from a special study done in five different areas of the country, 124 state day schools, 11,047 pupils, 9,953 parents as well as teachers, social workers and others.

On instrumental and organizational styles of boarding in England, Lambert and others concluded as under:

"Given the recognition of the substantial differences within residential education, the debate about boarding can never be the same. It is no longer a question of the merit of boarding versus day education as of the value (if any) of different styles of residence for different children or situations, be they the training of a managerial elite or the meeting of kinds of deprivation. Also it is also when all the possibilities and varieties of residential education are considered that future policies can be constructed and growing points

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1. Ibid, p. 9.
 2. Wober, M., English Girls' Boarding Schools, (London: Allen Lane, The Penguin Press, 1971).
 3. Kalton, G., The Public Schools, (London: Longmans, 1966).

discerned, Boarding we may fairly conclude, may be one educational method, but in this country, it has developed several styles, some of which may be useful for some children at certain times." 1

Their results on effects of boarding are important here. According to Lambert, many claims have been made about the effects for good or ill of boarding upon those who experience it. But there has been no conclusive evidence on the matter.² He states that it is doubtful if there ever will be such evidence because of the difficulties of isolating and controlling the effects of the variable of residence from hosts of others.

The general findings of Lambert and his team conclude by asserting that "given the emphatic claims and counter-claims on the merits and defects of boarding education by its sponsors and detractors, the effects that their researches have been able to suggest or determine are surprisingly sparse and tentative. Many of the tests they devised to get out the differences between boarders and day pupils at similar or the

1. Ibid, p. 196.

Also Lambert criticizes the Public Schools Commission for not exploring boarding provision outside the public school system. He considers its recommendations about the meeting of boarding needs are bound to be defective as it had not reviewed all the patterns by which need was being or could be met.

2. Ibid, p. 197

Lambert explains on p. 364 that though there has been much research on residential education, it has nearly all concerned with special education and its results cannot be applied to schools for normal children. There has been virtually no research into the effects of boarding for such children. One early attempt, however, was by Spinley, B.M., The Deprived and Privileged, "Personality and Development in English Society", (London: Routledge and Kegan Paul, 1953).

same schools and from similar backgrounds, produced no clear results at all. Lambert speculates that perhaps the tests were inadequate and suggests that each of the alleged effects they explored and described deserves an elaborate and carefully mounted study involving the follow-up of pupils after they have left school altogether.

By and large, Lambert and his team concluded that the effects of boarding on the academic performance of the majority of boarders are not substantially different from those of day education on pupils in controlled day situations, except that the more able day students seem to do better than boarders, whereas less able boarders seem to do better than their day counterparts.¹ In terms of a general widening of horizons, Lambert asserts that it was clear that the potential of residence was greater than that of day education, despite the residential situation introducing certain limitations of its own. Boarding schools were also found to have greater scope than day schools to direct the informal world of pupils and staff to their ends, though sometimes this power was obstructed by the weaknesses of the system as it now is. Boarders seem to adapt more extremely to their schools than day pupils in terms of commitment or alienation and also of withdrawal. Undoubtedly, Lambert found that boarding schools offered greater pastoral care among pupils themselves, significantly among boys who seemed to have more and deeper relations with contemporaries than adolescent day boys, who seemed by contrast to be remote from pastoral agencies both

1. Ibid, pp. 255-257.

among adults and among their peers. The ability of schools to cope with need to live away from home varied and depended on their ability to cope with the primary need and the secondary ones resulting from removal.

In terms of the effect on individuals, Lambert found no clear evidence. Not even on the alleged promotion of 'self-reliance' among boarders, though they admit, it is likely that certain kinds of 'independence' are fostered at the same time as forms of 'dependence' may be increased. The same effect was found when the investigators examined skills of management, though boarders clearly had more training in some kinds of adult roles than day pupils. More clear was the tendency to induce gregarious living and to condition those who have experienced it from an early age, to value social rather than individual characteristics in people, though there is little evidence of more conformity to the group among boarders than among day boys. The investigators also found that early boarding may affect the emotional development of boys, leading them to difficulties with affective situations or in dealing with affective figures, but easing their relation with authority figures. Single-sex boarding induces, besides, widespread frustration, a sharp divergence in attitudes to the other sex, claims the investigators. They claim it makes girls seem remote and unreal or engines of gratification to substantial numbers of boarders. They found plenty of evidence that single-sex boarding sensitizes boys to their own homosexual instincts or to homosexual situations, though no evidence that homosexual activity was widespread. There was little comparable evidence about homosexuality for day pupils, and

less about the later lives and adjustment of boy boarders, but what there is shows more difficulties for them in later life. Lambert asserts that coeducation removes the frustration of single-sex education, but, compared with day experience, certain styles of it induce some further severe frustration among girls, a fragmentation of boy society and an intolerant rigidity about deviation from heterosexual norms.

One important finding by Lambert and others is that the age at which boarders leave home seems to induce important individual adaptations among boys in their approach to others, in their handling of emotions and authority figures and in their sexual lives.

When Lambert and others asked the students in their surveys about the advantages and disadvantages of being a boarder, lack of contact with family and home was given as one of the major disadvantages by the majority of boys under sixteen and in all schools surveyed except two. It was however significant that these two schools had both made experiments to establish closer and more frequent contact between pupils and their homes. When Lambert and others asked again, in all schools, what aspects of school life caused most worry, lack of contact with the family was again one of the four most prominent concerns of all pupils, including those of sixth-form age. Though it is often claimed, frequently by the schools themselves, that boarding education fosters 'independence', by removal from home and few of the boys actually wanted to go back home and live, it was significant that the pupils so uniformly wanted more contact with it. Few schools gratified this wish and few staff seemed aware of the pupils' needs.

Lambert and others then concluded that the general policy of rigidly limiting access to the home may thus actually increase the level of anxiety and frustration in the school, causing deeper problems than those which might result from a more open and flexible policy.

Finally, Lambert and others concluded on 'boarding and the family' as follows:

"The challenge for boarding schools if they are to survive, if they are successfully to transmit their values, if they are to maximize the help they provide for the child and to minimize the damage they do and if they are ever to accommodate children from social groups with intensive family lives, is how to work with, through and alongside the family, recognizing what those in day and special education long ago accepted, that the home offers what no school can and that the school and home linked in a continuum offer the most supportive environment for the growth of a child." 1

The Bloxham Project Research Unit, Oxford,² set up in 1969, studied the ways boarding schools communicate Christian ideas and values. They found that one in four boys in their sample public schools agreed strongly that the way authority is organized works well, two in five agreed strongly that there was too much concern with power and authority in the school. At both boarding and day schools about two in five boys agreed strongly that generally relationships between staff and pupils were easy and friendly; but one in four were

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1. Lambert et al, op. cit., p. 286.
 2. Venning, P., The Times Educational Supplement, 23 June, 1972, quoted from the 'Bloxham Project Research Unit, Yes and No', Spring, 1972.

convinced there was little trust between pupils and members of staff.

Wakeford, J. (1969)¹ in discussing 'social control' in boarding schools reports that at the research school in Oxford,

"only a minority of the boys, according to their own surveys, favoured compulsory attendance at (Church) services; few attended such services as were 'voluntary' and only a small number reported attending religious services with a similar frequency" during the holidays. Thus the compulsory whole-schools service provided on occasions the opportunity for discontent to be symbolised."

Wakeford reports that

"on one notable occasion only the threat by the headmaster to close the swimming-pool prevented the implementation of a plan for the whole school to refrain from singing one whole verse of the psalm."

He concludes by asserting that "obviously where the norms and values embodied in the ritualistic symbolisation were rejected, such ritual tended to have a negative effect in contributing to the social control techniques in the school system."²

Obanya (1979)³ studied some correlates of Nigerian pupils' adjustment to Boarding House Life. His objectives were (a) to measure students satisfaction with adjustment

1. Wakeford, J., The Cloistered Elite, (London: Macmillan, 1969), p. 127.

2. Ibid.

3. Obanya, P.A.I., Majasan, J.A. Papers, University of Ife Memorial Lectures 1981, pp. 155-163.

to boarding house life; (b) finding out if dissatisfaction with boarding house life is positively related to dissatisfaction with school life generally; (c) finding out what aspects of boarding house life Nigerian students find distasteful; and (d) determining the extent to which such factors as sex, year of study, socio-economic status, and urban/rural upbringing influence the degree of satisfaction with boarding house life. The subjects were four hundred and ninety-eight (two hundred and forty-eight boys and two hundred and fifty girls) randomly selected from six secondary schools in the town of Ijebu-Ode in Ogun State of Nigeria. They represented each of the five years of the Nigerian Secondary School course. A questionnaire was designed and distributed to the subjects who completed them. The major findings were:

- (a) that students in the higher classes of the secondary school tend to be more dissatisfied with boarding house life than those in the lower classes;
- (b) the girls tend to be less satisfied with boarding house life than boys; irrespective of year of study; though the gap between boys and girls is wide among first-year students;
- (c) that those aspects of boarding house life which deal with food, study and leisure tend to receive a lower degree of acceptance in the higher classes than they do in the lower classes.
- (d) that children from lower socio-economic status homes adjust more easily to boarding house life than those from higher socio-economic status homes;

- (e) that urban or rural upbringing does not seem to influence adjustment to boarding house life considerably;
- (f) that a moderate degree of positive relationship exists between satisfaction with school life and adjustment to boarding house life.

In discussing the findings of his study, Obanya states that the students in his sample who were in the upper classes of secondary school are in the middle stages of adolescent life (mean age of 17.3). This, he claims, is widely acknowledged as a period of intense crisis for the individual. Since at this age the adolescent is likely to be dissatisfied with everything around him, it was not therefore surprising that he was more dissatisfied with boarding house life than the younger adolescent. That girls could be less adjusted to boarding house life than boys was surprising, because it is claimed that Nigerian girls are known to be less troublesome in school than boys. It is, however, possible, suggests Obanya, that girls at this stage of development tend to have more problems than boys, and so have learnt to keep these problems within themselves, without complaining aloud.

Obanya also asserts that older students tend to find boarding house practices concerning food, study and leisure less acceptable than younger ones, probably because these rules have remained unchanged for years (at least during the whole of their stay in school) and so have made boarding house life monotonous.

Another interesting finding by Obanya is that children from higher socio-economic status homes in Nigeria seem to be facing more problems in the boarding house than less

privileged children. This could be because of a possible clash between home and school standards of discipline, nutrition, and general living conditions. In a country where schools are still traditional in methods of discipline, teaching, and administration, children from higher-class homes are bound to have problems of adjustment. This is perhaps largely due to the more "progressive" approach to discipline and child-rearing in their homes.

The finding regarding the differential effects of rural and urban upbringing, Obanya warns, must be interpreted with caution. This was because of the defects in the method of collecting information on the variable. The term "village", "small town" and "large town" were not operationally defined in the personal information questionnaire used for the study.

From this study Obanya argues for changes in different aspects of boarding house organization in Nigerian secondary schools. His suggestions are that there should be flexibility in the enforcement of rules and regulations. This means that teachers and boarding housemasters have to be less strict in dealing with older students. There could also be changes designed to meet the changing nature of the Nigerian Society. More and more Nigerians are beginning to have money and to be more enlightened. More and more parents are therefore becoming better able to offer support, and even some luxuries to their children. Parents are also becoming more democratic in their dealings with children. These changes concludes Obanya, "should be reflected in the way boarding houses are run."

5.2 Research Based on Parents

Lambert and others (1964-68)¹ also studied parental attitudes towards boarding. They confirmed the assertion that boarding education in England is seen as a threat to residential life. Boarding and the family are often conceived as irreconcilable opposites, both possessing virtues which cannot be woven into an integrated educational experience for a child.

They found from their surveys of 9,953 parents living in seven local authority areas all over England, that they would not be interested in residential education of any kind for their children even if it was financially possible for them to have it. Most parents feel that for the child to live away from home, even not very far, is incompatible with a proper family upbringing and with parental love, care and responsibility. Boarding, according to many parents, asserts Lambert, is an unnatural state, suitable for the 'abnormal', that is to say, for the very rich on the one hand, or the delinquent and deprived on the other.

Their survey showed that about 12% of parents were interested in having some form of boarding for their child if funds were available to help. This, Lambert and others claim, if projected at the national level, would mean a potential 327,000 extra boarders, more than twice the present number. They indicated a significant 65% of these parents wanted boarding only if it was consistent with the continuation of family life; that is, if the child was near enough for regular contact with home and if the school was unconventional enough to permit this contact in other ways too. In other

1. Lambert et al, op. cit., p. 258.

words, those who wanted boarding school showed the same hostility as those who did not to the present system because it seemed inconsistent with family life.¹

Lambert and others also studied 179 parents from 3 different types of boarding schools. The parents were interviewed in depth and the questions covered not only factual data but attitudes to boarding, reasons for selecting schools and satisfaction with them, child-rearing practices, and opinions on social, ethical and political issues. Information was also gathered on the parents' community life, their work, income, interests, their sons' life at home during the holidays and the parents' view of them, and the way in which boarding had affected themselves, their children and their relationships.

In general, Lambert and others found a close affinity in attitudes and conventions between the public school and its parents. They concluded that this continuity in social, political and expressive values and academic standards makes for smooth recruitment and socialization but embeds the school in a web of rigid expectations which limits its capacity for change. By contrast they found great diversity, lack of pre-socialization, and sharply differing motivations of state school parents make it difficult for the schools, even if they were so inclined, to develop a thorough, high and uniform stress on collective goals of the expressive kind. The investigators found that as long as the school produces the

1. Ibid. Also see Public Schools Commission, First Report, Vol. 2 app. 9, Also Lambert, R., Demand for Boarding, (1966), Woolfe, R., Away to School, (1964).

instrumental goals which the parents approve, and does not challenge the parents' emphatic family values and attitudes to child rearing, the parents are content and the schools are free to change and experiment radically in other ways. They saw how the stress on homeliness and access to the home in the style created by some of these schools reflects the background and culture of the children, just as totality, spartan living and delegation of family roles and more limited contact with the home reflects the attitudes and practices of public school families.

Wakeford¹ (1969) reports that parents with high incomes in England have almost invariably sent their children, and in particular sons, to private and, if possible, public schools, and for most parents, unless resident in the vicinity of such a school, this required that their child boarded. He quotes two surveys to support his argument. The first one by Klein, and others (1954)² indicated that only two-thirds of those earning over £1,000 a year had themselves been educated privately, 95% of their own children were attending public schools. Wakeford concludes that the aspiration to education appears, however, limited to a minority of parents. The second survey by Donnisson, (1967)³ only 7 % of parents (424) stated that they would accept a place for their child at a fee-paying public school. Donnisson found that there is no

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1. Wakeford, J., The Cloistered Elite, (London: Macmillan, 1969), p. 27.
 2. Klein, L.R. et al, 'Savings and Finance of Upper Income Classes', Oxford University Institute of Statistics Bulletin, November 1956, quoted by Vaizey, 1962, p. 150.
 3. Donnisson, D.V., 'Education and Opinion', New Society, Vol. 10, No. 265, 1967, p. 585.

large vote for the abolition of independent schools: 71% were 'against' abolition; 18% 'in favour'. The two concepts ("public school at which you pay fees" and "independent school") are rather different and the investigator warns that it would be rash to speculate about this contrast. Donnison also found a more interesting contrast between parents with children at different kinds of school. Parents with children at private and grammar schools tended to be most satisfied. Those with children in primary and "other" schools - mainly secondary moderns - were much less satisfied.¹

Willmott and Young (1964)² carried out a survey in Swindon to find out the extent of the demand from parents if fees in boarding schools were abolished. They wanted some information which may be suggestive no matter how tentative, to enable parents to have an actual choice between day and boarding schools. 663 questionnaires were circulated to parents through the schools, and 559 - more than 80% returned them completed. The investigators assumed that most of those who did not return fully completed forms were not in favour of boarding schools.

The same enquiry was also made in primary schools in villages and small towns in the county of Wiltshire. Some 30 schools were used; 215 forms were sent out and 165 - about 76% - were returned and filled in. The object of the supplementary enquiry was to find out whether in rural areas where there are special problems of secondary education, the demand for boarding schools would be higher. The results were as

1. Ibid, p. 586.

2. Willmott, P. and Young, M., 'Do Parents Want Boarding?', WHERE, No. 16, Spring 1964, pp. 4-7.

follows:

- (a) **Preference for Boarding Schools:** The proportion opting for boarding school seemed rather high, varying from a fifth to just over a third, For the total 'sample' in Swindon the proportion was 28%. If they assumed that the people who did not complete their forms were against boarding, there would still be 25% in favour. The proportion was also higher for sons than daughters - age 9-11 28% for boys and 27% for girls; age 13-14 - 31% for boys and 20% wanted boarding for girls; and at age 15-16, 36% wanted boarding for boys whilst 27% wanted boarding for girls. But there was no significant difference according to the child's age.
- (b) **Weekly Boarding:** The idea of a weekly boarding proved popular. Of all those parents (161) who said they wanted their children to go to boarding school, 38% preferred weekly boarding, 18% of the 398 parents who did not want a boarding school would change their minds if it was weekly boarding.
- (c) **Parental Contributions:** Parents were asked whether they would be willing to make a contribution towards the cost of boarding on a means test basis if their children did go to boarding school. The scales used were the ones being used by the L.E.A.s. A family with £15 a week had to pay 10 shillings per week towards the cost of boarding; one with £40 per week a contribution of £5 per week. Of the 161 parents who said they wanted boarding school, 78% said they were prepared to pay.
- (d) **Social Class:** Parents were grouped according to their

occupational class. People in the higher occupational classes more often wanted boarding school for their children. In the professional class, 45% wanted boarding, 37% intermediate; clerical and shopworkers 32%; skilled manual 23% and semi-skilled and unskilled manual 30% of the parents wanted boarding. It was clear that social class is an important influence on parental attitudes to boarding school. At the same time, a quarter of manual worker parents said they wanted boarding school for their children and if this proportion had their way nationally it would mean a dramatic change in the social composition of the boarding schools. Since there are two or three times more manual workers than non-manual in Britain, 'working class' children might be in a majority. It is important to note that occupational class made no difference at Swindon to the proportion who said they would contribute to the cost of boarding education: 'working class', in other words, were as willing to contribute as 'middle class'.

- (e) Parents' Education: Willmott and Young found that parents' own education like their occupational class affected their views. The parents who themselves had a longer education more often wanted boarding school for their children. There were slight differences in the choice for parents of boys and girls.
- (f) The Child's Ability: The I.Q.s of the primary school children, and most of the children at the grammar school and one secondary modern, were obtained, and it was the same with school 'streams' - parents of both boys and

girls with high I.Q.s and in high 'streams' at school were inclined to favour boarding, This did not mean that demand for boarding is higher among the parents of grammar school children than secondary modern. The variations in demand between different schools are slight, but the demand is actually higher among parents of secondary modern school children than grammar school.

(g) Social Class and Success at School: This study found two big influences which stood out clearly - the parents' occupational class and the child's success at school, measured by 'stream' or I.Q. There was an association between social class and success at school. Of the fathers in the survey with non-manual jobs, 53% had children in 'top' streams, against 32% of the fathers with manual jobs; and only 19% of the former had children with I.Q.s of 110 or less, against 60% of the latter. The investigators found that the findings on stream and I.Q. were not a reflection on class differences. Within each occupational class, the parents of the abler children were inclined to opt for boarding.

(h) The Parents' Reasons: Willmott and Young, after the first question on the form, asked "If you had the chance, would you like him or her to go to a boarding school when he/she is 11 or 14 or 16?" The parents were asked why they had answered as they had. First, what reasons were given by the parents who did want boarding school for their children?

The answer is shown in the following table.

TABLE 5B

REASONS FOR WANTING BOARDING SCHOOL IN SWINDON, 1964¹

	Boys			Girls		
	9/10	13/14	15/16	9/10	13/14	15/16
Better education	11%	16%	13%	6%	33%	18%
Encourage independence, self-reliance, 'character'	37%	34%	58%	50%	20%	41%
Better education and encourage independence, self-reliance, and 'character'	26%	25%	21%	31%	40%	41%
Other reason	26%	25%	8%	13%	7%	-
Total %	100%	100%	100%	100%	100%	100%
Number	27	32	37	16	15	22

TABLE 5C

REASONS FOR NOT WANTING BOARDING SCHOOL IN SWINDON, 1964¹

	Boys			Girls		
	9/10	13/14	15/16	9/10	13/14	15/16
Value of home life (to child, parents or both)	63%	43%	50%	66%	45%	44%
Content with present education	8%	17%	11%	4%	18%	13%
Value of home life and content with present education	-	5%	5%	-	-	10%
Too Young	13%	2%	3%	8%	3%	-
Too Old	-	10%	5%	-	3%	10%
Expense too great	-	-	8%	4%	-	3%
Other reason	16%	23%	18%	18%	31%	20%
Total %	100%	100%	100%	100%	100%	100%
Number	54	42	38	26	38	39

1. Ibid, p. 6.

Altogether a tenth to a fifth stressed the educational advantages, a third to a half the effects upon the child's 'character', and a quarter to a third mentioned both. Thus effects upon 'character' seem to weigh more than any supposed educational advantages. Here are a few examples of the sort of answers people gave, which give some indication of what they meant by educational and non-educational advantages.

Educational advantages: "I feel that a boarding school offers the best form of education and would do all I could to help Betty get the finest education possible", (Shop manager, 9/10 year old daughter). "I think there is nothing to equal a good education and, if a child is academically minded, a boarding school would give him the best chance of learning", (Lorry driver, 13/14 year-old son).

Effects upon 'character: "In my opinion, she would be taught independence: any qualities of leadership would be given a chance to mature. Tradition of service etc. Also her speech would improve and that extra polish would be added", (Clerk, 9/10 year-old daughter). "I think it would be a great chance for a boy to learn to stand on his own feet and also help in mixing better with other people. Would give more confidence and build up his character", (Factory foreman, 15/16 year-old son).

Education and Character: "I believe that not only does a boarding school give a higher educational standard, but also broadens character in their pupils", (Works foreman, 13/14 year-old son). "I believe she would be better taught and would learn independence", (School teacher, 15/16 year-old daughter).

- (i) **Some Arguments Against:** Some arguments against boarding schools were identified in this study. The most common reason given was the parents' belief that home life would suffer in one way or another. This was said rather more often by those with 9/10 year-old children. Some examples are given below.

"What is the good of having children and building a home for them if you are going to send them away? They need the love of their mother and father at all times, not just holidays", (Machine operator, 9/10 year-old daughter). "I think that a child's place is with its parents and there is so much trouble going on all over the place that you cannot trust anyone where children are around, P.S. Not that I would not like my son to get on - I would very much", (Engine driver, 13/14 year-old son). "Home life is an essential ingredient of a child's education, requiring constant liaison between parent and child, Boarding schools can lead to arrogance in the finished product", (Sales Manager, 15/16 year-old daughter).

- (j) **The Supplementary Survey:** Willmott and Young discovered that the responses in rural Wiltshire were very similar to those in Swindon. Exactly the same proportion of rural parents (28%) would like boys to go to boarding school, rather fewer (20%) wanted boarding schools for girls. Weekly boarding was more popular than in Swindon: of those who favoured boarding, two-thirds in the country districts, against one-third in Swindon, said they would prefer weekly boarding. As in Swindon most of the

interested parents said they would pay.

Willmott and Young concluded by suggesting that "there is a large unsatisfied demand for boarding education". They estimated that at 14 there would be three children applying for every boarding school place if fees were replaced by a Means Test. They observed that if parents elsewhere were the same as in Wiltshire, demand would be greater than could be met by existing schools. They warned against accepting the results of such a small survey with a hypothetical question - and the reference to Marlborough may have also biased the answers. They recommended:

"for all that, it looks as though any Minister of Education contemplating a plan for boarding education would be wise to reckon on the possibility of a large untapped demand from the parents of Britain." 1

5.3 Research Based on School Personnel

Nwana, (1971)² studied the attitudes of East Central State Teachers in Nigeria. The study was aimed at determining the direction of the attitude of teachers towards the Establishment of Boarding Schools and Day Secondary Schools together with eight other crucial educational issues. A Thurstone and Lickert-type scale with generalized statements varying gradually in degrees of favour or disfavour were developed and used. The scale was distributed in July 1971 to qualified teachers in a sample of fifteen secondary grammar

1. Ibid, p. 7.

2. Nwana, O.C., op. cit., pp. 207-218.

schools, formerly owned by the Roman Catholics, Protestants, the Government and communities, as well as both boys and girls schools. 180 teachers responded to the scale which was distributed by University trainee-teachers in the schools in which they carried out their 1971 Long-Vacation Teaching Practice. Nwana's Table 5D- built up from data in the State Directory of Schools for 1970 (Ministry of Education 1970) - shows the distribution of the 252 secondary schools in terms of sex and type of accommodation. The following table shows that there are about as many entirely boarding (118) schools, as there were boarding/day (130) schools (46.8% and 51.6% respectively).

TABLE 5D

BOARDING ACCOMMODATION IN THE E.C.S., 1971.

Sex	Boarding	Boarding/Day	Day	Total	%
Female	62	1	2	65	25.8
Male/Female	35	59	1	95	37.7
Male	21	70	1	92	36.5
Total	118	130	4	252	-
%	46.8	51.6	1.6	-	-

The table also shows that there were only 4 (i.e. 1.6%) entirely day schools. In more detail the table shows that the following trends hold in the State:

- (a) Girls' schools are predominantly boarding;
- (b) Boys' schools are predominantly both boarding and day

in mode;

- (c) Mixed or Coeducational schools are more boarding/day than boarding.

The results were represented in a frequency distribution of responses (5 point scale) as follows: 46 teachers indicated a very favourable attitude, 66 a favourable attitude; only 2 teachers showed an unfavourable attitude whilst 19 indicated a very unfavourable attitude towards boarding education; 66 of the respondents were neutral. The conclusion of this study was that the majority of the teachers in the sample were in favour of the re-establishment or strengthening of the boarding school in the State. Nwana attributed this result to the fact that day students had not been attending school regularly and are known to be truants; most of the teachers also attended boarding schools. There was no significant difference in attitudes between Catholic and Protestant teachers.

5.4. Research Based on Members of the Public

Olutola, (1981)¹ conducted a survey on 'Private Schools and Equal Opportunities in Nigeria'. He designed an inventory which sought brief biographical information as well as information on people's attitudes to the operation of private schools in Nigeria. He randomly selected two hundred subjects from educational institutions, public service, and the motor park² who responded to the questionnaire. Some items on the

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1. Olutola, A., "Private Schools and Equal Educational Opportunities in Nigeria", Education and Development, A Journal of the Nigerian Educational Research Council, Vol. 1, No. 2, July 1981, pp. 164-167.
 2. A motor park in Nigeria is the bus station where many jobless people do menial work for travellers.

questionnaire inquired about the desirability of private schools in a democratic and egalitarian society. Other questions dealt with whether private schools promote socio-economic alienation; whether more attention is given to students; whether private schools offered better quality education than public schools.

The results of the study are shown in the following tables. Table 5E shows the responses to the question: "should Private Schools be allowed in an egalitarian society?" Table 5F shows the responses to the question: "should people be allowed to send their children to whichever school they can afford?" Table 5G deals with the question "do Private Schools offer better quality education than Public Schools?"

Olutola, in discussing the results of his study, asserts that "the concept of equal educational opportunity is rather volatile". He found that 83% of the respondents expressed the view that private schools (boarding) should be abolished in an egalitarian society, whilst 80% of the same respondents felt that parents should be allowed to send their children to private schools, if they had the money - 96% answered in the affirmative. 100% response was recorded among respondents in the technical, West African School Certificate and some primary education categories. Only two respondents (1.25%) out of 160 with University and six (3.75%) teachers Grade II holders out of a total of 160, answered in the negative.

Also, Olutola asserts that private schools(boarding) offer better quality instruction than public schools from his study. 86.5% of the respondents affirmed the view whilst only 12.5% expressed the view that private schools are not

TABLE 5E

VIEWS ON THE EXISTENCE OF PRIVATE SCHOOLS
(BOARDING), (1981)

Category of Respondents	Private School should be abolished		Private School should not be abolished	
	N	%	N	%
University Education	(21)	70.0	(9)	30.0
Technical Education	(12)	60.0	(8)	40.0
Grade II Teacher Cert.	(23)	76.6	(7)	23.3
West African School Cert.	(28)	80.0	(7)	20.0
Some Primary School Education	(42)	93.3	(3)	6.6
No Formal Education	(40)	100.0	(0)	0.0
Total	(166)	83.3	(34)	17.0

TABLE 5F

VIEWS ON FREEDOM OF PARENTS TO SEND THEIR CHILDREN TO
THE SCHOOLS OF THEIR CHOICE IN NIGERIA, (1981)

Level of Educational Attainment	Should be free to decide		Should not be free to decide	
	N	%	N	%
University Education	(28)	93.3	(2)	6.6
Technical Education	(19)	95.0	(1)	5.0
Grade II Teacher Cert.	(24)	80.0	(6)	20.0
West African School Cert.	(28)	80.0	(7)	20.0
Some Primary School Education	(32)	71.1	(13)	28.8
No Formal Education	(29)	72.5	(11)	27.5
Total	(160)	80.0	(40)	20.0

superior. It is obvious to note that all the respondents with University and technical education answered in the affirmative.

The evidence based on the data presented, according to Olutola, appears overwhelming; that is to say, if private schools (boarding) offer better quality instruction than

TABLE 5G

VIEWS ON THE SUPERIORITY OF PRIVATE SCHOOLS
(BOARDING) IN NIGERIA, (1981)

Level of Educational Attainment	Superior		Not Superior	
	N	%	N	%
University Education	(30)	100.0	-	-
Technical Education	(20)	100.0	-	-
Grade II Teacher Cert.	(22)	73.3	(8)	26.6
West African School Cert.	(32)	91.4	(3)	8.6
Some Primary Education	(41)	91.1	(4)	8.9
No Formal Education	(28)	70.0	(12)	13.0
Total	(173)	86.5	(27)	13.5

public schools and if they enhance greater chances of educational attainments for their clients, then it would be hypocritical to eliminate them merely for the purpose of building an egalitarian society.

Olutola concludes by recommending that:

"Perhaps it would be more worthwhile for the social reformers to direct their crusade towards the upgrading of standards in the public schools, rather than on intensifying the onslaught on private (boarding) schools."

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He further suggests that the equality of educational opportunity as stated in the National Policy on Education (1977) seems like an intent. Inequality of educational opportunity is an inevitable fact of life and not a phenomenon for anyone to feel guilty about. If excellence in education is a rare commodity, then Olutola suggests that Nigerians should be

1. Olutola, A., op. cit., p. 167.

courageous enough to encourage institutions that openly promote it. Rather than smother private or boarding schools, steps should be taken to upgrade public and day schools in a manner that would make them acceptable to proponents of private (boarding) schools.

Hope Osuji, (1978)¹ did not agree completely with the proponents of the continuation of the boarding system in Nigeria. She had studied boarding education in Northern Nigeria and Lagos and found that the argument that the social benefits of the system outweigh its cost benefits is not completely tenable. She argued that most of the developed countries established the boarding section to serve certain social needs and demands and not as a norm. She cited the reasons for the establishment of the boarding system in the U.S.S.R., Britain, France and the U.S.A. According to Osuji:

"The English who introduced it in Nigeria did not put any of the above into consideration. They wanted to bring up the elite who will help either in spreading the gospel or in administering the people. For proper indoctrination, and to avoid the dilution of learned culture they secluded them from the community as was the case in Britain." 2

From the Nigerian point of view, Osuji asserts that the most important reasons for the need of boarding schools are

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1. Osuji, H.G.N., An Examination of the factors influencing the rationale and operation of the secondary boarding sector of Nigerian Education, Unpublished M.Ed. Dissertation, University of Hull, 1978, p. 149.
 2. Ibid, p. 150

that firstly, the Nigerian civil servant is often moved from place to place and this often results in the frequent change of schools by pupils as their parents move. Secondly, there is excessive daily travelling by the pupils which exhausts them. Thirdly, the overcrowding in Nigerian homes and acute shortage of certain reading facilities constrain potential. Fourthly, the fear of being too soft or permissive with the child due to parental attachment is postulated.

Osuji saw three main issues which required adopting that will

- (a) Alleviate the economic burden of secondary education both for the government and the parents;
- (b) Satisfy the inner desires of the pupils;
- (c) Alleviate administrative loads and therefore facilitate efficient administration and inspection.¹

She then recommended three types of secondary systems for Nigeria: large coeducational day schools in towns and cities for junior and senior secondary courses; small co-educational day schools for junior secondary courses; large boarding schools in towns for senior secondary courses.

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It is clear from much of this chapter that the English boarding (usually 'Public') School has a particular relevance for any study of the Nigerian boarding school; hence the following chapter.

1. Ibid, p. 151

CHAPTER SIXAN EPITOME OF THE FORMATION AND DEVELOPMENT OF THE
MODEL: THE ENGLISH PUBLIC SCHOOL

"of all things in the world there is
nothing, always excepting a good
mother, so worthy of honour as a
good school"

Rudyard Kipling

Given the context of much of Kipling's work, he was known as "the Empire Poet", there is no doubt that he had in mind the English Public School. This type of institution was, and is, one of the strongest influences on the Nigerian boarding school, and it is therefore necessary to examine the nature of the English Public School itself before dealing with the development of secondary boarding schools in Nigeria.

6.1 The Concept of Boarding Education

Manny¹ describes boarding schools as educational institutions in which the pupils have been surrendered by their parents or guardians to the care and supervision of the teachers of the school, and in which they receive not only instruction but also board and lodging. He makes the point that the schools have received their greatest development in England, where the large majority are under private

1. Manny, F.A., "Boarding Schools", A Cyclopedia of Education, Vol. 1, (New York: Macmillan Company, 1911), p. 404.

management and range from the great 'public schools' to the private establishments, where only a few pupils are admitted.

Manny goes on to emphasize that such schools are under private management and the students are constantly under the care of the teachers and so have afforded important centres for educational experimentation, so that in this respect, the boarding schools on the purely educational side do represent a wide variety of types, ranging from the traditional classical schools to the 'progressive' schools of the twentieth century. According to Manny, boarding school growth was a means for upper class interests having their educational needs met. This is despite the fact that, in their origin, most of the English boarding schools were intended for the education of the poor.

Punch,¹ a sociologist, defines boarding schools in England as follows:

"Boarding schools belong to that species of social institutions called the complex organization (that is, a social unit which is deliberately constructed to achieve specific goals), and also partly belongs to that particular subtype of complex organization, the total institution, that is one that orders its inmates' lives as a whole in the pursuits of its goals".

Fraser,² writing about boarding schools, explains what happens in them in the following terms:

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1. Punch, M.A., A Comparative Analysis of Three Boarding Schools.... Unpublished MA Thesis, University of Essex, 1966, p. 1.
 2. Fraser, W.R., Residential Education, (Oxford: Pergamon Press, 1968), pp. 1-2.

"visitors to private schools, often boarding schools, may sense little of the turbulent discussion going on around them. Schools are often isolated ... The teachers have more pressing pre-occupations in the form of lessons, syllabuses, timetables, work to be set, and marked, daily care of their charges and keeping up with their 'subject'. The schools present, internally, a business-like appearance, and the system of work, personal relationships, recreative activities, resting, eating, sleeping and so on, seems intelligently designed to promote the pupils' growth."

The particular type of boarding school which appears to have been transplanted in Nigeria during the colonial period is the 'public school'. We will now consider its definition.

6.2 The English Public School: The Problem of Definition

There seems to be no single or straightforward definition for the 'public school' in England. Almost all the writers on the subject, have expressed one difficulty or another in trying to define what the public school is all about. Various criteria and tennets have, however, been used at different times depending on the interest of the writer. And yet, there are some specific factors which distinguish the public schools from all other schools in England. A number of these definitions will now be considered to provide us with a basic idea of what the public school is seen to be. It is important to point out that most of the definitions are sociological and cultural, and they are therefore only partially applicable to the Nigerian situation.

The first definition selected is provided by

Fletcher.¹ He writes:

"The 'public schools' can be distinguished from other schools in the private sector firstly in that they are endowed schools. Funds for their original foundation have been provided by personal endowment, or by the Church, or some noteworthy mercantile company, and this would have been done with specified aims. Its terms will be legally laid down. This means that the public schools enjoy 'charitable status' under the law (and may therefore receive rate and tax concessions), Secondly, these schools are administered by a governing body, with the terms and objectives of the endowment in mind. Thirdly, the headmaster holds a salaried appointment, and is responsible for the management of the school - again with these terms and objectives in mind. And fourthly, these headmasters are members of the Headmaster's Conference."

Childs and Anderson,² former Housemasters, and Members of Boarding Schools Association in Britain define public schools as follows:

"The traditional view of the boarding school is the public school. Many of these remain as they have always been, very successful. There have been many changes since Tom Brown's Schooldays, although tradition in both the best and the worst senses remains a feature of many of these schools. It is still true that these schools virtually depend on fee paying pupils, and that these fees are sufficiently high to deter all but the rich in most cases. They are self-sufficient communities in themselves, and though there are increasing attempts to look out towards the wider community, they remain either the 'top schools' or 'bastions of privilege' depending on

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1. Fletcher, R., Education in Society, (Middlesex: Penguin Books Ltd., 1984), p. 321.
 2. Childs, G.T. and Anderson, E.W., The Housemaster, (Perthshire: Trisagion, 1963), p. 3.

"one's political outlook. It may be true to say that these schools are the blueprint for any boarding school; but ... there have been so many modifications made that the pattern elsewhere is unrecognisable as the original."

Lambert,¹ who has carried out several researches on the public school, (some already mentioned above) comments as follows:

"Public schools are said to be 'divisive' features of our society. Their alleged divisiveness may operate in three different ways: the schools, it is said, (a) unfairly increase their pupils' life-chances by providing privileged access to positions of power in society; (b) segregate their pupils from children of other social classes in closed institutions; (c) form attitudes, assumptions and aspects of personality of their pupils by maintaining an ethos which in some chief respects is unlike that of state schools or ordinary life outside."

One definition which has come to be quoted widely is that provided by Dancy.² He defines the public school as a school whose headmaster is a member of the Headmasters Conference. He enumerates and outlines a typology of these schools, as of 1963, as follows:

(a) 120 independent schools:

89 wholly or mainly boarding.

21 mixed boarding and day.

10 wholly day.

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1. Lambert, R., (Ed), New Wine in Old Bottles, (Wilmer Brothers Ltd., 1968), p. 11.
 2. Dancy, J., The Public School of the Future, (London: Faber and Faber, 1963), p. 37.

(b) 66 Direct Grant Schools

34 with some boarding provision

32 without

(c) 11 Maintained Grammar Schools (mostly day schools).

Dancy states that for the Headmaster of an independent school to be elected to the Conference, his school must satisfy three conditions:¹

- (a) it must be controlled by an independent governing body and not run for private profit;
- (b) the headmaster must enjoy adequate freedom in directing the educational policy of the school;
- (c) the academic standards as shown in G.C.E. O/A level results and particularly by size of sixth form and numbers of boys going on to universities, must reach certain agreed levels.

In his Aids to Research, Bamford² considered public schools in the following terms:

"In this work, the accent has been on independence, significant fees, the number of boarders aged 13+ and over, links with Oxford and Cambridge, and persistence to the present day".

It is appropriate to conclude these definitions with one provided by Wakeford³ as it seems to the writer to summarize the actual concept of the public school in England. He wrote:

1. Ibid.

2. Bamford, T.W., Public School Data: Aids To Research No. 2, Institute of Education, University of Hull, July, 1974.

3. Wakeford, J., op. cit., p. 32.

"At this stage all that can be said is that the public school system in general provides an education, in organizations tuned to the mode of life and values of a group which has held many significant positions in British Society, an education which, for one reason or another, is selected by a high proportion of the nation's distinguished and richest parents for their sons."

As has already been remarked, most of these definitions do not directly apply to the Nigerian situation. Most and perhaps all boarding schools in Nigeria are owned and run either by the governments, or communities. They admit students from all backgrounds and are funded by the state and community. However, boarding schools in Nigeria are fee paying, and the colonial context of their earlier development has made them a significant factor in the dual culture of contemporary Nigeria, by which is meant the fusion of African and English social traditions and structures.

6.3 Origins and Development

The history of English Public Schools is a very extensive subject. There are many detailed accounts on the origins and development of the system. This brief outline is based on the reading of just eight authors. They are the following: Leach,¹ Webster,² Ogilvie,³ Snow,⁴

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1. Leach, A.F. The Schools of Medieval England, (London: Methuen, 1915).
 2. Webster, F.A.M., Our Great Public Schools, Their Traditions, Customs and Games, (London: Ward Lock and Co. Ltd. 1937).
 3. Ogilvie, V., The English Public School, (London: B.T. Batsford Ltd., 1957).
 4. Snow, G., The Public School in the New Age, (London: Geoffrey Bles, 1959).

Bamford,¹ Wakeford,² Dancy,³ and Gardner.⁴ Such scholarly though general accounts provide sufficient information on the genre for our purposes here. It is convenient to begin by taking the typology given by Gardner, and the list provided by Ogilvie.⁵ This is given in detail in both Ogilvie and Gardner, and comprises:

- a) Ancient Schools (10)
- b) Early Schools (10)
- c) The Reformation Schools (42)
- d) Elizabethan Schools (23)
- e) Seventeenth Century Schools (15)
- f) Eighteenth Century Schools (14)
- g) Early Nineteenth Century Schools (12)
- h) The Victorian Schools (60)
- i) The Twentieth Century Schools (15)

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1. Bamford, T.W., The Rise of the Public School, (London: Nelson, 1967).
 2. Wakeford, J., op. cit.
 3. Dancy, J., op. cit.
 4. Gardner, J., The Public Schools, (London: Hamish Hamilton, 1973). (See the Contents pages).
 5. Ogilvie, V., op. cit. pp. 8-10.

All the authors, listed on pages 123 and 124, indicate that the public school as a distinct category of educational institution, emerged from among the general body of schools providing secondary education. The origins, they claim, can be traced back to the Church controlled schools of the Middle Ages, when noblemen began to send their sons to certain favoured schools, many of them linked with Oxford and Cambridge Colleges, and where they were given an education appropriate to a career in the Church or in public service. Many of the schools, as the record indicates, were grammar schools.

The founding of Winchester by William of Wakeham in 1382 was a major landmark in the development of public schools in England. Winchester, the scholars say, may be called the first school-college. The story is that Wykeham had already maintained some sort of school at Winchester for some years. He had engaged a permanent schoolmaster, Richard Herton, for a term of ten years, to teach the poor boys at his school. He then conceived the plan of founding simultaneously New College at Oxford and a grammar school at Winchester, separate and yet allied to it, which should feed the Oxford College with students. The statutes laid down that there were to be a warden, seventy scholars, ten fellows, three chaplains, and three lay clerks; also a schoolmaster and an usher. The scholars were to be elected by a specified electoral body. The students to be selected and admitted were to be well-mannered, quick to study, well-behaved, and grounded in Latin grammar, reading and plainsong.

When Henry the VI decided to do for Cambridge, what Wykeham had done for Oxford, he not only adopted his idea,

but very largely the form of his statutes. According to Maxwell Lyte:¹

"His scheme may be said to have united the characteristics of a college of secular priests, a school for boys and an almshouse for poor men".

The reign of Queen Elizabeth I is credited by most writers with the foundation of a large number of public schools, but many of these so-called 'Elizabethan' schools were actually of more ancient foundation. Elizabeth's reign did, however, produce one new and interesting phenomenon in the foundation and endowment of schools. Traditionally this has been done by a royal founder or a particular benefactor, but now a body of benefactors or as Leach puts it a "joint-stock enterprise", became the norm.

Leach, Webster, Bamford and others all are agreed that the 'public schools' as they became known, were in reality a product of the nineteenth century when most of them were founded or refounded as charitable organizations. Others emerged from being small institutions providing free subsidised schooling for local boys. During the same period many public schools for girls were also founded. The founding of so many institutions on a large scale by joint-stock enterprise in the nineteenth century is generally attributed to the new ease of communication by railways. There was also a general admiration among parents of the upper-middle class for the public school spirit. A very successful head of Rugby,

1. Lyte, H.C.M., A History of the University of Oxford, (London: Macmillan, 1886).

Thomas Arnold, is said to have enhanced the desire by parents to send their children to public schools through his particularly noteworthy career. He was a major formative influence.¹

It is important to highlight the fact that it was during the Victorian era that the boarding principle in the boys' schools developed more from the concern of individual masters with the standard of lodging and accommodation than as a developed plan or policy in a wider sense.

Bamford and others agree that these masters in the most successful schools, spent their spare time in running their own lodging houses, and these gradually over the years became incorporated as a major part of the official school structure as 'boarding houses'.

In 1869 the Headmasters' Conference was formed,² and this effectively defined the concept of an exclusive elite group of schools. Another organization, formed in 1941, which has been influential in the more recent encouragement of public schools is the Governing Bodies Association (G.B.A.). In effect the 89 schools which were fully independent and in membership of either the G.B.A. or H.M.C. formed the influential core of the entire system of education in England. This public school 'system' was and is fed by the preparatory school sector and aims towards entry to the ancient universities which still take as many of their products as they do from the state schools. The roles of the preparatory schools and

1. Wymer, N., Dr. Arnold of Rugby, (London: Robert Hale Ltd, 1953), (see the Epilogue on P. 197 for a summary of his influence on other public schools). See also p. 16 of The Public Schools, by Conservative Political Centre, (London: Baldin and Monsell, 1957).

2. Percival, A.C., The Origins of the Headmasters Conference, (London: John Murray Publishers Ltd, 1969).

the ancient universities have reinforced the independence and exclusiveness of the public schools.¹

From all accounts and despite the changes and problems faced by these schools, during the twentieth century, the contemporary structure, objectives, and organization seems to be surviving and even flourishing. The conservatism of the Victorian period is still in evidence, and the highly developed total institutional structure is hard to change.

6.4 Some General Characteristics and Features of the English Public School

According to Vivian Ogilvie²:

"The Public School is certainly the most celebrated contribution the English have made to educational practice. Its fame or notoriety, has aroused a somewhat mystified interest far beyond the British Isles. In the Dominions and the United States it has been copied. On the Continent, though rarely copied, it has attracted attention as a feature of the English cultural landscape".

Various writers on the subject have highlighted different characteristics and features particular to these schools. Taken individually, each of these features were shared with other schools which were not 'public', and not shared by some schools which were. But collectively they embody and

1. Leinster- MacKay, D. The English Private School 1830-1914, Three volumes, Unpublished PhD Thesis, Durham University, 1972, p. 24.

2. Ogilvie, V., op. cit., p. 1.

exemplify a certain ethos or model which has been an influential legacy for the Nigerian boarding school. Significant characteristics of the English boarding schools were and are: a) high cost b) residential c) national status d) predominantly male e) grammar school curriculum f) sports orientation g) religious orientation h) citizenship and character i) house system j) controversial.

(a) High Cost Institutions

Public Schools were and are expensive.¹ They charge fees, but they are not primarily run for profit. As well as the basic costs of a well-equipped and well-staffed school, many of them were housed in magnificent premises of great architectural and historical value, and with an estate to match. Obviously, the money to pay for this came from the fees contributed by parents. However, some schools had endowments, some had special interests behind them like the City Companies and religious denominations. A few, like Eton and Winchester, had very large resources such as collections of plate and valuable libraries. In general they are financed by the income from fees. This means that the public schools are reserved for the comparatively wealthy. In this sense, they are class-based schools, though there are exceptions. Christ's Hospital for example, was fully accessible to those without means, and some other schools took a number of pupils

1. Williams, R. Sir, Whose Public Schools? (The Bow Group, No. 11, July 1958), pp. 22-32.
See also, Glennerster, H. and Wilson, G., Paying for Private Schools, (Allen Lane, The Penguin Press, 1970).

for no charge, the expense being borne by the local authority or by the school itself through its endowments. The numbers admitted in this way were too few to make an impression on the system as a whole. Also, most public schools offered scholarship by which fees could be remitted in whole or in part, but these were won by those who had an expensive preparatory school training, and so the schools are not significantly open in this way beyond the existing public school clientele.

(b) Residential Schools

Another characteristic of the public schools was that they were predominantly boarding establishments. Here again, there were exceptions. St. Paul's, Westminster, Merchant Taylor's and the City of London School for example, were all day schools, in some cases with a small proportion of boarders; many boarding schools took a number of day students. Despite these exceptions the element of boarding was a prime characteristic of the system as a whole. Further, it was a feature which clearly separated them from the general education system, where the boarding facility was reserved for the delinquent, the defective, and in some cases, those who lived in remote areas. Boarding has been widely regarded as one of the most important English contributions to educational practice, and it was traditionally limited to the public schools.¹

(c) National Status

Another characteristic followed from the boarding imperative; the public schools were 'non-local'.² They did not all share

1. Burgess, T., op. cit., pp. 163-169.

2. Ogilvie, V., op. cit., p. 7.

an equally wide reputation, but all of the 89 were of more than local importance. Even the day schools could claim this, Schools like St. Paul's and Westminster drew boys from an area covered by a number of local authorities and their prestige extended much further. The smaller public schools tended to draw their pupils from the region in which they were situated, but they also took a few from afar. Schools which served a particular section of the community, like the minority denominational schools, drew pupils from such groups on a national scale. So, for example, Catholics came to Stonyhurst or Methodists to Kingswood, from all over the country. The pre-eminent schools were truly national in scope, drawing pupils from all over the country, and sometimes from abroad as well. Possibly due to the economic recession the public schools have become more 'regional' with a higher proportion of their intake now coming from within 50 miles.

(d) Male Preponderance

All writers on the subject indicate that an obvious feature of the 89 schools was that they were all boys' schools. There were in fact girls' schools, (and a few mixed schools more recently founded), but the role of the former was different.¹ Evans² confirms the comparative neglect of

1. The Encyclopedia and Dictionary of Education, Vol. I, (Pitman and Sons Ltd., 1921), pp. 194-195.

2. Evans, K., op. cit., p. 50.
See also, Wober, Dr. M., English Girls Boarding Schools, (London: Allen Lane, 1971), Chapter I.

girls' education in the nineteenth century meant that the expansion of the system of boys' public schools during that time effected an even greater imbalance between the sexes in respect of this prestigious form of education. The girls' schools were not just much fewer in number, they also placed less emphasis on boarding and did not form a national network.

Wober explains that before the formation of the Association of Governing Bodies of Girls' Public Schools in 1942, (a parallel development to the formation of the GBA), there was no organization to define and confirm the status of the girls' schools in the way that the HMC did for boys' schools. Headmistresses of public schools combined with the other secondary school headmistresses in the one body, the Association of Headmistresses. Furthermore, the girls' schools did not recruit so exclusively from preparatory schools nor send such a high proportion of their pupils to Oxford and Cambridge, there being severe restrictions to the acceptance of female students at the ancient universities. Consequently, the girls' public schools did not have the same degree of influence over the general education system, or over national life as a whole.

(e) 'Grammar School' Traditions

The public schools were also characterised by the type of education they provided. They provided 'grammar school' education.¹ That is to say, they were concerned with all

1. Webster, F.A.M., op. cit., and Dancy, J., op. cit., pp. 37-80.

aspects of the growth and development of their pupils. Their aim was to educate the whole man, intellectually, physically, socially and spiritually. This aim was proper since they had to take the full responsibility for their pupils, since as residential schools, they had the whole lives of their pupils in their hands for a large part of the year and during a crucial stage in their development.

Webster points out that public schools placed considerable stress on intellectual training. The academic tradition was rooted firmly in the classics. In time, the curriculum became more varied, but remained essentially conservative. High staffing ratios, masters with high academic qualifications, and the continuously supervised boarding school life, helped to achieve a high degree of success. The academic objectives of the schools included a very good examination profile at school certificate and higher school certificate levels, and the gaining of scholarships and exhibitions at Oxford and Cambridge. Dancy¹ claims that, traditionally about a third of Etonians proceeded to Oxford or Cambridge, and an even higher proportion went from Winchester and Rugby, where the figure varied between 40 and 60 per cent.

(f) Emphasis on Sports and Games

Much has been written about the importance of games in the literature of the public schools to show that physical activities were a prominent part of their curriculum. With extensive playing fields, professional coaches, a considerable allowance for games in the timetable, an intensive spirit of competition stimulated by the house system and inter-school

1. Ibid

rivalries, the orientation was undeniable. However, since 1945 the cult of athletics has been less dominant than it had been earlier in the century, albeit still prominent. The games tradition is still an essential part of the English public school.¹

(g) Christian Orientation

Most public schools attached the greatest importance to the religious training they provided. A strong Christian tradition ran throughout the whole system. Of the 89 public schools, all but 12 had definite links with a particular denomination. 63 were Anglican, 6 Catholic, 3 Methodist, 3 Quaker, 1 was linked to the 'Protestant Dissenters' and 1 with the Church of Wales. With their Chapel services, denominational instruction and freedom to appoint staff to conform to the traditions of the school, the public schools had great advantages over other schools in the provision of particular forms of religious training.

(h) Citizenship and Character

The boarding system itself involved a training in community life which the public schools claimed, in a general way, provided an education in citizenship. The progress of a boy up the school from an insignificant 'fag' to a prefect was said to teach humility in the first place and responsibility later. A boy was said to learn valuable social lessons from the community life which taught him to extend loyalty to his house at first, and then to the wider

1. Weinberg, I., The English Public Schools, (New York: Atherton Press, 1967), p. 68.

world of the school, and finally to the nation as a whole. The extent to which the public schools were successful in this is controversial, but there is no doubt that the residential nature of the schools was at the core of this objective and its realisation.

Likewise, this dimension enabled a greater control over the training of character. Regardless of what the critics say about this point, Fletcher¹ is adamant that:

"... this emphasis on character-training does seem to be upon qualities of public service rather than upon the consciousness of social superiority, and usually couched in a closely held tradition of Christian belief and ceremonial".

(i) The House System

As boarding schools, the public schools were organized into houses. According to Weinberg:²

"The Headmaster delegates a great deal of authority to the prefects, who are in charge of the routine discipline of the school. Prefects are usually, though not necessarily sixth form boys. The senior prefect is the Captain or the Head Boy of the school. Houses also have House Captains, the senior resident prefect in the house".

Therefore, many of the school activities are prosecuted on an intramural basis, with large scale participation and often rest upon the house system. This provides a valuable vertical organization in many schools. Without a residential base, houses can be quite artificial. They need both

1. Fletcher, R., op. cit., p. 325.

2. Weinberg, I., op. cit., p. xi.

satisfactory physical facilities for meetings as well as a well conceived responsibility structure. Even in state day schools, however, house masters and mistresses provide auxillary administrative services, and their designation to such positions is one appropriate means of recognizing the leadership abilities of dedicated teachers.

(j) Centres of Controversy and Innovation

The public school system has always been faced with difficulties from a number of sources. In the first place almost all public school histories show that finance was a constant worry, and that while schools rose and fell in popularity, even in comparatively prosperous times very few could be wholly confident about their financial security.¹

Another danger stemmed from the controversy that frequently surrounded the public schools. The system was always a popular subject for criticism.² From its beginning it was attacked because of the harshness, even barbarity, of boarding school life; the restrictions and dangers of a closed community; the fanaticism of the games cult; the traditional curriculum and the production of the 'public school type'. Public schools have always been accused of being undemocratic and of sharpening special divisions. Arguments about social class, 'buying education', privilege, and equality of opportunity have always been there. The public schools have been well supported against these

1. Dancy, J., op. cit., p. 107.

2. Warner, R., English Public Schools, (London: Collins, 1946), pp. 7-9.

criticisms by the continuing patronage they enjoy.

Another controversial area is that highlighted by the 'progressive' or 'experimental' minority of public schools such as Bedales, and the perhaps extreme case of Summerhill.¹ Nonetheless, the independence of these schools, together with their financial strength in the most successful cases, has enabled them to be at the forefront of curriculum innovation if they so wish. In contemporary England this is well illustrated by the speed with which certain of these schools, for example Bloxham and Sevenoaks,² have promoted the field of technology, traditionally a weak element of the standard curriculum inherited from the nineteenth century.

6.5 Arguments for and against Boarding

The middle and late 1960s were among the worst years in public school history in England. The schools were under attack from many directions. The Public Schools Commission was a potential threat to their existence. Academic competition from the grammar schools was also mounting. According to Venning³ "costs rose steeply bringing with them sharp rises in fees". Also, the political, academic, cultural and economic threats came at a time when the population declined and brought a sudden drop in the number

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1. Segeford, B.N. et al, Summerhill Diary: An Account of A.S. Neill's School, (L. Gollancz, 1970).
 2. Venning P., "Survival of the Public Schools" in Bell, R. et al)Eds.), Education in Great Britain and Ireland, (London: Routledge and Kegan Paul and the Open University Press, 1973), pp. 170-178.
 3. Ibid.

of 13 year olds from among whom their entrants were drawn. Falling rolls meant that the schools were forced by the declining applications to look at the demands of the parents in a new light.

Various arguments for and against boarding education were then advanced to enable parents in England to evaluate the facts about education away from home. Two main sources are important in this respect and the writer will depend on them for the summary below. They are: Where¹ and the Public Schools Commission's First Report.² These arguments are applicable to the Nigerian situation.

The main arguments in favour of boarding schools are that most children enjoy it; are better educated; receive better character training. The chief arguments against boarding schools are that they are closed, authoritarian and restrictive, that is to say they are anachronistic in terms of modern society. These pros and cons will be considered within a discussion of: a) schools as institutions, b) academic standards, c) teachers, d) discipline, e) facilities, f) social cachet, g) sex.

(a) Schools as Institutions

In this regard it is said that most children enjoy, and respond to, living with their peers in an environment especially designed for them. Those who argue for boarding claim that the boarding school is a complete society at

1. Where, No. 6, Autumn, 1961, pp. 6-8.

2. The Public Schools Commission, First Report, Vol. 1,

work, and that the day school is only a partial community. They claim the child's knowledge is broadened and he is not restricted to making friends in his locality or of his own age, adding that children are capable of working out their needs among their companions and that it is easier to do this in the community of the boarding school.

Opponents to boarding argue that children thrive better in bad homes than in good institutions. They complain that boarding undermines a child's emotional life-line in his relationships with his parents. They indicate that parental authority is usurped by the school, and that parents themselves have to keep its rules and that children are not free to see their parents when they wish, and vice versa. Furthermore opponents to boarding say that a boarding school child does not know his parents. They are not happy with the undue submission to authority, unquestioning parochial loyalty, the subordination, often menial, of younger children to older ones, and various forms of snobbery. Also, they point out that school is not like society at large and learning to live in school is not preparing adequately for life outside. They claim the problems and difficulties of democracy are not made easier by education in a tight authoritarian community.

(b) Academic Standards

The hypothesis of the boarding school's academic superiority is based on the existence of smaller classes, and strong traditions of sixth form work. The child's whole environment is an academic one. The pupils are able to concentrate without distraction and the pattern of daily

life allows for sports and recreation and also provides time for private work. 'Homework' they argue is no substitute for 'prep'. Also the boarding school child has teachers and libraries constantly available. Local public libraries are no substitute as they are not normally designed for schoolchildren. The time that day students spend travelling to school is better spent by further study.

Opponents to boarding argue that the only reasons why most existing boarding schools have high academic standards is that they have a much more favourable pupil-teacher ratio than other schools; they have strong parental support and therefore sanction; if such schools cannot achieve good academic standards with pupils under their control for 24 hours a day then this would be extremely surprising. In short, the opponents claim that boarding schools are artificial societies.

(c) Teachers

Since teachers in boarding schools are on the spot and are better able to concentrate on their job, they often know their pupils better and can better understand their needs. Educational psychologists also indicate that experienced teachers are objective in handling children's problems. They also say that most children have a phase when they respect their teachers more than their parents, and it is here that the boarding school teacher can be of more positive use than his day school colleague.

Those who oppose boarding insist that no teacher can give a child the special care he naturally gets at home. They indicate that relationships between children and teachers

are formal and that children seldom confide in a teacher. They also argue that not all teachers are good and that a child's dislike of a particular teacher affects both his achievements in school subjects and his emotional stability.

In any case, teachers in 'public' boarding schools do not have to cope with the range of social backgrounds, many of them difficult, that face the day school teacher who can make personal contact with parents at very short notice if really necessary.

(d) Discipline

Those who support boarding schools, say children like routine because it gives them a sense of security and that they like reasonable rules. Since rules make it possible for school life to function, the principle of keeping rules becomes a habit in boarding school and subsequently in adult life.

Opponents to boarding see punishment in boarding schools as being regressive. They assert that beating and drills are common in boys' boarding schools. Also senior students are allowed to punish their juniors. The prefect system still encourages bullying and intimidation of other students.

(e) Facilities

It is not only academic facilities that are better in boarding schools; there is usually more space for sports and more time for hobbies. Playing fields are adequate, on the spot, and school societies have a recognised place. In particular a boarding school child's time is organized so that he can get the most out of work and play.

Opponents of boarding argue that many day schools have

room for sports and school societies and that no school can provide what most real communities offer. They claim that a day school child has a choice of theatres, concerts and cinemas. He is not limited to the few outings which the school may arrange. The day student learns to fit in with the society at large. He can meet people of different abilities and background, for example in political, church and youth club activities.

(f) Social Cachet

Those who oppose boarding indicate that social distinctions are becoming less and less relevant in Britain. They indicate that it is better for children to get where they want to be through their own work rather than through influence. Children, they say, need to learn that there are people in all social groups who can be good friends to them.

Proponents of boarding on the other hand claim that the social advantages of boarding school is an argument in favour of them and not against. They prefer a secure place for their children through a school, and that a boarding school is a social investment for a child that will benefit him for the rest of his life.

(g) Sex

Those who support boarding point out that homosexual behaviour is common in all classes through society, whether people have been to boarding school or not. They also say that there is no evidence to prove that the best way of dealing with adolescents is to raise boys and girls together at the crucial time. They assert that there is enough time

for children to get to know the opposite sex after they leave school when they are older and wiser.

Opponents of boarding state that single-sex boarding schools are unnatural and that keeping the sexes apart in adolescence does not eliminate sex.

6.6 The Future of Boarding Education in England

Since the late 1970s and during the 1980s, the Campaign for Comprehensive Education (CCE) has been asking for an enquiry into boarding education.¹ CCE stresses that the enquiry must break with past practice in that its objective must be to enable society to meet the needs of the community as a whole for residential education - rather than the needs of a few interest groups.

CCE claims that past national exercises in discovering boarding needs have been narrowly conceived and subordinate to other issues and questions. They have always been almost exclusively in respect of boarding schools themselves, and therefore of selective education. CCE claims that they have not started from the community as a whole and its needs; they have not considered the welfare and development of the country's day schools as well as its boarding schools; they have never considered boarding in the context of a comprehensive rather than a selective system.

CCE wants a fair national policy on boarding. This is

1. Benn, C. (Ed.), Comprehensive Education Away from Home, A Report on Boarding and Residential Education: Based on the 1979 Conference by the Campaign for Comprehensive Education, Issue No. 41, (Nottingham: Russell Press, 1979), pp. 38-39.

wanted because previous enquiries - whether it was the Fleming report of the 1940s or the Public Schools Commission of the late 1960s, or the recent Department of Education and Science working party¹ they had all failed to lay down national policy because they have asked: how can the nation 'integrate' public schools? How can we bring fee paying schools closer to state ones? How can we fill empty beds in state boarding schools?

They should have looked from a different perspective, asking: what are the boarding needs of the community as a whole, and how can they be met? Can traditional boarding (state or private) be adapted? If so, how can it best be modified in national terms? What new dimensions of boarding would comprehensive schools require? What has been the experience of traditional boarding schools which go comprehensive? Is there a place for social tradition as well as need in public boarding subsidies? How can pupils in day comprehensive education be helped by having a boarding annexe? Such questions the CCE explains have not only been answered, they have never been asked.

In appraising British secondary education, Gross² appears to have provided us with a cogent answer to some of the questions regarding the continued phenomenon of selective boarding education in England, Nigeria and elsewhere. His assertion is as follows:

1. Ibid.

2. Gross, R.E., British Secondary Education, (London: Oxford University Press, 1969), p. 548.

"It is typical of the populace in established societies to resist educational change. Education represents the preservation of what has been good and true just as it promises a safe, familiar, secure, and possibly somewhat better future. Parents resent experimentation with their most precious possessions - their children - just as they so frequently tend to prefer the status quo, sad as it may be. To tamper with education is for many a threat to disturb that which is near sacred; to challenge established patterns and procedures is not only disturbing to entrenched forces and cliques, but connotes heresy that must be stamped out before it breeds infectious conditions threatening the entire society".

Childs and Anderson,¹ writing about the future of boarding schools in Britain confirmed the observations made by Gross. They wrote:

" ... the future of the boarding schools looks as healthy as it has ever been. If independent schools are not outlawed, there will be more and more parents from every class of society who are willing to pay for, or contribute towards their children's education. As choice within the state system lessens, or in some cases becomes virtually non-existent, it is natural that parents will increasingly turn towards the independent sector. They may well be looking for types of schools which do not yet exist. This makes speculation on the trends on boarding education both difficult and exciting".

1. Childs, G.T., and Anderson, E.W., op. cit., p. 164.

6.7 The English Public School and the Nigerian Context

Having examined the 'model', the English 'Public School', the second part of the thesis will consider the evolution of the boarding school in Nigeria in general and in the Eastern States in particular.

A resume of the English boarding school was undertaken in order to illustrate and affirm the observations made by some educationists and scholars regarding the major external forces that have influenced the educational priorities and practices in Nigeria. Writing on the transfer of foreign models, Cerych¹ said:

"Almost all foreign aid to education is accompanied by a conscious, or unconscious transfer of educational models. Any expatriate teacher ..., brings with him the experience of the educational system in which he or she has grown up and worked, any textbook or item of educational equipment carries with it the context within which it was designed; and most of the projects are based on previous experience in some country or countries other than the recipient. This simple truth applies to Nigeria as much as it does to any other country".

Cerych points out that the Nigerian educational system was modelled on the British system, which still remains dominant in almost all fields. Structure, content and examination system are probably the three major areas where this dominance is at its greatest. Cerych argues further that in Nigeria, as in so many other African countries the

1. Cerych, L., The Integration of External Assistance with Educational Planning in Nigeria, African Research Monographs No. 14, (Belgium: UNESCO, 1967), p. 64.

implantation of the English model was due not only to the British, but also, and perhaps even mainly, to the insistence of Nigerians on having their schools and qualifications as similar to those of the United Kingdom as possible. This insistence, he points out, was due partly to very practical considerations clearly stated by Sir Eric Ashby:¹

"The first professors had to set up standards of teaching which would qualify the students to enter for London degrees in subjects already in the London syllabus. Clearly, the pioneers had no choice to adopt the pattern of an English University. Equally clearly, this was the pattern which Africans themselves wanted. The African intellectual, educated in London or Cambridge or Manchester, would have been indignant at any softening of standards, any substitution of easier options, any cheapened version of higher education. So, initially, there was no problem of adaptation. The African wanted a replica of the British University at its best; the expatriate staff had no other model to offer".

Lamenting the situation in Nigeria, Fafunwa² points out that long after independence (1960):

"the Nigerian system of education still continues to follow the British colonial pattern very closely in structure, organization, administration and content".

By and large, this pattern determines the practice and pattern of boarding education in Nigeria. According to Fafunwa:

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1. Ashby, Eric, African Universities and Western Tradition, (London: Oxford University Press, 1964), quoted by Cerych, L., op. cit., p. 64.
 2. Fafunwa, B.A., The History of Education in Nigeria, (London: George Allen and Unwin Ltd., 1974), p. 206.

"many of the recent progressive changes that have taken place within the British system ... have not found expression in the Nigerian system".

However, it would appear that the Nigerian insistence on traditional models is slowly giving way to a less rigid attitude. In 1963 for instance, several of Nigeria's leading educators travelled to Sweden, France and the United States to study the educational systems of these countries with a view to evolving new concepts and techniques in Nigerian education. In fact, in 1977, very good proposals aimed at bringing about relevant educational changes in the Nigerian system were published by the Federal Government.¹ Unfortunately, nothing was said about boarding education. The British pattern is still intact.

This search for new methods does not mean a complete abandonment of the British model; the latter will no doubt remain an important factor in Nigerian education for many years to come. But it can safely be said that recent trends in external aid, whether multilateral or bilateral, have contributed to a progressive change in traditional structures and methods and that the introduction of a multiplicity of external models has played an important and, on the whole, beneficent role in this evolution.

1. Federal Government of Nigeria (1981), op. cit.

PART BTHE DEVELOPMENT AND NATURE OF
BOARDING EDUCATION IN EASTERN NIGERIA

In this part of the thesis, aspects of the history and character of boarding schools in this part of Nigeria are abstracted from the historical record as illustrations of the operation of key factors identified in Part A. There are three chapters: the first dealing with the long period up to and including the Civil War; the second reviewing the post-war situation is given. a more detailed focus by the third which provides an account of a preliminary field survey by the writer carried out in 1981.

CHAPTER SEVENTHE EVOLUTION OF BOARDING EDUCATION IN THE EASTERN STATES
OF NIGERIA I: FORMATION AND EXPANSION, 1850-1970

This chapter deals with the formative influences and agencies involved in the establishment of boarding education in Nigeria, and the Eastern States in particular. It provides an essential background to the understanding of boarding education in contemporary Nigeria, that is to say the post civil-war period which is the context of documentary and empirical study in succeeding chapters.

7.1 Early Foundations: Missionary Activities

Boarding school education in the Eastern States of Nigeria grew parallel with similar practices in other States of the Federation. The systems of boarding sprouted from common denominators. They were planted and nurtured by either the Missions, individuals, or the Government. This section of the chapter outlines the earliest trends in the growth of boarding school education. References are made to contemporary trends in other parts of Nigeria given the fact that the system did not develop in isolation in the Eastern States.

The interests of the earliest missionaries, explorers and the colonial government were allied in the task of 'civilizing and regenerating' the Africans.¹ The influential

1. This phenomenon arose out of the belief, largely fostered by Sir Foxwell Buxton's Book, 'The African Slave Trade and its Remedy', published in 1840, which stressed that Africa could be redeemed only through the agency of the 'Bible and the Plough', Quoted from Dike, K.O., 'The Growth of the Protestant Church in Nigeria', Building for Tommorrow, C.C.N. Independence Brochure, (N.C. Press, 1960), p. 3.

or educated 'emigrants' in Sierra Leone, West Indies, Lagos and Badagry whose parents descended from Igboland were also desirous to carry 'civilization' to their fatherland. Some of these influential people with Igbo ancestry included Olandah Equino or Gustavus Vassa, William Pratt, Rev. J.C. Taylor, Dr. James Africanus Horton (M.D.), and Simon Jonas an educated Ibo.

In 1857, Adjai Crowther, Rev. J.C. Taylor, Simon Jonas and some other native catechists, schoolmasters and evangelists landed at Onitsha. Crowther's method for evangelization emphasised education more than preaching of God. His reasons were that:

"education cannot but enlarge and lighten the idea of those who are brought under its influence, especially where all the elementary school books are extracted from the Holy Scripture inculcating all virtues and condemning all vices, and vividly painting out the folly and superstition of idolatrous worship". 1

Soon schools were established at Onitsha and expanded to Obosi, Osomare and Alenso. At these mission stations, the homes of the missionaries, and the Mission House became the nuclei and framework for the dissemination of 'civilization', and the centres of new ways of life. To guard against irregular attendance of pupils and premature withdrawal from school, parents were induced to bring their children into Mission House as boarders.²

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1. Crowther, 'Brief Statements exhibiting the characters, habits and ideals of the natives of the Bight', 1874; C.M.S. CA3/04 quoted from Ajayi, F.J.A., Christian Mission in Nigeria 1841-1891 (London: Longmans, 1969), p. 219.
 2. Reverend Father John Roy - A personal view in a conversation with the investigator in March, 1982.

"The earliest schools were of the boarding type. The missionary kept the school in his premises and most of his pupils lived with him and formed a part of his family". 1

Some of the early boarders came to the Mission House as wards to missionaries. The 'western' educational system practised within the enclave was new to the parents, boarding was not, since many parents had experienced apprenticeship training through education away from home in the traditional society. So parents consented to hand over their children to the missionary care on inducement² or promises to feed, cater and instruct them under secure conditions. Some parents anticipated special favours such as cash loans and other material benefits. Some even demanded payment for loss of labour from their children during the boarding periods. On the part of the converts, it was a mark of religious zeal and sacrifice.

For the missionaries, boarding school education suited their objectives because they had direct influence over the boarders for twenty-four hours of the day. The pupils were isolated from the objectionable pagan influences in the community. The system enabled the missionaries to develop a pattern of primary education. It offered them the opportunity of training and selecting promising pupils as teachers, and evangelists. These early schools were free and non-fee-paying. Prizes and gifts such as clothes, pencils, slates and feasts were forms of inducements to pupils and parents

1. Solaru, T.T., Teacher Training in Nigeria, (Ibadan University Press, 1964), p. 2.

2. Roy, J., Ibid.

alike. Despite these, there were many drop-outs because of economic reasons or because the expected 'miracles' from the system were slow to materialise, or as a result of the opposition of the community. In these 'cells of civilization' the missionaries had internal jurisdiction. In short, the Mission House became an 'asylum'. Initially, they were located away from the old town and usually on high and dry elevations with healthy surroundings. It was hoped that they should eventually grow and overcome the old town.

The Mission Stations were noted for their lonely eminence. Within the Mission House could be found a school, church, printing press, bookshop, library, adult-education classes, hospital, workshops for apprenticeship in carpentry, cabinet work, binding, masonry, brick and tile making, grinding, milling, printing, weaving and sewing.¹ Tradesmen were in much demand by the commercial firms, merchants and the government. Mission House in effect provided the necessary training. There were also gardens and farms for training in agriculture,² The Mission House was designed to impress and produce a model which would influence and improve the standards of furniture, building and community planning.

The missionaries with their Mission House were not alone in their desire to influence the people, the commercial enterprises and the government also influenced architecture

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1. Evidence of these things can still be seen everywhere in Nigeria and in most of West Africa where the Missionaries established themselves in the 1800s.
 2. Taiwo, C.O., The Nigerian Education System, (Thomas Nelson(Nigeria) Ltd., 1981), p. 8.

and buildings. Along the banks of the many rivers, imported materials were used in erecting buildings which could be imitated by the natives. At the periphery of the Mission House, converts and immigrants were encouraged to erect houses. There also, boarders, redeemed slaves, schoolmasters, interpreters and refugees were housed. From these isolated stations, boarding school education sprouted and became regular features of Missions. Subsequently, the system extended into secondary and 'collegiate' levels of the educational system.

The 'Christian Village' differed in organization and administration from 'Mission House'. St. Joseph's at Topo, a miniature Christian State manned by Roman Catholic Fathers, was founded in 1876 east of Badagri. The daily lives of the inmates were strictly regulated by the authorities in every detail. Attempts to use the ideal 'Christian Village or Villages' in Eastern States failed to make the desired impact because the earliest converts, or people who accepted the conditions for admission, consisted of rescued slaves and outcasts who were held with discontent by the natives. In 1906 the Roman Catholic Mission abandoned the idea and took to establishment of 'Village Schools'.

Although the missionaries believed that boarding schools gave better results spiritually, circumstances compelled them to found day schools as well. For instance, article two of the rules and regulations of the "Primitive Methodist African Missionaries" gave the following injunctions as part of the educational aims:

"To establish Day and Sunday Schools;
to impart knowledge of Christian
Scriptures to children and young
people and to train them in Christian
Church" 1

With the limited funds available, the missions could not continue with exclusively boarding types of schools. Crowther, for instance, introduced another workable device. He pioneered village day schools as part of his expansion plan in the field of education and evangelization. The system was introduced by getting the rulers and elders interested in the idea of having schools of their own. He maintained close contact with native rulers. The plan, of course, was introduced at the time when Niger Trade had developed to some degree. The people supported the teachers and school masters by 'grants-in-aid', while Crowther used the endowment fund left at his disposal to engage interpreters and copyists in reducing new languages into written forms.

Missionary interest in educational expansion was founded on the hope that all that they designated as uncivilized or superstitious customs could be suppressed through the system. But through the 'philanthropic' zeal the missionaries strove to impress on the natives British traditions and 'civilization'. The earliest boarding arrangements by the missions for the education of the youths provided the laboratories for the experimentation on these aims and objectives. Through the schools, the missionaries hoped to raise from the emigrants and converts, a rich and powerful middle class. Professor

1. Handbook of Rules and Regulations for Primitive Methodist African Missionaries, (London: Primitive Methodist Society, n.d.), pp. 5-6.

E.A. Ayandele calls this class of Nigerians as 'Deluded Hybrids' and describes them as follows:

"The educated elite more or less under the influence of the Christian faith, more or less imbued with Christian principles, precepts, are and will be indispensable as a vanguard of the great army of civilization that must be projected upon the ignorant barbarism of heathen Africa whenever the means for such projection shall be arranged".¹

The wind of economic changes blowing across West Africa at the period introduced some variations on aims and trends in education. Trade rather than technological development dominated the interests and lives of these 'new elite' because it yielded more immediate gains. The missions, in those early stages, tended to avoid overlapping of areas of influence thus creating opportunities for 'self-government, self-support, and self-propagation'. These inevitably affected the educational practices and systems. There was also inter and intra denominational strife,² and criticism within the ranks of the missions which resulted in competitions and rivalries in founding schools where their influence would dominate the youths and the masses.³ These tensions partially accounted for differences in organization

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1. African Times, 1 July, 1880 quoted by Ayandele, E.A., The Educated Elite in the Nigerian Society, University Lecture, (Ibadan University Press, 1979), p. 7.
 2. Fajana, A., The Evolution of Educational Policy in Nigeria, Unpublished PhD Thesis, University of Ibadan, 1969, p. 116.
 3. The Presbyterian Mission Calabar suffered a schism in 1882; the Methodist Church barely averted one in 1884; that of the Baptist Church Lagos led to secession in 1888; African Bethel Church seceded from Anglican Church Lagos in 1901; in 1908, African Salien Church was formed as a result of strife within the parent body. (See Ajayi, J.F.A., op. cit., pp. 255, 264-265; and p. 268).

and administration as between different schools. Each denomination or religious organization had a parent-body which supplied personnel as well as financial and moral support from abroad. The schools managed by these bodies reflected the systems prevalent in their home countries.¹

According to Taiwo, the mid-nineteenth and early twentieth centuries were periods of 'African Church Movements' which were analogous to nationalist movements of the late 1930s and 1940s in Nigeria. 'Mission House' was not the only body or agent which aimed at popularising boarding school education in Eastern Nigeria. Though no special funds or imprest accounts were earmarked by the various missionary bodies for this purpose, some of the missionaries made use of their private funds to achieve their desired objectives.² Furthermore, some foreign organizations raised funds for boarding school education.

The first school, opened at Onitsha by Crowther in 1858, was not popular with the majority of its pupils, especially the boys. Indeed irregular attendance of pupils militated against the progress of the early schools, but despite the difficult situation the missionaries were determined to succeed. Miss Barber of Brighton, England, organized a 'Coral Fund' with the sole aim of enabling the C.M.S. Missionaries to keep boarders, the cost of maintaining a boarder in those days being £3 per child per annum.³ In 1860, Townsend had 26

1. Fajana, A., op. cit., p. 125.

2. Taiwo, C.O., op. cit., p. 9.

3. Ajayi, J.F.A., op. cit., p. 137.

Coral Fund boys and girls, and the wife of Dr. Harrison, a C.M.S. Medical Officer, had 14 such girls in her sewing and embroidery classes in 1863,

In the 1880s, the Association for the Propagation of the Faith started a similar programme for Roman Catholic missionaries in Southern Nigeria. The Catholics used the funds "to redeem slaves, secure pawns, and educate them as interns."¹

By the 1920s the burden imposed by boarding school education was placing strain on the financial resources of missions and government alike. Selective devices were then introduced to limit the intake and the responsibility imposed on the educational agents. In 1921, the C.M.S. Niger Mission, for instance, felt that it had reached the 'critical moment' in educational development. A Pamphlet of that year stated that:

"The greatest problem the missionary has to solve today is not to find openings, but how to enter all the doors that are wide open to him ... In 1910, there were 3,426 boys and young men, 540 girls and young women, in schools and training institutions ... In 1919 there were 19,699 boys and young men, 2,530 girls and young women ...".

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1. Ibid.

2. C.M.S. Financial Assistance for the building of Onitsha Grammar School: Pamphlet circulated abroad asking for financial assistance for the building of Onitsha Grammar School (September 1921), p. 5-6.

7.2 Era of Co-operation between the Colonial Government and the Missions

Missionary societies, local and European merchants and traders, eminent churchmen and philanthropic organisations were instrumental in the establishment of the earliest secondary schools in Nigeria. The first secondary schools in Nigeria, C.M.S. Grammar School, Lagos, was founded as a day school in 1859, while the first government secondary school, Kings College, Lagos, was founded half a century later in 1909. The government's original intention was to found a 'model' school, or a well-ordered boarding secondary school. South-east of the Niger, the following earliest boarding schools were founded - Hope Waddell Institute, Calabar (1895), Boys' High School, Bonny (1898), Methodist High School, Oron (1905) and Duke Town Secondary School managed by Presbyterian mission opened as a day school in 1919.¹

After sixty-six years of secondary education in Nigeria, secondary schools were then established in Eastern Nigeria - first by the Missions, followed by the government, private individuals and community groups. These earliest secondary schools include D.M.G.S. Onitsha (1925), Methodist College Uzuakoli (Secondary Section 1925-26), Government College, Umuahia (1929), Christ the King's College, Onitsha (1933), and Aggrey Memorial College (1932). Thus most of the earliest secondary schools were established first in towns or metropolitan centres bustling with secondary and tertiary activities,

1. Education Statistics, Rivers State of Nigeria Ministry of Information Bulletin, 1970, p. 16.

or at the old trading ports. The experiences of these schools, and the products of their system supplied the framework or network on which their successors were established.

Youths of the Eastern States origin, no doubt received their secondary school education in some of these schools before similar institutions ^{were} founded in the East. This notion is implied in Rt. Rev. A.B. Akinyele's statements in praise of Bishop Crowther;

"Crowther was a really great evangelist. In those days Eastern Nigeria was an unknown country, and until boys from the East started to come to our schools, we regarded the people with some fear. We boys were brought up to respect this man who had no fear of the people of the East."

He said that he saw Crowther when he was an eleven-year old pupil and that he was present at his burial. Crowther died on 31st December, 1891. No doubt the Ibo pupils who went to Lagos Schools did so before the year 1925.¹

Some of the products of the Western schools included Dr. Nnamdi Azikiwe (First Nigerian Governor-General and President), Dr. Akanu Ibiam and Mr. Alvan Ikoku. The last named, and others of his generation founded their own schools or directed the affairs and policy of education in Eastern Nigeria. It is necessary therefore that the practices of particularly the boarding education in these Western schools be reviewed before attention is turned to the Eastern States.

The C.M.S. Grammar School, Lagos, was founded in 1859 as a day school following the demands and financial

1. Akinyele, A.B., "I remember Crowther", Building for Tomorrow, op. cit., P. 13.

contributions by emigrants, rich merchants, and influential churchmen living in Lagos. Macaulay and Captain Davies played leading roles by seeing that the proposals were expedited. The school was opened at Broad Street, Lagos with a forty-four day students on roll, and was placed under the management of the Faji District Committee of the mission. It was headed first by a native Principal, Isaac Oluwole, a B.A. of the University of Durham. That the school started as a day school, that Africans were instrumental to the establishment, that the administration was entrusted to an African, are all significant facts in the history of education in Nigeria. The facts invalidate, or at least cast some doubt on overstatements or the claim of Sarah M. Harden (1859), that in Lagos nobody, including emigrants, would send their children to a day school:

"Whoever wishes to instruct them must feed and clothe them too, their idea is that it is a great favour shown to us when we are permitted to teach¹ their children".

A boarding department was established at C.M.S. Grammar School, Lagos in 1881, but in 1932 the school reverted to the status of a day school.² The student population in 1930 was 450. In 1944, the boarding department was re-introduced a few months after the appointment of a Cameroonian,* Rev. S.I. Kale as the Principal.³ 'The Grammarian'

1. Harden, S.M., to Poindexter, 6 August 1859, S.B.C. Cited from Ajayi, J.F.A., op. cit., p. 136.

2. The Grammarian - C.M.S. Lagos Grammar School Magazine, No. 39, December 1932, p. 1.

3. The Grammarian (No. 64) Dec. 1944, p. 7.

* Southern Cameroon (now S.W. Province in Cameroon Republic) was part of Eastern Nigeria until 1960 when it decided to break away from Nigeria and join French Cameroon.

(1950) stated,

"We cannot forget the Boarding ¹
Department he resuscitated".

Between 1915 and 1944, no African was appointed as the head of the institution by the Parent Committee of the C.M.S.² That was the normal trend in government and most mission schools in Nigeria before independence in 1960.

The competitive spirit which existed between different denominational bodies led to the establishment of Methodist High School, Lagos, in 1879. The financial success³ of the C.M.S. and the added prestige which the grammar school accorded them spurred other denominations to action. The Methodists felt that their gifted boys were being lost to the C.M.S. She built the school to satisfy the needs of the traders. It prepared students for the commercial curriculum and literary life.

In 1881 the Catholic Fathers founded St. Gregory's College, Lagos by bringing together the Senior Boys in their primary schools. The Baptist Academy was also founded in 1886.

Rebecca Hussey's Charity School, Lagos, was formally

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1. The Grammarian (No. 76), Dec. 1950, p. 6.
 2. Cf with A.E.F. Murray's statement that "The Hope Waddell Institute which has a staff of 38 - including 6 Europeans - is always under complete direct European supervision, except when Mr. Jones is on leave". Memo ref. No. 51/vol II/30. The Divisional Officer, Old Calabar, dated 21 August, 1925.
 3. The C.M.S. Grammar School was accused of diverting the sum of £205.00 allocated for school buildings to liquidate some mission dabts. Source: Carr, Henry, General Report, 31/8/98, p. 5.

opened in August 1882 with fifteen pupils. Unlike its predecessors it provided board and lodging for the students. The school gave industrial and general education to boys selected on the basis of need or 'indigency'. No fees were charged. The endowment fund of £3,000.00 was made as grants by the government to the school.

"The local trustees were also empowered to select and keep up from 12 to 15 African boys and to hire a house for their residence and to make arrangements for their maintenance and clothing. They were to further arrange for the attendance of the boys at the C.M.S. Lagos Grammar School for their general education and for the attendance at the industrial school for Manual Training".¹

Hope Waddell Training Institute, Calabar was founded by the United Presbyterian Mission on 6th March, 1895, "to provide educational and industrial instruction for youths not only in Duke Town, but in the surrounding community".² Tailoring, engineering, carpentry and printing were taught with other general subjects. The first two buildings were erected at the College site by 1894-95. When the School opened, these buildings were used for classrooms, workshops, dormitories, dining hall, and staff quarters for Africans and Europeans. The buildings were erected with prefabricated materials imported from Scotland. Between 1902 and 1903, separate dormitories were built. These consisted of four

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1. Carr, Henry, (Inspector of Schools), Rebecca Hussey's Charity School at Lagos for Industrial Education, (Lagos: Education Office, 25th September, 1899), J.S.G.-30-34-10.99.
 2. Carr, Henry, Special Report on the Schools in Southern Nigeria: Old Calabar, (Southern Nigeria: Government Press, 1900).

large dormitories for boarders and four small rooms for day students. These rooms were eventually converted to dormitories in 1929.¹ Thus boarding school education was included in the plans from the start. When the Inspector of Schools, Henry Carr, visited the School on Wednesday 6th December, 1889 (five years after its establishment) he observed that nearly all the 103 students were in residence.

"Arrangements are made for boarding and all the different tribes of the country are represented among the pupils ..."²

Boarding fees in 1899 were high when compared with the tuition fees. Tuition fees for various departments varied from £1.00 to £1.10s a year while the boarding fee was about £20.00 per annum.

"Many promising children are however received free, and in special cases the charge is reduced".³

The curriculum was a replica of the system prevalent in Scotland in that the examination was conducted to meet the standards outlined by the Scottish Code. It was as late as 1957 that Sir Francis Ibiom was appointed the first African Principal of the institution.

The people of Old Calabar expressed dissatisfaction with the type of education given in Mission Schools. They believed that the mission schools were not giving them better education since these schools could not satisfy their industrial

1. Hope Waddell Training Institute Magazine, (no. 5, November 1951), pp. 17-18.
2. Carr, Henry, Special Report ..., op. cit., p. 3
3. Ibid.

and commercial needs.

"We have to import our clerks and women from other parts of the coast, and this is the case after mission schools have been established for fifty years in Old Calabar and for over thirty years in Bonny".¹

A similar indictment on mission education was contained in a petition by Eyo Honesty Family in Creek Town in 1902.²

The first private school was established with this spirit. The Chiefs of Bonny, Okrika, Opobo and New Calabar with the assistance of native merchants, and an annual grant of £60.00 from the government, financed the establishment of Boys High School, Bonny, in 1898.³ The primary aim of the school was to train agents for the Delta Protectorate, though admission into the school was open to other boys. Day and boarding students were admitted with a charge of 15/- and 50/- per quarter respectively. In 1899, there were 23 students attending. Of this number, 20 were paying whilst 3 were sponsored by the Pastorate. Unlike the previous models predecessors, the school was founded by the native people and there was no intention to make it Mission or Government controlled. The governing body consisted of the clergy of the Delta Pastorate, Government officials, merchants and the native chiefs.⁴ However, the institution was later taken over by the government. A similar model known as 'Residential

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1. Carr, Henry, Special Report ..., op. cit.,
 2. N.N.A. C.S.O. 1/13 Eyo Honesty Family, to Ralph Moor, 14/4/1902, Enclosure to Despatch No. 173, Moor to Secretary of State 16/4/1902.
 3. Carr, Henry, Special Report ..., op. cit., p. 6.
 4. Ibid.

Intermediate School' was built in Benin City in 1904.

So by the end of the 19th century, four classes of schools existed. These were a) boarding schools for boys and girls; b) day schools for boys and girls in towns; c) farm schools; d) industrial schools. Some of these secondary schools were founded at the request of the natives. In most cases the natives provided the material and moral support in the form of financial contributions, land, and free manual labour.

In 1870, the British government started showing greater interest in education in Nigeria. A block grant of £200.00 each was provided to the Church Missionary Society, the Wesleyan Missionary Society and the Roman Catholic Mission. The Education Ordinance No. 4 of 1882 of the then Gold Coast Colony, asserted the government's rights, participation in, and control of education in Nigeria. With the increasing governmental involvement, plus continued interest and rivalry, the problem of dual control arose out of which in turn emerged definite government policies for education in Nigeria.

By 1900, secondary schools of exclusively boarding type were limited to 'charity schools'. Because of the limited financial resources of the missions, boarding education was restricted to those who could afford the fees, with the exception of a few financially poor but promising schools which received support. Rule 86 of the 'Education Rules' 1891 provided for the award of five annual scholarships of £10.00 each, but judging from the economic situation at the

time, or the salaries of the top African working class,¹ only the 'wealthy' could send their children, even as day students, to secondary schools like Hope Waddell Institute whose fees were considered very low at the time.

The government, merchants, chiefs and church denominations were critical of the aims, organisational and administrative efficiency, and the conduct of the students of these early secondary schools. Governor Henry McCallum (1898) stated that the:

"aim of the schools will be not to divert the education of boys into unnatural and unserviceable channels, but rather to keep in touch with the development actually going on in the colony and the requirements of ordinary life, and to give the pupils a healthy desire for knowledge which shall outlive their school days".²

While the missionaries looked upon the school as an instrument for winning converts, the merchants, chiefs and leading members of the society held the view that schools were instruments for making good and useful citizens. These views found outward expression in the school curricula and policies on boarding and day school arrangements. By the 19th century a controversy on 'boarding and day school

1. Rev. Isaac Oluwole (BA Durham) the first Nigerian Principal of C.M.S. Grammar School, Lagos was on annual salary of £85.00 in 1882; Mr. H.A. Sann £42.00; Messrs. C.B. Thompson and S. Cooker £30.00 each. The Schools Working Capital for 1882 was £226. 17s, 6d. Of this sum £191.00 was for the day-to-day running of the school and £4.00 for the purchase of school equipment and minor repairs. Gwam, L.C. (Principal Archivist), *The Education Work of Christian Mission in the Settlement of Lagos 1842-1882*, (A Special List of Records on the subject of Education. Record Series CSO 26 No. 1 N.N.A.1, 1961, Appendix III), pp. 46-56.
2. McCallum, Henry (Governor), Memorandum on Secondary Education, (Lagos: 21st January, 1898).

arrangements' at secondary school level came to the open between the Government and the Missions. The government agents were critical of the day-secondary schools and the nature of the administration and organisation of boarding schools by the missions.

McCallum observed that:

"in spite of every effort made by the managers, these secondary schools are not in all respects what they ought to be. They vary as to extent of efficiency ... the curriculum and organisation is defective, that the school hours are too short, that the acquisition of manliness and self-reliance learnt in well-regulated playgrounds absolutely neglected." 1

He was of the opinion that a well ordered boarding department could correct these deficiencies. For the Government scholars attending these mission schools, McCallum recommended adequate boarding arrangements:

"So as to place them under proper supervision both in respect of their conduct and their studies, and the boarding department, it is hoped, will be so well ordered as to attract a large number of the other pupils attending the school". 2

The government objectives for demanding boarding education in secondary schools at that time were contained in some of the Inspection Reports, Conference papers, public address and memoranda by Henry Carr,³ and Henry McCallum, the Governor.

1. Ibid.

2. Ibid.

3. Appointed Inspector of Schools for the Colony and Protectorate of Lagos, 1892.

The basis on which the argument in support of boarding school rests is the assumption by Carr that "The mission of the schools to train and civilise Nigerian youths is of far greater importance than the value of mere instruction."¹ In the papers, the writers contended that these objectives could be achieved better in well-ordered, regulated and governed boarding schools than in day schools, the majority of parental homes or within the native community. In boarding schools, the pupils, and masters should be firmly impressed with the conviction that the main object is to make and keep the school a Christian community. Well ordered boarding schools it was considered, create environments in which the children could derive the greatest benefit, for these schools should have more permanent and satisfactory influences on children than could day schools. Pupils in school residence have a distinct advantage over day students for they are under the entire supervision and control of the governing and teaching staff in respect both of social conduct and academic study. In boarding schools, opportunities existed for training, and 'civilizing' the younger generation in various ways which were beyond the scope of day schools.

Carr also argued that in cosmopolitan centres, boarding schools drew their clientele from a heterogeneous mixture of various tribes. Thus the composition of the student population offered greater opportunity for adopting a common language - English - which would prove important for

1. Carr, H., Primary, Elementary, Secondary and Supplementary Education: A Paper read at the C.M.S. Diocesan Conference, Lagos, on 22nd January, 1902.

national organisation and cohesion. Only in the boarding schools could the pupils be educated beyond the standards around their homes. Carr was of the opinion that mingling freely with a large population of heathens and Muslims in the community constituted a constraint on progress. He clearly held the view that elitism was a virtue in the provision of secondary education.

The boarding arrangements in the first secondary schools in Lagos were considered by Carr to be defective on the grounds that they lacked adequate facilities. Dining rooms in particular were of very poor standard, as were dormitories. They had no matrons, and discipline in the schools was very poor.

Were his arguments built on sound psychological and educational principles by Carr? Were they mere personal opinions and prejudices, or were they deduced from empirical surveys and scientific observations? Are they free from bias? Do we accept the views put forward by Henry Carr merely on the strength of his office as an educated African honoured with the post of Assistant Colonial Secretary and lately Inspector of Schools for the Colony of Lagos? Do we reject his views simply because some of his conclusions portrayed him as an 'amateur arm-chair colonial civil servant' working for the imperial majesty rather than a professional educationist?¹ These doubts stemmed from

1. Carr, Rawlinson Henry, - Sierraleon immigrant; acquired early education at Lagos; obtained B.A. degree in Mathematics and Physics (1882). Teacher at C.M.S. Grammar School, Lagos, June 1885-1889. Civil Servant 1889-August 1924.

statements such as "to increase the average intelligence of the land",¹ or observations as contained in a comparison of general intelligence of people of Lagos and Calabar - as contained in the Special Report on the Schools in Southern Nigeria (1900), where Carr stated:

"But in spite of the better acquaintance with English and the superior penmanship displayed by the average boy at Hope Waddell Institute, I have no hesitation in saying that the general intelligence and mental power of a boy who has gone through the full course of instruction of the secondary schools of Lagos are on the whole of a higher order than what I saw at the institute; this is, I believe, due to the fact that the general intelligence of the Lagos people is higher than that of the Calabar people, and that there are more objects of civilisation to be seen in Lagos than in Calabar".²

However, Carr was truly convinced on the need for boarding schools. Earlier in 1891 he had suggested to the Governor that the establishment of a government model school in Lagos which should serve as 'object lesson to mission schools' was desirable. When the government founded its own schools Carr's ideas still persisted. Grier (1928) reiterated the idea when he wrote that:

"The ideal is that the Government Schools which exist should in course of the time become model schools, which will get a standard to which other schools will endeavour to attain".³

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1. Carr, H., Requirements of Education at Lagos, A Paper read at the C.M.S. Conference at Lagos on 15th April, 1892.
 2. Carr, H., op. cit., p. 5.
 3. Grier, S.M., Director of Education, Southern Provinces. Memo on the Position of District Officers in Relation to Government Schools, 5th October 1928 (N.N.A.E.E.F. 5226) Managers of Government Schools C.S.E. 1/85/2899.

The missions were not against the idea of a well ordered boarding education at secondary school levels but their actions were limited by pecuniary circumstances. The Mission House, Christian Villages, Coral Fund boys and girls provided them with decades of practical experience. Secondly they controlled much of the existing secondary schools in the protectorates at the time. The question of boarding school was considered by the missions long before the government expressed some concern and interest in the matter. The Conference of West African Protestant Missions¹ held in January 1876 considered the question of day and boarding schools. The missionaries believed that 'boarding school education gave better results spiritually' but the conference unanimously agreed on encouraging the founding of day schools and also drew attention to the need to strengthen boarding schools. As part of the reforms, the Madeira Conference of March 1881 recommended the establishment of boarding schools for boys and girls at Onitsha and Bonny for the purpose of more advanced education and for the training of children of agents free. As far as the missions were concerned, the aims of boarding school were to divorce the child from his society.

In 1900, the Protectorate of Southern Nigeria was proclaimed and ^{the} role of government in educational administration extended. The number of European-style schools grew:

1. Conference of West African Protestant Missions - Debate on Mission Schools, January 1876 (C.M.S. CA3/012).

"the overwhelming need was for literate Nigerian subordinates in all departments ... Yet it was not only educated subordinates who were needed ... it was necessary to educate - in the broadest sense of that term - Nigerians in the aims of British policy and in their duties and privileges under 'indirect rule'." 1

The first government school was established in 1902 at Lagos for the education of Muslim children. When the Education Department was set up in Southern Nigeria in 1903 the government tried to correct some of the 'defects and inefficiencies' in the missions' schooling. At the end of June 1906, the Departments of Education in Southern Nigeria and Lagos were amalgamated under one Director, J.A. Douglas. Experiments in boarding education were continued. By 1905, there were 2,543 pupils in government schools and 9,349 pupils in assisted schools, although the average attendance was low as could be seen from Tables 7A and 7B which follow. The figures compared unfavourably with the number of pupils in Koranic schools in the Northern Protectorate. By 1913, for instance, there were 14,611 Koranic schools in the Northern Protectorate, with a pupil population of 111,838.²

Irregular attendance by pupils to schools constituted a great setback to the progress of educational activities of the government and the missions. Enrolment figures of females in schools were not encouraging either. It was difficult for missions to gain a sufficient supply of boarders. Wimberley reported from the Central Province

1. Graham, S.F., op. cit., pp. 20-21.

2. Ibid, p. 95.

TABLE 7A
ASSISTED SCHOOLS 1906

	Boys	Girls	Total	Av.atten- dance	Grants (Earned by exam.)
Lagos	3530	1335	4868	2,827	2,428: 19:
Central Prov.	1550	111	1661	1,285	515: 18:
E. Prov.	2400	423	2823	1,288	1,104: 4:
Total	7480	1869	9349	5,410	4,049: 1:

Source: Annual Reports of the Colony of S. Nigeria 1906,
(Lagos: Government Printing Office, 1908), p. 201.

TABLE 7B
GOVERNMENT SCHOOLS 1906

	Boys	Girls	Total	Av.atten- dance
Lagos	649	2	651	537
Central Prov.	1038	115	1153	802
E. Prov.	728	11	739	470
Total	2415	128	2543	1,809

Source: Annual Report, 1908, op. cit., p. 202.

that:

"the supply of boarders at the intermediate schools at Warri and Sapele has not been maintained. This is no doubt due to the reluctance of the people to leave their own towns ..."

1

This had been a long standing problem confronting the Missions, and was one of the reasons why the government in 1882 introduced an Education Ordinance which gave grants to schools based on the number of pupils in regular attendance, good school organization and discipline, as well as on the principles of 'payment by results'. The government action was a device intended to encourage viable schools, to raise the quality of staff employed by the agencies, and to enhance the organization and discipline in the schools. While the missions desired government grants, they also tried to safeguard their religious identity.

However, the 1882 Ordinance generated certain unfavourable and unforeseen results. The curriculum shifted from teaching of subject matter with practical utility to drilling on 'questions and answers', lecture methods and the cramming of bare facts. Sound education became synonymous with success in examinations. Centrally placed schools with boarding departments were established in order to meet government regulations for grants-in-aid on the part of the missions.

In the 1930s the government of the then Eastern Provinces of Nigeria followed the policy of establishing centrally sited schools because of financial constraints. This situation led to the re-organisation of government schools

1. Annual Report 1908, op. cit., p. 207.

in Eastern Provinces,¹ retrenchment of staff, and a general practice of strict economy. It was, of course, a period of world economic depression. Some government schools were even closed down, others were reduced in size or handed over to the missions, native administrations, or private proprietors. Through such actions, the Department of Education aimed:

"to own fewer of the present type of school, and an increasing number of centralised middle schools I to III, fed both by native administration and mission elementary school ... Some arrangements with regard to boarding would be made at such centrally placed lower middle schools".²

In the Northern Provinces, the government objectives for establishing centralised schools with boarding departments differed from those of the missions and the Eastern Provinces. Baldwin outlined the objectives thus:

"It is becoming apparent, for various reasons, that we shall have to develop a number of regional boarding schools at the elementary level. In such schools, where there would be better food, better care and a more orderly way of living, I think it should be possible for pupils to tackle English earlier without deterrent to the rest of their education".³

These devices could not arrest the high drop-out rate in schools at both elementary and secondary levels. Pupils withdrew from schools in order to assist parents in farm

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1. Reorganisation of Government Schools, (N.N.A.E. E.P./7095 CSE 1/85/3733).
 2. Hussey, E.J.R., Director of Education, Proposals with Regard to Government Schools, dated 7th October, 1931. (CSE 1/85/3733).
 3. Baldwin, T.H., Acting Director of Education, Northern Province, Kaduna to the Secretary, Northern Province, 21/2/44 (N.N.A.I. No. 23889, Vol. II C.S.O. 26/3), p. 273.

work and trading or for general domestic duties. In certain areas, public opinion did not sustain the schools. Indeed, mere attendance at mission schools was sometimes a matter of great courage.

There was in general a lack of confidence in the educational system. To most parents and children, wage-earning was more pertinent and attractive. Secondary school education was seen by most parents only in financial terms. Many students left after the Junior Cambridge examinations or after form two. Those remaining in school only did so until there was an opportunity for getting suitable employment such as in clerical jobs or teaching. This pattern continued up to the late 1940s.

The high drop-out rate was also caused by other factors. The school curriculum was foreign and unrelated to the local environment, and divorced from the requirements of everyday life in the community. The pupils and students were bored with routine religious literature and catechisms. Above all, there was a general lack of appreciation of the value of the new school, since book learning had no direct effect on the material progress in the community. Commenting on the products of the mission and mission schools, Grier stated that "the tendency of a mission-taught youth is to completely break away from the ordinary life of the community and from any tribal control".¹ Regional schools with boarding

1. Grier, S.M., Report on the Eastern Provinces for Native Affairs, (Lagos: Government Printer, 1922), p. 15. (Source N.N.A.I. RG/GG).

arrangements could not cope with those problems adequately.

Government policy and experiment on boarding education was not limited to Southern Nigeria. In the Northern Protectorate, officials under Frederick Lugard were determined to stop any possibility of mission education being as widespread as in the South. They were determined to inaugurate educational schemes divorced from the educational aims of the missionaries. "The system of education introduced by the government is designed to extend and develop the existing system of native schools."¹ Koranic schools and 'Local Authority' schools were favoured rather than the so called 'Government Schools' of the south.

By 1908, Indirect Rule was a visible system, and the government educational policy was geared to supporting it by developing the mission model. A political officer, Hanns Vischer, was seconded in 1908 to study these schools, but it was felt that missions themselves should not be allowed to penetrate into the Northern Emirates on the pretext that the government could not guarantee their safety. As far as the Hausa peoples were concerned political and commercial officers were the same, with the introduction of missionaries with their anti-Moslem faith would certainly complicate matters for the government. The failure of C.M.S. Zaria Experiment conceived by Dr. W.R.S. Miller in 1903 illustrated the difficulties from the colonial viewpoint. Consequently, government secular schools known as 'Central Schools' were

1. Cd. 7050-26. p. 36. Cited in Graham, S.F. op. cit., p. 87.

established on a provincial or divisional basis, and the Native Administration bore the financial responsibility for them.

The first 'Government' school of a boarding type was opened at Nassarawa near Kano in 1909. The school eventually expanded into primary, secondary and technical schools. By the nature and area of selection of pupils of these early schools in the north, the provision of boarding department became in any case a necessity. Table 7C shows the distribution of pupils of Nassarawa Primary School in 1913 according to the province of origin.

TABLE 7C

ENROLMENT BY PROVINCE OF ORIGIN AT NASSARAWA

PRIMARY SCHOOL: 31st Dec. 1913¹

Province of Origin	No. of Pupils	Province of Origin	No. of Pupils
Kano	59	Nassarawa	12
Niger	40	Yola	11
Muri	25	Zaria	7
Bornu	17	Ilorin	6
Central	13	Sokoto	6
Kontagora	13		
		<u>Total</u>	209

Lugard regarded the educational policy of the Mission Societies as "a superficial and misdirected education",² but

1. Annual Report by Director of Education, Northern Nigeria for 1913, p. 3.

2. Cmd. 468, p. 60. Cited from Graham S.F. op. cit., p. 136.

he also had boarding education as part of his plan. In his Report for 1905/6 he proposed:

"a school or college for the sons of chiefs where the pupils would be boarders and would receive a primary education, and be so trained in the virtues of patriotism, honesty, loyalty, etc. that they would become enlightened rulers. They would not imbibe such western ideas as would cause them to lose the respect of their subjects, nor should they necessarily forego their religion".

1

In consequence in 1910 a boarding school for the sons of chiefs was opened at Kano. Pupils were drawn from Kano, Sokoto and Katsina though not without some persuasion. Secondary schools were controlled by the Central Government of the Northern Protectorate, and the earliest were certainly of the 'boarding type'.

Kings College, Lagos, the first government secondary school in Nigeria had already been opened on 20th September 1909 with eleven students on roll, and by 1910 this number had risen to twenty. The establishment of this institution was part of a government plan to have 'model schools' with boarding education. By 1910,² government already had 40 other schools, which received financial support from the local chiefs. Of these, 16 were in Eastern, 18 in Central, 4 in Northern and 6 in Western Provinces. By 1912 the number of mission schools had risen to 9, including 7 secondary departments though only four were approved. At this stage, Government had only one secondary school. Government scholarships and exhibitions, including monthly allowances,

1. Cmd. 3285-3, pp. 119-120. Cited from Graham, S.F., p. 39.

2.. Ibid.

were awarded to a few pupils to encourage them to attend Kings College. For instance, the 'Rebecca Hussey Slave Charity Scholarships' enabled some poor students to have free education at Kings College and residence in an approved boarding house.

Some of the scholarship awards did not, however, cover the total cost of boarding and tuition. Costs were rising: while the tuition fees only stood at £9 per annum by 1925, the actual cost of maintaining a boarder was about £59 per annum. This was exclusive of clothing and books which amounted to about £38.10s.0d.¹ It was the considered opinion of the Board of Education that holders of Kings College scholarships should become boarders, though residence in the school campus was not compulsory for all students. The cost of secondary education at Kings College, Lagos, was considered by parents to be higher than in similar secondary schools established by the mission societies in the country and government secondary schools subsequently established elsewhere.

"Comparing local fees with those which a youth would have to pay at King's College, it will be seen that whereas he can obtain an excellent education here (Hope Waddell, Calabar) for £15 a year, in Lagos it would cost him at least £16 a year, exclusive of passages to Lagos and back (6 a year), or subsistence at Lagos during the holidays".

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1. See Appendix C.
 2. Murray, A.E.F., Divisional Officer, Old Calabar, to Resident, Calabar Province on King's College Scholarship No. 51/Vol. II/30 dated 21st August, 1925.

The high cost of education at King's College was analagous to Henry Carr's idea that "a really suitable system of education cannot be cheap and cannot be provided under the voluntary system".¹

Initially, most scholarships were awarded to pupils from the Lagos area while deserving youths from the provinces were barred from attending or benefitting from boarding education owing it was presumed to the high fee level charged there. However, according to Ingles: "the main expense does not lie in the fees, but in the cost of boarding and transport".² In 1925 this problem was addressed, and attempts were made to broaden the geographical area from which the schools could draw their clientele. The scholarship scheme had to be increased in quantity and value as well as extended to the provinces. The primary objective of the new scheme was to avail students of the 'better' boarding education and other facilities available at King's College were embodied in a letter by the Principal of the College in 1925.

"We are constantly being told by employers of labour that they do see a difference which we put down to the constant association of those lads with the European staff. I do not want to take lads away from their districts and send them to other places or even to encourage them to want to go to England, but surely as interpreters and higher grade clerks a great deal might be got out of boys who had been trained here. Such lads would have to be boarders".

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1. Quoted in Grants-in-aid of Education in Nigeria by Phillipson S. and Holt, W.E., (Lagos: Government Printer, 1948), p. 12.
 2. Ingles, F.H., King's College Scholarship, Memorandum MP. No. OW. 361/1919 from Resident, Owerri to Sec. S. Prov. Lagos, 26th August, 1925.
 3. The Principal of King's College, Lagos (N.N.) to Buchanan Smith (private letter) N.N.A.E. EP. 5124 CSE 1/85/2863.

The above aims and objectives did not receive the general approval by the Resident and District Officers in the provinces. A.B. Cozen, Principal of Government College, Umuahia was repeating the same objective for his school during the Silver Jubilee celebrations and Old Boys Annual Reunion in 1954, when he stated that "A well-known employer has said to me - 'if he is an Umuahia boy, he'll be all right. Send him along!' The mould is there ... The example of a good man is his environment".¹

F.H. Ingles, Resident of Owerri Province, commented as follows:

"The suggestion that candidates should be required to enter the Civil Service is looked upon with disfavour by all District Officers. The present Government Clerk is sufficiently educated to tell for himself whether a higher education is desirable for his sons and is not under the delusion that King's College is in another hemisphere...." ²

The Resident for Calabar had a different view on the matter. He was attacking the 'menace' caused by 'indiscriminate education of the plebian class' in the country. He was of the opinion that education, like the one tenable at King's College:

"should only be given to those whose parents can afford to pay properly for it, or those who are prepared by manual labour to earn it, as in schools run on the Booker Washington theory ... in offering scholarships we are still further pandering to

1. Government College Umuahia Magazine (No. 7 1953-54), p. 5.

2. Ingles, F.H., op. cit., para. 4.

'a people to whom gratitude is not known and who price nothing unless they have to pay for it".¹

The idea of awarding scholarships was acclaimed by the District Officers and Residents in Owerri and Onitsha but on the question of the scholarship being tenable at King's College, Lagos, they expressed the fear that:

"the main difficulty appears to be that Lagos seems to be so far away that parents are not certain as to whether their children will be admitted if they go there, whether Yorubas are not favoured and, if they favour a mission education, whether religion is not neglected".²

The debate concerning King's College Lagos and its scholarship scheme became an important discussion in the context of introducing secondary boarding school education in the Eastern Provinces.

There is a government experiment on boarding school education which deserves equal attention to that of King's College, Lagos. A Native Administration elementary school at Omu in Ilorin Province was opened on 15th September, 1931, with 40 boys. Unlike King's College, Lagos, this experiment aimed at adaptation to local environment. It was a rural school that drew its pupils from five towns.

"The pupils were either too young or too old and none were dying to come to school. They were all there because a certain amount of persuasion had been applied to their parents".³

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1. Memorandum Resident Calabar (N.N.) to Sec. S. Prov. Lagos. No. C.102/1925 26th August 1925 (Source: N.N.A.E. EP. 5124, CSE 1/85/2863.
 2. Ingles, F.H., op. cit., para. 3.
 3. Clarke, J.D., "Omu: A Rural School", A Bulletin of Education Matters, (Nigeria: Education Dept., Vol. V, No. 2, December 1932), p. 22.

Tools, desks, clothes, tradition and experience were lacking in the school. At leisure periods and informally, too, the pupils made their own beds, chairs, and other articles required for use in the compounds, or worked on the private farms. Evenings were also taken up in games and occasionally for Yoruba wrestling. As with the 'pagan' Elementary Teacher Training College at Toro, the pupils were grouped into five units of eight boys, each based on their village of origin. Each unit took the village name, and was housed in two adjoining houses enclosed by a fence. A leader was elected by each unit. Clothing, accommodation, the setting of the quarters amongst the trees with plots of maize or other crops around, the size of each group and the life of the boys in general, were similar to what they were accustomed to in their Yoruba Villages. Clarke thus arrived at the following principles for elementary schools after his visit to Omu Rural School:

"Introduce into your school as much from the home life as is possible; and introduce into the school nothing which cannot be taken to the home". 1

Boarding education in secondary schools also demanded similar principles.

7.3 Experiments in Boarding Education for Girls

Due to the financial constraints facing both missions and government in respect of education in Nigeria, the policy of providing boarding schools as ideal contexts for character

1. Ibid, p. 24.

training and the dissemination of 'civilization' could not be extended to all young people. Since parents paid fees for the boarding education of their children, they regarded education as an investment.¹ They were more reluctant to spend on their daughters for the fear that the benefits accruing from such an investment would be transferred to another family when they are married. In any case the dowry in most cases would be unlikely to cover the cost of boarding education. Fathers in particular were more interested in the education of their sons, who would inherit their estates, but were unable to forfeit their labour. Consequently both boys and girls were placed in some difficulty in respect of opportunities for boarding.

From the point of view of the missions, with the rapid expansion of the geographical area under their influence, the possibility of providing for all young people through the 'Mission House' and the 'Christian Villages' became unattainable, and this adversely affected girls' opportunities for boarding. For example, in 1922, out of a total of 1,808 girls in exclusively girls' schools in the colony and southern provinces that received grants from the government, 327 were boarders.² In 1927, the first government secondary school for girls - Queens College, Lagos, - was founded. It was founded as a 'model' boarding secondary school for girls. The C.M.S. Girls School, Lagos, established as a seminary

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1. Ukeje, B.O., Education for Social Reconstruction, (Nigeria: MacMillan and Co. Ltd., 1966), p. 114.
 2. Annual Report on the Education Department, Colony and Southern Provinces of Nigeria, (Lagos: Government Printer, 1922), p. 32.

for girls, had a total pupil population of 254 in 1922, but with only 27 boarders; by 1930, the student population was only 300 with a mere 32 boarders.¹ Table 7D shows the enrolment figures and numbers of student boarders in Assisted Girls Schools in Onitsha and Owerri provinces in 1931.

TABLE 7D

ASSISTED GIRLS SCHOOLS: SOUTHERN PROVINCE, 1931²

Province	Denomination	No. of Schools	Enrolment	Boarders
Onitsha	Anglican	1	164	164
	Roman Catholic	1	460	43
Owerri	Primitive Methodist	1	39	39

The table shows that the Protestant missions operated exclusively boarding schools while the Catholic mission was mostly dealing with day students.

In general, both missions and government adopted a co-educational school policy at the elementary school level. Central schools and group schools were a common feature of missions. These schools served groups of villages which contributed to their maintenance until they qualified for grants-in-aid. Secondary schools were mostly single sex,

1. Crowther to Clegg, 3rd January 1922; C.M.S. CA3/06.

2. Annual Report on the Education Department, Colony of Southern Nigeria, 1933.

and male: a policy maintained by government. For example, when as late as 1951, the proprietor of Priscilla Memorial Grammar School, Oguta, applied for permission to admit girls into the school, he received the following reply from government:

"I have discussed this question with the Chief woman Education Officer. We consider it most undesirable to admit girls into a school for boys".¹

In 1970, government policy became different in Eastern Nigeria.

The Government stated as follows:

"Female students may be admitted into boys' post-primary institutions and vice-versa provided there is suitable arrangement for the accommodation of all. Where there are no suitable boarding facilities for female students ... they may be accepted as day students".²

There were then more boys in schools than girls of corresponding age both at primary and secondary schools stages in Nigeria. The trend is still the same. In the past, however, more girls were attending mission schools. For example, in 1927 Fraser observed that in southern provinces:

"proportionately to boys there are four times the number of girls in mission schools than are to be found in government schools - in all there are 8,327 in mission schools as against 634 in government".³

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1. Letter from Regional Director of Education; Inspectorate Branch, Enugu, No. CIE (S) 5005/85 dated 13th October, 1951 to the Provincial Education Officer, Owerri Province, Unuahia-Ibeku (Imo State).
 2. Circular letter from Ministry of Education, Enugu, to ALL Principals of post-primary institutions and D.E.O.s Ref. IN(S):157/23, dated 4th September, 1970.
 3. Fraser, A.G., (Rev.), 'Report on Nigerian Tour dated 3.6.27. p. 10. (CSO 26/3).

While boarding school education of 'Mission House' fame, was giving way to day-school education in the old mission stations, boarding school education was being introduced within the communities where the missionaries made fresh inroads. In these new foundations the missionaries were mindful of their earlier mistakes, failures and successes. Attempts were made at adapting the boarding school education to local conditions. With the increase in awareness of the importance of formal education, school fees were introduced in most of the educational institutions.

The missions set up special hostels which were designed essentially to give boarding school education to senior girls or women. Training in reading, vernacular literature and catechism, domestic science, mothercraft and hygiene were given under trained matrons. These institutions were called convents, women's hostels or domestic centres. They resembled the traditional 'fattening houses' in offering special education in preparation for future married life. Like the Mission Houses, the training centres offered boarding education. St. Monica's Women's Training Centre Ogbunike, Primitive Methodist Training Home, Ihubi Okigwe, and Mary Slessor Memorial at Etinan were examples of such institutions.

The Primitive Methodist Mission had a girls' Training Home at Ihubi-Okigwe Division.¹ There the girls were placed under the care of Miss Leggett. In 1928, she had 8 boarders in her compound consisting of one blind girl 'rescued from a

1. Primitive Methodist Training Home, Ihubi Okigwe District 1928 (C.S.E. 1/85/29978 E.P.S. 94).

bad home', and others sent by parents. Fees were not charged for the training but parents sent consignments of food weekly. Leggett's methods differed from the traditional English boarding institutions. Boarders lived in separate rooms instead of dormitories. They wore plain dresses and native head-ties, but no foot-wear. On Saturdays, sewing classes were organised for girls and women - for both pagans and Christians from the neighbourhood. Some participants in these weekend classes trekked over 10 miles from their homes to benefit from the centre. There were other attractions to the centre - the girls and women were given medical treatment from the dispensary. The trainees paid for the cost of the raw materials used in the workshop while nominal fees were charged for the medical treatment.

Mary Slessor Memorial at Arochuku had a training home for girls of marriageable age. It was a boarding institution. In 1927, the centre had 33 girls living in the cottage designed in native style. The girls were housed six or eight to a cottage. A model cottage was set aside for the older girls for the period they acted as home keeper. The curriculum included:

"farm work, sewing, cooking, marketing, looking after 'rescued twins'*, and all done in native style, but a little better ... they learn the importance of pure water, of doing things at the right time, but all in village conditions". 1

1. Fraser, A.G., op. cit., p. 111.

* In those days twins were looked upon as dangerous - mother and twins were usually killed immediately after birth.

The education of girls was a matter of grave concern for the missions and government alike. The enrolment of women in schools was very low, and the drop-out rate was very high. Services of educationists, ethnographers, and anthropologists were employed to investigate such problems and give some guidelines to the government. There was a need to formulate some effective educational policy on girls' education.

"To educate a man is to educate an individual, but to educate a woman is to educate a family (nation)". 1

Most girls married at a very young age, even prior to enrolment into an elementary school or before the course of study was completed. Because of the economic system in the country, most parents could not afford to lose the labour of their children in the farms and in the markets. On grounds of social custom many parents were prejudiced against the education of girls.

Dr. Phyllis Kaberry studied the situation in the Cameroons provinces and reported as follows:

"... there is a general prejudice against the present type of education for girls because it is feared that it will make them disinclined to farm work and dissatisfied in their marital relationship. There is a certain foundation for this belief ... On the question of the assistance given by daughters to their mothers - it is already clear that, under present conditions, a woman relies on her children for assistance in a number of tasks. Without this she would have little or no leisure and in my opinion, would be overworked". 2

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1. Ukeje, B.O., op. cit.
 2. Dr. Phyllis Kaberry to Prof. Daryll Forde, Director, African Institute, London, 14th Dec. 1945. Report: "Anthropological Research - Women Education Cameroon Province (CSE 1/85/9871).

It is, of course, an error of judgement to assert that before the above report was made, that there was no demand for 'educated' girls as wives. At least native teachers and evangelists needed them as 'help-mates'. Oron Girls Institute at Jamestown was founded in 1907 by the Methodist Mission as Mary Hanney Memorial School to satisfy such a demand.¹ This school was transferred to Eyo Bassey in Oron in 1927.

In the Muslim North, the 'Purdah' system constituted a constraint on the education of the girls in the schools as established by government or mission. The government observed as follows: "on the question of Purdah - it is a severe obstacle in the education of women".²

It was believed and perhaps rightly too, that the education of women should be a rock on which 'Western' educational influence should be infused and disseminated. Fraser stated that:

"The education of a girl is worth more, I believe, than the education of a boy ... The man educated by himself alone does not pass on much in his home to his children as a rule, for the obscurantist wife dominates inside the home the educated man".³

In 1934, Hussey expressed the view that good education of girls acquired in a boarding school constituted the most positive device that would crumble the 'harmful prejudices

1. M.H. Memorial School Express, 1945, p. 5.
2. Notes on Discussions at Government House on Wednesday 14th June 1944 - Education Problems in the Northern Provinces (CSE/1/85/10,000, E.P. 20115).
3. Fraser, A.G., op. cit., p. 11.

of the native Africans'. According to him:

"Such customs as the fattening of brides and the more drastic initiation ceremonies tend to become obsolete when the girls who have acquired a good education at the boarding school, themselves become wives and mothers".¹

The Young Women's Christian Association (Y.W.C.A.), and international and inter-denominational fellowship of women and girls was also an agency for the promotion of the education of girls. The organization originated in 1855 in Great Britain, and in 1906, the first branch in Nigeria was established at Lagos. That was followed by other centres at Onitsha in 1911; Aba, Calabar, Enugu, Ihe, Nkwere, Okigwe, Owerri and Port Harcourt. These centres founded hostels, clubs, and groups. The groups are still active and comprise seniors and juniors. The seniors are persons of 18 years of age and above while junior membership is for girls 12-18 years of age. The purpose of the association includes:

"To meet, as far as it can, the needs of women and girls. To help them to become fully developed personalities, physically, socially, mentally and spiritually. To help them to become efficient citizens of their community, their country and the world".²

One of the functions of the organization has been the provision of accommodation for working-class girls, students, and ladies in transit; also to provide food for the inmates of the hostel.

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1. Hussey, E.R.J., The Director of Education, Lagos. Letter Reference DE. 303/17 to the Hon., The Chief Secretary Lagos, dated 24th February 1934. Young Farmers Clubs in Schools, Source (N.N.A.E., CSE1/85/5175 E.P. 10464).
 2. Y.W.C.A. Members Handbook N.N. (England: Quick and Co. Ltd., N.D.), p. 5.

From these various formative influences, the provision of boarding education for girls developed. In 1942, the Roman Catholic Mission founded the Queen of the Rosary College, Onitsha, with the aim: "To give Christian education for life, morally, intellectually and physically".¹ In 1943 the C.M.S. Mission founded the first girls' Secondary School, Archdeacon Crowther Memorial Grammar School, Elelenwo, Port Harcourt.² Queen's School, Enugu - a model government girls boarding secondary school (reminiscent of Queens College, Lagos) was founded in 1954. Earnest Gems Grammar School, Akokwa, Orlu, was opened as a mixed school in 1958.

Having made this brief reference to the origins and development of boarding education for girls, we must now return to the chronological account of boarding education in general, with more detailed reference to the Eastern States.

7.4 An Era of Expansion: 1920 - 1970

In 1924, there were 14 Assisted schools which had secondary departments in addition to primary schools. Most of these institutions were situated in the chief educational centres in the country such as Lagos, Calabar and Ibadan. Of these assisted secondary departments, one only - Onitsha Waterside School - was situated in Igboland.³ In that year

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1. Directory of Schools: 1962, (Eastern Nigeria: Ministry of Education, 1963), p. 8.
 2. Memorial in the name of S.A. Crowther who established the Niger Mission at Onitsha 1857; founded the first school in Eastern Nigeria.
 3. Annual Reports (Southern Provinces, Nigeria: Education Department, 1924), p. 7.

also a total sum of £30,074 was paid to the Missions by the government as grants-in-aid. Out of that sum, £3,143.00 was given by the government towards the cost of new buildings and expansion of educational institutions. The amount was distributed as follows:

	£
(a) C.M.S. Grammar School, Onitsha, a new school specially designed to provide a more advanced education in Ibo country	1,000
(b) Creek Town Girls' School, Calabar	760
(c) Wesleyan Boys' High School, Lagos	590
(d) Eroko Wesleyan School, Lagos	480
(e) R.C.M. School Emekuku, Owerri	187
(f) St. Andrew's College, Oyo	98
(g) Shagamu Wesleyan School, Ijebu-Ode	28
	<u>£3,143</u> ¹

The estimate for building grants for 1925-26 was £4,200.² Out of this amount the sum of £1,150 was approved for D.M.G.S. Onitsha.³

The earliest secondary schools in the East were established when: "the government in 1925 or 1926 started a big scheme to improve education throughout the country. All schools were to benefit, even the smallest bush-schools".⁴

1. Ibid, p. 11.

2. 'Building Grants Assisted Schools 1925-26'. Estimates Vol. 1 (C.S.O. 26 File no. 094720).

3. Memo. No. B 1167/1925 from Sec. S. Provinces, Lagos to the Government, Lagos, Nov. 1925 (C.S.O. 26 File No. 09472 Vol. I, p. 85).

4. Dodds, F.W. (Rev.), 'Notes on Early Days, Uzuakoli', Fox, A.S. A Short History, Appendix I (Oxford University Press, 1964), p. 102.

The above statement is also supported by an official comment at the office of the Chief Secretary to the Government, Lagos, when an application was made for a building grant for dormitory, dining room, and principal's house of D.M.G.S. Onitsha before the school was included in the assisted list. The comment read in part:

"In the past we have been sorely hampered by lack of funds, and grants to schools have been strictly limited in consequence. Our expenditure on education has been trifling. Now that we have funds to spare, I suggest that the practice be as liberal as possible to deserving institutions such as Onitsha School undoubtedly is. As Mr. Jardise says, it fills a crying need". 1

The request, of course, was met, but it was significant to note that D.M.G.S. received grants from the government before the name was included in the Assisted List for grants-in-aid in 1931. In 1936, she presented the first set of students for the Cambridge School Certificate Examination.

Thus, after 68 years of evangelical and educational activities by the C.M.S. Mission in Igboland, a grammar school - Dennis Memorial Grammar School - was opened at Onitsha on 16th January, 1925 in memory of Archdeacon Thomas J. Dennis, translator of the Bible into Igbo language.

"An essential part of the memorial scheme was the provision of a hostel or hostels as memorials to the late Rev. F.G. Payne and the late Miss Dennis - whether as separate buildings or dormitories - for pupils from distant places". 2

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1. Building Grants Assisted Schools: (C.S.O. 26 File No. 09472 Vol. 1), pp. 80-81.
 2. The Dengramite (Ruby Anniversary Edition of D.M.G.S. Magazine- Vol. VII, Onitsha, 1965), p. 58.

Up to September 1925, about £6,000 could be raised for the erection of the school from the following sources: £3,200 from native funds, about £1,800 by European friends and £1,000 by the government grant.¹ Financial as well as material and moral support were also received from various quarters in Nigeria during the erection of the institution:

"In the work, some of the chiefs of interior towns have taken considerable responsibility and have shown great keenness. Bricks have been purchased locally and are being carried voluntarily from the kiln to the site by school children* and Christian men and women ... gratifying contributions have been received from Northern Nigeria, and from some who owe everything to the Church Missionary Society in days gone by, and are resolved to support that which they believe will help their country". 2

Onitsha was selected for the siting of the school for its strategic location in terms of transportation routes, as a nodal centre by land and water, and for growing commercial importance. There was a crying need for a secondary school in the East. Such a school was needed by the people and the

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1. Wilson, J., Acting Secretary C.M.S. Niger Mission to His Excellency the Governor of Nigeria, Lagos, 11th September 1925. (C.S.O. 26 File No. 09472 Vol. 1) pp. 67-69.
 - * "... It was a pleasure to me, when I attended the Central School to join my colleagues in helping to clear the bush of the site where the Dennis Memorial Grammar School now stands. Indeed, it was a joy to me to join my classmates and schoolmates in carrying stones and bricks to the site to enable the builders to erect this historic institution to his memory". Dr. Nnamdi Azikiwe, Public Address Saturday November 16th, 1957 during C.M.S. Nigeria Mission Centenary. Cited from "C.M.S. Niger Mission Centenary 1857-1957". Report by Ross, P.J. (C.M.S. Nigeria Press, May 1960), p. 64.
 2. C.M.S. Financial Assistance for the building of Onitsha Grammar School (September 1921), p. 9.

mission. Archdeacon Dennis had planned a boarding school at Onitsha in 1912 where English would form an important part of the curriculum, but he did not live to see his wishes accomplished. Some parents and relations of pupils who passed Standard VII were keen to send their children to secondary schools. There was demand by members of the C.M.S. for a nearby secondary school to be established for more advanced studies. Only the Catholics had a secondary department at close range. The nearest institution where a Protestant could acquire secondary school education was over 150 miles away from Onitsha.

"This great desire for education is largely responsible for the rapid progress of the Christian Church. The advantage of having their sons taught to speak the language of the government officials and traders, and of thus eliminating the native interpreters is obvious to the most progressive of the people, and it is true to say that thousands of people have been brought into touch with the Christian mission and the preaching of Christ through this demand for education".

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The C.M.S. had other allied needs² for a good secondary school. With such a school she hoped to improve the educational standards and efficiency of pupil-teachers by giving them additional two-year grammar school education; to prepare candidates for government and other examinations in a Christian atmosphere; to train students where high christian ideals were set before them; to give to children a type of education that would fit them in taking their

1. C.M.S. Mission Financial Assistance, op. cit., p. 5

2. Ibid, p. 6.

share in the native church and country. These needs were summed up in the school's aims which emphasized "development of character through boarding school education". Sidney R. Smith, Archdeacon and C.M.S. Secretary, outlined these objectives in a letter of invitation to the Governor of Nigeria for the official opening of the institution. He wrote:

"The pressing claim for education of a higher type than that now prevailing and the determination of all concerned to aim at the development of character through education established upon a christian basis, make the opening of the first secondary boarding school on the Niger an event of great importance".¹

An aspect of character training in boarding school as envisaged above was illustrated in the first 'Half Yearly Report' of the school where it dwelt on self-discipline. The African members of the staff who were described as certificated and experienced in teaching their subjects, were said to have "had evidently no conception of self-discipline apart from that secured by corporal punishment".² The students on the other hand "had never before been subjected to a system of discipline which demanded self-discipline".³

When the school first opened, not all the students admitted were boarders. On the official opening day, 16th January 1925, there were 19 boarders and 46 day boys.⁴

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1. Sidney R, Smith, Church Mission House Onitsha, Nigeria, to His Excellency Sir Hugh Clifford, G.C.M.G., Governor of Nigeria, 19th November, 1924. Dennis Memorial Grammar School and Hostel, Onitsha (Source N.N.A.E. C.S.O. 26/2 File 13997), p. 1.
 2. Half Yearly Report of the D.M.G.S. Onitsha 1925 (Extract C.S.O. 26 File No. 09472 Vol 1, p. 70.
 3. Ibid.
 4. Dengramite, op. cit., p. 58.

In pursuance of the mission's policy on secondary boarding school education, an application dated 17th June, 1925 was forwarded to the government for building grants so as to enable the school to accommodate students as boarders, erect a dining hall, and a dwelling place for the Principal. The hope of maintaining an exclusively boarding school was not achieved before the 1940s.

The composition of the staff supplied to the school differed from the trend in government schools. They were made up of essentially native masters with a European Principal. By the end of September 1925,

"one hundred and nine pupils have been enrolled. Of these seven have, for financial and doctrinal reasons been withdrawn so that one hundred and two were on the register ...Of course thirty eight are boarders" 1

Commenting on the boarding system at D.M.G.S. from 1925 to 1927, Dr. J.O. Onyeachonam, an 'Old Boy' of the school stated:

"... there were no house systems as we know them today. One was either a boarder or a day boy. The only boarding house was shared by masters at one end and boarders who were mostly students from outside Onitsha at the other end" 2

E.C. Ekwulugo, an Old Boy of the School 1931-35 similarly reported that:

"there were not very many boarders. The majority of students were day boys. The day boys lived in the town by themselves or with relations" 3

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1. Wilson, J., op. cit., p. 70.
 2. Dangramite, op. cit., p. 34.
 3. Ibid, p. 36.

Many students chose to attend as day students because of financial and other reasons. Ekwulugo reported that, between 1931-35:

"Few people in those days could afford the phenomenal boarding fees of £4. 10s. Od. a term. The day-boys paid £1. 10s. Od. per term.* Of course, any student whether day-boy or boarder who could attend the secondary school in those days and pay the fee above was from a 'rich family'. Oh my! how aristocratic we felt". 1

Chiwuzie, a student at D.M.G.S. Onitsha 1935-40 stated that:

"Any boy or man who could afford the heavy fees in those days was admitted. It was a school for the wealthy ... it is noteworthy that in form one there might be about 120 students. By form 4 they could thin down to 28". 2

In 1910 the Primitive Methodist Missionary Society had penetrated an important nodal town and commercial centre, Uzuakoli. At the time, Uzuakoli had a large market. The great trade routes from Bonny and Azumini to the North, and the other from Onitsha and Calabar converged at Uzuakoli. The extension of Eastern Railway to the town in 1915, however, diminished its commercial and trading importance.

In 1894, the Primitive Methodist Missionary Society founded the Oron Boys' Institute as a boarding school. Up to the year 1923 students from Igboland were sent by the Mission to Oron to complete their education.

* A tin of palm oil was sold at 4d. at the material period. There was not much trade. It was a period of economic depression.

1. Dengramite, op. cit., p. 36.
2. Ibid, p. 40.

"Up till that time our best scholars had had to go to Oron to complete their education. It was clear to all of us that this was too far away, and that there was scope for a new boarding school in Ibo country. It did not take long for us to decide on Uzuakoli". 1

The desire for a boarding school led to the founding of Uzuakoli Training College in 1923 with Rev. J.B. Hardy as the first principal. The school opened as a full primary school. The mission had very little money and no large grant from the government was forthcoming for the scheme. The buildings were constructed with local materials,

"all of them constructed of mud and palm leaves. They were built very strongly indeed, and lasted for many years before they were replaced by concrete and other structures ... for several years there was no building on the site made of concrete blocks or roofed with galvanised iron". 2

The institution was originally planned to follow the pattern of government schools, and benefited from generous government grants for general improvement of education in the country. Within the period 1925-26, the institute grew and expanded into many sections - Infants, Primary, Secondary and Teacher Training. Methodist Secondary School Uzuakoli, was "originally Ibo Boys' Institute now open to all".³ Up till 1966, the school maintained its original boarding character.

Government College Umuahia was opened on Tuesday 22nd January 1929, with 23 students (all boarders) under the

1. Dodds, op. cit., p. 101.

2. Ibid,

3. Directory of Schools, op. cit., p. 6.

Principalship of Rev. Robert Fisher. The number of students increased to 29 by the end of the year. During the first year, it operated as a Teacher Training College but it became a secondary school in 1939. The school, initially prepared boys for the 'Middle Six' examinations or Higher College Yaba entrance and not for the School Certificate. It first entered candidates for the School Certificate in 1946. Like King's College, Lagos, it was designed as a 'model school' which would provide boarding school education. The aim of the boarding system was character training. In 1954 the Honourable Minister of Education gave an appraisal of the activities of the school in these words:

"This college was founded twenty five years ago, is one of the foremost secondary schools in West Africa ... The school has set a high standard to other secondary schools in the Region. That their sons may get admission into it is the aspiration of most parents in the region".¹

According to the Minister, these high achievements were manifested in external examinations, games, and the high moral tone and discipline of the school. The Principal of the school in 1954 was proud that, in operating in this way, the school: "followed the pattern to some degree of the Public and Grammar Schools of England".² The house system, the prefectorial system, central cooking and gardening were all prominent, with team spirit generated through inter-house competitions.

Though the school appeared similar to King's College

1. Government College Umuahia Magazine No. 7, 1953-54, p. 7.

2. Ibid, p. 5.

in aims, it exhibited a capacity for adaptation. Under the control of a minister of religion as the first principal (1929-38) it possessed a chapel. At King's College, there was "neither a chapel nor a mosque but religious worship is not optional".¹ There was no undue stress on class work as opposed to other activities of the boarders. Right from the start of the school, agriculture was included in the curriculum. In 1931, each student had a plot of ground measuring 33 feet by 66 feet for the purpose.²

The first private indigenous secondary school in the Eastern Provinces, was built during the economic depression of early 1930s. Aggrey Memorial College, Arochukwu, the oldest private indigenous voluntary agency secondary³ school in the former Eastern Nigeria was opened with nine pioneer students on 4th April, 1932 by Mr. Alvan Ikoku.⁴ All the pioneer students were non-natives and were all boarders. They were ex-pupil teachers. The following year, the school became co-educational when the first female student was admitted.

The 'upstairs' of the Late Elder Chief Okoroafor Udor was hired and used in the first six months as the school and the boardinghouse. The proprietor obtained land from people

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1. Bell-Gam, Winston, (School Captain), Boarding House Report, (The Mermaid Vol. 1 No. XXXVIII, 1963), p. 3.
 2. Umuahia Government College, A Bulletin of Educational Matters, (Nigeria: Education Department, Vol. IV No. 3, June 1931), pp. 21-32.
 3. Enitona High School Port Harcourt, was second in the series, It was opened in May 1932 (a month after Aggrey Memorial College, Arochukwu) by Rev. Potts Johnson.
 4. A student of Hope Waddell Institute, Sec. & T.T.C. Calabar, 1914-20.

on terms of awarding a certain number of scholarships to their children. The school received its first grants-in-aid in 1934. In fact it received a grant of £300 per annum, and also a direct grant of £200 from Miss Plumer, Assistant Director of Education, for cookery and needlework. Construction of permanent buildings commenced in 1935, with zinc from demolished U.A.C. buildings at Eket being utilised. The dormitories were mud-walled and thatched.

The plan of the proprietor had been to operate a boarding school which would "embrace more than book-learning but also character building". The history of the school illustrates conscious attempts to adapt the school to local conditions.

"Ikoku has encouraged the full expression of things truly African and today one sees a happy blend of Nigerian culture and a Western educational pattern". 1

The foundation teaching staff were African, and many were products of the proprietor's alma mater, Hope Waddell Institute, Calabar. To surmount the acute shortage of staff, the institution was required to give secondary and teacher training education to those who desired to take to teaching as a career. The first teacher graduated in 1935, but that aspect was discontinued from the same year when the Government School Arochukwu was added to the institution. Senior staff were trained in universities on school scholarships, and the foundation received much encouragement from

1. Cozens, A.B. and Radford, J.C.U., Aggrey Memorial College Arochukwu: Inspection Report, 1956, (M.O.E. IN(S) 4041 Vol. II p. 188), p. 2.

the Government right from its inception. However, the reaction of the missions was mixed. Some regarded the school as a rival, while others gave some assistance in staffing.

Attendance at secondary schools by male students either as boarders or day students was adversely affected by the introduction of direct taxation in the East. Direct taxation was first collected in the South-Eastern provinces of Nigeria in 1928. Elementary school pupils and secondary school students from the age of sixteen years and above were regarded as taxable male adults.¹ The above condition no doubt discouraged parents and guardians from sending their wards to secondary schools. Students' enrolment figures in secondary schools and the number of student boarders were also adversely affected by the taxation. The government action evoked protests from several sources. The chiefs and clan heads, the Nigerian Union of Teachers, parents, individual pupils and students, school committees, the Board of Education, residents in various provinces, the Government and the press² were all involved in the struggle.

It was the government view that the students involved should pay tax³ on the grounds that they usually earned money through such activities as fishing; that a tax of 5/-³/₈^d or 9/-³/₈^d in a year would not deter a child who is keen enough

1. Source: Taxation of School Children C.S.E., 1/85/2969.
2. "Students are Asked to Pay Income Tax", Eastern Nigerian Guardian, February 23rd, 1940, pp. 1 & 4.
"Taxing School Boys", West African Pilot, March 20th, 1940.
3. Memorandum. MP. No. C. 435/1926 from Murray, A.E.F., Resident, Calabar Province to Hon. Sec. S. Provinces - On Calabar Provincial School Committee Meeting on Taxation of School Children.

to pursue his studies after the age of sixteen, and that the cause of education would not suffer if pupils above the age of sixteen were not exempted. It was also argued: that the contemporaries of these students who did not enjoy education paid tax; that the Mission Societies and Old Boys' Association had already endowed Scholarships which provided for exceptional cases; that the educational value of taxation was that it was a means of inculcating a sense of responsibility in the youths. A 16 year-old in elementary school should pay because it was felt that he should have got through, but on the other hand middle school students should be excused up to the age of twenty. Exemption of these students, it was argued, would decrease the already small government revenue.¹ However, in cases of exceptional poverty some relief could be granted by the head of the community and the deficiency made up from his wealthy neighbours. Finally it was also argued that assessment differed from collection. Thus it might not be necessary for a boy of sixteen to be called upon to pay tax but his father or guardian ought not to be exempted, for: "if he can afford to send his son to school, he can afford to pay tax for him".²

There was opposition to the government imposition of poll tax on students. The argument was protracted while

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1. See Appendix C - Enrolment, Middle Schools, S. Prov. 1936. At 5/- tax per head of the male student, the proceeds would amount to £445. 15s. Od. p.a.
 2. Taxation of School Children, The Secretary, S. Provinces, Enugu to the Resident, Calabar Prov, (Memorandum SP. 5391/27. Dated 26th April, 1929), Source: N.N.A.E. E.P. 5391. C.S.E. 1/85/2969.

the students were not exempted. Under the Native Revenue Ordinance drawn in 1926, "bona fide students attending recognised schools on the certificate of proprietor or manager" were exempted, but in October 1928, it was withdrawn on the grounds that the exemption would open the door to evasion. In 1935 the exemption rule emphasised

"regular attendance in classes III to VI at any approved Middle School, ¹ or ... other approved institution".

The question of the meaning attached to the word "approved" was not finally resolved until 1952,² It was then defined as meaning

"approved by the Director of Education and not as approved by the Director of Education for Grants-in-aid purposes".

It was in June 1944 that all elementary school pupils irrespective of their age were exempted from taxation.

The survey so far shows that though in theory most of the secondary schools were planned to give exclusive boarding school education, in practice, day students were allowed to attend. There were some which opened as day schools but subsequently became exclusively boarding institutions.

The Merchants of Light School, Oba, opened "without its own buildings and without any form of equipment" on 18th February, 1946, with 15 day pupils.³ On 6th May, the

1. See Appendix C.

2. See Appendix C.

3. The Merchant: The magazine of M.L.S. Oba, 1966/67 (Onitsha: Eduto Ltd., 1966), p. 23.

nucleus of a boarding department started with four students. A.E.D. Mgbemena, a former principal of the school, remarked as follows:

"The years 1953 and 1954 ... were no easy years ... for some of the basic things still needed to be done. I recall our accommodation problem, the difficulty about getting a football ground ..., the problem of finding a suitable dining place, and the threats of the boys one evening to set fire on the thatch shed we used at that time for the purpose".¹

The first government grant came eight years after the start of the school - January 1954. Day students were allowed to attend up to the mid 1950s. As the financial position of the school improved, it took on a new appearance in terms of buildings and boarding facilities and accommodation. The provisional mud-walled mat-roofed sheds used as dormitories and dining halls in the early days of the school disappeared from the school premises.

The experiences gathered from older schools, no doubt, influenced the activities of the proprietors while founding new institutions. Alvan Ikoku, the founder, proprietor and principal of Aggrey Memorial College, Arochukwu, claimed that he exchanged ideas with other private school proprietors on educational matters. The proprietors named² were Mr. M.C. Awgu of New Bethel College, Onitsha, Mr. P.I. Chukwurah of Our Lady's High School, Onitsha, Professor Ita of West African Pupils Institute Calabar, and Chief Eronini of

1. Ibid, p. 19.

2. In an exclusive interview at Aba with Alvan Ikoku on 18th August, 1971.

Emmanuel College, Owerri. Oli,¹ stated that in his activities as a school proprietor and principal he was previously influenced by the practices in other schools.

"I was influenced by the Dennis Memorial Grammar School where beginning from the second year of its foundation I worked as the Senior Tutor for fourteen years and the Okrika Grammar School where I was its first Principal and worked for four years. In fact it was my work in these two institutions which led me to found the Merchants of Light School".²

From the analysis so far, it would appear as if the government did not take kindly to day-school arrangements in secondary schools but gave more support to secondary boarding schools. However, the case of the Priscilla Memorial Grammar School (formerly William Wilberforce Institute) Oguta, goes against such a conclusion. The proprietor of the school, Nzimiro Okwuasa R., proposed to the government that the institution should open as a day-school. According to him, the school was intended to serve the inhabitants of Oguta, "the greatest produce trading centre in Eastern Area" so as to enable the native sons of Oguta town to benefit from the fruits of his efforts in life. The aims of the school were to give good moral and character training, and:

"minimise the heavy expenses most parents and guardians are confronted at Oguta by way of transport and postage to enable our sons to incorporate home training with education".³

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1. Oli, E.I., M.A., London, Dip.Ed. Oxon, Senior Tutor at D.M.G.S. Onitsha 1926, and first Principal of Okrika Grammar School 1940-43, founded M.L.S., Oba in 1946 after two years' study at the Wycliffe Hall, Oxford, England.
 2. The Merchant, op. cit., p. 15.
 3. Nzimiro, R.O. Letter to Chief Inspector of Education E. Prov. Enugu, Feb. 15th 1947. Ref. File D.E.E. 10512 Reg. No. s/2 Vol. 1), pp. 4,5.

The government's views on the above intentions of the proprietor were stated as follows: "The school would be a day school at first. The proposal appears to me to be a genuine one, with altruistic motives behind it".¹ The school opened in 1949 as a day school. On 23rd June 1950, there were 107 students on roll with 42 as boarders. In 1952 the school authorities: "intended to make the school entirely boarding".² At the material period there were:

"278 boys on the roll about a third of whom came from Oguta, and 158 of whom are boarders who come from all over Nigeria and one of whom comes from as far distance as the Gold Coast".³

In the 1950s most of the secondary schools, if not all reviewed so far, and which were hitherto operated as day and/or boarding schools became exclusively boarding schools or gave their intention to operate such a system. Newly established schools in that period also operated as boarding schools. For example, Okigwi National Grammar School opened in 1957 as an exclusively boarding school. In 1961, it had a student population of 270 and all were boarders. The same also applied to Izzi County Secondary School, Abakaliki; Queen's School, Enugu; Igwebike Grammar School, Awka; Owerri Girls' Secondary School, and others. It is not central to this thesis to probe the details of the change of policy at this time, but it may be pertinent to raise

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1. Notes on meeting with Mr. Nzimiro on July 21/2/47 (D.E.E. 10512 Reg. S/2), p. 18.
 2. Parnaby, A.H., P.M.G.S. Inspector Report, 25/26th Feb. 1952, (File D.E.E. 10512), p. 145.
 3. Ibid, p. 143.

some of the issues involved.

If the reasons for moving to exclusively boarding schools were attributed to possible prospects for financial gains on the part of the "private school proprietors", then it could be argued that the Missions which also established exclusively boarding secondary schools had been operating at least in part, on a profit motive.¹

"There are, however, certain non-mission schools which have sprung up in response to a general desire from the local community for a local school and local Boards of 2 Managers have been appointed".

An analysis on the distribution of students by province of origin or domicile of their parents or guardians as exemplified in Tables 7E and 7F which represent samples from secondary schools operating in the East at different periods and places under various managements do not provide an explanation for the trend. In exclusively boarding schools, some of the students, at least, came from nearby villages, or some had their parents living within the neighbourhood.

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1. In a Memorandum to the Select Committee of the Legislative Council of Nigeria on Financial Position of the Private Schools, dated Friday 19th February, 1943, the Association of Managers and Proprietors of Private Schools in Nigeria stated as follows: "The allegations made in some quarters that private schools are being run on profit-making basis is far from being true. ... If it is assumed that the running of a school is a profit-making venture, it is unreasonable to expect that it is only private schools that can yield profit to their proprietors while the Mission Schools are considered incapable of yielding profit to their proprietors." Source: N.N.A.I. 40415, 13/7, S/2/a p. 44.
 2. Official comments by the Director of Education (Colony and Southern Provinces) for the attention of Hon. Chief Secretary to the Government, dated 26/1/43. Ref. N.N.A.I. 40145 13/7, S/2/a, p. 31.

TABLE 7EDISTRIBUTION OF STUDENTS BY PROVINCEAGGREY MEMORIAL COLLEGE, AROCHUKWU 1956

(Co-educational, 43 girls, 208 boys, All Boarders)

Province	No. of Students
Calabar	103
Rivers	30
Ogoja	19
Owerri	62
Onitsha	25
S. Cameroons*	4
W. Provinces	8
TOTAL	251

*In 1961 there were 10 students from Cameroons including one girl.

Source: Cozens and Radford, op. cit., p. 187.

TABLE 7FENROLMENT ACCORDING TO PROVINCES, ANNUNCIATION SECONDARYGRAMMAR SCHOOL, ISIUKWUATO OTAMPA, VIA UNUAHIA 1963

(All Boarders)

Province	No. of Pupils (Boys)
Owerri	134
Onitsha	9
Calabar	1
Umuahia	30
Rivers	1
Ogoja	1
Enugu	1
W. Region	2
TOTAL	179

Source: Inspection Report, October 7 and 8, 1963, IN(S)67, p.91.

Some of these students, on the other hand, were not attending schools nearest to the homes of their parents' or guardians' places of work. In the case of Table 7G the school (Morning Star Girls Grammar School, Orlu) was established in 1966, just before the Nigerian political crisis developed into a civil war. The inspection report (1971) which also contained the figures in the table, stated as follows: "There are no boarders to use the dormitories and the dining hall. ... there is enough accommodation for additional streams".¹ The situation arose as a result of the Enugu government policy (1970) which aimed at encouraging day students.

TABLE 7G

DIVISION OF DOMICILE OF STUDENTS' PARENTS/GUARDIANS;
MORNING STAR GIRLS GRAMMAR SCHOOL, ORLU JULY 1971

Division	No. of Students
Nkwerre	150
Mgbidi	9
Okigwi	4
Awka	1
Anambra	1
Onitsha	1
TOTAL	166

N.B. Boys = 45, Girls = 123, Boarders = 18.

Source: Inspection Report, 6th July 1971, (Enugu: M.O.E.), p.7.

1. Ibid, p. 1.

There is some support for the assertion that provision of boarding accommodation for students in secondary schools was a routine necessity by and during the 1960s. In a reply to a request by the proprietor of Abbot Secondary School, Ihiala to the Ministry of Education, Eastern Region, for permission to have double stream classes, the Acting Inspector Secondary replied as follows:

"... I summarise your programme below:

<u>Accommodation</u>					
(a) Year	(b) Proposed No. of Pupils	(c) Dormi- tory	(d) Class- room	(e) Dining Room	(f) Sanita- tion
1st	30	30	90	180	96
2nd	90	90	120	180	96
3rd	150	150	240	180	288
4th	210	210	240	270	288
5th	270	270	240	270	288

This seems to be satisfactory up to Class VI ... in order to accommodate 90 boys in January 1956 the dormitories for 60 or more boys must be begun at once, I approve a double intake in 1956 provided the accommodation is ready. If it is not ready in January admission will have to be postponed until it is ready". 1

An Inspection Report preceding the opening of the school stated that "they have adequate furniture for a start with 60 pupils (30 day boys and 30 boarders).² The School was duly granted permission to open, and did so in March 1955,

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1. Letter from the Ministry of Education to the Proprietor Abbot Secondary Grammar School, Ihiala, dated 10th Sept, 1955. File Ref. IN(S) 11380 Vol. 1, p. 66.
 2. Cited by Provincial Education Officer, Onitsha, in a letter to the Ministry of Education, Eastern Region, Enugu, dated 25th February, 1955. Ref. No. ON 1983/13.

with 33 students on the roll.¹ It was allowed to operate as a boarding school.

Apostolic Christian Grammar School, Aba had similar experience. In a letter to the Permanent Secretary, Ministry of Education, Enugu, by the Inspector of Schools Umuahia Zone on the opening of that School, he stated that:

"It is to be an entirely boys' and boarding secondary school. ... It is imperative that:

- (i) The new dormitory block should be completed before opening. One section of it will then be used as dormitory, and the other section as dining hall.
- (ii) Accommodation should be provided for at least one teacher on the compound ...
- (iii) The kitchen should be completed and ready for use.
- (iv) The toilet block should be provided." 2

The government policies on founding secondary schools before and after the year 1956 may provide yet another clue for the explanation of the dominance of exclusively boarding secondary schools in the late 1950s, and during the 1960s in the Eastern Provinces. An outline of conditions for granting permission to establish post-primary institutions under the Education Law 1956 - 5th Schedule,³ emphasised a detailed five-year building programme including the types and capacity of buildings, dormitories, dining hall, latrines,

1. Principals' Report, August 1955, (IN(S) 11380 Vol. 1 pp. 80-82).

2. Letter Reference UM 658 A/258 dated 18th February, 1963. (File IN(S) 167, p. 16).

3. See Appendix C.

kitchens, recreation grounds, minimum space requirements per student resident in the dormitory, and evidence of funds for the constructions.¹ The schedule concluded with the note:

"No applicant should put up buildings, contract for staff, or hold an entrance examination before the project has been approved in principle and before the buildings have been approved by the Ministry of Education, for the proposal may be turned down or the buildings plans rejected as unsuitable".²

Regulation Number 15 of 1926 Education (Colony and Southern Province)³ did not emphasise these points as such nor did it give as much detail.

Varsity Hostel, Oguta, (1954-1966) represented a type of boarding arrangement for day students which deserves special mention. As the name indicates, it was designed to provide lodging and boarding accommodation for day students in Oguta town.⁴ The Hostel catered for boys only.⁵ It was founded in 1954, and managed by Madam Priscilla Oyibonanu Nwadialo.⁶

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1. See Appendix C for samples of these particulars demanded by the Education Department from school proprietors.
 2. Form Ed (EC) 2B, Application for permission to establish a new Secondary School (Educ. Law 1956 - 5th Schedule Ministry of Education, Eastern Region, Enugu), p. 3.
 3. See Appendix C.
 4. There was a similar Hostel for Boys - Gloria Hostel - at No. 7 Benjamin Street, Onitsha, 1958-1967.
 5. Cf. St. Theresa's Hostel (for Girls) Onitsha.
 6. This part of the chapter is based on oral interview with Madam Nwadialo, and two former inmates of the Hostel.

The Hostel was born out of student unrest at Priscilla Memorial Grammar School, Oguta in 1954. The cause of the unrest was attributed to the quality and quantity of food served to student boarders. Following the unrest, some students opted to attend school as day students. Between 1955 and 1966, the population was between eighty and one hundred students, who were provided with dining tables and forms, reading rooms and toilet facilities. They also provided personal beds, bedding, chairs, light, and cutlery, and washed their own clothes. The proprietress employed the services of two boys and a girl in the hostel.

The staff of the boarding department of the secondary schools from where the inmates of the hostel were drawn assisted the proprietress in the formulation and enforcement of rules and regulations in the hotel. Rest periods, visiting hours, prep periods, and feeding schedules were all specified in the regulations. A senior prefect, hostel prefects, and refectorian were appointed. There was a 'Food Committee' where the inmates were represented. The students were charged £2. 10s. each per month, or £7. 10s. per term. There was no refund of money in the event of any student or students being absent during meals.

The Hostel was really a business concern run on profit-making lines. According to the proprietress, it was 'a paying concern in those days'. She estimated that a student hostel operating with less than forty inmates was bound to yield no substantial profit, but that any number around or beyond 100 would be economically viable.

Table 7H gives a summary of the distribution of boarding and day (Grammar and Technical) secondary schools in Imo and Anambra states of Nigeria in 1962. The table also categorised the schools according to the management authority and sex served by the school. Of the 66 schools included in the sample, nine schools did not supply necessary information. 53 out of the 57 schools were exclusively boarding types, none of the schools was exclusively a day school. The four schools that operated as boarding and day schools, were co-educational and three of these schools allowed girls only to attend as day students.

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The period of expansion with which we have been concerned was abruptly halted in 1967 by the outbreak of the Nigerian Civil War, which continued until the beginning of 1970. Not only were institutions disrupted in operational terms, they were also physically damaged, often destroyed. The Civil War was particularly severe in the Eastern Provinces, and occasioned large movements of population in this region. People often had to keep moving according to the state of the conflict territorially. However, from 1967 to 1969, attempts were made to operate some secondary schools for girls, and young boys considered unsuitable for military service. There were such schools at Agulu, Ihiala, Isulo, Nnewi, Orlu, Ufuma and Umuahia. The schools were essentially day schools, students attending not only from their parents'/guardians' homes, but also homes of relatives, friends or from refugee camps. The dominance of exclusively day schools

TABLE 7HBOARDING AND DAY SECONDARY SCHOOLS(GRAMMAR AND TECHNICAL) IN IMO AND ANAMBRA 1962

Management	Exclusively Boarding			Exclusively Day			Both Day and Boarding		
	M	Fem	Co-ed	M	Fem	Co-ed	M	Fem	Co-ed
Roman Catholic Mission	20	3	-	-	-	-	-	-	-
Protestant Mission	5	2	2	-	-	-	-	-	2*
Community	1	-	1	-	-	-	-	-	-
Individual/Independent	8	-	5	-	-	-	-	-	2
County	-	-	-	-	-	-	-	-	-
Government	3	1	-	-	-	-	-	-	-
Corporation/Union	2	-	-	-	-	-	-	-	-
Total	39	6	8	-	-	-	-	-	4

*These schools had 6th Form which gave admission to girls. The girls were day students while all the boys were boarders.

N.B. Some of the Schools founded by individual or independent proprietors or Community or County Council were handed over to the Missions to manage. Investigation on the matter showed that in some cases the term 'management' meant supply of the Principal and some members of the staff to the proprietors.

Source: Compiled from 'Director of Schools 1962', pp. 1-5.

within the period contrasted remarkably with the trend in Eastern Region between the 1950s and 1966 when exclusively boarding schools were dominant.

The analysis so far shows that the degree of boarding provision in the system of an exclusively boarding schools was conditioned by social and economic considerations. The earliest mission secondary schools began as exclusively day schools but subsequently introduced boarding departments. The earliest government secondary schools were intended to operate as exclusively boarding schools but up to the end of the 1940s the policy could not be implemented partly because some pupils were reluctant to attend as boarders or that most parents could not afford the boarding fees, and partly because the school authorities could not provide sufficient boarding accommodation for the students. Dual control also militated against uniform policy and practice.

We can now move to a critical appraisal of the objectives and problems of boarding education in secondary schools under the 'State Controlled System of Education' in the four Eastern States since the end of the Civil War.

CHAPTER EIGHTTHE EVOLUTION OF BOARDING EDUCATION IN THE EASTERN STATES
OF NIGERIA II: CONTEMPORARY ISSUES AND PATTERNS

This chapter is based on contemporary boarding education in the Eastern States of Nigeria. A review of the period, the problem of aims and objectives, sociological perspectives and the patterns emerging from a preliminary survey carried out by the writer in 1981.

8.1 A Review of the Period

The distinguishing characteristics of the period under review lie in the controlling power and educational policies on boarding in contradiction with the periods already examined. In the past, as in Britain, the missions, communities, private individuals, local governments, state and Federal Governments controlled and managed educational institutions. Schools were run purely on a philanthropic basis as institutes of public welfare.¹ It was common knowledge that "The Voluntary Agency System was not the child of any principle or planning"² at least in the sphere of boarding school education.

But these secondary schools were essentially 'boarding

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1. East Central State Education Edict, op. cit., p. 1.
 2. The Principles and Historical Background of the Edict, No. 2, (Enugu: Government Printer, 1971), p. 2.

types'. The aims and objectives of boarding education in these institutions were as diverse as the number of the controlling bodies.

In 1970, under the rationale of reconstruction and rehabilitation, these schools were brought under state control, management and supervision. On economic grounds, the government was compelled to review the educational policy on boarding. On June 17th, 1970, the Ministry of Education wrote as follows:

"In view of the present currency situation, it is essential that parents and guardians are not called upon to bear any more expenses than necessary in order to keep their children at school ... It is the policy of this Ministry to encourage day student-ship as far as possible. This means that students who wish to attend classes as day students must be allowed to do so and should on no account be compelled to become boarders". 1

In November 1970, the currency situation also necessitated the granting of waiver of school and tuition fees² for one term in the post primary institutions. However, the concession did not include boarding and other fees. At Enugu, the State capital, the government provided regular bus services for day students so as to minimise daily inconvenience to and from school. In the Public Education Edict which was published subsequently, the policy was

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1. Need for Economy in Schools. Ref. 'For' IN(S) 10/S.1/16^A, Acting Permanent Secretary Ministry of Education, Enugu, to All Principals of Secondary Schools, 17th June, 1970.
 2. Waiver of School and Tuition Fees. Ref. F.6/ , Acting Permanent Secretary Ministry of Education, Enugu, to All Departments of Education, 9th November, 1970.

stated thus: "Children in post-primary schools will be encouraged to attend as day students".¹ Equally, too, those who desired to attend as boarders were given the encouragement not only by the government but also by various associations and organizations as shown in Table 8A. Thus, of the 208 secondary (Grammar and Technical) schools in operation in the East Central State in 1970, a total of 124 admitted day students although only one of them was maintained as an exclusively day school.²

Henry Carr, an advocate for 'model school' with well ordered boarding department, claimed that: "a suitable system of education cannot be cheap and cannot be provided under the voluntary system".³ The East Central State educational policy since the introduction of the Education Edict 1970, is opposed to model schools. Rather, it aims at:

"an integrated system of education which will guarantee uniform standards and fair distribution of educational facilities and reduce the cost of running schools". 4

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1. Public Education Edict 1970, op. cit., p. 11.
 2. Ibid.
 3. Phillipson, S. and Holt, W.E. op. cit., p. 12.
 4. E.C.S. Education Edict, 1970, op. cit. p. 1.

TABLE 8A

SUPPORT FOR BOARDING FACILITIES IN
E.C.S. SECONDARY SCHOOLS SINCE 1970

	No. of Schools	%
Old Students Association	3	4.8
The Federal and State Government	7	11.1
Town Union or Community	14	22.2
Parents-Teachers Association ¹	20	31.7
Private individuals	13	20.7
Board of Governors	0	0.0
Philanthropic organizations	49	77.8
Church Bodies	7	11.1
Number of Respondents	63	100.0

The State Government believed that to:

"have general application and universal effect it is desirable that education should be cheap, necessary that it be within the reach of the average citizen".²

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1. The P.T.A. of Queen's High School Enugu, completed a new dormitory block for the school to house about 84 students and costing £1,500. The school's student population for 1972 stood at 1,015 of which only 640 were offered accommodation as boarders.
Source: The Renaissance, (Reveille Printing and Publishing Co. Ltd., Sunday 21st May, 1972), p. 12.
 2. Asika Ukpabi, 'Our Educational Reforms are Revolutionary', The Renaissance (Sunday 20th February, 1972), p. 17.

The Edict also stated that the purpose of the state controlled educational system is to produce good citizens and that the above aim cannot be fully achieved under the Education Law of former Eastern Nigeria. At least, today students are allowed to pay their school fees by instalments. In the past, students paid fees in advance or on the first day or week of the term. It is not unusual to read such statements as this from the school bulletins in the past:

"All fees fall due on the first Monday of term and the management reserves the right to send down any pupils whose fees are not paid in full on 1 that date".

The education policy therefore allows parents and guardians not only to select the school of their choice but also to decide on whether to send their wards either as day students or as boarders. By the end of 1966, there was no exclusively daysecondary school in the geographical area of East Central State. Student boarders also outnumbered day students. Table 8B illustrates the situation in 1970.

The table shows that about 15.3 per cent of the students in the grammar schools were boarders in 1970; 11 per cent of the male students were boarders while 24.5 per cent of the girls were boarders.

Parents' desire to send their wards to a particular secondary school may (with other factors) in the long run influence their choice to send them into a boarding house or not. The subjects taught in a school, the reputation

1. Calendar for 1959 Aggrey Memorial College Arochukwu, (IN(S) 4041 Vol. II), p. 356.

TABLE 8B
DAY STUDENTS AND BOARDERS POST PRIMARY
INSTITUTIONS IN E.C.S. 1970¹

	Day Students		Boarders	
	M	F	M	F
Sec. Grammar	39,265	15,754	4,850	5,109
H.S.C.*	1,052	34	111	41
Commercial (Sec.)	1,939	1,856	261	436
Tech./Voc. Schools	2,164	398	88	7

* Figures for Umuahia Government College not included

of a school in external examinations, the quality of the staff and the reputation of the Principal, the reputation of the former students of the school are very important facts that would influence most parents in their choice of secondary school. The 1971 Common Entrance Examination into secondary schools involved 28,119 candidates. These candidates and their parents were asked to indicate in the entry forms, schools of their choice. A total number of 17,807 out of 19,024 of the successful candidates sought admission to ten schools out of 252 secondary grammar, commercial, technical and vocational schools.² A situation

1. Ibid.

2. Press Release, Permanent Secretary Ministry of Education, Enugu, October 1971. A Handout from the Ministry of Education, Enugu.

as illustrated above might compel the school authorities to maintain a boarding department at least for the convenience of students who might travel from a distant location to the school.

St. Teresa's Hostel (for girls) situated at 50A Oguta Road, Onitsha is a child of the situation described above. The inscriptions on the sign board of the Hostel contain the objectives:

"Send your daughter to St. Teresa's Hostel for good feeding, good lodging accommodation, maximum supervision and motherly care. It is an ideal Boarding House".

The Hostel was founded in January 1971 by Mrs. Teresa C. Egbuche, wife of a legal practitioner. She was a teacher for several years and had acquired over ten years practical experiences as a proprietess of Boarding House for students.¹ The hostel was founded to satisfy the demands of many day students (Particularly H.S.C. students) from distant places who could not find boarding accommodation in the schools' boarding departments. At the Queen of Rosary School and Christ the King College, Onitsha, for instance, the limited boarding accommodation was offered to the first students to pay the boarding fees for the term.

At St. Teresa's Hostel, students were housed four in a room. There were twenty-eight inmates.² At the time of the

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1. Founder and Proprietess of Gloria Hostel, Onitsha 1958-1967. It was a Hostel exclusively for male students. Gloria Hostel was located at No. 7 Benjamin Street, Onitsha.
 2. Inmates were students of D.M.G.S., C.K.C., Q.R.C. and Our Lady's Secondary School, all at Onitsha.

visit, the Hostel could not offer accommodation to fifteen new applicants due to lack of accommodation. The students were charged £12 each per term. The fees covered meals, lodging, light, and first aid care. Students were sanctioned by the rules and regulations of the hostel. The daily activities of the students in the hostel followed the plan outlined by the Dean of Studies, Christ the King's College, Onitsha for the female students' hostel.

It is commonly felt that most people are of the opinion that boarding school is the best arrangement for the convenience of students and teachers. In comparison with students in boarding schools, most day students live in less educationally helpful environments. Without the financial burden, most parents would opt to send their children to boarding schools. Furthermore, boarding schools provide a 'special' type of education that cannot be attained in day schools.

Generally, accommodation provided is in two main groups - students resident in the dormitories provided by the school (boarders) and students who live in boarding accommodation provided outside school (day students). The term 'day students' lumps together students that live in various types of accommodation excepting in the school dormitories. Some live with their parents and guardians, family or friends and relations, in rented rooms in town, or in hostels in the town.

In the Rivers State¹ (48 secondary schools, 1972) and

1. Rivers State Development Programme, 1975-1980, (Port Harcourt: Rivers State Newspaper Corporation, 1975), p. 63.

the Cross Rivers State (125 secondary schools, 1970) the State governments declared secondary education free. This meant that the government was providing all the infrastructure, beds, food etc. for all the students in their states. This was the case until 1979 when boarding and tuition fees were reintroduced in these two States. The number of secondary schools has tripled and the number of students quadrupled. It has become very expensive for the government even to feed the students in the boarding houses. The governments have therefore been encouraging students to attend as day students.

In many secondary schools in the Eastern States today,¹ the demand for boarding accommodation in the dormitories far exceeds the available places. However, in some rural schools there are fewer boarders for the available boarding accommodation in the dormitories.

8.2 The Problem of Aims and Objectives

"Education has become the slightly miraculous panacea ... thus the schools become involved in a multiplicity of aims and objects connected to a greater or lesser extent with the real aims and objectives of education".²

The above statement points to the fact that the aims and problems of boarding school education at any given period

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1. The Nigerian Tide, Monday 25th October, 1982, p. The Editorial asked the State Government to provide more dormitory accommodation for the students as a matter of urgency.
 2. Hutchinson, M., and Young, M., Educating the Intelligent, (Hazel and Viney Ltd., A Pelican Original, 1969), p. 55.

and place could be better understood in the context of the aims of the school as a social institution.

Any meaningful discussion on the organization and administration of boarding schools in the Eastern States presupposes that the general aims of secondary education, and the purpose of providing boarding accommodation by the schools are understood. Unfortunately not enough has been done in Nigeria on the objectives of boarding schools.

Even the various Education Laws in Nigeria do not have clear objectives on the boarding system. References to the system are scanty and in most cases indirect because the operation of the boarding system comes within the permissive education laws which grant privileges to the school authorities under certain conditions to have free hands to carry out certain practices which are not embodied in the education laws and in the 'National Policy on Education'. There are numerous circulars from the Ministries of Education which give guidelines for the operation of the boarding system, but the circulars too do not specify clearly the objectives of the boarding system.

However, in spite of this official omission, the operation of the boarding system has been on the basis of the following three objectives:

- (a) To provide boarding facilities for students who came from long distances to receive secondary education.

This was in the nineteenth century and early part of this century when post-primary institutions were few in number and located mainly in the urban centres. The homes of some of the students from the rural communities

were as far as a hundred miles from the school. At that state of Nigeria's national development it was not easy to have a regular means of transport between the urban and rural areas. It was equally difficult to have relatives staying near the schools with whom the students from the rural communities could lodge in order to attend as day students. On the other hand the students were too young to rent rooms from people who neither spoke the same local language with them nor had any cultural affinity. The boarding house was therefore a most welcome provision.

- (b) To provide opportunities for the students to learn 'civilised' manners. Post-primary institutions were meant for the bright and fortunate few who would normally complete their courses in the United Kingdom or United States of America. It was considered a great advantage for the Nigerian secondary school students to start to learn in the boarding system, how to behave in international company. In particular, the aim was to fit Nigerian students easily into the British society during the time they would be in Britain.
- (c) To provide an adequate diet for the students. This was considered essential to the academic success of the students at a time when the standard of living in the boarding houses was comparatively higher than in the average Nigerian home. The boarders were fed three times a day on different meals of yam, garri, plantain, beans, pap and rice. This was immediately followed by bananas, pineapples, eggs, oranges, tea or coffee as refreshments.

These three objectives have now been overtaken by events, and especially the establishment of post-primary schools in virtually all corners of the country. In consequence, distances between school and home have been considerably reduced. There is now a regular means of transport between the urban and rural areas in most places, and even if a student decides to attend a school far away from his home, he is now more likely to find a relative to stay with due to the internal migration that has occurred in recent decades. Furthermore, Nigerian students have no reason to learn to behave like the British because facilities now exist for them to complete their degree courses in Nigeria itself. In fact, the best education a Nigerian child can acquire one involving the inculcation of Nigerian behaviour especially in respect of Nigerian parents and adults. Feeding is no longer a reason for going to the boarding school, as the standard of feeding in the boarding houses is now very much lower than that in the average Nigerian home.

However, parents now have other objectives for sending their children to the dormitories, which include the provision of opportunities for:

- (a) living together with students from different backgrounds, and sharing common problems;
- (b) caring for students when their parents travel long distances in search of work;
- (c) developing independence and a sense of responsibility;
- (d) providing a stable environment with regular sleep, a planned diet and an atmosphere conducive to serious academic work;

- (e) promoting national cohesion; by living together, young Nigerians from the different tribal, ethnic, religious, social, and economic backgrounds will develop a genuine national consciousness.

8.3 Sociological Perspectives

Many parents in Nigeria now consider boarding education as elitist, and are increasingly questioning private and boarding schools in respect of the concept of equal educational opportunities. According to Coleman¹ equality of educational opportunity implies the provision of free universal education, a common curriculum for all children regardless of background, and a common school system that is open to all without any distinctions.

Avoseh² has noted that if schools reinforce the differences among members of privileged and disadvantaged groups in society, one can then argue that equality is unattainable within the present framework of school systems. No crystal ball is needed to prove that students who attend schools characterised by high level educational inputs come from higher social class backgrounds and have attitudes conducive to educational achievement. To the extent that students from the lower socio-economic background rarely have the opportunities to attend schools with high-level inputs, a vicious cycle is

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1. Coleman, J.S., Equal Educational Opportunity, (Cambridge, Mass.; Harvard University Press, 1969), p. 1.
 2. Avoseh, O., "Universal Primary Education and the Quest for Equal Educational Opportunity", West African Journal of Education, Vol. XX No. 1, February 1976, pp. 75-81.

created.

On the other hand, Birley and Dufton¹ (1970) have argued:

"To ask for an equal chance for every child is something quite different from seeking the same provision for all. An unreflecting uniformity of treatment may not only ignore precious individual differences and stifle initiative amongst the able, but also contribute to the problems of the disadvantaged, who may be ill-equipped to take advantage of what is offered".

The New Nigerian(1939)² reported that the Bauchi State Military administrator, Colonel Garba Duba:

"deplored the lukewarm attitude of the students of Government Secondary School, Azare, towards learning and remarked that despite the facilities and adequate staff being provided at the college, the students did not seem to measure up to expectation".

Perhaps it is also true that to the extent that the poor refuse to assimilate the cultural values and embrace the structure of the existing system which education is perpetuating, their level of alienation and degree of disillusionment will be increased, thereby reducing their productivity and social satisfaction.

As already discussed in the historical sections of this study, education began in Nigeria as a free enterprise by the Christian missionaries who were later joined by the government as well as individuals. As disparities grew in equality following the rivalries among the various churches,

1. Birley, D. and Dufton, A., An Equal Chance, (London: Routledge and Kegan Paul, 1970), p. ix.
2. Col. Duba, G., New Nigerian, (Kaduna: June 18th, 1979), p. 8.

the contention became rife among people that government should assume greater control of schools in order to effect easy control of the curriculum, teacher quality and centralised provision of instructional resources. An evolution of this policy was the complete take-over of schools by the various state governments in the Federation starting from 1970. The National Policy on Education published in 1977 stated that:

"Education in Nigeria is no more a private enterprise, but a huge Government venture that has witnessed a progressive evolution of Government's complete and dynamic intervention and active participation ... It is Government's wish that any existing contradictions, ambiguities, and lack of uniformity in educational practices in the different parts of the Federation should be removed to ensure an even and orderly development of the country".

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In an attempt to bring about "a just and egalitarian society", the Federal Government launched the universal free primary education on September 6th 1976 with a view to making it compulsory in 1979.² But in spite of this, private nursery and primary schools have flourished side by side with the universal primary education schools. This situation could be likened to the story of G.H. Reavis on "The Animal School" which goes in part that:

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1. National Policy on Education, op. cit., p. 1.
 2. Nwaga, N.A., (Ed.), U.P.E.: Issues, Prospects, and Problems, (Benin City: Ethiope Publishing Company, 1976), pp. 1-10.

"once upon a time, the animals decided they must do something heroic to meet the problems of a new world, so they organized a school. They adopted activity curriculum ... all animals took all the subjects ... The prairie dogs stayed away from school and fought tax levy because the administration would not add digging and burrowing to the curriculum ... and later (the dogs) joined the ground hogs and gophers to start a 'successful' private school".¹

The establishment of private schools has never failed to generate controversies. In a lecture entitled "Educational Apartheid in Nigeria" delivered by Tai Solarin at Ilorin,² a call was made on the Federal Government to "ban the existence of Army Children's School, Voluntary Agency Schools, Private Schools and the Federal Government Colleges" and to make all institutions of learning state schools. Many commentators and social reformers have since made similar calls. The Nigerian Herald editorial of February 22nd, 1978 reported that the Rivers State Ministry of Education has ordered the closure of the staff primary school of the University of Port Harcourt on the grounds that "it encourages class distinction". In its commentary the paper expressed the opinion that private schools should be allowed to continue and asserted further that "we note that private schools give better service than some public schools".

Fafunwa argued in favour of public education when he asserted that:

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1. Reavis, G.H. "The Animal School" in; Ehlers, H. Crucial Issues in Education, (New York: Holt, Rinehardt and Winston Inc., 1973), pp. 93-102.
 2. Nigerian Herald, May 19th, 1977.
 3. Fafunwa, A.B., Nigerian Tribune, Saturday 20th March, 1978.

"socially, a true democracy is promoted if all children irrespective of their geographical location, the economic limitations, the social milieu or religious belief of their parents, have equal opportunity to education. ... Culturally, it is through a universal system of education that reaches every individual, irrespective of age, sex ... economic or social status, that the culture of the people can be adequately transmitted".

From the experience of other countries it may be said that there has always been some concern over the issue of private schools offering competitive educational market with public education. The Educational Commission of India (1964-1966)¹ for example, criticised private schools thus:

"they are undemocratic and inconsistent with egalitarian society. It is unfair for the talented children of the under-privileged, but it is also bad for children who find access into them in view of the social position. By segregating their children such privileged parents prevent them from sharing the life and experience of the children of the poor and coming into contact with the realities of life. In addition to weakening social cohesion, they also render the education of the children incomplete and anaemic".

James² (1967), however, argued, also in the Indian context that the controversy over private schools is not really based on any educational principle but on the social-economic one. Many private schools, he emphasized, exhibit certain desirable features such as emphasis on spiritual unity of mankind,

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1. Government of India, The Educational Commission of India, (1964-1966), (New Delhi: Government Printer, 1967), p. 10.
 2. James, R.S., "The Public Schools in the Indian Community", N.I.E. Journal, Vol. I, No. 6, July 1967, p. 23.

inculcation of esprit de corps, compulsory participation in games and sports, and above all, academic achievement.

Whatever the pros and cons of the philosophical argument surrounding the provision of private/boarding schools, we must remember that they do not exist in isolation. Practical decisions in respect of this sector must also be influenced by the problems of providing public/day schooling, and such problems in the Nigeria context are considered next.

8.4 Selected Problems of Day Secondary Schools in Nigeria

The 'Fundamental Objectives and Directive Principles of State Policy', part of the suspended Constitution of the Federal Republic of Nigeria, enjoins any Government of the country to ensure that there are "equal and adequate educational opportunities at all levels".¹ It proceeds to direct that Government shall provide, among others, free secondary education "as and when practicable".

In compliance with this objective some have emphasized "equality" while others stress "adequacy" of educational provision. Opinion is sharply divided as to when free secondary education can become practicable. There is even a debate as to what constitutes free education at the secondary level. Unfortunately the establishment of the first group of day secondary schools in Nigeria and their proliferation in many other states has occurred in the midst

1. Adigwe, I.C.J., "Qualitative Education and the Administration of Day Secondary Schools in Sokoto State", The Nigerian Principal, (Journal of All Nigeria Conference of Secondary School Principals Vol. 1, No. 1, 1957-80, 1980), p. 72.

of destructive political acrimony and maladministration. In consequence "quality of education", "free education", "universal primary education" and "access to university", are fast becoming emotional slogans rather than rationally determined elements of an educational policy at State or Federal level.

The ideological battle line is already drawn. On the one side are 'conservatives' who swear by the boarding system and consider day schools intrinsically inferior; on the other are 'egalitarians' who see boarding schools as essentially elitist and privileged citadels that must be stormed. The former group is comprised of those who attended a high status boarding school, were high achievers and subsequently pursued their careers through the "old-boy network". The latter group naively sees the abolition of boarding as the panacea for all the difficulties surrounding the access of secondary schooling to all primary school leavers.¹

To the ideological combatants these two systems are mutually exclusive. In reality, both have their merits, and their problems, but it is those of day secondary schools that deserve more attention than previously. The difficulties facing day secondary schools range across: snobbish and discriminatory parental attitudes; poor physical facilities; unsatisfactory home backgrounds; barren and uninspiring environments; transportation problems; the issues of punctuality and truancy. These may be examined further.

(a) Attitude: boarding was for long the only context of secondary education in Nigeria. Even now, one can easily

1. Ibid, p. 73.

count the relatively small number of schools outside Lagos that do not have boarding facilities. The vast majority of secondary school students all over the country are still boarders.

As mentioned earlier in this review some parents have come to equate success with boarding. They look back with nostalgia on the good old days they spent at the boarding school with all the freedom and licence, and in most cases, a higher standard of living than they enjoyed in their peasant homes in the villages. On the more positive side they also remember the discipline of the daily routine which obliged them to form regular study habits and participate in games and other educational activities. Quite rightly, they consider these to be essential ingredients of a balanced education but they go too far in assuming that they can be made available only in a boarding school.

Consequently many enlightened and well-meaning parents shy away from sending their children to day schools and are prepared to even pay substantial boarding fees if necessary. Needless to say, this attitude is readily transmitted to their young children who would feel positively 'deprived' if made to attend a day school.

(b) Amenities: the facilities available to day students after school hours will in most cases not compare favourably with their counterparts in the boarding school. This of course is the case whether the student comes from a well-to-do family or not. Even in the biggest cities there are very few recreational facilities for young

people. Public libraries are virtually non-existent.

Youth Clubs and similar organizations are rare.

- (c) Study and Home Work: given the general level of education within Nigerian society, facilities for the day student to study outside class periods and at home are limited. It is almost impossible for the average day student to have an adequate work surface at home, or the space and quiet to sit down and study in any significant way. Furthermore, in respect of difficulty with homework there may be nobody to assist or direct the child.
- (d) Transportation: depending on the location of the school, students can spend up to ten hours every week just travelling, under all sorts of weather. They may arrive at school too tired to study. They may have to set out from home too early to have had breakfast. The learning process under such a situation can hardly be realistic in terms of the expectations obtaining. Punctuality is also linked with transport difficulties and while the Principal can punish late-comers and stragglers among the boarders, it is not always easy to know whom to blame if a day student comes to school late.
- (e) Truancy: truancy can be a major problem especially in Rivers State when one has to contend with not only the delinquent children but with the ambivalent attitude of parents who are not fully convinced of the value of 'Western' education particularly as it applies to girls. In consequence, the drop-out rate in day schools inevitably is high.
- (f) Nutrition and Health Care: that a healthy and well-

nourished body is a prerequisite for education is a truism that continues to apply. In the Nigerian context this is more difficult to guarantee in a day school situation, given the levels of ignorance and illiteracy obtaining, and the rudimentary provision of health services to the mass of the population.

- (g) Parochialism: one of the arguments against the day system is that it will exacerbate parochialism and in-breeding by the very nature of its catchment area. For in part of the implementation Blue-print of the National Policy on Education, it states:

"One important factor in planning which will derive from the use of Day Schools is that pupils will have to commute (mainly by walking) to school each day. The optimal location of the school in relation to pupils' home becomes in this regard an important issue".¹

Tribalism and statism, it is argued, is retrogressive enough. Parochialism would quickly and finally destroy whatever Nigeria has tried to achieve in respect of education being a force for national cohesion. A situation could be envisaged when more and more young people go through their primary and secondary education and even up to university without having had any significant chance to interact with people other than those within their own Local Government Area.

Weighed against these arguments are those supporting the day system when properly planned and efficiently executed.

1. Federal Republic of Nigeria, Blueprint, Implementation Committee (Recommendations) for the National Policy on Education 1978-1979, (Lagos: Federal Government Press, 1978), p. 26.

The greatest attraction is that it is financially much more economical, and finance is crucial when one is talking about expansion of educational facilities. Secondly, although it has become unfashionable to many people, the best place to bring up a normal child of school age is within the family. Under normal circumstances a stable family with understanding parents is superior to any boarding school. It may be true that children learn much by living together but there is a great deal to learn from one's parents and extended family, and a child misses out on this if he or she lives away from them most of the time.

From the point of view of a school administrator, any boarding school Principal would be glad to be relieved of the enormous load of interminable household and house-keeping chores that are dignified by the title of 'Hostel Administration'. There is considerable danger that in the boarding context much of the effort of academic staff is dissipated in the routine tasks of domestic duty. This has obvious implications for academic standards.

The effect of day secondary schools on the standard of education in Rivers State could be favourable or otherwise depending on how the transition from boarding and the expansion of access is handled. Paragraph 17 of the National Policy on Education outlines two broad policies of Secondary Education viz:¹

- (a) Preparation for useful living within society;
- (b) Preparation for higher education.

1. National Policy on Education, op. cit., 1981, p. 21.

The policy envisages a new programme for secondary education designed to be both functional and practical; to be functionally and qualitatively different from the existing boarding system. In this general philosophy it would appear that the day system would be better equipped for preparing the child to live within the society. The son of a tradesman or a craftsman will find it easier to acquire the skills of his father as well as others if he is a day student. He also gets to know his environment better. Such a person who learns and appreciates the customs and traditions of his locality is less likely to want to migrate to cities in an elusive search for jobs that do not exist. Preparation for higher education for which the boarding system is famous can be equally achieved through day schools if conditions are right.

Having brought the issue of day secondary provision into the discussion, the context is now sufficiently wide to consider the first of the surveys undertaken by the writer to take our knowledge of the boarding system and its development further, especially in respect of the Eastern States of Nigeria.

CHAPTER NINEA PRELIMINARY SURVEY OF BOARDING EDUCATION IN THE
EASTERN STATES OF NIGERIA

This chapter is a report of the preliminary investigation conducted by the writer in 1981. The main objective of the study was to ascertain why boarding departments are established in Nigerian secondary schools, and the nature of the problems they face.

A questionnaire was distributed to 100 Principals in the study area, 63 being correctly completed and returned. In addition, the writer conducted interviews throughout the study area to observe conditions in the boarding schools at first hand. Principals, Vice-Principals, housemasters and housemistresses, teachers, librarians, parents, matrons and student boarders were all used as subjects.

The questionnaire and the interviews were concerned with the aims and objectives, demand for boarding, types of accommodation provided, factors influencing parental choice of boarding, organization and management, availability of facilities, extra-curricular activities and life in the dormitories in the boarding schools in the Eastern States of Nigeria. The detailed report of the investigation follows.

9.1 Aims and Objectives

The Commissioner for Education in the East Central State stated in 1972 that:

"the objective of our secondary school is to afford the young adolescent an opportunity for effective personality development physically, mentally, emotionally, aesthetically, morally and spiritually".¹

The Public Education Edicts and Laws summarized the aims of education as follows "the purpose of good education is to produce good citizens".²

(a) Response of Principals

Generally, the purpose of the schools in Rivers State as expressed by Principals of boarding schools in the preliminary survey of this study is analagous to the spirit of the Education Edicts and laws in Nigeria. Many of them emphasised education for good citizenship, while others emphasised other allied aims. These aims could therefore be grouped under two broad headings.³

i) Education for good citizenship⁴

- to produce disciplined and worthy citizens;
- to train boys and girls academically, morally and physically, with a view to becoming good and economically productive citizens;
- to produce worthy citizens who would in future help in community development;

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1. Adiele, M., "Speech at the opening of a two-day conference on comprehensive education 23-24 February, 1972", Eastern Nigerian News, (Enugu: Ministry of Information and Home Affairs, HP/OT/02/8-9, February 23, 1972), p. 3.
 2. The Public Education Edict, op. cit., p. 1.
 3. Deductions and quotations from questionnaires returned by 63 Principals of Secondary Schools in Eastern Nigeria.
 4. 39.7 per cent of the Principals in the Preliminary Survey included these aims as their school aims.

- to inculcate the best in man and so turn out first class citizens;
- for distinction in all that is of good report;
- to help bring up a child to be able to serve his nation and mankind by educating his head, his heart, and his hands;
- to produce educated girls who would contribute greatly, to the economic, political, moral and social life of the community;
- to ensure that all children who attended the school were diligent in service, showed good conduct at all times and generally useful to the society;
- to turn out good citizens in arts, science, technology and secretaryship;
- to train students not only to pass in their examinations but also to grow up as useful citizens of Nigeria and the world at large;
- to prepare children to be of service to the community;

ii) Other aims¹

- to make available to youths secondary school education;
- to make secondary school education easily available to pupils in and around the town;
- to prepare boys for the W.A.S.C., G.C.E. and H.S.C.;
- to give students (boys and girls) broad based education up to School Certificate level and to inculcate in them those noble ideas of industry, self-improvement

1.. 42.8 per cent of the Principals included these as their aims: 17.5 per cent of the Principals did not supply any information on the subject.

and sound moral values;

- to provide facilities for continued education of boys and girls at secondary school level whereby their mental, moral, spiritual and physical qualities should be developed;
- to offer basic general education;
- to provide secondary school education for as many sons of the town as possible and in a place not far from their homes;
- to educate the students both generally and specifically;
- for sound academic and moral education;
- to give educational and moral instruction;
- to equip students for a successful career in life;
- to help in supplying the manpower needs of the country;
- to project the town's personality.

iii) Educational objectives

- that they afford more educationally helpful background for children than most parental homes;
- for character training;
- to provide more time to arrange a balanced amalgam of academic and leisure activities;
- that they are more efficient instruments for moulding the young to the required image;
- that generally most studentboarders do better academically than day students;
- that intellectual, moral, physical, labour and aesthetic education of the children occurs more continually and constantly in boarding school;
- to encourage individual development of students

within a secure community;

- that special aptitudes of the children require boarding school education;
- that the arrangements afford the students opportunities to meet real problems within the range in school organization and life;
- that boarding schools provide an answer for proper upbringing of the children;
- to have full control of the whole of the children;

iv) Social and economic objectives

- that few pupils have regular bedtime, balanced diet and leisure activities when at home. Boarding schools aim at providing these adequately;
- to serve the needs of children who could not be well served if they lived at home;
- that they are better equipped and carefully organised than most parental homes;
- that boarding school is a family of unique type;
- that boarding school arrangements aim at bringing together children of different tribes, creed and economic background.

v) Other objectives

- to provide constant care and adequate supervision for students;
- that school favours admission of students from all administrative divisions in the State;
- for convenience in school administration;
- the school favours boarding school education for all

- students;
- to ensure that most pupils attend school more regularly;
 - that day schools have less scope for dramatic change in organization and discipline.

More than 40 per cent of the Principals of secondary schools in the Eastern States who completed the preliminary questionnaire were of the opinion that the opening of boarding schools to day pupils would have a salutary effect on the grounds that:

- many parents could not afford the boarding fees;
- it is the policy of the State School Boards;
- it would encourage pupils who could not normally link with boarding school education to attend;
- it would reduce the financial burden on parents;
- some parents and potential pupils lived in the neighbourhood of boarding schools in any case.

72.4 per cent of the Principals surveyed received their post-primary education as boarders, 6.9 per cent of them had the experiences of being day and boarding students at one time or the other at that level of formal education. 73.8 per cent of these Principals would prefer to operate exclusive boarding schools, while 26.2 per cent opted for a combination of boarding and day schools. None of them opted to operate an exclusively day school.

(b) Response of Pastoral Staff

The objectives of the boarding departments or dormitory systems in secondary schools also reflect the general aims of

the schools. The aims and objectives of boarding departments as expressed by the Senior Housemasters and Housemistresses, Hostel-masters, and Matrons of secondary schools in the Eastern States could be categorised under four main broad headings, namely: educational aims, social and economic aims, geographical aims, and other aims.¹

i) Educational aims

Most members of the staff of boarding departments of secondary schools in the Eastern States are of the opinion that boarding school arrangements provide the best context for moulding character, refining moral standards, and inculcating self-discipline in pupils. The objectives of boarding schools are therefore to achieve these aims. Some aspects of character training aimed at include: performance of duties according to schedule, working to time schedule, punctuality, cleanliness, tidiness, and social etiquette. Boarding school arrangements aim at affording greater opportunities to the staff of the schools to study the students more closely, know more of their habits, and be in a position to guide and guard them during that period of life. It is a device to enable the school authorities to supervise all aspects of students' behaviour efficiently. Boarding school is widely believed to provide an environment which is conducive to total education of

1. Source: Based on returns from 63 Boarding Schools in answer to a preliminary questionnaire.

adolescents. It apparently curbs tendencies towards excesses, reduces lateness, absence and truancy.

Boarding schools aim at giving training in leadership, adaptation to community life, and making the adolescents responsible over their own affairs by taking an active part in the administration of the dormitories. Thus, the purpose of boarding school includes fostering good citizenship, self-control, training in leadership, and self-discipline through communal life.

Boarding school is also intended to afford the students more time for their studies and to afford the teachers more opportunity to guide and guard, and study carefully the overall development of individual students. It hopes to provide a healthful and congenial environment for organised academic and intellectual pursuits, improved living standards, the development of discipline and good health. It is hoped that under such a condition, the students would acquire and disseminate good study habits. Boarding schools aim at fostering formation of sound healthy habits through providing common dining halls, regular eating times, regular games and physical exercises, encouraging active participation in competitive games and sports, and creating opportunities for library studies and organised prep periods.

ii) Social and economic aims

Boarding schools aim at promoting comradeship, tolerance, patience, and habit of living peacefully with others. The socialisation aspects, promoted by

community living and the cosmopolitan nature of the student population, are intrinsic.

To some school authorities, boarding school is a service to ensure good feeding, to enable younger students to receive guidance from the older students and the staff of the school. Furthermore, the system is designed to ensure that students who can pay the boarding fees receive the maximum benefits from the academic and social programmes of the institution. The arrangements makes for easy administration of students' affairs, including the organization of extra-curricular activities outside normal hours, and the enforcement of school rules and regulations. Boarding schools enable students to be shielded from bad external influences in the community. It is believed that in such a regulated 'home', proper discipline and desirable routine activities could be more effectively enforced. In any case, some students are too young and inexperienced to attend as day students from rented houses in the town, cook food for themselves, and organise their daily life.

iii) Geographical aims

One purpose of boarding schools is to encourage students to attend schools of their choice irrespective of the geographical distance from the parents or guardian's home or place of work from the schools. At the same time, students are enabled to live close to their teachers. They can also participate in various extra-curricular activities of the school without being

concerned about having to get home.

iv) Other aims

Other purposes of boarding school are to provide a uniform educational environment for the training of students irrespective of the social and economic status of their parents; in the case of girls, to support their transition to womanhood with moral uprightness - girls who attend schools from rented rooms in towns are prone to temptation to live a 'loose' life.

This descriptive analysis of the aims and purposes of boarding departments in secondary schools in the Eastern States as expressed by the housemasters and matrons may be summarised by the following quotations:

"On average, boarders do better in their examinations than non-boarders, show better sense of responsibility and more devotion to studies". 1

"Students who received full training as boarders always behaved more manly, educated, and polite etc.". 2

The above quotations were statements made in support of the continuation of boarding school education in secondary schools. Within these aims, purposes, and support for boarding school education in secondary schools in the Eastern States as outlined

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1. Senior Boarding Housemaster, Hope Waddell College, Calabar - Response to preliminary Questionnaire - "Why Boarding School Education should be encouraged". 10.3.81.
 2. Senior Boarding Housemaster, Government Comprehensive Secondary School, Port Harcourt, Response to Questionnaire as above.

above can be found the aims of boarding education in the traditional society as well as other boarding institutions mentioned earlier in this study, ranging from the 'Fattening House' and the 'Mission House', to 'Model Schools'.

9.2 Demand for Boarding Education

The outcome of the survey gave a crude picture of public views on certain attitudes on boarding and day schools in the Eastern States of Nigeria. The results indicated that most people were of the opinion that boarding school is the best arrangement for the convenience of both students and teachers. It was clear that without the financial burden, most parents would opt to send their children to boarding schools, and also that boarding schools provide special type of education that cannot be attained in day schools.

A survey of types of accommodation provided for students in 1981 showed that there were two main groups: students resident in the dormitories (boarders); students who live in boarding accommodation provided outside the school (day students). The term 'day students' lumps together students who live in various types of accommodation, excepting in the school dormitories. Some students live with parents and guardians, families or friends, and relations, in rented rooms in towns, or in hostels in the town. Choice as between these accommodation variants was conditioned by a number of factors, and different groups of people reacted differently to these factors.

The study also illustrates how far some factors influenced parents' choice of boarding accommodation for their children. The parents are categorised according to their income per annum.

The evidence showed that the degree of emphasis on certain factors varied from one income group to the other. Most parents chose boarding school accommodation for their children on the grounds that boarding school education was desirable for adolescents; because of better teaching in boarding schools; and for the children to have more time for private study. On the other hand, while most parents on annual incomes of N1,500.00 and below believed that most boarders performed better academically than day students, those with incomes above N6,000.00 per annum had a contrary view. While parents on annual salaries below N1,500.00 sent their children as day students essentially on the grounds that they could not afford the boarding fees; those on salaries of N6,000.00 and above did so where the families lived within the school district.

Table 9A depicts the relationship between the type of boarding accommodation chosen for students and the proximity of the secondary school attended by the pupils to the parents/guardians home or place of work.

TABLE 9A

PROXIMITY OF SECONDARY SCHOOL ATTENDED TO PARENTS/GUARDIANS
HOMES OR PLACE OF WORK¹

Accommodation	Number	Attending nearest Sec. Sch.	Not attending nearest sec. school
Overall average	433	45.3%	54.7%
Boarders	182	29.9%	70.1%
Day students	251	58.9%	41.1%
With parents and guardians	159	74.7%	25.3%
In rented rooms	68	32.8%	67.2%

1. Source: Preliminary Survey by the Writer, 1981.

9.3 The Organization and Administration of Boarding Schools

Because there are no previous studies in this area in Eastern Nigeria, the preliminary survey conducted by the writer in 1981 also addressed itself to questions of organization and administration. The following description is based on the generalisation of findings.

The day-to-day pattern of administration varies from one secondary school to another in the whole of Eastern Nigeria and in Rivers State in particular. A survey of the practice in various schools shows that where school administrators use democratic principles, the organizational patterns approximate to one basic framework. Under the democratic organization of education, school policies are determined co-operatively, and the system utilizes the abilities and human resources of the staff and students to achieve the ultimate objectives of the school. The principle of democracy states that all those to be affected or involved in any decision should participate in the making of that decision. The achievement of the composite objectives of the organization will determine the democratic principles to be applied.

Figure 1 shows the organization and control of secondary schools in the Rivers State of Nigeria. Figure 2 is the organizational chart of school policies. The charts represent the general patterns in secondary schools in the Eastern States, and the paragraphs that follow are based on the writer's survey and visits.

a) Senior Management

The Principal considers his own activities in connection with the activities of every other employee. The Principal

FIGURE 1

ORGANIZATION AND CONTROL OF SECONDARY SCHOOLS IN RIVERS STATE

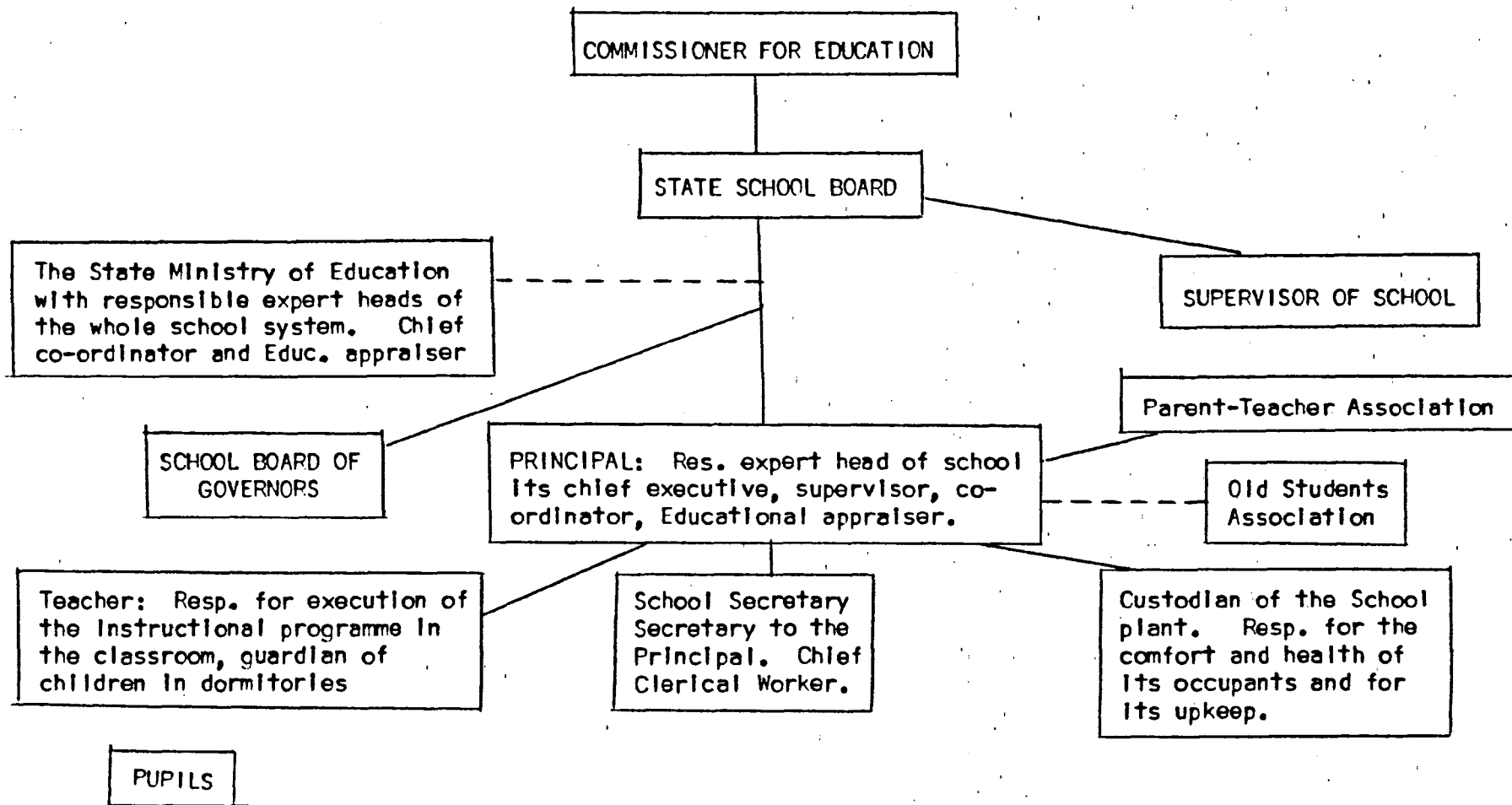
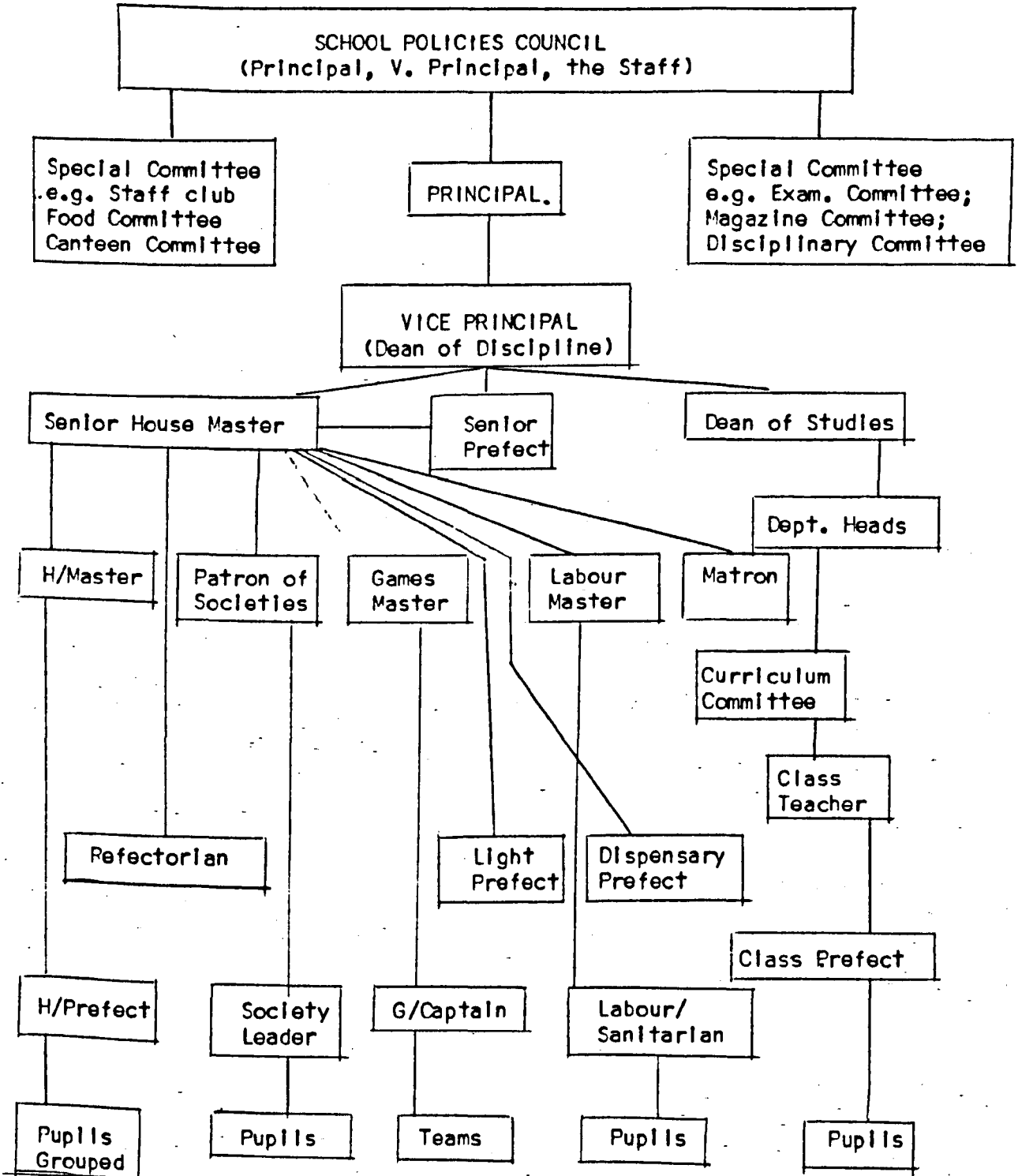


FIGURE 2

The Organization of School Policies: Secondary School with Boarding Department



serves as the 'expert' head of a school, the chief executive, supervisor, co-ordinator, and the educational evaluator. The Principal takes most decisions, does the planning, organizing, co-ordinating and influencing of the operation, and prepares the schedule for the organization of the school as well as its personnel. He or she is in charge of the general discipline in the school, changes in the curriculum, and distribution of supplies and equipment. As the professional leader of the personnel, the Principal chairs staff meetings and maintains a constructive programme of public relations.

The duties of the Principal are primarily administrative, and only a few of them opt to undertake classroom teaching in addition to the duties already outlined. A major responsibility to operate the measurement of pupils' progress and keep the records arising. School inventories investigated by the writer included such records but they were minimal. The dearth of detailed records of students' particulars may be attributed to the fact that all the schools in the sample indicated that they had no trained guidance/counselling officer.

The Vice-Principal is next in the school hierarchy and assumes the position of the 'expert' head of the school, the chief executive, supervisor, and co-ordinator in the absence of the Principal. In some schools, the Vice-Principal is also the Dean of Discipline. All disciplinary matters are referred to him or her through appropriate channels.

b) Boarding Dimension

The Senior Hostelmaster is the head of the boarding department in such schools. This officer is responsible for the general organization and administration of the boarders,

looks into their complaints, settles disputes between students and takes charge of the overall welfare of the student boarders after normal school hours. Periodical checks are conducted, including inspection of the dormitories and their surroundings, so as to ensure that good sanitary conditions are maintained and dormitory rules kept. The Senior Hostelmaster is the Chairman/Treasurer of the food committee in some schools, inspecting the food purchased by the contractors and also overlooking the daily rations supplied by the matron. He or she co-ordinates the activities of the Housemasters, checks truants, enforces the observation of rest periods and 'lights out' regulations, issues exeat to boarders and acts in the capacity of a father to the students during emergencies. 92 per cent of the Senior Resident Hostelmasters who were interviewed received their post-primary education as boarders. All of them supported the idea that boarding school education should be encouraged in secondary schools.

Despite massive support for the system, they expressed some concern over certain problems of boarding school education in secondary schools. The main problems centred on student discipline and problems of feeding. Students themselves have often expressed their concern over the question of feeding, and this idea is supported by Table 9 B. The table has been constructed from the questionnaire to the Principals of schools where respondents were asked to indicate in the descending order of frequency three major areas of school management, organization and administration where students have expressed some concern in the past and at present. There were 63 respondents. Every item in the schedule had

63 chances of being chosen either first, second, or third per respondent. In the calculations, the percentages of ranking under first, second and third choices were determined. The percentage scored under each item was summed. Items were then arranged in descending order of frequency, 100 per cent being used as the index. The table indicates that in most secondary schools in the four States concerned, students expressed grave concern on the quality and quantity of food. In some schools, however, students also expressed concern over the qualification of the teaching staff and the content of the curriculum as well as the accommodation and facilities.

Some of the Senior Hostelmasters were of the opinion that students in boarding schools are more likely to organise strikes and student unrest than are their day school counterparts. This may be fuelled by the fact that basic amenities and facilities, such as beds, furniture, light, water, and other amenities for the comfort of the students are very difficult indeed to organise and maintain in Nigeria. These amenities were in evidence prior to the Nigerian civil war, but many students now sleep on mats spread on a bare floor. The inadequacy of boarding fees to meet the rising market prices of equipment and food also supports an unsatisfactory situation that leads to suspicion, misunderstanding and unrest between the students and the school authorities on one hand and within the ranks of the students on the other. It is also claimed that the Nigerian civil war adversely affected the general conduct of students. For instance, stealing, pilfering, truancy, delinquency, disrespect for the constituted authority, and cheating are all on the increase

TABLE 9B

AREAS STUDENTS EXPRESSED GRAVE CONCERN¹

Factors	1st	2nd	3rd	Total	Order
1. Quality and quantity of food	41.3	14.3	15.9	71.5	1st
2. Dormitory accommodation and facilities	4.7	14.3	19.1	38.1	2nd
3. Games facilities	1.6	9.5	12.7	23.8	6th
4. 'Weeding' examinations	1.6	15.9	14.3	31.8	5th
5. Dormitory rules and regulations	1.6	12.7	11.1	25.4	7th
6. Qualification of the teaching staff	14.3	14.3	9.5	38.1	2nd
7. Subjects offered in the school	9.5	14.3	11.1	34.9	4th
8. Subjects not offered in school	3.2	1.6	4.7	9.5	10th
9. Cost of books from school bookshop	0.0	4.7	7.9	12.6	9th
10. Oppression of juniors-fagging	6.4	0.0	7.9	14.3	8th

1. Source: Questionnaire distributed to school Principals.

in the schools.¹

The architectural design of most dormitories was also believed by respondents to be a source of friction and unrest. The long open dormitories found in most schools do not give the pupils the normal feel of a home environment and this is particularly traumatic for new students. Furthermore, many such dormitories are congested. The preponderance of day students in most school districts and lack of basic amenities for boarding in the dormitories make it more difficult for the school authorities to enforce effectively all the dormitory rules and regulations as in the past.

On a wider scale, services and facilities in schools controlled by the four States are not uniformly distributed as between schools and districts. This leads to suspicion and unrest on the part of the students. Table 9C for instance shows the variation in services covered by the £60 (sixty pounds) boarding fees paid by all boarders in the state schools in 1981. The only uniformity in service that was recorded was that schools serve three meals to the students each day.

TABLE 9C

SERVICES COVERED BY THE BOARDING FEES²

Items	Schools
	%
Three meals a day	100
Laundry services	18
Supply of fruits and beverages	68.3
Supply of light	54.5

1. Nwana, O.C. "School Discipline in the East Central State of Nigeria after the Civil War", West African Journal of Education, Vol. XIX, No. 3, October 1975, pp. 471-484.
2. Source: Questionnaire distributed to School Principals.

Table 9D also shows that certain other amenities and facilities were still lacking in some of the boarding schools in these States. These included the dispensary, infirmary, student common room, staff quarters for housemaster, duty master's bedroom, and indoor recreation facilities.

Housemasters are responsible for the welfare of boarders, especially their feeding, health and general well-being. A Housemaster is expected to know every student in the dormitory and give account of individual conduct and progress. However, their duties are supervisory. At the beginning of the year, the Housemaster assigns boarders to their respective corners in the dormitories. They inspect and direct hostel activities, solve individual and group problems, and act as liaison between the student boarders and the school authorities. They receive complaints, issue instructions, and administer punishment where necessary. Housemasters preside over house meetings, and write confidential and open reports about each student in the hostel, regarding their conduct, progress, special problems, experiences and general remarks. These reports usually accompany the end of term or year reports sent to parents and guardians about their wards. Housemasters are overall student welfare officers, but are responsible to the Senior Boarding Housemaster. Directly under them are House Prefects.

Housemasters complained of the problem of heavy teaching loads. The 1981 investigation showed that, on the average, the teaching load per week is 24 periods. Also, the interview results show that 55.6 per cent of the Hostelmasters believe that their duties as outlined above do not require any special

TABLE 9D

SOME AMENITIES AND FACILITIES IN THE BOARDING
SCHOOLS IN THE EASTERN STATES¹

	Schools in %
Chapel (exclusively for worship)	40
Students Common room	40
Assembly hall/theatre	56
Refectory	84
Staff quarters for all housemasters	48
School shop/canteen	16
Duty master's bedroom	12
Recreational facilities in the dormitory	30
School dispensary	14
School magazines	44
House magazines	6
Infirmary	4
Nurse	4
Guidance Counsellor	0.0

1. Based on visits to some of the boarding schools concerned.

or professional training. 95.3 per cent of the Senior Housemasters reported that the Hostelmasters working under them had no special training on the administration of a boarding house. In each of the surveys, 63 schools were included in the samples.

c) Sports

Games played in the secondary schools in the Eastern States include soccer, athletics, netball, handball, volleyball, basketball, table tennis, lawn tennis, croquet, wrestling, cricket, hockey, and some indoor sports. The youths are also encouraged to take part in cultural dances, drama, oratory, choral singing and crafts through the annual Festival of Arts in which many schools participate. However, in some schools, the facilities for such activities are inadequate.

Each school has a Gamesmaster or Gamesmistress who co-ordinates the sporting activities. The school athletics, soccer, hockey and netball captains are directly responsible to the Gamesmaster. A captain is in charge of the organization, co-ordination and coaching of sporting activities in the school. Games are organized at three levels, namely: senior, intermediate and junior. The Gamesmaster organizes inter- and intra-school sporting competitions, and his/her primary duty is to inculcate the spirit of leadership and teamwork into the students through active participation in games.

Gamesmasters are handicapped in their execution of their duties by a number of problems. Most schools lack sporting equipment and funds to replace damaged or lost equipment. There are insufficient playgrounds to serve the needs of the

enthusiastic students. Most day students hardly turn up for regular practices outside school hours. During outings, there is the problem of how to feed the day students in the school team since they do not pay for boarding. The students and masters are not covered by insurance. Gamesmasters are not remunerated financially or otherwise. They are overloaded with normal classroom teaching. Where or when a school lacks water supply, students would rather fetch water during leisure periods than participate in games.

d) Libraries

The school libraries and library services are envisaged as helping students to supplement their classwork, encourage general and extensive reading, and to enable students to have access to reference books they are unlikely to possess personally. The library also acts as a leisure facility for staff and students alike, creating an academic core in the school environment. The teacher-librarian gives guidance to students on the use of the library, supervises registration and the lending of books. He or she takes custody of the collection and renders library services to students and staff, ordering books, magazines, periodicals and newspapers.

The 1981 investigation showed that library services in schools are faced by a number of problems. There was insufficient library accommodation and facilities. On the average, there was found to be provision for 40 seated students per library in the Rivers States schools surveyed. The average for the four states concerned was 60. Comfortable reading desks and chairs were lacking. There was a dearth of professional librarians in the schools, and the teacher

librarians were found to be overloaded with routine teaching. Some even hold many other official responsibilities in the school that demand equal attention. There are a few isolated public libraries in the States concerned to augment the services rendered by school libraries.

Certain subject areas lacked adequate stock of books, references and journals and there was a severe lack of funds for library services. Lighting in most school libraries was poor, especially electric lighting which is very irregular in Nigeria anyway. Even given these shortcomings, teacher librarians expressed the view that the available resources of their school libraries are not adequately utilised by most of the students. Classroom assignments or outdoor games in the school were said to restrict the efficient use of the library services on the part of the boarders. Most day students, on the other hand, do not benefit sufficiently from the school libraries even in comparison with the boarders. Distance of place of residence from the school bars them from constant use of the available resources in the school library. Student boarders on average make better use of the journals, newspapers, and pamphlets. For them the library represents a social facility especially in the evenings and nights and at weekends. Not surprisingly, therefore boarders were said to abide better by library rules and regulations than did their day colleagues, especially as far as the return of borrowed books were concerned.

e) Other Aspects of Staffing and Facilities

In the boarding schools there is a Labour Master who directs the activities of the custodians, students and school

labourers and sees to the repairs of school plant and maintenance of the school grounds, paths, lawns, and general cleanliness of the school compound. The Labour or Sanitary Prefect works directly under him, and student leaders are in charge of the outdoor manual activities and morning duties in areas located away from the dormitories.

The School Matron is in charge of the kitchen and services in the refectory. She sees that food is served promptly and in accordance with the menu. It is her responsibility to ensure that food served to the students is of high standard in respect of both quantity and quality, and hygienic conditions are maintained during the preparation of food in the kitchen and service at the tables. The matron makes regular purchases of perishable commodities such as vegetables and fruits. She keeps the Senior Housemaster and the Principal informed of progress, problems and developments in the kitchen department.

For efficient co-ordination of the functions and duties of staff of the boarding school, staff and school committee meetings are held. Essentially there are three types of staff meetings. These include social gatherings or social meetings, supervisory meetings, and the administrative meetings. Generally, these meetings provide the most effective means for formulating the cooperative philosophy of education which governs activities of the personnel. Through a series of these meetings, the Principal and the teachers acquire a common insight into school and community conditions, determine the problems implied in the situations, and plan the means for solving the problems.

The administrative meetings involve all or elected members

of the staff. Almost all items of school organization, routine matters, administrative policies, phases of public relations, and personnel administration are included in the deliberations of staff meetings. The administrative meetings also have committee sessions which discuss the general welfare of the student boarders. In food committee, games committee, and school magazine committee the staff and student bodies are represented. Housemasters, at times, hold regular meetings on boarding affairs. The Disciplinary Committee is normally composed of the members of the staff under the chairmanship of the Vice-Principal. In some schools, senior students are represented on this committee, and its decisions are communicated to the Principal for ratification. The Principal and staff at times elect ad hoc committees as the need arises to study and report back on specific issues or problems.

f) The Students and School Management

Students were found to participate actively in organizing and administering student councils, student clubs and societies, athletics and football teams, and hostel activities. They are also involved in planning and helping to implement programmes for school community relations. Student leaders are selected by the staff of the school, and in most cases, the officers include the Senior Prefect, Hostel Prefects, Games Prefects or Captains, the Refectorian, Labour, Sanitary Prefect, Light Prefect, Dispensary Prefect or Infirmarian, society heads and class prefects. Appointment to such positions is supposed to be based on merit and special aptitude.

The Senior Prefect is responsible for harmony among the

student body, and is assisted by the Deputy Senior Prefect. The class prefects supervise evening and night preps and report to the Senior Prefect. Problems are then passed on to the Duty Master for the week. The Senior Prefect is the leader of all other students in the school, and is empowered to settle minor disputes between students, but refers difficult matters to the Hostelmaster in the case of boarders, and to the Dean of Discipline in matters affecting day students.

The House or Dormitory Prefects control the students and ensure that general discipline is maintained in the dormitories. They act as the overall executive officers and organisers of students. In some girls schools there are Head Girls who help the house prefects. Junior students referred to as 'daughters' are attached to the senior girls designated as 'mothers'. There are also House Curators and Assistant House Prefects who assist the prefects in maintaining discipline. The Regulator regulates the activities in the house timetable and rings bells for change of activities. Usually, there is one regulator only serving all the dormitories in the school. The House Provost maintains order during house meetings and social gatherings. The House Secretary keeps financial accounts and records the minutes of House meetings. The students also elect a House Treasurer to take charge of their house contributions. The house also appoints a sanitarian. House captains are selected from the most senior forms in the school on the basis of individual capabilities, good character and reputation, leadership abilities, and good academic record. The selection is made by the staff of the

school.

The Library Prefect controls lending and collection of books to and from borrowers, checks movements of students and maintains discipline during the library periods. In the absence of the Teacher-Librarian, the Library Prefect takes direct charge of the supervision of the school library. He is responsible for the regular opening and closing of the library, and its condition, assigning duties to the student library attendants and monitors.

Generally, senior students are appointed to the posts of Games Captains. This appointment is a major one. The student concerned must: command respect and obedience; have experienced organization in respect of games and sports; be enthusiastic and undoubtedly able in respect of sports and games. However, academic ability does have a role here.. Some Gamesmasters argued that only students with average ability and above in classwork are given such posts of special responsibility; for the duties involved are time consuming and might reflect adversely on the academic performance of a weaker student. Final year students are appointed to the post of captain of particular sports such as: hockey, cricket, football, and netball. Games Captains organise in the absence of the Gamesmaster, they inform members of teams of the time and venue for practices, distribute and collect kits, take students out on daily runs, and keep records of sporting activities.

The Infirmary or Dispensary Prefect takes charge of the sick, and reports cases of sickness and accident to the Senior Housemaster. He sees to proper disposal of rubbish

in the school, and runs first aid clinics with some dispensary attendants. Serious cases of injury and sickness are referred to the school doctor. During games and sports the dispensary attendants are expected to give first aid treatment to the injured.

The Chapel Prefect is concerned with the religious devotion of students. There are also chapel attendants who keep the chapel or assembly hall ready for morning, evening or Sunday devotions. Usually, the day's activities are opened and closed with assembly and group prayers. On some Sundays, student worship in local churches if appropriate and accessible.

9.4 Social Life in the Boarding Schools of Eastern Nigeria

The day's activities are properly timed and regulated from rising to retiring. There are written as well as customary rules, regulations, conventions and traditions observed in the boarding schools. These regulations relate to dress, language, duties, bounds, personal facilities allowed, reading periods, time for work and time for play.¹

The activities of the boarders are planned and guarded. A review of school magazines² in the States shows that the boarding schools emphasise character training, performance in external examinations, achievements in competitive games and sports, and news of the former students of the school. The

1.. See Appendices G for examples of Prospectus, School Rules, and School Daily Routine of some secondary schools in the Eastern States.

2. See Bibliography under 'Primary Sources'.

administration and organization of boarding schools are characterised by competitive house or dormitory systems. Unity of the house is based on team spirit fostered by rivalry with other houses in the school under the guidance of house masters and senior students with prefectorial authority.

There are house competitions in games, athletics, sanitation, drama, music, gardening, and physical education exercises. In many schools, dormitories compete in flower gardening, cleanliness of the surroundings of the dormitory, and neatness of bedding. Head boys or girls are usually appointed to take charge of house flower gardens. There are daily and weekly inspections of the dormitories by the Principal and other members of the staff who are not committed to the administration of any particular dormitory in the school. A few schools have farms for the practice of agriculture. Some schools have introduced agricultural science as a school subject and where this occurs it may subsume domestic agricultural duties.

Boarding schools adopt central cooking and house feeding systems. In schools with large student populations there are usually two refectories, one for the juniors and the other for the seniors. The cooks place the food in basins for each table, and the junior students serve the meals and tidy up the hall. Certain privileges are accorded to the senior students. For instance, they are exempted from sweeping the dormitory, fetching water for domestic use or even for personal use, and other manual duties in the house. The senior students supervise general labour and enjoy extra reading periods after the junior 'lights out'. They are

given first preference in the assignment of corners in the dormitories. Prefects are sometimes allowed to construct cubicles. Minor privileges often attend seniority. For example, in some girls schools, only the senior students are allowed to plait their hair. In most boys institutions, senior students are permitted to put on trousers, though of an approved colour, to classes and church services.

Mail is sometimes a contentious issue. In some former mission schools for girls, mail is still censored by the school authorities. In general, students are not expected to receive letters from sources unapproved or unknown to the parents and guardians, particularly from the opposite sex. There are normally visiting days during which parents, guardians and friends are allowed to visit the boarders in the school. Usually there is a visiting day every month and this falls during the weekends. Visitors are received at the students' common rooms.

Each dormitory holds weekly or fortnightly meetings. These meetings are presided over by the House Prefect or the Housemaster. In such meetings, the general activities of the boarding house are examined. These include the behaviour of students, general discipline, welfare, the house at large, sanitation, inter-house competitions, social activities, student problems and house magazines. The house also sets up committees such as finance, executive, disciplinary, games, social selfare, magazines and 'ad hoc'. Suggestion books or boxes, are used to gather opinions on all aspects of school life.

Students are free to belong to a number of societies

which operate at school level. In most schools the list would include: Science Society, Literary and Debating Society, Art and Printing, Scouting, Bribe Scorners' League, Dramatic Society, Geographic, Historical, Choral and Dancing Societies, Society for the Prevention of Cruelty to Animals, Youth Fellowship, Scripture Union, Students' Christian Movement, Young Christians' Society, Boxing Club, Tennis Club, Clan Union and Dancing Club. During the survey on school societies authorities denied the awareness of the existence of any unofficial or secret societies in the boarding schools. However, a review of school magazines shows that some secret societies thrived before and may well be in existence now. For instance, 'The Orogrammarian' (1966) wrote as follows:

"A new society called the 'Desperado Society' was inaugurated last year. It is made up in the main of unambitious and unimaginative sons of well-to-do parents ... they are naturally indifferent about studies. They are predestinarians, for they argue that God's purpose for every individual is unalterable, be it a swot or a truant. They go out of the compound when they like, especially on Saturdays, when they troop to Onitsha for a general meeting with their counterparts from other institutions. They vie for excellence in criminal acts". 1

Some recreational facilities such as indoor games, newspapers, magazines, radio and television sets, table tennis, and record players were supplied to the students common room.

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1. Egbuchuna, C.E. (Tutor), "From Madam Orogram to an Ex-Student", The Orogrammarian: The Magazine of Anglican Grammar School Oraukwu, (Onitsha: Etudo Ltd., 1966), p. 27.

In some schools, in the past, students contributed money to supply these facilities.¹ However, few schools have embarked on such a programme since the end of the civil war.² At Government College, Umuahia, there was a News Agency.

"It has been operating for several years now. Its members take down news from the radio every evening, a summary of which goes up on the News Notice Board the next morning. Thus the main purpose of the agency is to supply the School with fresh news both of the world in general and of Nigeria in particular. ... As well as to the zest of the agents, the efficiency is attributable to the increase in school radio sets ..."

3

Through school societies, clubs and games, the students come into contact and interact with students in other schools and also with the community. Boarding schools are therefore not completely isolated from community influence.

Punishment is usually in the form of manual labour. There are punishment books. Prefects and staff are at times delegated by the Principal to administer minor punishment to offenders. In the main, more serious punishment is pronounced by the Principal, the Vice-Principal, the Dean of Discipline or the Senior Hostel Master. The school authorities are very much concerned with the regulations on 'out of bounds'. Boarders are not allowed to leave the campus without permission from the Senior Housemaster who issues exeat cards. Students

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1. For example, students of County Grammar School, Ikwerre/Etche, Rivers State, bought radio sets, and some footballs for House practice.
 2. Baptist High School, Port Harcourt, is an example.
 3. 'News Agency', Government College Umahia Magazine, (No. 8, 1954-55), page 4.

who violate the 'out of bounds' order could be dismissed or suspended from the boarding house, Saturdays are free days for students to move out of the campus. Sundays are free days in the campus during which students are free to engage in personal concerns. There is, on Sundays therefore, no domestic timetable excepting religious devotion.

Finally, there appeared to be no social status attached to the attendance of a school as a boarder or a day student in the State. The encouragement given to boarding school education by the school authorities and the ready acceptance of boarding school education by some parents appears to arise from the desire to secure what is perceived to be 'best education' with least inconvenience on the part of the children, rather than from any inherent conviction of the benefit conferred by the system on the family or the community.

.....

This description of the generalised findings of the writer's preliminary survey of 1981 concludes the review of the development and general characteristics of boarding schools in Nigeria, and especially the Eastern States. It was on the basis of these documentary and field studies that the need to undertake a contemporary and more detailed survey was recognised. This second survey is the concern of the chapters that follow.

PART CATTITUDES TO BOARDING EDUCATION
IN THE EASTERN STATES OF NIGERIA:
A CONTEMPORARY EMPIRICAL SURVEY

Having considered the various contextual factors in Part A and the development and characteristics of Nigeria boarding education in Part B, the thesis is now concerned to ascertain current attitudes to this phenomenon. The first chapter in Part C describes the empirical methods selected and used by the writer for this purpose, and is followed by a detailed accounting of the findings. This part concludes with a discussion of the results obtained.

CHAPTER TENMETHODOLOGY OF THE EMPIRICAL INVESTIGATION10.1 Preamble

This study is to do with attitudes and opinions in respect of boarding education. An attitude is considered to be:

"..... a learned, emotionally toned predisposition to react in a consistent way ... toward a person 1 object or idea."

More generally, an attitude:

"relates to tendencies to accept or reject particular groups of people, sets of ideas or social institutions" 2

And more generally still, an attitude has been defined as:

"... a more or less enduring predisposition to respond effectively 3 toward a specified entity."

In other words, attitudes are both emotional and cognitive in nature and may be directed either toward oneself or toward some object external to the individual - in this case boarding education.

Brembeck and Howell offer a clear and simple distinction between attitudes and opinions, which for the purpose of this study clarifies the issue adequately. They use attitude to

1. Klausemeir, H.J., Learning and Human Abilities, (New York: Harper and Brothers, 1961), p. 254.
2. Thorndike, R.L. and Hogan, E., Measurement and Evaluation in Psychology and Education, (New York: John Willey and Sons, 1961), p. 317.
3. Jahoda, M. et al, Research Methods in Social Relations Part I: Basic Processes, (New York: Dryden Press, 1951), p. 112.

refer to those forms of inner life which prepare individuals to responses to the ideas, objects, and people about them, and which give direction to their behaviour. They consider an opinion to be an expressed or verbalized attitude which may or may not correspond to the attitude that is supposed to be expressed. They point out that opinions are subject to social pressure, and may therefore not be a true index of a person's real attitude.¹

Social psychologists and educationists seem to agree that the task of changing adolescent attitudes is probably less difficult than changing adult attitudes. It is perhaps true that by adolescence many attitudes have become quite stable. Paradoxically, however, adolescence is a time of attitude change and acquisition - given the environment to promote such change and adoption. Membership in various groups affects attitude acquisition. The school as one of these groups, can set a climate and arrange experiences to bring about the acquisition of 'acceptable' attitudes.²

Attitudes may be positive or negative or neutral in nature.³ One student likes boarding house life, another dislikes it, a third does not care one way or another. In addition to this valence, attitudes may be held with varying

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1. Brembeck, W. and Howell, W., Persuasion: A Means of Social Control, (New York: Prentice-Hall, 1953), pp. 99-100.
 2. Jahoda, M. et al, (eds), Attitudes, (Baltimore: Penguin Books, 1966), p. 26.
 3. Festinger, L. and Katz, D., (eds), Research Methods in the Behavioural Sciences, (New York: Holt, Rhinehart and Winston, 1953), p. 43.

degrees of intensity. For instance, a negative valence may be strong, moderate or weak or fall on any point of a continuum between most strong and most weak. The school head may be vehemently abhorred or slightly disliked. For this study, the investigator wanted to know the degree or intensity of attitudes valence, and so to be able to group the samples to those in support or against boarding education.

10.2 Need for the Questionnaires

As Dawis and Weitzel have observed, the assessment of attitudes such as is undertaken in boarding education studies is like taking the collective pulse of the society and of an organisation.¹ Since attitudes involve both the cognitive and the affective processes, the method of their identification and assessment becomes by definition personal and indirect.

According to Oppenheim there are two major approaches to the study of attitudes, namely: the drawing of inferences from the person's behaviour, and self-report techniques.² The inferences from behaviour approach involve the researcher in a continuous observation of the subjects over a long period of time. This approach creates a great many practical problems associated with such factors as the continuous availability of subjects, the distance between the researcher and the subjects, time and money. Self reporting techniques would

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1. Dawis, R.V. and Weitzel, W.F., The Measurement of School Policy Attitudes, (University of Minnesota, Industrial Relations Centre, 1967), p. 2.
 2. Oppenheim, A.N., Questionnaire Design and Attitude Measurement, (Heinneman Books Ltd., 1966), p. 133.

thus seem to be the most convenient approach in attitude surveys such as boarding school education studies. That is not to say that the self-rating technique has no obvious disadvantages or problems. For example, a self-rating technique tends to be liable to distortion; it could be prone to such errors as leniency, severity, or the 'halo' effect. But at least it saves much time on the part of the researcher. Furthermore, self-rating measures have the additional advantage of making the subjects' replies as non-threatening as possible. Assuming that man is a responsible being who can be trusted, then the hope that he will be able to give a useful and relatively objective assessment of his attitudes and feelings in an evaluation survey is not illogical.

It is also assumed here that before any successful attempts to solve the problems of boarding schools or to understand the continued demand and existence of boarding schools in Nigeria could be embarked upon, some assessment of the views of parents and guardians, educationists, school heads and teachers as well as students should be undertaken. The study of opinions and attitudes has been particularly relevant for this study, as is evidence in the literature already cited.

Unfortunately one of the areas about which African schools have been most backward is that of measuring attitudes and opinions. Only a few studies in Nigeria have been undertaken to determine just what the parents and members of the public, teachers and students are thinking, and what they want done in schools. In any democratic society, the attitudes and opinions of parents, teachers and students are strong

forces in shaping and influencing school policies. For example, once the Ministry of Education knows the attitudes, opinions, views and feelings of the people, they can begin to communicate with the school in an intelligent manner; they can also plan for action. They will know whether or not it is the right time to abolish or strengthen boarding schools. The ministry will also know whether all is well with the administration and smooth running of the schools and whether the tax payers are benefitting from them. According to Anderson, verbally stated attitudes are important determinants of behaviour.¹

The few instruments used in some of the earlier studies of boarding education in Nigeria were accessible to the present investigator. Also it was considered appropriate to construct new instruments because this study has different objectives.

The phrasing of the items in most of the published boarding school education questionnaires is often not quite appropriate for the present study. For example, whereas education in Nigeria is essentially bureaucratized or functionally centralized, Britain (the origin of most of the boarding education questionnaires) operates relatively decentralized school systems. Even within Nigeria itself, there exists subtle differences between the States in educational matters. For example, in some states, the school boards are virtually responsible for boarding schools, while in some others the

1. Anderson, W.F., "Attitudes of University Students Toward Cheating", Journal of Educational Research, 50: 581, 1957.

school boards still compete with voluntary agencies, or the two complement each other in the running of boarding schools. One might expect that the variety of systems will have different implications for the effective administration of boarding schools.

That is not to say, however, that the items included in the various boarding education questionnaires for this study were entirely new ones. As a reality, most of the items have been appropriated from other measures of boarding education in Britain and then adapted to suit the needs of the present study.

10.3 Questionnaire Design

In an attitude survey using a self-report technique or the closed-response approach,¹ seven different questionnaires were designed and administered to the subjects. Interviews in rural schools were also conducted on a small scale to supplement the questionnaires. This was done to heed the advice by Dunham and Smith who have observed:

"The unique strength and weakness of both interviews and questionnaires suggest that a combination of the two techniques provides the most effective organizational survey program. Thus selective preliminary interviewing can be helpful for identifying critical issues to include in a comprehensive questionnaire. In addition, follow-up interviews can be useful for probing deeper into critical areas assessed by the questionnaire." 2

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1. Bloom, B.S. et al, Handbook on Formative and Summative Evaluation of Student Learning, (New York: McGraw-Hill Book Co., 1971), p. 483.
 2. Dunham, R.B. and Smith, J.F., Organizational Surveys, An Internal Assessment of Organizational Health, (Glenview, Illinois: Scott, Fores and Co., 1979), pp. 14-15.

Accordingly, this study utilized both the interview and the questionnaire methods of investigation.

Having decided to use the questionnaire method for the survey, the investigator then developed statements- facts and opinions - based on the aims and objectives of the study, the research questions and the research hypotheses. The main sources of the questionnaire statements were the literature review and school prospectuses in Nigeria and Britain. This was as suggested by Youngman.¹ There were seven different groups of questionnaires.

The investigator was careful to keep the questionnaire statements simple and short. The language was therefore made appropriate to the general educational and intellectual background of the target populations. Because the statements comprised both facts and opinions the questionnaire was designed as a check list rather than a data-blank. Respondents in Nigeria are in general more competent in reading than they are in writing.

The following general procedure for the layout of the questionnaire was adopted:

- (a) Title: the questionnaire started with brief titles with concise descriptions of the aims of the study.
- (b) Biographical Information: then came the sections dealing with personal information. Examples of the variables included in these questionnaires are sex, age, class, religion, experience and income. Boxes were provided

1. Youngman, M.B., "Designing Questionnaires" in Bell, Judith et al (ed): Conducting Small-Scale Investigations in Educational Management, (London: Harper and Row, Publishers. 1984, p. 157.

in these sections for respondents to place an (X) in the appropriate columns.

- (c) Response Rubric: the respondents were then provided with brief instructions to complete the questionnaires - in this case - to encircle the relevant numbers for each statement for all the questionnaires.
- (d) The statements were adequately spaced out from one another for easy completion.
- (e) In all the questionnaires the subjects were presented with statements and asked to take a position on it, ranging from either a level of agreement or satisfaction to a level of disagreement or dissatisfaction.
- (f) The investigator had decided to distribute all the questionnaires personally, during educational meetings, conferences and seminars, and to collect them immediately after such occasions for obvious advantages.

10.4 Description of the Questionnaires

A brief description of each of the seven groups of the questionnaires used for this study is as follows:

(a) Principals' Questionnaire on Objectives of Boarding and Day Schools Education

The principal questionnaire which was newly designed for this study had two parts. The first part required biographical information. The second part comprised seventy-five statements or items from a pool of 100 which were meant to ascertain the respondents' perception of the objectives of boarding and day schools education in the State. The questionnaire was organized as follows:

i) Boarding Education:

Educational Objectives (items 1-18)

Social, Economic and Geographical Objectives
(items 19-36)

Other Objectives (items 37-46)

ii) Day Schools Education:

Educational Objectives (items 47-52)

Social, Economic and Geographical Objectives
(items 53-66)

Other Objectives (items 67-75)

(For the complete questionnaire, refer to the Principals' Questionnaire items 1-75 in Appendix D11-A.

(b) Vice Principals' Questionnaire on Boarding and Day Schools

This questionnaire was a simple checklist comprising two parts. Part one comprised five variables - sex, of the school, geographical location, whether the school is a Boarding or Day/boarding School and the religious denomination of the respondents.

Part two of the questionnaire contained eleven statements. The Vice Principals were merely to indicate their feelings about the statements by indicating whether the policy of encouraging day students to attend school produced negative or positive effects on the school.

The items scored by each respondent were:

- (i) Maintenance of discipline in the school
- (ii) Academic standards of the school
- (iii) Classwork and class assignments
- (iv) Day students' participation in school administration and leadership training activities

- (v) Day student participation in games, hobbies and school societies
- (vi) Punctuality to school and classes
- (vii) Regular school and class attendance in the term
- (viii) Overall student enrolment figures
- (ix) Maintenance of school tradition
- (x) Maintenance of school policies
- (xi) Maintenance of school values

(For the complete questionnaire, refer to Appendix D11-B.)

(c) Pastoral Staff (teachers) Questionnaires on Boarding and Day Schools Education

Part one of the pastoral staff questionnaire is similar to the Principals' questionnaire. Part two of the questionnaire contained 45 statements from a pool of 60. These were statements drawn up to solicit the reactions of the respondents, that is to say, to enable them to evaluate the present boarding and day schools education. The questionnaire was organised as under:

- i) Objectives of boarding education (items 1-4)
- ii) Availability of facilities in the Boarding Houses (items 5-15)
- iii) Boarders' participation in school activities (items 16-19)
- iv) Boarding House life (items 20-32)
- v) Day Schools education (items 33-45)

(For the complete questionnaire, refer to Appendix D11-C.)

(d) Educationists/Undergraduates Questionnaire on Boarding and Day Education

A questionnaire was designed to enable the investigator to discover the perceptions or attitudes of some educationists and undergraduates in the state. The first part of the questionnaire had four variables - sex, department, school attended, and whether the respondent had a child or not in a secondary boarding school or not. Part two of the questionnaire contained 19 statements from a pool of 30 after the pilot study. They were statements aimed at evaluating the respondents' attitudes towards boarding schools in the state. They were to indicate their degree of satisfaction or non-satisfaction with boarding schools.

(For the complete questionnaire refer to Appendix D11-D).

(e) Parents/Guardians Questionnaire on Boarding and Day Schools Education

The questionnaire was designed to give parents the opportunity to express how they feel about the objectives; reasons why they choose schools for their children; problems of boarding and day schools education in the State. They were to indicate what things they agree with or what things they disagree with. It was also designed to find out if parents still want boarding education in spite of the present day costs and problems. The first part of the questionnaire asked for the sex, age, marital status, highest educational institution attended, income, religious denomination, geographical location of residence, post primary institution attended, number of pupils

sponsored in secondary school and the sex of child or ward in school at the time. The personal information was used to analyse opinions under various classifications of the respondents.

Part two of the questionnaire contained 54 items or statements drawn from a pool of 75 after the pilot study and editing. The statements depict the views of parents and guardians towards boarding and day schools education. The questionnaire was organized under the following headings:

- i) General reasons given by parents for choice of schools (items 1-13)
- ii) Preference for boarding accommodation (items 14-27)
- iii) Preference for day schools (items 28-36)
- iv) General reasons given for choice of boarding or day schools (items 37-54)

(For the complete questionnaire refer to Appendix D11-E).

(f) Boarders Questionnaire on Boarding Education

A questionnaire was designed in an attempt at finding out what the student boarders feel about boarding schools. It was made up of two parts. Part one the personal information section, consisted of variables such as sex, age, class, religion, sex of schools, geographical location of the school, academic position in the class, home residence, home distance from the school, number of persons living at home with parents, income of parents, decision to become a boarder and the state of origin of the respondent.

The second part of the questionnaire consisted of 35

statements selected from a pool of 50 items after the pilot study, showing the attitudes or feelings of the students towards boarding schools. The respondents were to indicate whether they were satisfied or not satisfied with boarding schools. This part of the questionnaire was divided into the following sections:

- i) Objectives of boarding (items 1-4)
- ii) Provision of facilities for the boarders (items 5-15)
- iii) Participation in school activities (items 16-19)
- iv) Life in the boarding house (items 20-33)
- v) Payment of boarding fees (item 34)
- vi) Becoming a day student (item 35)

(For the complete questionnaire refer to Appendix D11-F).

(g) Day Students Questionnaire on Day Schools Education

This questionnaire was designed to find out how day students feel about day schools. The first part of the questionnaire is similar to the one for Boarders. Part two contained 30 statements drawn from a pool of 50 after the pilot study. The respondents were to indicate whether or not they were satisfied with day schools.

Part two was sub divided into the following sections:

- i) Objectives of day schools (items 1-4)
- ii) Facilities at home (items 5-15)
- iii) School related activities (items 16-19)
- iv) General home atmosphere (items 20-24)
- v) School atmosphere (items 25-26)
- vi) Transportation to and from school (item 29)
- vii) Becoming a Boarder (item 30)

(For the complete questionnaire refer to Appendix D11-G).

10.5 Pilot Studies: Pre-Tests of the Instruments

The purpose of the pilot studies was to ascertain both the validity and reliability of the seven different but similar questionnaires, as well as to judge which items would have to be eliminated as producing ambiguous responses. Also, pretesting of the instruments was to assess the feasibility of the proposed methods of investigation.

a) First the draft copies of all the seven tools were given to colleagues who studied and criticised the statements. As a result of this exercise a number of items were either dropped altogether or reworded. This was in 1982.

b) All other pilot studies took place in 1983 during which period the investigator administered the questionnaires personally to three main groups representing the seven groups proposed for the study. The procedure was as follows:

i) On the 6th January 1983, the investigator distributed 20 draft questionnaires to 20 parents and guardians who attended a P.T.A. meeting at the Government Comprehensive Secondary School Compound, Port Harcourt.¹

ii) On the 10th January, 1983, 20 second year undergraduates of the Rivers State University of Science and Technology from 5 different faculties also took part in the pilot study. The investigator distributed the questionnaire to the students during the last 30 minutes of his period with the students.

1. The Investigator was then Principal of Government Comprehensive Secondary School, Port Harcourt, and Secretary of the Principals' Conference in Rivers State. He was also part-time lecturer at the Rivers State University of Science and Technology.

- iii) On the 10th March, 1983, 40 Government Comprehensive Secondary School pupils were selected and they completed the student questionnaires. They were made up of 20 day students and 20 boarders, selected randomly by the Vice Principal from each class of classes II - V using their class registers.
- iv) On the same date, 10th March, 1983, 20 senior staff of Government Comprehensive Secondary School - staff holding positions of responsibility - completed the Vice Principals' and Pastoral Staff questionnaires after a staff meeting.
- v) Also, on the 15th March, 1983, the investigator was the host of the monthly Principals' meeting in the State. 20 Principals were kind enough to complete the Principals' questionnaire.

A study of the responses from all these groups was very useful as the investigator was able to remove all the items with a neutrality response rate of 25% and above. Also some statements were reworded for clarity and better understanding.

10.6 Validity

"Validity refers to the extent to which the results of an evaluation procedure serve the particular uses for which they are intended." 1

Content method,² rather than criteria-related or construct validity, was used to assess the validity of the instruments

1. Gronlund, N.E., Measurement and Evaluation in Teaching, (London: Collier Macmillan Publishers, 1971), p. 79.

2. Ibid, pp. 81-83.

because the other methods did not apply. The criteria-related method of validity was not used because no known standard measure corresponding to the factors under study was available. Correlation between well-known instruments like the ones used by Royston Lambert at Cambridge University and the Schools Council Enquiry 1, with the present instruments could not be made because these were designed to specifically investigate the feelings of all concerned in the Rivers State of Nigeria, with Boarding and Day Schools education; rather than the detailed sociological studies questionnaires of boarding and public schools in Britain.

However, Gronlund¹ and Garret² explain that:

"the validation of content through complement judgements, is most satisfactory when the sampling of items is wide and judicious..."

Crocker also upholds the method of ascertaining the content and construct validity of instruments through professional experts. He feels that:

"Validity is checked by finding the relationship between what we have measured and one or more of the following:
 (a) actual figure performance,
 (b) expert opinion,
 (c) results of another test.
 of known and accepted validity." 3

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1. Gronlund, N.E., Ibid, p. 82.
 2. Garret, H.E., Statistics in Psychology and Education, (London: Longmans, Green and Col Ltd., 1967), p. 255.
 3. Crocker, A.C., Statistics for the Teacher, (Slough: N.F.E., 1974), p. 46.

Similarly, Thorndike and Hagen maintain that

"Judgement and evidence join together ¹
in the validation exercise."

Thus, following these criteria, the questionnaires were submitted to the scrutiny of the investigator's supervisor, and the Head of Department and Professor of Mathematics at the Rivers State University of Science and Technology who also examined the instruments. Since these competent judges were all agreed that the items in the questionnaire reflected what the study set out to investigate, content validity was assumed to have been established.

10.7 Reliability

"Next to validity, reliability is the most important characteristic of evaluating results ... Reliability
1) provides the consistency which makes validity possible, and
2) indicates how much confidence ²
we can place in our results."

The reliability of the questionnaires for data collection for this study was therefore ascertained by subjecting the final product to the Test-Retest, using the Spearman's Rank order coefficient of correlation formula.³

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1. Thorndike et al, op. cit., p. 177.
 2. Gronlund, N.E., op. cit., pp. 105 and 108.
 3. Nwana, O.C., Introduction to Educational Research, (Ibadan: Heineman Books Ltd., 1982), p. 282.

$$P = 1 - \frac{6 \sum d^2}{N(n^2 - 1)}$$

N = Number of ranks

d = difference between ranks

d² = difference squared

n² = number of ranks squared

= total number of squared differences.

For the pilot study a total of 50 subjects (20 teachers for the pastoral care staff questionnaire, 20 boarders for the student questionnaire and 10 undergraduates for the parents/educationists questionnaires), were used. These three groups were judged to be sufficiently representative of all the seven groups who were to complete the final outcome of the questionnaires. The second test was administered after an interval of four weeks under the same conditions. The results are shown in Tables 10A, 10B and 10C.

TABLE 10A

SHOWING THE TEST-RETEST OF RELIABILITY FOR THE
PASTORAL STAFF QUESTIONNAIRE

S/No.	Pre-test raw scores	Rank	Post-test Raw scores	Rank	d	d ²
1	50	17th	53	16th	-1	1
2	68	2nd	69	1st	-1	1
3	70	1st	67	3rd	+2	4
4	66	4th	60	8th	+4	16
5	58	11th	55	14th	+3	9
6	60	9th	61	6th	-3	9
7	55	14th	56	12th	-2	4
8	61	8th	61	7th	-1	1
9	57	12th	56	13th	+2	1
10	49	18th	44	20th	+2	4
11	56	13th	58	10th	-3	9
12	67	3rd	68	2nd	-1	1
13	59	10th	57	11th	+1	1
14	54	15th	52	17th	+2	4
15	48	19th	49	18th	-1	1
16	43	20th	45	19th	-1	1
17	62	7th	59	9th	+2	4
18	53	16th	54	15th	-1	1
19	64	5th	64	4th	-1	1
20	63	6th	63	5th	-1	1
					d ²	= 74

$$\begin{aligned}
 P &= 1 - \frac{6 \ d^2}{N(n^2-1)} \\
 &= 1 - \frac{6 \times 74}{20 \times (20 \times 20 - 1)} \\
 &= 1 - \frac{444}{20 \times 399} \\
 &= 1 - \frac{444}{7980} \\
 &= 1 - 0.056 \\
 &= 0.94
 \end{aligned}$$

The resulting reliability coefficient of 0.94 was considered high enough for a reliable degree of correlation. From all indications the instrument was considered both valid and reliable for data collection for the study.

TABLE 10B

SHOWING TEST-RETEST RELIABILITY FOR THE
EDUCATIONIST/PARENTS QUESTIONNAIRES

S/No.	Pre-test raw Scores	Rank	Post-test Raw Scores	Rank	d	d ²
1	36	1st	32	3rd	+2	4
2	29	6th	27	8th	+1	1
3	32	3rd	33	2nd	-1	1
4	26	8th	28	7th	-1	1
5	23	10th	25	9th	-1	1
6	33	2nd	35	1st	-1	1
7	30	5th	31	4th	-1	1
8	28	7th	29	6th	-1	1
9	25	9th	23	10th	+1	1
10	31	4th	30	5th	+1	1
					d ²	= 13

$$\begin{aligned}
 P &= 1 - \frac{6 d^2}{N(n^2-1)} \\
 &= 1 - \frac{6 \times 13}{10 \times (10 \times 10 - 1)} \\
 &= 1 - \frac{78}{990} \\
 &= 1 - 0.079 \\
 P &= 0.92
 \end{aligned}$$

The resulting reliability coefficient of 0.92 was considered a high degree of correlation and therefore confirmed that the instrument was valid and reliable for data collection.

TABLE 10CSHOWING TEST-RETEST RELIABILITY FOR STUDENTBOARDERS QUESTIONNAIRE

S/No.	Pre-test raw Scores	Rank	Post-test Raw Scores	Rank	d	d ²
1	61	5th	63	3rd	-2	4
2	64	2nd	61	4th	+2	4
3	59	7th	57	8th	+1	1
4	70	1st	65	2nd	+1	1
5	47	15th	44	18th	+3	9
6	55	11th	53	12th	+1	1
7	45	17th	56	9th	-8	64
8	36	19th	38	20th	+1	1
9	43	18th	46	16th	-2	4
10	57	9th	55	10th	+1	1
11	62	4th	59	6th	+2	4
12	60	6th	58	7th	+1	1
13	63	3rd	68	1st	-2	4
14	56	10th	54	11th	+1	1
15	53	13th	50	14th	+1	1
16	35	20th	40	19th	-1	1
17	50	14th	48	15th	+1	1
18	46	16th	45	17th	+1	1
19	58	8th	52	13th	+5	25
20	54	12th	60	5th	-7	49
					d ²	= 178

$$\begin{aligned}
 P &= 1 - \frac{6 \ d^2}{N(n^2-1)} \\
 &= 1 - \frac{6 \times 178}{20 \times (20 \times 20 - 1)} \\
 &= 1 - \frac{1068}{20 \times 399} \\
 &= 1 - \frac{1068}{7980} \\
 &= 1 - 0.134
 \end{aligned}$$

$$P = 0.87$$

The reliability coefficient of 0.87 which resulted from the above calculation was considered a high degree of correlation, thus confirming that the instrument was valid and reliable for data collection for the study.

It has to be emphasized, however, that the small samples used in these validity and reliability exercises impose some limitations on the extent to which one can actually rely on the questionnaire with absolute confidence. In a way, this study can be viewed as the initial major investigation of the content validity of the questionnaire.

10.8 Description of Samples

The investigator used seven different samples, stratified, and considered to adequately represent the population of the Rivers State for this study.

Krejcie and Morgan¹ recommend 379 as an appropriate sample size from a population of about 20,000 to 30,000. However, Hedlund's Table² was used as the guide for the selection of the sample size for this study.

TABLE 10D

SIZE OF SAMPLE NECESSARY TO PREDICT OPINION FOR VARIOUS
RANGES OF ACCURACY AND DIVISION OF OPINION

Range of Error	80-20%	65-35%	50-50%
1%	6,142	8,740	9,604
*5%	246	350	385
10%	62	88	97

*The 5% range of error was used for the chi-square (χ^2) test

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1. Krejcie, R.V. and Morgan, D.W., "Determining Sample Size for Research Activities", Educational and Psychological Measurement, Vol. 30, 1970, pp. 607-610.
 2. Hedlund, P.A., "Measuring Public Opinion on School Issues", (Unpublished Ed. D. Project, Teachers College, Columbia University, New York, 1947).

a) Group I: School Principals

Of the 286 secondary school Principals (grammar, technical, and commercial) in the Rivers State 229 were used as subjects. This number represented 80% of the total population of secondary school Principals in the State. They came from all the ten Local Government Areas. There were 203 males and 26 females representing 134 male, 69 female, and 26 mixed schools. Of these schools, 110 had the 5th form whilst 119 were new schools having only classes II - IV in 1983. None of the schools had a sixth form and all were controlled by the State government.

b) Group II: Vice-Principals

A total of 63 Vice-Principals were used. Ten schools were selected in each Local Government Area for this sample. They were made up of 32 males and 31 females from 40 male, 18 female, and 5 mixed schools in the state.

c) Group III: Pastoral Staff (Teachers)

Opinions and views were also obtained from 556 senior staff of secondary schools in the state. 456 were male and 100 female. 4 senior teachers holding responsible positions in the schools were chosen in each of the 229 schools whose Principals had earlier responded to the questionnaires. The Principals administered these questionnaires on behalf of the investigator.

A breakdown of the sample shows that 141 of them were Senior Boarding House Masters, 156 Housemasters, 132 Games-masters and 127 Teacher Librarians. It was assumed that they knew more about boarding house life in the schools than the other teachers.

d) Group IV: Educationists and Undergraduates

The investigator meant this group to be made up of people other than school heads and teachers of secondary schools, who by virtue of their connections with education and their position and status, should be credited with opinions that should be considered as sound. Such people should have usable ideas about boarding and day schools and should be in a position to say whether boarding schools should be abolished or not. The following people made up the sample:

- i) The most senior officers of the Ministry of Education Headquarters in Port Harcourt. These included, The Permanent Secretary (1), The Director of Education (1), Chief Inspectors of Education (6), Deputy Chief Inspectors (6), Principal Inspectors of Education (4) in charge of the various professional sections of the Ministry, Zonal Chief Inspectors of Education (10), and the 4 members of the State School Board. Altogether 27 subjects from the Ministry of Education cooperated.
- ii) 419 second year undergraduate students of the Rivers State University of Science and Technology were used as subjects in this group. 45 of them were from the Faculty of Law, 76 from Engineering, 73 from Science, 159 from Technical and Science Education, and 66 from Environmental Sciences.

The total for this group came to 446 comprised of 226 males and 220 females.

e) Group V: Parents/Guardians

This was bound to be one of the most important groups for this study. The investigator believed, however, that

this body of people would be adequately represented by the Chairmen of all the Parent/Teacher Associations of the Secondary Schools. All Secondary Schools have organized PTA's. This group was made up of 210 subjects who, by virtue of their positions as Chairmen of PTA's, should have been in a position to evaluate boarding schools and also be able to indicate whether or not boarding schools should be abolished. They are directly responsible for the general well-being and payment of boarding fees and other educational levies for the running of these schools. 104 of them were male; 106 female.

f) Group VI: Secondary School Pupils - Boarders

374 pupils participated in the survey. They were selected randomly during a science exhibition conducted by the State Government. 193 of them were male; 181 female. All the ten Local Government Areas of the state were represented. 80 of them were from Class II (10-11 years), 94 from Class III (12-13 years), 85 from Class IV (14-15 years) and 115 from Class V (16-19 years).

g) Group VII: Secondary School Pupils - Day Students

364 day students also participated in this study. It was necessary to find out if day students were satisfied or not with being day students. They were also randomly selected from an assembly of day students during a science exhibition mounted by the State Government. All Schools send participants for this annual occasion. Of this 364, 171 were male; 193 female. They were 65 from Class I (10-11 years), 66 from Class III (12-13 years), 92 from Class IV (14-15 years) and 141 from Class V (16-19 years).

10.9 The Administration of the Questionnaires

A total of 3,100 questionnaires were distributed to the seven target populations of the survey. The procedure used was as follows:

a) The Principals, Vice- Principals and pastoral staff (teachers) questionnaires were distributed on the 14th January, 1984. This was on the occasion of the monthly meeting of the Rivers State Principals Conference at Holy Rosary Secondary School, Port Harcourt. The 300 questionnaires were placed on each desk before the arrival of the respondents for the meeting. The covering letter with the questionnaire was self-explanatory. At the end of the meeting all completed questionnaires were left on the individual desks. They were then collected by the investigator personally.

The Principals were also very kind to collect the 900 questionnaires for the pastoral staff and the 100 for the Vice-Principals. The completed ones were brought back during the meeting held on 13th February, 1984, at the Baptist College Compound in Port Harcourt. It must be noted that these monthly professional meetings by Principals are usually very well attended.

b) The Parents/Guardians questionnaires (300) were distributed and collected on the 4th February, 1984, during a general meeting of all PTA Chairmen and Principals of Schools in the State. The meeting was convened by the new State Governor to decide on the amount of tuition fees to be reintroduced in the State school system. The 300 questionnaires were placed on the desks in the City Council Hall one hour before the arrival of the participants. During the long wait for the

Governor, 10-12 noon, all the questionnaires were completed and collected by the investigator himself.

c) The Undergraduates' questionnaires (500) were distributed and collected personally after a lecture period with the students. This was on 13th February, 1984, at the Rivers State University of Science and Technology. The exercise lasted for about 30 minutes. The Ministry of Education staff also completed the questionnaire during a meeting on the 6th February, 1984, at the Ministry Headquarters. The investigator had obtained permission from the Director of Education one week before the meeting for this exercise.

d) The Boarders and Day Students completed the 1,000 questionnaires on the 6th March during a Science Exhibition at the Holy Rosary Secondary School grounds. 10 representatives had been selected from all the 286 Secondary Schools to display their science projects. The investigator distributed the questionnaires on the opening day of the exhibition. The students were merely to indicate whether they were boarders or day students. Two assistants stood at the entrance to the exhibition hall and handed over the instrument as the students went in. The investigator and the two assistants then went into the hall and picked up all the completed questionnaires. As expected, it took most of the respondents only 30 minutes to complete them.

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It is important to note that the investigator was given optimum co-operation from all the subjects who participated in this survey.

CHAPTER ELEVEN

DATA PRESENTATION AND INTERPRETATION

This chapter comprises the following: statistical techniques; data producing sample; the scoring technique; analysis of results plan; presentation of results.

11.1 Statistical Techniques

The statistical procedures adopted in this study were based on two main factors: the type of research questions, and the type of data obtained from the questionnaires. The research questions and hypothesis were in two main groups - descriptive and associative statements.¹ Descriptive questions asserts Dyer:

"Aim at identifying the characteristics of an individual, a group, several subgroups, a phenomenon, a system or 2 an object".

According to Dyer, associative questions

"focus on the pattern of the degree of association or covariance between 3 two or more variables".

These descriptive and associative questions and statements permitted the use of two main statistical types, descriptive and inferential statistics.

1. Booth, T.A., "Research and Policy Making in Local Authority Social Services", Public Administration, Vol. 57, Summer 1979, p. 179.
2. Dyer, J.R., "The Distinction Among Descriptive Association and Causal Questions", Understanding and Evaluating Educational Research, (Reading, Mass.: Addison Wesley Publishing Company, 1979), p. 141.
3. Ibid.

For the descriptive questions, frequency distributions of the subject responses on every item were computed in order to describe the total samples as well as the various sample groups. That involved the calculation of the percentages of the subjects at various levels of perception as well as the means of their scores.

The choice of inferential statistics depended on the nature of the data to which the test was being applied. For example, for discrete and nominal data, such as those relating to the variables of sex, age and experience, the chi-square test was applied. Contingency tables were computed for these tests by means of cross tabulations. A cross tabulation is defined as a joint frequency distribution of cases according to two or more classificatory variables. The display of the distribution of cases by their position on two or more variables is the chief component of contingency table analysis and is perhaps the most commonly used analytic method in the social sciences. These joint frequency distributions can be statistically analysed by certain tests of significance, e.g. the chi-square statistic, to determine whether or not the variables are statistically independent; and these distributions can be summarized by a number of measures of association, such as the contingency coefficient, phi, Cramer's V and Pearson corr, which describe the degree to which the values of one variable predict or vary with those of another.¹ According to Blalock, chi-square tests

1. Nie, Norman H. et al, Statistics Package for the Social Sciences (SPSS), (New York: McGraw-Hill Book Co, 1975), p. 218.

are applied in the social sciences to such issues as

"the contingency problems in which two nominal scale variables have been classified". 1

As Blalock explains further, the chi-square test is

"a very general test that can be used whenever we wish to evaluate whether or not the frequencies which have been empirically obtained differ significantly from those which would be expected under a certain set of theoretical assumptions". 2

However, Nie and others, indicate that chi-square helps us only to decide whether our variables are independent or related, and that it does not tell us how strongly they are related. They explain that:

"part of the reason is that the sample size and table size have an influence upon chi-square". 3

Chi-square is therefore adjustable and this becomes the basis for assessing strength of relationship.

Therefore, in order to determine the nature of association among the various boarding and day schools education scales, correlation matrices were computed on the continuous ordinal data which were derived from these variables. The Pearson product moment correlation coefficients for pairs of interval-level variables were computed. Although several social science methodologists such as Labvitz and Tufte,⁴ argue that the

1. Blalock, H.M.Jr., Social Statistics, (McGraw-Hill Kogakusha Ltd, International Student Edition, 1979), p. 279.
2. Ibid.
3. Nie, Norman et al, op. cit., p. 224.
4. As quoted in Ibid.

Pearson correlation coefficients may be used even if the data satisfy only the assumptions of ordinal-level measurement. They warn that the procedure should be used cautiously. Nie, however, also shows that other researchers such as Blalock, Mueller, Schleusler and Costner, approve of the use of the method. Apart from producing correlation matrices, it also produced significant tests. The Pearson correlation coefficient (r) statistics were also used to investigate the strength of relationship and the degree of differences, if any, between pairs of sample groups, on the various boarding and day school education scales.

It is important to mention at this point that sophisticated statistical measures were avoided as much as possible. The objective of the investigator was to present the data in such a way as to make them meaningful and comprehensible to the lay reader. This decision has been informed by the findings of Davis and Salasin¹ who observed in their extensive review of the utilization of evaluation researches that:

"a portion of the apparent demoralization among veteran evaluation may be attributed to the slow process of utilization of evaluation results".

What then causes such slow utilization of research findings? Although Carter thinks that the acceptance of a research report is dependent on the self-interests of the audience,²

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1. Davis, J.R., et al, "The Utilization of Evaluation" in Struening E.L. et al, (eds), Handbook on Education Research, (Beverly Hill: Sage, 1975), p. 625.
 2. Carter, R.K., "Client Reactions to Negative Findings and Latent Conservative Function of Evaluation Studies", American Sociologist, Vol. 6, 1971, pp. 118-124.

some other factors may also influence the audience's acceptance and utilization of a research report. One such factor is the way the research report is communicated to the audience. In a more recent study, Brown and others found that "jargon loaded" reports were perceived to be more technical and more difficult to comprehend by the readers (teachers and administrators) than the "jargon free reports", suggesting that:

"the style of an evaluation report does effect audience perceptions ¹ of the evaluations".

The observation by McIntosh is equally important in this discussion:

"Very often it - statistical information - is presented in a way which are not easily comprehensible to non-numerate decision makers: The use of elaborate statistical tests may be designed to impress fellow academics. It is likely to be a barrier to the majority of decision ² makers".

It was therefore decided to analyse and present the research data of this study only through frequency tables, mean scores, standard deviations, simple chi-square, and Pearson correlation coefficients.

11.2 Data Producing Sample

A total of 3,000 copies of the questionnaires were

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1. Brown, R.D., et al, "Evaluation Credibility as a Function of Report Style - Do Jargon and Data make a Difference?", Evaluation Quarterly, Vol. 2, No. 2, May 1978, pp. 331-341.
 2. McIntosh, E. Naomi, "Barriers to Implementing Research in Higher Education", Studies in Higher Education, Vol. 4, No. 1, 1979, p. 81.

distributed to the seven different groups of subjects selected for the survey. Two thousand eight hundred and ten (93.8 per cent) of them were returned. Unfortunately a number of them were not usable for various reasons. About 250 of them were left blank and the others were not properly filled out (too many items were not answered) or one answer was filled all through. The usable questionnaires were 2,242 or 74.7 per cent of the "accepting sample". The final analysis was based on Table 11.

TABLE 11

DISTRIBUTION, RETURNS AND USE OF QUESTIONNAIRES

S/No	Sample Group	No. Distributed	No. Rejected	No. Used	%
1	Principals	300	71	229	76.3
2	Vice Principals	100	37	63	63.0
3	Pastoral Staff (Teachers)	800	244	556	69.5
4	Parents/ Guardians	300	90	210	70.0
5	Educationists/ Undergraduates	500	54	446	89.2
6	Student Boarders	500	126	374	74.8
7	Day Students	500	136	364	72.8
TOTALS		3,000	758	2,242	74.7

11.3 The Scoring Technique

The Principals and Parents/Guardians Questionnaire items were assigned numerical values along a disagreement - agreement continuum. Similarly, the Teachers(pastoral), Educationists/

Undergraduates, Boarding and Day Students Questionnaire items were also assigned numerical values along a dissatisfaction - satisfaction continuum. The Vice-Principals Questionnaire items had the positive, negative or unknown response rubric. These values were printed on the questionnaires and the response choices were weighted as follows:

- | | |
|----------------------|---|
| a) Strongly Disagree | 1 |
| Disagree | 2 |
| Uncertain | 3 |
| Agree | 4 |
| Strongly Agree | 5 |
| b) Very Dissatisfied | 1 |
| Dissatisfied | 2 |
| Uncertain | 3 |
| Satisfied | 4 |
| Very Satisfied | 5 |

An individual's score was taken as the mean of the scale values of all the perceptions or attitudes he/she held or endorsed. This seems reasonable because these are the same number of statements that he/she endorsed in each class interval. The score of the group was represented by the means of the scores of the individuals who composed the group or sample. The lower the score, the less favourable the attitude. The higher the mean, the greater the perceived agreement or satisfaction.

As the survey could not be hand tallied adequately, all the data in the seven different questionnaires were coded and computerized, using the Statistical Package for the Social Sciences (SPSS) at the University of Hull Computer Centre.

11.4 Analysis of Results Plan

Tables are used to show frequencies, percentage, means, standard deviations, chi-square and correlation coefficient figures under specific headings. The evidence is drawn from the data in the completed questionnaires. The order adopted for this analysis is as follows:

- a) The presentation of findings from the personal data-demographic information.
- b) Presentation of tables for each sample
 - i) summary analysis of combined items.
 - ii) item-by-item analysis-chi-square and Pearson correlation tests - variable comparisons within each sample group.
 - iii) inter-correlation matrixes were produced for each sample to test for possible relationships between the variables.
- c) The response rubrics of Strongly Agree and Agree were combined as Agree while Strongly Disagree and Disagree were combined as Disagree. Similarly, Very Dissatisfied and Dissatisfied were combined as Dissatisfied while Very Satisfied and Satisfied were combined as Satisfied. The following scale is used to interpret the Mean Scores.¹

0.00 - 1.10	Strongly opposed attitude
0.11 - 2.10	Moderately opposed attitude
2.11 - 3.10	Neutral attitude
3.11 - 4.10	Moderately favourable attitude
4.11 - 5.00	Strongly favourable attitude

1. Senter, R.J., Analysis of Educational Data, (Glenview, Illinois: Scott Foreman, 1969), p. 101.

Significance of Critical Probability Levels - i.e. probability (P) of differences being due to chance - Chi-Square - is interpreted as under:¹

P = more than 5% - significant differences is not proven.

P = 5% or less - difference is probably significant.

P = 1% or less - difference is almost certainly significant.

The following scale is used to interpret the Pearson Correlation Coefficients.²

0.8 to 1.0 - Very High - a very strong relationship

0.6 to 0.8 - High - a strong relationship

0.4 to 0.6 - Medium - a moderate relationship

0.2 to 0.4 - Low - a weak relationship

0.0 to 0.2 - Very Low - no relationship.

11.5 Presentation of Results

Because of the very large number of variables and therefore the many tables produced and used for this study, it has been decided to provide only the written interpretation here, while presenting the tables themselves in the appendices.

(a) Principals Questionnaire Analysis³

i) Table 11A-1

This table contains the personal data or demographic information of the 229 Principals who completed the questionnaire.

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1. Langley, R., Practical Statistics, (London: Pan Education/Statistics Pan Books, 1979), p. 142.
 2. Nwana, O.C., Educational Measurement for Teachers, (Surrey: Nelson Africa, 1982), p. 122.
 3. See Appendix E1, pp. 462 - 482.

ii) Table 11A-2

Combined frequency distribution of responses of Principals who expressed agreement or disagreement with educational objectives of boarding schools.

The table contains the first 18 items in the questionnaire. A study of the table shows general agreement by the Principals for the educational objectives of boarding. The overall mean scores were above 3.2 indicating a moderately favourable attitude towards the educational objectives of boarding in the study area. Contrary to expectations the 229 Principals were therefore aware of the objectives.

iii) Table 11A-3

Combined frequency distribution of responses of Principals who expressed agreement or disagreement with social, economic and geographical objectives of boarding.

This table contains items 19 to 36 of the questionnaire. A percentage interpretation of this table shows that the Principals were equally divided over these objectives. Those agreeing with and those disagreeing with these groups of objectives seemed to be matched. Generally the 229 Principals seemed not to be very decided. However, the mean scores showed a moderately favourable attitude, according to Senters table, towards the social, economic and geographical objectives of boarding schools in the Eastern States of Nigeria. As expected, the Principals did not seem to be aware of these objectives.

iv) Table 11A-4

Combined frequency distribution of responses of Principals who expressed agreement or disagreement with other objectives of boarding schools.

The table contains ten items (37 - 46). The percentage interpretation as well as the mean scores of the individual items shows an overwhelming agreement and therefore a favourable attitude towards other objectives of boarding schools in the study area.

v) Table 11A-5

Combined frequency responses of Principals who expressed agreement or disagreement with educational objectives of day schools.

This table contains six items (47 - 52). The percentage comparison between the disagreement and agreement groups were evenly divided. The 229 Principals seemed to have indicated only a slightly favourable attitude towards the educational objectives of day schools as shown by an overall mean score of 3.3, based on Senter's table. This was as expected. Many school Principals in the study area do not seem to support the introduction of day schools in the study area. The Principals still support boarding schools in the area.

vi) Table 11A-6

Combined frequency of responses of Principals who expressed agreement or disagreement with social, economic and geographical objectives of day schools.

This table shows the responses of fourteen (53 - 66) items in the questionnaire. A study of the table shows a balanced response between the agreement and disagreement Principals. Like the objectives of boarding schools, the attitude of the Principals was mixed with a similar mean score for the different items just indicating a slightly favourable attitude towards the social, economic and geographical objectives of day schools. This was surprising because day schools are believed to be more economical in terms of costs, and are supposed to serve students within specific catchment areas. Day schools are also supposed to bridge the social gap between the rich and the poor and to reduce the distance covered by day students to school.

vii) Table 11A-7

Combined frequency of responses of Principals who expressed agreement or disagreement with other objectives of day schools.

Nine items (67 - 75) of the questionnaire were analysed in this table. Again, the responses showed a balanced attitude i.e. there was no overwhelming attitude for or against other objectives of day schools. However, there were slightly more Principals of the 229 who disagreed with other objectives of day schools.

viii) Table 11A-8

Item-by-item analysis of Principals attitudes towards the objectives of boarding and day schools education in relation to sex.

This table contains an analysis of twenty-five items selected from a total of 75 items in the questionnaire. It was the purpose of this table to find out if there were any sex differences between the male and female Principals' attitudes towards the objectives of boarding and day schools education.

A close study of the table shows general significant differences beyond the 1% level of significance for 23 of the 25 items. Most of the X^2 figures produced (P) probabilities of 0.000, indicating very strong differences between the male and female Principals. However, a study of the (r) shows very weak correlation coefficients also indicating that there are no possible causal relationships. The wide differences shown may be due to the small number of the female Principals i.e. 203 male Principals as against only 26 female Principals within the sample. Another explanation for the sex differences may be attributed to the fact that the female principals generally favour day schools more than their male counterparts who seem to favour boarding education. Also, there are more boys boarding schools than girls boarding schools as table 11A-1 shows. Also, it is generally felt that the few girls boarding schools are given more attention by the government in terms of equipment, facilities and finance, than the boys schools. This may also be another reason for the very wide differences between the male and female Principals.

Only two items showed no sex differences. Item 2 'boarding for character training' yielded a X^2 figure

of 61.233 with 4 degrees of freedom, $P > 0.19$ which is far above the 1% or 5% level of significance. The other item, 21, 'boarding for national unity' yielded χ^2 figures of 4.549 with 4 degrees of freedom with $P >$ of 0.337 which is way above the 1% or 5% level of significance. The male and female Principals were in agreement in this item as (r) showed - 0.051, indicating a very weak causal relationship between the male and female Principals.

ix) Table 11A-9

Item-by-item analysis of Principals attitudes towards the objectives of boarding and day schools in relation to age.

It was the purpose of this table to find out if there were any differences in the attitudes of Principals as a result of their ages.

Only item 2 'boarding for character training' showed no differences. There was strong agreement by the three age groups. Those below 30 years 84.5%, 31-40 years 72% and above 41 years 72.5% agreement. The χ^2 of 10.823 with 8 degrees of freedom gave a (P) probability of 0.212 which is way above the 1% level of significance. The (r) of -0.080 was also very low indeed indicating a no causal relationship.

But all other 24 items in the table showed very wide differences between the three age groups. Most of the χ^2 figures produced (P)^s of 0.000 which is well beyond the 1% level of significance. The first two age

groups below 30 and 31-40 years appeared to have agreed more than with the above 40 years old. The (r) also indicated very low correlations and hence no causal relationships.

As expected, the above 40 years age group seems to be more committed to boarding than the younger Principals, who may be more sympathetic with the aims and objectives of day schools. Most of the Principals who are over 40 years attended secondary education as boarders.

x) Table 11A-10

Item-by-item analysis of Principals' attitudes towards the objectives of boarding and day schools education in relation to educational qualifications.

The aim of this table was to find out if there were any differences in the attitudes of Principals because of their different educational qualifications. A study of the table shows very wide differences in attitudes as expected, between the various groups of graduates with teaching qualifications, graduates without teaching qualifications, N.C.E. and Diploma and other qualifications including Associateship Diploma. Most of the questionnaire items 10 to 75 analysed showed significant differences beyond the 1% level of significance. Also, most of the (r) correlation coefficients were very low indicating very weak or no causal relationships within the different groups.

Only two items, 2 'boarding for character training' and 10, 'boarding to encourage good teaching', showed

general agreement within the different groups. The X^2 figures produced significant levels far above the 1% level of significance with very low (r^S) indicating very weak or no causal relationships as well. The two items showed no differences based on educational qualifications of the Principals.

xi) Table 11A-11

Item-by-item analysis of Principals' attitudes towards the objectives of boarding and day schools education in relation to teaching and educational administration and experience.

The objective of this table was to find out if there are any significant differences between the Principals as a result of their teaching and administrative experience. Three items showed no differences. They are at items 2, 10 and 58. The X^2 figures produced significant figures far above the 1% level of significance. The different groups agreed equally in these three items. But there were very wide differences for all the other 22 items in the table. The chi-square figures produced (P^S) well beyond the 1% level of significance. The correlation coefficients (r) were also very low, indicating very weak or no causal relationships within the groups. These differences were expected as the most experienced teachers, those with 21 years and above seemed to favour boarding more than the 1-10 years and 11-12 years experience group. The 1-10 and 11-12 years experience agreed more together

than the above 21 years.

xii) Table 11A-12

Item-by-item analysis of Principals' attitudes towards the objectives of boarding and day school education in relation to type of school.

The purpose of this table was to find out if there were any significant differences between the Principals based on the type of school i.e. all boys, all girls or co-educational schools.

The table shows very wide differences between the different types of school. Like table 11A-2, the X^2 figures produced (P^S) which are far beyond the 1% level of significance. The differences may be due to the additional attention given to girls schools by the State governments. The correlation coefficients (r) were also very low, indicating no causal relationships within the different types of schools.

xiii) Table 11A-13

Item-by-item analysis of Principals' attitudes towards the objectives of boarding and day schools education in relation to the location of schools.

The aim of table 11A-13 was to find out if there were any significant differences between rural and urban school Principals in their attitudes towards boarding and day schools. Nine items, 2, 10, 14, 16, 18, 21, 28, 37 and 60 showed no significant differences. The other sixteen items showed very significant differences.

These differences were expected as there are wide differences between urban and rural schools in Nigeria generally. Urban schools are better staffed, better equipped, and better funded. Rural schools are generally neglected, with very few amenities. It is the rural schools, most of which are located in villages which should be declared day schools, more so as most of the students live within the geographical area where the schools are situated.

xiv) Table 11A-14

Item-by-item analysis of Principals' attitudes towards the objectives of boarding and day schools in relation to the mode of school accommodation.

It was the purpose of this table to find out if there are any differences between the Principals as a result of the type of school they attended. Differences were not recorded for three items, 10, 37 and 58. All the other 22 items recorded significant differences. As expected, Principals who attended school as boarders supported boarding more than those who attended school as either day/boarders or day students. Most of the X^2 figures produced (P^S) far beyond the 1% level of significance with very low (r^S) indicating no causal relationship within the groups.

xv) Table 11A-15

Item-by-item analysis of Principal's attitudes towards the objectives of boarding and day schools in relation to type of school accommodation.

It was the purpose of this table to find out if there were any differences between the Principals based on whether the school where they are teaching is a boarding, day or day/boarding school. This variable was included because there are Principals who are in charge of boarding schools when they attended day schools themselves.

Three items, 14, 16 and 21 did not record any significant differences. Twenty one other items showed very significant differences. This was as expected. Principals who manage boarding schools seem to support them even where they themselves did not attend boarding schools.

xvi) Table 11A-16

Variable inter correlation matrix : Biographic data of Principals.

This table was aimed at finding out whether there were any causal relationships within the variables. The (r^S) are all very low, indicating very weak or no causal relationships within the independent variables. Low correlations also mean that the variables were quite independent and did not influence each other, that is the questionnaire was very reliable and valid.

(b) Vice-Principals Questionnaire Analysis¹

i) Table 11B-1

Vice Principals demographic information.

This table contains the personal data or demographic information of the 63 Vice-Principals who completed the questionnaire.

ii) Table 11B-2

Number and % of Vice Principals who expressed positive or negative attitudes on the policy of encouraging day schools.

The aim of this table was to find out if Vice-Principals supported day schools. They did not. All the eleven items in the questionnaire were analysed. All but one item (8) show a negative attitude towards day schools. Six items scored 80% and above whilst four items scored 61% - 74%. The Vice Principals were against day schools except 'student enrolment' which earned their support as a favourable aspect of day schools. The mean scores of the items were all above 1.6 except item 8 which got a mean score of 1.238, indicating a strong opposition for day schools by the Vice-Principals in the sample. Support for boarding was therefore assumed.

1. See Appendix E2, pp. 483 - 489.

iii) Table 11B-3Item-by-item analysis of Vice-Principals attitudes towards day schools in relation to sex.

It was the purpose of this table to find out if there were any significant differences between the male and female Vice-Principals in their attitudes towards day schools. A study of the table shows no sex differences for items 2, 3, 5, 6, 7 and 8. The chi-square figures produced (P^S) which are far above the 1% level of confidence. The correlation coefficients (r) were also very low, indicating a very weak or no causal relationships for the six items.

But five items - 1, 4, 9, 10 and 11 showed significant sex differences. The X^2 figures produced (P^S) even beyond the 1% level of confidence indicating sex differences. The (r^S) were, however, very low, also indicating weak or no causal relationships between the variables.

iv) Table 11B-4Item-by-item analysis of Vice-Principals attitudes towards day schools in relation to type of school.

The aim of this table was to find out if there are any significant differences in Vice-Principals' attitudes towards day schools in relation to boys, girls or mixed schools. Again, the table shows 3 items - 1, 5 and 7 which indicate significant differences between the Vice-Principals in the different types of schools. Item 1 was at the 5%, item 5 beyond the 1% and item 7

at the 5% level of significance. But eight items in the questionnaire showed no significant differences. The chi-square figures for these items produced (P^S) far above the 1% or 5% level of significance, for this study. The correlation coefficients (r) were generally very low indicating that the variables are independent and not related.

v) Table 11B-5

Item-by-item analysis of Vice-Principals' attitudes towards day schools in relation to type of school attended.

It was also necessary to find out if Vice-Principals would differ in their attitudes towards day schools because of the type of schools they attended. The table shows no significant differences between those who attended school as boarders/day boarders and day students. All the eleven items showed X^2 figures which produced (P^S) which were far above the 1% or 5% level of significance. The percentage scores against day schools were similar. This was surprising as even those who attended day schools condemned them similarly with those who attended as boarders. The correlation coefficients (r) were also very low indicating weak or no causal relationships between the variables.

vi) Table 11B-6Item-by-item analysis of Vice-Principals' attitudes towards day schools in relation to the location of the schools.

This table was to find out whether there are any significant differences between urban and rural Vice-Principals in their attitudes towards day schools. The results in the table show no significant differences between the urban and rural Vice-Principals. Only item 9 on 'school traditions' gave a X^2 with a probability of 0.028 which is below the 5% level of significance. But generally, the X^2 figures for the other ten items in the questionnaire showed agreement for the two groups. The correlation coefficients (r) were also very low, indicating no causal relationships and the independence of the variables.

vii) Table 11B-7Item-by-item analysis of Vice-Principals' attitudes towards day schools in relation to religious affiliation.

The aim of this table was to find out if there are any differences in attitudes on day schools by the Vice-Principals as a result of their religious affiliations. The table shows general dissatisfaction with day schools by the three religious groups. All the X^2 figures for the eleven items produced (P^S) which are well over the 1% or 5% level of significance indicating no differences between the Catholic, Protestant and African religious groups. This was not

surprising because missionaries started boarding schools in the study area, and it was expected that they will oppose day schools in preference for boarding schools similarly. The correlation coefficients (r) recorded were very low, showing the independence of the variables and very weak relationships within the variables.

viii) Table 11B-8

Variables inter correlation matrix: Biographic Data of Vice-Principals.

The table shows very low inter correlations indicating the independence of the variables. The table, therefore, shows that the biographic data did not influence each other and the questionnaire was therefore reliable and valid.

(c) Teacher Questionnaire Analysis¹

i) Table 11C-1

Teachers demographic information

This table contains the personal data or demographic information of the 556 pastoral staff who completed the questionnaire.

1. See Appendix E3, pp. 490 - 501

ii) Table 11C-2

Combined frequency distribution of responses of teachers who expressed dissatisfaction with the objectives of boarding schools.

The table shows general satisfaction by the teachers with academic, social and leadership as well as moral aims. There was a fifty-fifty position with the character aim. The mean score of above 4 for the items confirmed this general satisfaction by the teachers.

iii) Table 11C-3

Combined frequency distribution of responses of teachers who expressed dissatisfaction or satisfaction with the provision of infrastructure and facilities in boarding schools.

This table has eleven items (5-15) based on infrastructure and facilities in boarding schools. The teachers were asked to indicate their satisfaction with the provision of the items. A study of the table shows general dissatisfaction with the provision of all but one facility - playgrounds - item 12.

iv) Table 11C-4

Combined frequency distribution of responses of teachers who expressed dissatisfaction or satisfaction with life in the boarding schools - all activities.

This table has seventeen items (16-32). The teachers were asked to indicate their satisfaction or dissatisfaction with the various activities and

performances of the various pastoral officials in the schools. Here there was general satisfaction with most of the activities in the boarding houses. The following items did not, however, gain the satisfaction of the teachers - Housemasters and Housemistresses management, Student government, the role of Senior boarding housemaster/mistress, the practice of fagging, bullying and brutality by the senior students, and stealing and extortion in the boarding houses.

v) Table 11C-5

Combined frequency distribution of responses of teachers who expressed dissatisfaction or satisfaction with day schools.

Table 11C-5 shows the responses of the teachers for thirteen items (33-45) based on day schools. The results show general dissatisfaction with all the items in the table. The percentage range for all the items is 61.7% to 92.8%. The mean scores are very low indicating the general dissatisfaction with all aspects of day schools, by the teachers.

vi) Table 11C-6

Item-by-item comparison of the attitudes of the male and female teachers towards boarding and day school education.

The objective of this table was to find out if there are any sex differences in the attitudes of (pastoral staff) teachers towards boarding and day

schools. All the 45 items in the questionnaire were analysed. All but five items failed to show any significant differences between the male and female teachers. The items which showed significant differences are: items 7, 9 and 30 at the 5% level, whilst items 27 and 40 at the 1% level of significance. Generally, the male and female teachers did not differ on their attitudes towards boarding and day schools education. The correlation coefficients are very low as well, indicating the independence of the variables.

vii) Table 11C-7

Item-by-item analysis of the attitudes of teachers towards boarding and day schools in relation to age.

This table had three items 15, 31 and 45. It was aimed at finding out if the age of the teachers had any effect on the attitudes of the teachers. The result shows no significant differences. The teachers saw the factors being evaluated similarly. They were not satisfied with feeding, general life in the boarding schools and the idea of having day schools. The χ^2 figures produced (P^S) far above the 1% or 5% level of significance. Similarly, the (r^S) were very low indicating no causal relationships and the independence of the variables.

viii) Table 11C-8

Item-by-item analysis of the attitudes of teachers towards boarding and day schools in relation to educational qualifications.

Like table 11C-7 this table had three items 15, 31 and 45. It was to find out if there are any differences in the attitudes of teachers as a result of their educational qualifications. All the three items showed significant differences between graduates with teaching qualifications, graduates without teaching qualifications, N.C.E. and A.C.E. Item 15 produced a X^2 figure with a (P) at the 5% level whilst items 31 and 45 indicated significant levels beyond the 1% level. The (r^s) for the three items were also very low indicating a very weak degree of relationship with the variables. These results indicate possibly that educational qualifications have an effect on the attitudes of teachers towards boarding and day schools.

ix) Table 11C-9

Item-by-item analysis of the attitudes of teachers towards boarding and day schools in relation to experience (teaching and administration).

This table also had three items. The results show a significant difference between teachers who have taught for 10 years, those within 11 - 20 years and the teachers who have taught for more than 21 years. The three items produced X^2 figures and (P^s) well beyond the 1% or 5% level of significance, showing that there are significant differences. The correlation coefficients (r^s) produced were also very low indicating the weak or no causal relationship within the variables. Also, experience in the school appears to be an

important factor in considering attitudes of teachers towards boarding and day schools.

x) Table 11C-10

Item-by-item analysis of the attitudes of teachers towards boarding and day schools in relation to type of school.

The objective of this table was to find out if there are any differences in the attitudes of teachers because of the type of schools they were engaged in. The three items being analysed did not show any significant differences. The teachers in the boys, girls, and mixed schools did not differ in their attitudes. The chi-square figures produced (P^S) well above the 1% or 5% level of significance. The correlation coefficients (r) for the three items were also very low indicating the independence and no causal relationships within the variables. This result, however, contradicts the results of the male and female Principals which showed differences. However, the factors for the two samples are different and can be a possible explanation for this contradiction.

xi) Table 11C-11

Item-by-item analysis of the attitudes of teachers towards boarding and day schools in relation to school attended.

This table was to find out if there are any differences between teachers who attended school as

boarders, day students or day/boarders. Twenty items were analysed. Only three items 4, 5, and 6 showed no significant differences. The chi-square figures produced (P^S) which are far above the 1% and 5% level of significance. All other items showed significant differences. Most of the chi-square figures produced (P^S) far beyond the 1% level of significance. All the correlation coefficients (r) were very low, indicating the independence of the variables with no causal relationships. The result was however, as expected. The teachers who attended school as boarders seemed more satisfied with boarding than the day students and day boarders.

xii) Table 11C-12

Item-by-item analysis of the attitudes of teachers towards boarding and day schools in relation to pastoral posts.

This table was to find out if there are any differences between the teachers in their attitudes as a result of the particular post they hold in the school. Three items were analysed. Item 15 showed a significant difference at the 5% level of significance; but items 44 and 45 did not show any differences. The chi-square figures produced (P^S) well above the 5% level of significance. The (r^S) were also low indicating a weak or no relationship within the variables. Generally, specific pastoral appointments are not considered important in the attitudes of teachers in the schools.

xiii) Table 11C-13Variable inter correlation matrix : Biographic data of Teachers.

The table shows very low correlations. This means that the variables are definitely independent and did not influence one another.

(d) Parents Questionnaire Analysis¹i) Table 11D-1Parents/guardians demographic information

This table contains the personal data or demographic information of the 210 parents who responded to the questionnaire.

ii) Table 11D-2Combined frequency distribution of responses of parents who expressed disagreement or agreement with the reasons for preferring boarding or day schools.

The table contains all the fifty-four items in the questionnaire. Generally most of the 210 parents seem to favour boarding more than day schools. The percentage agreement for most of the items is very high indeed. The various mean scores for the items indicate a general favourable attitude for boarding schools. The

1. See Appendix E4, pp. 502-515.

last item (54) which suggested that boarding schools should continue to exist showed 167 or 79.5% as against 33 or 15.7% of the parents in favour of the suggestion. Ten (10) parents or 4.8% of them were, however, neutral.

iii) Table 11D-3

Item-by-item comparison of the attitudes of the male and female parents towards boarding and day schools.

This table which contains nine items was aimed at finding out if there are any sex differences in the attitudes of parents towards boarding and day schools. All the nine items analysed produced chi-square figures with (P^S) showing very high percentages - more than the 1% or 5% level of significance. In short, sex differences were not found. Similarly, the correlation coefficients (r) were also very low indicating the independence of the variables and weak or no causal relationships within the variables.

iv) Table 11D-4

Item-by-item analysis of parents attitudes towards boarding and day schools in relation to age.

A study of this table shows items 21, 27, 32, 36 and 53 indicating significant differences in the attitudes of parents as a result of age. Parents below 30 years of age seem to differ with those who are 31-40 and above 41 years of age. But items 17, 18, 50 and 54 did not show any significant differences. However, the

age factor appears to be quite significant because the youngest parents appear to favour day schools more than the older parents. This was as expected. Most of the parents above 31 years perhaps attended school as boarders. This issue will be examined again in table 11D-10. Like the other tables the correlation coefficients (r) were very low, indicating the independence of the variables.

v) Table 11D-5

Item-by-item analysis of parents attitudes towards boarding and day schools in relation to marital status.

This table was aimed at finding out if there are any significant differences between single, married or separated parents attitudes towards boarding and day schools. The results show no significant differences for seven of the nine items analysed. Only items 32 and 36 showed chi-square figures which produced (P^S) which are well beyond the 1% level of significance. The (r^S) are also very low indicating the independence of the variables. Marital status is not an important factor when considering parental attitudes towards boarding or day schools.

vi) Table 11D-6

Item-by-item analysis of parents attitudes towards boarding and day schools in relation to highest educational attainment.

It was the purpose of this table to find out if

there are any differences in the attitudes of parents based on their educational attainments. Five of the nine items 18, 21, 27, 50 and 53 showed significant differences with chi-square figures indicating (P^S) of 1% and 5% levels of significance. Items 17, 54, 32 and 36 failed to show any significant differences. It is important to point out that all the parents, regardless of their educational attainment, appear to support boarding and oppose day schools. Similarly, the correlation coefficients (r) are all very low, indicating the independence of the variables.

vii) Table 11D-7

Item-by-item analysis of parents attitudes towards boarding and day schools in relation to income.

Items 21, 50, and 36 showed significant differences between the low and high income parents in their attitudes towards boarding and day schools. But the other six items in the table failed to show any significant differences. Generally, parents in the study area seem to support boarding similarly and reject day schools similarly. Even, the very poor peasant parents are prepared to pay high fees to sponsor their children and wards in boarding schools. Item 54 'preference for boarding schools' shows 82% of the low income parents being positive whilst the high income parents recorded 75%. Therefore, income is not an issue in the debate for boarding schools.

viii) Table 11D-8

Item-by-item analysis of parents attitudes towards boarding and day schools in relation to religious affiliation.

This table was aimed at finding out if there are any differences in the attitudes of parents towards boarding and day schools as a result of religion. Of the nine items analysed, only two items 21 and 22 showed significant differences. Seven items did not record any significant differences, meaning that religion did not play any part in the attitudes of parents towards boarding and day schools. The correlation coefficients were also very low indicating the independence of the variables.

ix) Table 11D-9

Item-by-item comparison of urban and rural parents attitudes towards boarding and day schools.

The aim of this table was to find out if there are any significant differences between urban and rural parents in their attitudes towards boarding and day schools. Nine items were analysed. Items 17, 21, and 36 showed slight significant differences within the 5% level of significance. But six other items in the table did not show any differences. The X^2 figures produced (P^S) which are well above the 5% level of significance. Also, the correlation coefficients (r^2) were very low indicating a general independence of the variables. The attitudes of parents towards

boarding and day schools were not therefore influenced by their place of residence.

x) Table 11D-10

Item-by-item analysis of parents attitudes boarding and day schools in relation to type of school attended.

It was the purpose of this table to find out if there are any significant differences in the attitudes of parents towards boarding and day schools in relation to the type of school they attended. As expected, the results show six of the nine items as being significant. The six items produced X^2 figures with (P^S) well beyond the 1% level of significance. Three items 17, 32, and 36 did not. The point to be made here is that the type of school attended did influence their attitudes towards boarding and day schools. The correlation coefficients (r^S) were also very low indicating no causal relationships and the independence of the variables.

xi) Table 11D-11

Item-by-item analysis of parents attitudes towards boarding and day schools in relation to the number of children or wards in the school.

This table was to find out if there were any differences between parents in their attitudes towards boarding and day schools due to the number of children they have or are sponsoring in the schools. The results show significant differences in their attitudes. Only item 32 and 53 showed no differences of the nine items

analysed. However, a very close study of the items actually shows very slight percentage differences. The assumption in the study area is that parents who sponsor more than 5 children/wards in schools at the same time will favour day schools because of the high fees being imposed in the boarding schools. But the indication got from item 54, which is preference for boarding schools, is that parents with 3-4, 5-6 and even those with 7 and above wards prefer boarding more than parents with 1-2 wards in school.

The χ^2 figures produced (P^S) which were between the 1% and 5% level of significance, with very low (r^S).

xii) Table 11D-12

Item-by-item analysis of parents attitudes towards boarding and day schools in relation to sex of ward.

This table was to find out if there are any differences in the attitudes of parents based on the sex of their wards.

The result shows no significant differences in eight of the nine items analysed. Only item 36 produced a χ^2 figure with a (P) below the 1% level of significance. Generally, sex of the ward did not influence the attitude of the parents. The (r^S) are also very low indicating the independence of the variables and no causal relationships.

xiii) Table 11D-13

Variables inter-correlation matrix : Biographic data of parents.

This table shows the inter-correlation matrix of the biographic data of parents. It was intended to find out if the various variables were independent or related. Because of the very low (r^S) recorded, the table shows that the various variables are independent and did not influence each other. The tool, the questionnaire used was therefore reliable and valid.

(e) Educationists/Undergraduates Questionnaire Analysis¹i) Table 11E-1

Educationists/undergraduates demographic information.

This table contains the personal data or demographic information of the 446 educationists/undergraduates who responded to the questionnaire.

ii) Table 11E-2

Combined frequency distribution of responses of educationists/undergraduates who expressed dissatisfaction or satisfaction with the objectives of boarding schools.

It was the purpose of this table to find out the extent of satisfaction or dissatisfaction with the objectives of boarding. The percentage scores indicate

1. See Appendix E5, pp. 516 - 522 .

general satisfaction by the sample with the aims of boarding. The mean scores of over 3.0 also support this assertion.

iii) Table 11E-3

Combined frequency distribution of responses of educationists/undergraduates who expressed dissatisfaction or satisfaction with various aspects of boarding schools.

This table contains fifteen items (5-19) of the questionnaire. A study of the table reveals general dissatisfaction with all aspects of boarding except item 9 'selection of boarders' which showed general satisfaction by the educationists/undergraduates. Preference for boarding was also recorded as opposed to day schools regardless of the fact that they were not satisfied with the infrastructure, amenities and facilities, organisation and management in the boarding schools. They were not also satisfied with the payment of boarding fees, which suggests that they would want boarding to be provided free or by the government.

iv) Table 11E-4

Item-by-item comparison of the male and female educationists/undergraduates attitudes towards boarding and day schools.

All the nineteen items in the questionnaire were analysed in this table. It was the purpose of the table to find out if there are any sex differences in the attitudes of the educationists/undergraduates towards

boarding and day schools. All the χ^2 figures produced (P^S) well above the 1% and 5% level of significance indicating no sex differences. The (r^S) obtained were also very low, meaning that the variables are independent and that there were no causal relationships. The male and female educationists/undergraduates therefore saw boarding and day school education similarly.

v) Table 11E-5

Item-by-item analysis of educationists/undergraduates attitudes towards boarding and day schools in relation to their different departments.

Items 12, 13 and 17 did not show any significant differences whilst the other sixteen items showed very significant differences. That is χ^2 figures for these items produced (P^S) well beyond the 1% and 5% level of significance. The variation in the responses was also very marked as the percentage responses show. The (r^S) are also very low, indicating a no causal relationship and independence of the variables. In effect, there were differences in the attitudes of Ministry of Education professionals, faculties of law, engineering, science, technical and science education and environmental science undergraduates. These groups saw boarding and day schools differently.

vi) Table 11E-6

Item-by-item analysis of educationists/undergraduates attitudes towards boarding and day schools in relation to type of school ward is attending.

All the nineteen items analysed produced X^2 figures with (P^S) well below the 1% and 5% level of significance, indicating a difference in the attitudes of the undergraduates and educationists based on the type of school being attended by their wards. The (r^S) were also very low, indicating no causal relationships and the independence of variables.

vii) Table 11E-7

Item-by-item analysis of educationists/undergraduates attitudes towards boarding and day schools in relation to type of school attended.

As expected, all the nineteen items in the table showed X^2 figures which produced (P^S) well below the 1% and 5% level of significance. That is, there were significant differences in the attitudes of educationists and undergraduates as a result of the type of school they attended. Those who attended boarding schools seemed to have supported them more than those who did not. The (r^S) were also quite low indicating the independence of the variables and no causal relationships whatsoever.

viii) Table 11E-8

Intervariables correlation matrix ; biographic data of educationists/ undergraduates.

The table shows very low (r^S) generally. What it means is that there were no causal relationships and the variables were independent. The questionnaire was therefore valid and reliable.

(f) Student Boarders Questionnaire Analysis¹i) Table 11F-1

Student boarders demographic information

This table contains the personal data or the demographic information of the 374 student boarders who completed the questionnaire.

ii) Table 11F-2

Combined frequency distribution of responses of student boarders who expressed dissatisfaction or satisfaction with the objectives of boarding schools.

This table has only four items (1-4). It shows an overwhelming support by the boarders for the aims of boarding schools. The general satisfaction expressed by the 374 students can be seen in the very high percentage scores and the mean scores as well.

1. See Appendix E6, pp. 523-541.

iii) Table 11F-3

Combined frequency distribution of responses of student boarders who expressed dissatisfaction or satisfaction with facilities in boarding schools.

Eleven items i.e. (5-15) were analysed in this table. The students were asked to indicate whether they are satisfied or dissatisfied with the facilities and amenities necessary for the success of boarding house life. The students expressed general dissatisfaction with all the aspects except the provision of playgrounds and school libraries which the students felt were adequately provided for. The very low mean scores are indicative of the general dissatisfaction with the facilities provided in the schools.

iv) Table 11F-4

Combined frequency distribution of responses of student boarders who expressed dissatisfaction or satisfaction with other aspects of boarding schools.

This table contains the last 20 items of the questionnaire (items 16-35). It is an analysis of the various aspects of life in the boarding houses in the study area. The student boarders expressed general satisfaction with prep and private study, sports and games, indoor games, and social and leisure activities. Other aspects the students expressed satisfaction are boarding house management, their relationship with the Principals, members of the community and payment of boarding fees. But the students expressed dissatisfaction

with boarding house rules, relationship with school prefects, day students, manual duties e.g. grass cutting, fagging and odd jobs, bullying and brutality, stealing and extortion, and becoming a day student. A number of items were somehow equally matched, that is, there was no overwhelming expression for or against. Those aspects are boarding house rules, relationship with housemasters, matrons, and with other students. The mean scores are indicative of the various perceptions for the items.

v) Table 11F-5

Item-by-item comparison of boys and girls (boarders) attitudes towards boarding and day schools.

All the thirty five items were analysed in this table. The aim here was to find out if there are any differences in the attitudes of boys and girls in the boarding schools towards boarding and day schools. Only items 1 and 3 showed slight differences between the boys and girls. All the other thirty three items showed no significant differences. The X^2 figures produced (P^S) well above the 1% and 5% level of significance. The low (r^S) also indicated very poor or no relationship in their responses. All in all, the boarders (boys and girls) saw boarding and day schools similarly.

vi) Table 11F-6

Item-by-item analysis of student boarders attitudes towards boarding and day schools in relation to class and age.

All the thirty five items in the questionnaire were analysed. As expected, fourteen items showed significant differences as a result of the students age and class in school. The items 5, 6, 7, 10, 11, 13, 14, 15, 16, 18, 19, 24, 30 and 31 showed X^2 figures with (P^S) well below the 1% and 5% level of significance. But twenty one other items did not show any significant differences in their attitudes. All the (r^S) were, however, very low. These results are, however, interesting because it was expected that there would be very wide differences between the various classes because of the hierarchy in boarding school life, where class is so very much emphasised. This was not the case in this study. There was unanimity in their attitudes generally.

vii) Table 11F-7

Item-by-item analysis of student boarders attitudes towards boarding and day schools in relation to religious affiliations.

Twelve items were analysed in this table. Has religion any effect in the attitudes of the boarders? The answer from this table is that it has no effect. Only one item (30) on 'fagging' showed a significant difference in their attitudes. All other items failed

to show any significant differences. The (r^S) are also very low and indicate no causal relationships.

viii) Table 11F-8

Item-by-item analysis of student boarders attitudes towards boarding and day schools in relation to type of school.

The results obtained in this table of ten items shows no significant differences in the attitudes of boarders based on the type of school they attend. It did not matter whether they attended a boys, girls or mixed school. All the X^2 figures produced (P^S) well above the 1% and 5% level of significance. The (r^S) were also very low indeed, indicating the independence of the variables and no causal relationships.

ix) Table 11F-9

Item-by-item analysis of student boarders attitudes towards boarding and day schools in relation to location of schools.

Thirteen items were analysed in this table. All the items except items 15 on 'feeding', and 33 on 'general life in the boarding house' indicated significant differences. That is, the urban and rural students differed in their attitudes for most of the items. The X^2 figures showed (P^S) well below the 1% and 5% level of significance. This is as expected because urban schools have every advantage in terms of funding, facilities, and staffing. The (r^S) were also

very low indicating no causal relationships and the independence of the variables.

x) Table 11F-10

Item-by-item analysis of student boarders attitudes towards boarding and day schools in relation to academic performance.

Eleven items were analysed in this table. The results show that academic performance has a bearing in student attitudes. Seven of the items showed very wide differences between students who are usually amongst the first ten, the next twenty and those who are above twenty one in their classes. Four items 5, 15, 16 and 17 did not show any differences. The weakest students academically, seem not to bother much whether they were boarders or day students. See item 35 for example, 74% of the weakest students were satisfied with 'becoming day students' whilst the best and average students indicated 0.9% and 0.0% respectively. The (r^s) were also very low indicating the independence of the variables and no causal relationships.

xi) Table 11F-11

Item-by-item analysis of student boarders attitudes towards boarding and day schools in relation to place of residence.

Seven items were analysed in this table. Five items produced X^2 figures with (P^s) far above the 1% and 5% levels of significance. That is, there were

no differences in the attitudes of boarders based on their places of residence i.e. town or village, Two items though, 1 and 3 on 'academic excellence' and 'social and leadership training' showed significant differences. The (r^S) were also very low and therefore indicated the independence of the variables in the questionnaire.

xii) Table 11F-12

Item-by-item analysis of student boarders attitudes towards boarding and day schools in relation to distance from home to school.

Three items were analysed in this table. All the X^2 figures produced (P^S) well above the 1% and 5% level of significance. That is, no significant differences were recorded in student boarders attitudes towards boarding and day schools. The students did not bother whether they lived just near the school within a distance of 10 Km or beyond. Distance from the school is not therefore an issue to be reckoned with. The (r^S) were also very low, indicating the independence of the variables and no causal relationships.

xiii) Table 11F-13

Item-by-item analysis of student boarders attitudes towards boarding and day schools in relation to number of persons at home.

Five items were analysed in this table. The aim was to find out if there are any differences in student

attitudes as a result of the number of persons in their homes. That is, are some of them boarding because there are too many persons in their homes? This was not the case. The results show a slight significant difference for item 15 with a χ^2 figure producing a (P) within the 5% level of significance. But, the other 4 items did not show any significant differences in their attitudes. The number of persons in their homes did not matter. The (r^S) were also low, indicating the independence of the variables and no causal relationships.

xiv) Table 11F-14

Item-by-item analysis of student boarders attitudes towards boarding and day schools in relation to parents' income.

This table contains six items. Parental income did not seem to matter in the boarders attitudes. Significant differences were not recorded for all the six items. The χ^2 figures produced (P^S) well above the 1% and 5% levels of significance. The (r^S) were also very low. The students saw boarding and day schools similarly, regardless of their parental income and status in society.

xv) Table 11F-15

Item-by-item analysis of student boarders attitudes towards boarding and day schools in relation to decision to become a boarder.

Six items were analysed in this table. All the items except item 5 on 'boarding accommodation' showed no

significant differences in student attitudes. The X^2 figures produced (P^S) well over the 1% and 5% level of significance. What this means is that the student boarders were not influenced by the decision for them to board - that is, it did not matter whether the decision for them to board came from their Father, Mother, self or any other person. The (r^S) were low, indicating the independence of the variables.

xvi) Table 11F-16

Item-by-item analysis of student boarders attitudes towards boarding and day schools in relation to state of origin.

Eleven items were analysed in this table. The first three 1, 2, 3 on objectives of boarding, showed significant differences in the attitudes of the students. But the other seven items based on one objective and facilities and life in the boarding schools failed to record any significant differences. It is surprising that differences were not found. It was expected that differences would be found because the question of statism in Nigeria is indeed a major problem to the provision of education. There is unusual rivalry between the two East Central States and the two minority, Rivers and Cross River. There was even a time when student boarders from the two Ibo speaking states were refused admission into Rivers State schools and vice versa. The correlation coefficients (r^S) were also very low, indicating the independence of the variables and no

causal relationships.

xvii) Table 11F-17

Variables inter correlation matrix : Biographic data of student boarders.

The (r^S) produced were generally and consistently low. This indicates the independence of the variables and no causal relationships. The tool - the questionnaire, is therefore said to be valid and reliable.

(g) Day Students Questionnaire Analysis¹

i) Table 11G-1

Day students demographic information

This table contains the personal data or demographic information of the 364 day students who completed the questionnaire.

ii) Table 11G-2

Combined frequency distribution of responses of day students who expressed dissatisfaction or satisfaction with the objectives of day schools.

Four items (1-4) were analysed in this table. The day students were very satisfied with academic (82.7%) and moral (94.2%) objectives while the social and leadership training objective indicated 65.1% satisfaction. The students were fairly divided with the character

1. See Appendix E7, pp.542-556

objective which showed 50.5% dissatisfaction and 48.1% satisfaction. The mean scores are all above 3.3 except item 2 with a mean score of 3.1.

iii) Table 11F-3

Combined frequency distribution of responses of day students who expressed dissatisfaction or satisfaction with facilities in their homes.

This table contains eleven items (5-15). All the percentage scores indicate general dissatisfaction with ten of the items but one, 15, which is 'feeding' with a percentage satisfaction of 88.7%. All the mean scores also confirm this general dissatisfaction by day students with the items in the tool.

iv) Table 11G-4

Combined frequency distribution of responses of day students who expressed dissatisfaction or satisfaction with other aspects of day schools.

This table contains the last fifteen (16-30) items in the questionnaire. The first four items in the table (16-19 and 27) showed general dissatisfaction by the students. They are not satisfied with their prep and private study in their homes, sports and games, indoor games and extra curricular activities as well as social and leisure activities and running errands at home. General satisfaction was however indicated for items 20 to 24, 28 and 30. These have to do with parental rules at home, the atmosphere at home, relationships

with mother, father, brothers and sisters, bullying and ill treatment at home and becoming a boarder rather than a day student. Items 25 'relationships with teachers' and item 26 'relationship with boarders in school' were equally divided.

v) Table 11G-5

Item-by-item comparison of boys and girls day students towards day schools.

This table contains all the thirty items in the questionnaire. Only items 10 and 14 show sex differences between the boys and girls. All other twenty eight items did not show significant differences. The X^2 figures produced (P^S) well above the 1% and 5% levels of significance. The (r^S) were also very low, indicating the independence of the variables and no causal relationships. Generally, the day students - boys and girls, saw day schools similarly.

vi) Table 11G-6

Item-by-item analysis of day students attitudes towards day schools in relation to class and age.

This table contains all the thirty items in the questionnaire. Generally, the table shows no significant differences in the day students attitudes towards day schools. Six items, however, showed significant differences based on age and class of the students.. They are items 5, 12, 25 and 28 at the 5% level whilst items 15 and 20 at the 1% level of significance. The

(r^s) were also very low indicating the independence of the variables.

vii) Table 11G-7

Item-by-item analysis of day students attitudes towards day schools in relation to religious affiliation.

This table has five items. Four of them did not show any significant differences. Only item 30 indicated a significant difference at the 5% level. Generally, it could be said that religion has played no part in the day students attitudes towards day schools.

viii) Table 11G-8

Item-by-item analysis of day students attitudes towards day schools in relation to type of school.

The two items analysed, 29 and 30, did not produce any significant differences in the attitudes of the day students.

ix) Table 11G-9

The two items analysed here (29 and 30) did not show any significant differences between the day students in urban or rural areas in the study area. It did not matter to the students whether the schools were located in urban or rural areas. The X^2 figures and the r^s can be seen in the tables.

x) Table 11G-10

Item-by-item analysis of day students attitudes towards day schools in relation to academic performance.

Thirteen items were analysed. Items 1-5 and 20 indicated a significant difference within the 1% level whilst item 13 showed a significant difference at the 5% level. But six other items did not show any significant differences. It is important to note that the differences noticed were based on the objectives of day schools whilst those items which dealt with life in the students homes did not show any differences.

The χ^2 figures and (P^S) as well as the (r^S) can be seen in the table.

xi) Table 11G-11

Item-by-item analysis of day students attitudes towards day schools in relation to location of schools.

The table has two items. Both items did not produce significant differences between the day students. The location of the schools, whether in rural or urban areas, did not have any influence on the attitudes of the day students.

xii) Table 11G-12

Item-by-item analysis of day students attitudes towards day schools in relation to distance of home from school.

This table also has two items. Both items did not show any significant differences. The χ^2 figures produced (P^S) which are far above the 1% and 5% level

of significance. Distance from home is not therefore significant in their attitudes.

xiii) Table 11G-13

Item-by-item analysis of day students attitudes towards day schools in relation to the number of persons at home.

Twenty of the thirty items in the questionnaire were analysed in this table. Significant differences were recorded in all the items except items 5, 20, 22, 24, 27, 28 and 30 which did not produce any significant differences. The number of persons in the student's home is indeed a factor to be considered. Most day students would want to board only because there are too many people in their homes. Item 6 for example, shows homes with 1 - 5 persons, that 79.4% of the students were satisfied whilst homes with over 6 persons indicated a satisfaction percentage of only 0.4%. The X^2 for this item is 282.052 with 3 degrees of freedom and a (P) of 0.00 which is beyond the 1% level of significance. The (r^s) were all very low indicating the independence and no causal relationship within the variables.

xiv) Table 11G-14

Item-by-item analysis of day students attitudes towards day schools in relation to parents' income.

Thirteen items were analysed in this table. Only one item (11) showed a significant difference at the 5% level of significance. Again, the level of income

has no effect on the attitudes of students. Although it is generally believed that most parents who send their children to day schools are doing so because they do not have the high boarding fees being charged in the boarding schools.

xv) Table 11G-15

Item-by-item analysis of day students attitudes towards day schools in relation to decision to attend as a day student.

Eleven items were analysed in this table. Six items, 15, 21, 22, 27, 29, and 30 did not show any differences. The other five items 19, 20, 23, 24, and 28 showed significant differences in the day students attitudes towards day schools based on the person who took the decision for them to go to school as day students. There were mixed feelings therefore, regarding this particular variable. The (r^S) are also very low indicating the independence of the variables with no causal relationships.

xvi) Table 11G-16

Item-by-item analysis of day students attitudes towards day schools in relation to state of origin.

Eleven items were analysed in this table. Two items, 28 and 29 show significant differences at the 5% level of significance. But all the other nine items showed no significant differences in the attitudes of day students based on their state of origin. The X^2

figures produced (P^S) well above the 1% and 5% levels. The (r^S) are also very low indicating the independence of the variables and no causal relationships.

xvii) Table 11G-17

Variables inter correlation matrix : Biographic data of day students.

The correlations recorded are all low and so indicate the independence of the variables. Therefore, the tool - the questionnaire - is said to be reliable and valid.

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The purpose of this chapter has been to lay the results of the survey before the reader, together with the interpretation of the researcher. The following chapter will serve to provide the basis for a broader discussion of these results.

CHAPTER TWELVEDISCUSSION OF RESULTS

This chapter comprises a discussion of the findings resulting from the analysis of the research data. It is also the purpose to interpret the broader meanings of the responses provided by the subjects. The procedure adopted is to answer some basic research questions, discuss the assumptions and test in a general manner the hypotheses formulated for the study.

12.1 Research Questions

- a) Question 1: to what extent could it be said that teachers, educationists, undergraduates, and student boarders were satisfied or dissatisfied with boarding education? The results of the preliminary study were replicated in the main study in this regard. Teachers, educationists, undergraduates and student boarders, in evaluating the objectives and conditions in boarding, have all expressed general satisfaction with boarding (Tables 11C-2, 11E-2 and 11F-2). However, the evidence also shows clearly that they are dissatisfied with the provision of facilities (except playgrounds) for the boarders. The sample also felt that life in the boarding houses was not satisfactory (Tables 11C-3, 11C-5 and 11E-3).

The evidence also shows day students as being satisfied with the objectives of day schools. Surprisingly, day students also indicated general dissatisfaction with

the provision of basic and necessary materials in their homes to enable them to pursue secondary education effectively as day students (Tables 11G-2 and 11G-4).

There seems then, despite a general lack of facilities for both boarders and day students, a general satisfaction for the objectives of both boarding education and day schooling in the Eastern States of Nigeria.

- b) Question 2: what have been the effects of encouraging day students to attend on the boarding schools since the end of the Nigerian Civil War in 1970? The sample used to evaluate this policy by the State governments of the Eastern States of Nigeria was made up of the Vice-Principals in the Rivers State, (Table 11B-2). The attitudes of the Vice-Principals were very clear. They were chosen because they are most of the time available in the school and they actually carry out the day-to-day administration and organization of the schools. The evidence based on their responses to the short questionnaire is obvious. Encouraging day students to attend schools which were traditionally opened and run as boarding schools, has had adverse effects on almost all aspects of the boarding school since 1970. The aspects of school life perceived to have been affected negatively are discipline, academic standards, classwork and assignments, student administration, student participation in games and school societies, punctuality to school and classes, regular school/class attendance, school traditions, policies and values. The only one major advantage of day schooling has, however, been in

the increase in student population in the schools. This trend, although good in itself because it encourages more pupils to benefit from secondary education, is fraught with problems. Schools which were built to take 300 students now admit 1,000 students without additional desks, teachers, books and relevant materials. And because there are not enough qualified teachers, most schools are now very difficult to organize and manage. There is no proper supervision of the students by the, mainly, untrained teachers.

- c) Question 3: do parents, teachers, undergraduates, educationists, and students in the Eastern State of Nigeria want boarding? The evidence in this study is overwhelming. All the different sample groups in this study want boarding education (see Table 12A).

Of the 1,950 subjects who responded to the various questionnaires, 1,503 or 78.36% prefer boarding, whilst only 392 or 20% prefer day schools.

The demand for boarding education in the Rivers State is surprising because most of the respondents were not satisfied with the infrastructure, the provision of facilities and the general organization and management of boarding house life. Even day students want to become boarders. So, what is it that is attracting the population to boarding schools? The answer may just be tradition. The fact that most of the parents concerned either attended secondary schools as boarders or the mere fact that the people are used to boarding schools may be the overriding factor in the demand for boarding

TABLE 12A

PREFERENCE FOR BOARDING AND DAY SCHOOLS EDUCATION

Sample Group	No.	For Boarding		Neutral		For Day Schools		Mean
		No.	%	No.	%	No.	%	
Parents (item 54)	210	167	79.5	10	4.8	33	15.7	3.719
Educationists/ Undergraduates (item 18)	446	315	70.6	0	0	131	29.4	3.536
Teachers (pastoral) (item 32)	556	471	84.7	6	1.1	79	14.2	3.836
Student Boarders (item 34)	374	325	86.9	9	2.4	40	10.7	4.029
Day Students (item 30)	364	225	70.1	0	0	109	29.9	3.574
TOTALS AND %AGE AVERAGES	1,950	1,503	78.36%	25	1.66%	392	19.98	3.739 Av

Source: Based on 5 different Questionnaire Response Groups.

schools. Also people may merely be resistant to change. They are used to boarding schools and are not prepared to change to day schooling.

There is also the belief that boarding schools are better placed for the training of adolescents for future roles in the society. Especially nowadays when both parents - men and women go to work - nobody is at home to supervise the young ones after school hours. So, many parents prefer boarding schools as places where the students can be left for a period of time in order to benefit from perceived advantages.

We will now turn to the assumptions of the study to discuss some specific aspects of boarding and day school education.

12.2 Assumptions

- a) Assumption 1: that the primary objectives of boarding school education are 'character training' and 'good teaching'. This assumption seems to be upheld as is seen in Table 11D-2. It confirms the opinion that most parents send their children or wards to boarding schools mainly for character training and to enable them to devote more time to studies. The table shows how certain factors influence preference for boarding accommodation provided in the secondary schools. The table also shows that different factors have different influences on choice of accommodation by parents. Table 11D-7, based on the income levels of parents, also affirms that most parents, regardless of their annual income, send their

children or wards to boarding schools for character training and to enable them to devote more time to studies. Teachers, educationists, undergraduates and the boarding students themselves also seem to uphold this assumption (see Tables 11C-2, 11E-2 and 11F-2). But whether boarding schools today are fulfilling these objectives to the satisfaction of the parents remains to be seen. More and more parents are now opting for day education for similar reasons. They are after all achieving very high results from their effort. With time, perhaps, the benefits of day school education will come to be seen and appreciated. In any case, with improved transport and communications, including widespread urbanisation, the possibilities of reaching school on a day-to-day basis have been considerably enhanced in various parts of Nigeria.

- b) Assumption 2: willingness to pay boarding fees is the main consideration for offering accommodation. Table 11A-3 indicates the factors that are applicable to the 'selection' of student boarders in the schools by Principals. The payment of fees is a necessary condition for admission of a student to the boarding house, but not as a day student. When boarding fees were introduced in the schools in 1970 in the case of the East Central State, and in the Rivers State in 1978, many students withdrew from the boarding houses. This was because of their inability to pay the boarding fees. The government's policy allows students to opt to attend as boarders or day students once an admission is offered by the school.

Table 11F-4 shows that 86.9% of the boarders became boarders on the wish of their parents and that the boarders did so because their parents were willing and able to pay boarding fees.

A circular letter by the Principal of Government Comprehensive Secondary School in Port Harcourt to parents and guardians further confirmed the assumption when it stated as follows:

"This is to bring to your notice that the school is making arrangements for full boarding facilities for students who can afford it in 1977 ... Under the new arrangement only those boys who pay their fees will be allowed to stay in the compound".¹

Also, item 30 of Table 11G-1 in the parents' questionnaire recorded an 85.7% response to the effect that day students are mostly those whose parents cannot afford the boarding fees. This is further supported by item 45 of the same table which states that "without the enormous financial burden involved, most parents would opt to send their children to boarding schools", received 91.9% of support. In casual conversation with a number of poor parents - particularly the peasant farmers and petty traders - they observed that they send their children to schools as day students essentially because they could not afford the boarding fees.

This assumption was therefore accepted.

1. Abraham, C.I.A., Principal, Government Comprehensive Secondary School, Port Harcourt, Circular No. GCSS/PTA/132, Vol. 11 No. 5, 15th June, 1977.

c) Assumption 3: boarding school education is provided essentially to the children of a select group (those who could afford the financial resources). In Nigeria and in most developing countries, the classification of parents of boarding and day students is sometimes done by salary/income levels. Parents of the boarders are found in both urban and rural sectors of the States in question. Parents of boarders are however mostly administrative and executive officers, agents of major economic and financial concerns, contractors, professionals and university graduates. Most experienced boarding schools themselves. For day students, particularly those in rented rooms in the towns, their parents are mostly subsistent farmers, labourers, junior civil servants, petty traders and clerical officers. Most of their mothers are small-scale seamstresses and designers, bakers, petty traders and housewives. The parents of the boarders are naturally wealthier and thus possess more luxury facilities (such as cars for private use, daily supply of newspapers, radio sets, televisions and video sets), than do parents of the day students.

Nonetheless the assumption that boarding school education is provided essentially to the children of a select group is not accepted because on the evidence of this study, many parents whether relatively affluent or poor, make considerable sacrifices to secure a place in a boarding school for their children. There is no social barrier whatsoever in respect of boarding education in the Eastern States or indeed in Nigeria

as a whole.

- d) Assumption 4: discipline is a major problem in most boarding schools in the Eastern States of Nigeria. In Nigeria generally, when we think of the boarding house, we think of discipline, since this is where many, if not most, of school discipline problems arise. It is not easy to discipline adolescents. Adolescence is the time of life when many possibilities spring up in one's life and one seems to have the power to grasp those that appeal to one. This perception of the possibilities and the feeling of power is what makes instilling discipline into adolescents one of the most challenging aspects of secondary education.

This problem is compounded by "tradition". The best boarders are those who manage to endure the punishment of the boarding house. However, the price of this endurance is a fair determination by these same boarders to punish when they are in a position to do so.

Thus the punishment which embraces everything from detention to beating, is firmly established as a tradition in most Nigerian boarding schools. To alter tradition is very difficult. Most schools can only claim modest success. Nor, are parents truly supportive of the schools' attempts to break this cycle of inhumanity. When a child is in classes 1 - 111 (12-14 years), parents tend to claim that the school authority is not doing anything to protect their children from brutality. When the same child is in classes 1V and V (15-16 years) they fight determinedly to undermine attempts to

discipline the child. The explanation for this inconsistency is obvious. The parents are interested only in their own child, whether he is being beaten or being punished for beating. They see this as protecting the child's interests, but it places the school authorities in an untenable position, particularly in the context of a boarding community where 'in loco parentis' has real meaning.

A number of tables below illustrate dissatisfaction with the way discipline problems are handled in the boarding schools of the Eastern States. For example: table 11C-4 items 28-31 in the teachers questionnaire; table 11F-4 items 30-33 in the student boarders questionnaire; and table 11E-3 item 12 in the educationists/undergraduate questionnaire. All the respondents in this survey seem to agree on this issue.

Assumption 4 is therefore accepted.

- e) Assumption 5: there are better boarding and recreational facilities in most boarding schools than in the student residence provided outside schools. In most student homes in Nigeria, the dominant recreational facilities found include ludo, radio sets, music centres, whots, table tennis, football, netball, volleyball, Monopoly, and tennis balls. Others include chess, scrabble, badminton, checkers, rubber seeds, swings, dominoes, snakes and ladders and pianos. However, other leisure activities in the homes include story-telling, singing, hunting, had crafts, wrestling, moonlight plays, masquerading, dancing and drinking.

In spite of the tradition of numerous recreational activities located in parental homes, and in local society, this pattern has not been replicated in boarding school communities. Table 11C-5 item 42 shows that 91.4% of teachers are dissatisfied with school extra curricular activities. Similarly, the educationists/undergraduates Table 11E-3 item 5 indicates 84.3% dissatisfaction with the provision of recreational and sports facilities in schools. Table 11G-4 items 17-19 shows the attitudes of day students towards the provision of recreational facilities in their homes, and gives 93.1% dissatisfaction.

The boarding students, however, seem to have been satisfied with the provision of sports and recreational activities and facilities. Table 11F-4 items 17-19 show an average of over 80% satisfaction in this matter. This conflicts somewhat with the practical problems of securing tables, chairs, adequate lighting, and good food, which seem to be more severe in boarding schools than in parental homes. The problem seems to be even more serious for day students in rented rooms in the towns. The teachers Table 11C-3, the educationists/undergraduates Table 11E-3 and the student boarders Table 11F-3 all indicate general dissatisfaction with the provision of such basic facilities in the schools.

Organized visits to most boarding school dormitories and other boarding accommodation provided for some day students in Anambra, Imo and Cross River States reveals that since 1970, schools and governments have curtailed

the supply of beds and foams, lockers, desks, chairs and laundry services for boarders. Most of the student boarders have no beds and have to sleep on mats - or wooden devices - spread on the bare floor of the open dormitories. Day students resident in rented rooms in the school neighbourhood were even worse off, leaving day students living with their parents and guardians as the best provided for of all three categories of students. It is interesting to put this alongside the continued regard and desire for boarding education.

Lighting is a special problem in all boarding schools as can be seen in the tables cited in this section. In most schools and boarding accommodation, students use candles and bush lamps for reading at night, and given the early hour of darkness in the tropics this places an obvious strain upon the eyes when studying.

So while assumption 5, in its limited sense seems acceptable, neither boarding school nor student residences have anything comparable to offer in the recreational and residential fields as compared with the students' own homes.

- f) Assumption 6: most day students live in less educationally helpful environments than their counterparts in the boarding schools. The responses obtained from Principals, teachers, boarders and day students seem to support the idea that in comparison with students in boarding schools, most day students live in less educationally helpful environments. Most of the Principals in the study indicated that boarding schools provide a better educational environment than that

obtaining in the homes and communities from which their pupils come. This is seen to be especially so in respect of opportunities and facilities for reading, prep and intellectual activity in general. It was considered that students living at home or in rented rooms in town had less time for leisure activities, experienced congestion in the house and near constant distractions (noise, loud music, and visitors). None of these factors were encountered to any significant extent whilst in the boarding environment.

Visits to boarding accommodation in some of the towns involved indicated that on average, four to six day students shared one rented room. This single room served as a dining room, food store, bedroom and study. The activities of these young adolescents resident in a private home were neither supervised nor regulated. The rooms lacked reference books, newspapers, magazines and even very basic texts. Public libraries are very rare, being located only in the major urban centres of Port Harcourt, Owerri, Enugu and Calabar. However, some parental homes provided more boarding and educational facilities than such residential homes for day students, but it must be noted that day students who participated in the survey were not, however, satisfied with most of the facilities provided in their homes: see Table 11G-3. Most schools visited during the survey had small libraries with some old reference books, magazines and periodicals. It would seem that boarders made better use of such facilities than do day students. The publications found on the book-shelves of most day

students were the recommended text books only, which clearly has implications for their general education.

There is sufficient evidence in Table 11G-4 and item 27 in particular, to show that day students spend most of their time during the school term on small family duties and manual labour. They spend a lot of time cooking for themselves and others; running errands, fetching water for domestic use, breaking wood, baby-sitting, helping with sales in small family shops or canteens, or going to the market to sell or purchase basic household requirements.

Generally, therefore, the evidence from this study shows that, despite the shortcomings - in physical terms - of the campus, boarders enjoyed a superior educational environment, at least in respect of supporting the formal dimension of learning and the opportunity for intellectual interaction.

These findings support the assumption that most day students live in less educationally helpful environments than their counterparts in the boarding schools.

- g) Assumption 7: boarders in general perform better academically than do day students. This is perhaps one of the major reasons why boarding schools are still thriving in Nigeria. Most people are of this opinion as the evidence in this study has shown. Most parents and guardians claim they send their children and wards to boarding schools for this main reason. However, a reliable and valid test for this assumption is required. Actual test scores based on continuous assessment and examination scores for a number

of years are required to test this assumption. This opinion or attitude test does not seem to provide sufficient data for this particular purpose.

- h) Assumption 8: the organization and administration of student boarders is carried out by professionally qualified experts. Table 11C-4, especially items 21 and 24 of the teachers questionnaire responses shows that the teachers are generally satisfied with the management of boarding houses and the role being played by the Housemasters, but Table 11C-3, items 12 and 17, indicate general dissatisfaction with the discipline and organization of the boarding houses. On the other hand, student boarders themselves, Table 11F-4 items 21-26, seem to be satisfied with the organization and management of their boarding houses.

The problem is that most of the teachers are not trained and qualified in student personnel administration. Most of the Housemasters and other pastoral staff in the schools are N.C.E. graduates. They have not received any formal training in pastoral care and in boarding school education, in particular. Many of the Senior Boarding Housemasters and Housemistresses interviewed claimed that their duties did not require any special or professional training. These responses, and the observations of the pastoral staff are sufficient proof that the organization and management of student boarders is not performed by professionally trained experts on boarding education. This assumption is therefore rejected.

- i) Assumption 9: supervision of private study, social and leisure activities and discipline in the boarding schools is very satisfactory. Teachers Table 11C-4, and students Table 11F-4 seem to indicate their general satisfaction with some of the factors involved in this assumption, whilst the educationists/undergraduates feel very dissatisfied with the supervision of boarders, in their private studies, social and leisure activities and in discipline in the boarding schools.

The inconclusive response and the differences between the sample groups relates to the fact that most of the pastoral staff in the schools are not particularly keen on their duties. Various suggestions can be advanced for explaining this situation. For example, staff salaries are not paid regularly. Most boarding schools are also physically deprived as already illustrated by the evidence in this study. Teachers can only be expected to perform their duties effectively if they are provided with the necessary facilities and materials, yet most schools lack almost everything - even chalk - that is necessary for the day-to-day running of the schools. This assumption must be rejected, and this would tend to neutralise the potential advantages of the boarding environment discussed under Assumption No. 6 above.

- j) Assumption 10: the feeding of boarding students is not a problem. With respect to the feeding of boarders: the teachers Table 11C-3, item 15, shows 86.0% dissatisfaction; the educationists/undergraduates Table 11E-3, item 13, shows 77.6% dissatisfaction; student boarders themselves,

Table 11F-3, item 15, shows 79.7% dissatisfaction.

The evidence shows that feeding is a very serious problem in the boarding schools. It is usually a major reason for student unrest in Nigerian schools. Since parents pay for the feeding of the students, some Principals argue that the amount provided is insufficient to provide an even adequate quantity and quality of food. It is also common knowledge that some school Principals and House-masters misuse their position and cheat the students by stealing the food meant for the boarders. They often fail to supervise the cooks and so a certain amount of food 'disappears' at this stage.

Many of the schools visited, however, had devised effective measures to curb the cheating of the students by both school authorities and kitchen staff. In some schools, for example, the students or their parents undertook the purchases of food items, and a food committee comprising student representatives supervised the preparation and cooking.

12.3 Testing the Hypotheses

Seven general hypotheses were formulated to ascertain whether there were any significant differences as between the various sample groups involved in the survey.

- a) Hypothesis No. 1: Principals' perceptions of the objectives of boarding and day schools education will not differ significantly according to their sex, age, qualifications, experience, type of school, location of school, school

accommodation and type of school attended.

Tables 11A-8 to 11A-16 provide a summary of the item-by-item analysis for this hypothesis. Significant differences beyond the 1% level of confidence were found in relation to all the factors studied. This hypothesis was therefore rejected.

The possible explanation for the differences may be due to the wide variation in the composition of the factors studied. For example, the sex differences found may be due to the very small number of female Principals as compared with male Principals. The differences may also be because of the additional attention being given to female Principals in these States in order to encourage them. Furthermore sex differences may be due to the fact that female demands tend to be different from male demands in the boarding schools.

The correlation coefficients computed were generally low for all the items. The variable correlation matrix based on the biographic data of Principals (Table 11A-16) also showed very low correlations - an indication that there were no strong relationships within the variables studied.

- b) Hypothesis No. 2: Vice Principals' perceptions of the policy of encouraging day students to attend school will not differ significantly according to sex, type of school, location of school, whether a boarding or day school and religious affiliation.

The results obtained from the Vice-Principals questionnaire were very categorical. Table 11B shows

that all the Vice-Principals are against day schools. There was, however, general agreement that day schools had a singular advantage - that of providing secondary education for all who may want it.

Similarly, there were no major or significant differences in the factors studied. The tests of significance are in Tables 11B-3 to 11B-7. The responses by the male and female Vice-Principals showed significant differences at the 1% level, whilst five items recorded no sex differences. Also, there were slight differences in the attitudes of the rural and urban Vice-Principals. Other factors showed no differences. Too much meaning cannot be read into the slight differences observed as rural and urban schools seem to have similar conditions today regarding the provision and administration of secondary education in Nigeria.

The correlation coefficients for all the items were very low indeed. Similarly, the variable inter-correlation matrix for the Vice-Principals (Table 11-8) also indicate very low correlations illustrating the absence of any possible relationships with the variables studied. This hypothesis was therefore accepted.

- c) Hypothesis No. 3: Teachers (pastoral) perceptions of boarding/day schools education will not differ significantly according to their sex, age, qualifications, experience, type of school, school attended and the management posts held in the school.

Tables 11C-6 to 11C-12 show an item-by-item analysis of the factors analysed for this hypothesis. Generally,

there were no sex and age differences. There were no differences also with the type of school attended and the type of pastoral post held by the respondents. However, as expected, significant differences were found in respect of educational qualifications, teaching and administrative experience and type of school attended.

The correlation coefficients were generally low. The variable intercorrelation matrix (Table 11C-12) also recorded very low correlations. The hypothesis was therefore accepted in the case of the factors where significant differences were not found, but rejected in respect of factors where significant differences were found. It may be suggested that the balance should be for rejection, given the influence of qualifications and experience in selection for appointments.

- d) Hypothesis No. 4: Parents/guardians' perceptions of the objectives of boarding/day schools education will not differ significantly according to sex, age, marital status, educational attainment, religious affiliation, location of residence, type of school attended and the number of children sponsored in boarding schools.

Tables 11D-3 to 11D-12 show an item-by-item analysis of the variables for this hypothesis. Sex differences were not found at all. The few differences found in other variables were quite negligible. Also the correlation coefficients were very low. Similarly, the variable intercorrelation matrix (Table 11D-13) produced very low correlations. The hypothesis was therefore accepted.

- e) Hypothesis No. 5: Educationists/undergraduates' perceptions of boarding/day schools education will not differ according to their sex, school attended, their departments and the type of schooling for their wards.

Tables 11E-4 to 11E-7 contain an item-by-item analysis of the variables for this hypothesis. Sex differences were not found. However, significant differences were found in relation to school attended, department and the type of school their ward is attending.

The differences found here were as expected. The educationists and undergraduates know very well the differences between boarding schools and day schools, especially as they have only recently passed out of the different schools. The differences also reflect the degree with which the problem of boarding or day secondary schools is being debated in Nigeria today.

The correlations and the correlation matrix (Table 11E-8) were also very low. This perhaps shows that the relationships between the variables studied are very weak - i.e. there are not cause and effect relationships.

The hypothesis was therefore rejected except with respect to the sex variable.

- f) Hypothesis No. 6: Student boarders' perceptions of boarding and day school education will not differ significantly according to their sex, age, class, religion, school type, location of school, academic position in class, home residence, home distance from school, number of persons living with parents, income of parents, decision to become a boarder and the State of origin.

Tables 11F-5 to 11F-16 contain details of the item-by-item analysis of this hypothesis. Differences were not found in respect of the following variables, sex, religious affiliation, type of school, place of residence, distance from home to school, number of persons at home, parents' income, decision to board and state of origin. The hypothesis was accepted in respect of these variables. But significant differences were found in respect of age, location of school, and academic performance. The hypothesis was rejected for these three variables.

All the correlation coefficients together with the variable inter-correlation matrix (Table 11F-17) showed very low correlations, dismissing any cause and effect relationships with the variables.

- 9) Hypothesis No. 7: Day students perceptions of day schools and boarding schools education will not differ significantly according to their sex, age, religion, school type, location of school, academic position in class, home residence, home distance, number of persons living with parents, income of parents, decision to be a day student and the State of origin.

The item-by-item analysis in Tables 11G-5 to 11G-16 indicates the test of this hypothesis. Significant differences were not found in respect of the following variables - sex, age, religious affiliation, type of school, location of school, distance from school, parents' income, and the state of origin. The hypothesis was accepted for these variables. Significant differences were found with some of the items for the following variables: academic

performance of the students, number of persons at home and decision to become a boarder. For these three variables it was not possible to reject or accept the hypothesis because of the inconclusive findings.

Also, the correlation coefficients for the item-by-item analysis and the variable inter-correlation matrix (Table 11G-17) were very low. This means that there are no causal relationships which could be identified.

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The above discussion of the findings of the survey carried out by the writer concludes this part of the thesis, which has been an attempt to add certain contemporary evidence to the contextual, historical and documentary research comprising Parts A and B. It must be repeated here that the empirical work comprising Part C is to do with the attitudinal and perceptual responses of various interested parties to some issues involved in the provision and operation of secondary boarding schools in a certain region of Nigeria. Part C does not purport to be a comprehensive survey of boarding education.

From the accumulated evidence comprising all three parts of the thesis, it should now be possible to move to selected conclusions and recommendations in respect of this important but clearly problematical sector of the Nigerian education system.

CONCLUSIONS AND RECOMMENDATIONS

In the preceding chapters the writer has attempted an analysis of boarding education in Nigeria, its development and its problems. The study was particularly aimed at tracing the development of boarding schools in the Eastern States of Nigeria, and to investigate the reasons why parents and guardians send their children to boarding or day schools; whether boarding schools existed to satisfy certain needs and demands; whether boarding schools are performing their expected roles; the effects of the Education Edicts of the 1970s in the Eastern States which emphasised that day students should be encouraged to attend; a comparative analysis of the situation in the boarding schools and boarding accommodation provided for day students. An evaluation of the attitudes of Principals, teachers, educationists/ undergraduates, parents, student boarders and day students towards the conditions in boarding and day schools today was carried out. In doing so, a number of vital questions - whether the people still want boarding in spite of the very high cost today - were explored.

The introduction of the British educational system gave the practice of boarding education a new dimension and orientation, though without manifesting the same social significance. The emphasis on the aims and objectives of boarding school education, the provision of infrastructure and facilities, as well as the problems arising from the practice have often varied with time, place and social groups. Many social reformers, missionaries, revolutionary groups are known to have used boarding education to foster their particular goals.

The earliest Christian Mission schools were essentially boarding types. They were first founded in the houses of the missionaries and in Mission Houses. The practice suited the missionary objectives. As expected, the missions aimed at influencing the people, their religion, character, culture, traditions, architecture, food and so on. The mission schools were specifically designed to win converts and 'civilize' them in European ideas, tastes, culture and language. With the church and school, the mission hoped to suppress all that they designated as 'uncivilized'. The type of character which the earliest schools wanted to provide was reminiscent of the idea of the "Christian gentleman" which was a model for the English public schools in the 19th century. The boarding arrangements were designed to expose the students to direct contact with influence from the European staff. These early mission and government schools had fixed ideas about the particular personal characteristics they wanted to encourage. At least, to that extent, they were aware of what they were trying to do.

The earliest boarding schools had to face the problem of getting sufficient numbers of student boarders, partly because many parents were reluctant to send their children to secondary schools located several kilometres away from home. By 1970, the end of the Nigerian civil war, State governments in the Eastern States had taken over the control and management of all post-primary schools from the missions or voluntary agencies and private individuals. From that year it became expressed government policy to encourage day students to attend. The main objective of government action was to enable many

more children to attend secondary schools with minimum cost for their parents and guardians.

The practice of boarding school education in the Eastern States of Nigeria had attained various dimensions ranging from 'closed' types with characteristic exclusiveness, to an 'open' school type which admitted day students also. Like the British model the system in Nigeria still emphasises 'character training' and 'good teaching'. The question still being asked is: "why can't the day schools do what boarding schools are doing?" Many members of the Nigerian public now argue that both boarding and day schools should be serving the special purpose of preparing pupils for the change from school to work by creating an environment conducive to moral, physical and social development during the transitional period from childhood to adulthood.

The results of the empirical research of the writer shows most parents were essentially influenced in their choice of secondary schools for their children by the subjects taught in the school; the reputation of the school in external examinations; the quality of teachers; and the reputation of the Principal of the school. The research also shows that most people in the Eastern States of Nigeria hold the view that boarding schools provided the best arrangement for the convenience of the students and teachers; that in comparison with students in boarding schools, most day students lived in less educationally helpful environment; that without the enormous financial strains involved, most parents would opt to send their children to boarding schools; that boarding schools provided special types of education that could not be

attained in day schools; and that day students arrangements reduces the financial burden on the part of the parents and guardians.

Similarly, most parents interviewed desired to send their children to boarding schools because they felt that boarding school education was desirable for the adolescents, and that it provided better and effective teaching in terms of quality and time, greater supervision of students by pastoral staff and the effective moulding of character; for the children to have more time to study on their own; and because most boarders are perceived to perform better academically than day students.

On the other hand, most parents who sent their children to day schools did so because they could not afford the boarding fees, or the family lived within the school district. In the Rivers State and indeed in all the Eastern States of Nigeria, whilst most boarders were not attending the nearest secondary school in their parents' or guardians' homes or place of work, most day students were attending the nearest secondary schools.

The preliminary survey, the main investigation and the interviews conducted in the study area showed that some Principals and heads of boarding departments of secondary schools were neither aware of any defined objectives of the school or the boarding departments in those schools. However, the pastoral staff were of the opinion that the purposes of boarding departments for students were to foster citizenship, character, social and leadership training, self-discipline; to afford the students more time for studies; to enable

students to inculcate good study habits; to encourage parents to send their children to schools of their choice irrespective of geographical distance from their homes or place of work; to reduce the daily journey to and from school; to enable most students to participate in various extra-curricular activities organized by the school; and to provide uniform educational environment for all students irrespective of their social and economic background.

Significantly, most housemasters of boarding schools were of the opinion that their duties required no special or professional training, They in turn were also critical of the inadequate provision of infrastructure and basic facilities in the school.

The educationists in the Ministry of Education and undergraduates of the Rivers State University of Science and Technology, Port Harcourt, who were asked to evaluate the conditions in the boarding schools in the State were generally satisfied with the objectives of boarding schools. But they were very dissatisfied with the provision of infrastructure and of facilities as well. Educationists and undergraduates were also dissatisfied with the way the boarding schools are being run and managed. Yet 70% of them were still supportive of boarding schools for their advantages.

Generally, the Principals of schools felt that the objectives of boarding schools included educational, socio-economic, geographical and other reasons. More than 80% of the Principals in the Survey believed that essentially the objectives include:

(a) to provide constant and adequate supervision for students;

- (b) that boarding schools provide more educationally helpful background for children than most parental homes;
- (c) effective character, leadership and social training;
- (d) to provide more time to arrange a balanced amalgam of academic and leisure activities;
- (e) to provide a more effective instrument for moulding the young;
- (f) that generally, most student-boarders perform better academically than day students;
- (g) that intellectual, moral, physical and aesthetic education of the children occurs more continually and constantly in the boarding school.

Over 60% of the Principals felt that the objectives and aims of allowing day students to attend were:

- (a) that the parents/guardians could not afford the boarding fees;
- (b) because of the policies of the various Ministries of Education;
- (c) to encourage pupils who could not benefit from boarding school education to attend;
- (d) to reduce the financial burden on the parents/guardians.

However, over 80% of the Principals in the study would prefer to operate schools that are exclusively boarding or day. This was to some extent supported by the majority of Vice-Principals in the survey who felt that Government policy of encouraging day students to attend had positive effects only in the quantity of enrolment. They indicated that the policy had very adverse effects on student participation in games, hobbies and societies; punctuality to school and

classes; academic standards of the schools; classwork and assignments; school traditions, values and policies; general discipline and student self-discipline.

Student Boarders who participated in the survey were also aware of the objectives of boarding education. They were very satisfied with them but not with the conditions - the provision of infrastructure and facilities. They were, however, generally satisfied with life in the boarding houses and on the whole preferred being boarders than day students.

The last sample group was the Day Students. They were given the opportunity to evaluate day schooling as it affected them. The result showed them as being satisfied with the objectives of day education, but they did not seem to be satisfied with the conditions and the provision of facilities necessary for effective secondary education in their parental homes. The most striking result was their demand for boarding. They seemed to have preferred boarding education although they were day students.

Seven general hypotheses were formulated and tested, using the chi-square statistic. This exercise was to find out if there were any significant differences within and amongst the sample groups of the study. Significant differences were not found. The minor differences found failed to produce high correlation coefficients to enable us to draw any meaningful conclusions regarding cause and effect relationships.

The development of and the general characteristics of the British boarding schools in the 19th century were earlier discussed in order to highlight the similarities and possible differences as between the Nigerian and British systems. In

general, the Nigerian boarding school today is a direct legacy - indeed almost a replica - of the 19th century British boarding schools, though with a fundamental difference in the social origins of the pupils.

.....

This study has shown that in the Eastern States of Nigeria willingness to pay boarding fees is the main criterion for selecting students for boarding schools. Government policy on boarding school education is now actively supporting the children of a select few - those who can pay boarding fees. As many parents and guardians desire to send their children to boarding schools for character training as well as academic opportunity, there is more than enough demand for places.

Another conclusion from this study is that better recreational facilities in most boarding schools than in the outside community is a major attraction. The assertion that most day students live in less educationally helpful environments than their counterparts in the boarding schools has been upheld.

Some of the problems of boarding school education in the past arose from the drive by the government and the voluntary agencies for uniform standards in all their institutions irrespective of their individual contexts. Since 1970, when a new policy on boarding school education was formulated, the problems have moved to the other extreme: lack of definite aims and objectives in respect of this type of provision.

Particular problems identified in this study as significant are: discipline in the boarding houses, general lack of basic facilities, and poor diets. The educationists, undergraduates,

teachers and the students who participated in the questionnaire expressed grave concern and dissatisfaction on the question of quality and quantity of food provided for the boarders. Detailed complaints pertained to the standard of laundry services, health clinics, electricity, pipe-born water, staff quarters for housemasters and other pastoral staff, indoor and outdoor recreational facilities and all those everyday things necessary for the effective running of boarding schools. Most of the schools do not have sufficient playgrounds to accommodate even one-quarter of the student population during sports and games periods. Much of the money budgeted for games and sports equipment is spent providing equipment like spikes and jerseys for the few students in the school team, and for the transportation of members of the teams during inter-school competitions. The majority of students do not as a result participate in school sports and games as they should be doing.

The school libraries lack basic comfortable reading tables and chairs, and there is not the level of public library provision in most towns and villages to augment the skeleton services rendered by the schools. In any case, lighting is poor, most collections are very dated.

Most of the members of staff - pastoral teachers in the boarding schools - admitted that they did not receive any special training for boarding education. Consequently the organisation and administration of student boarders tends to be ineffective and amateurish. There are still no guidance counsellors in any of these schools. In some of the schools, extra remuneration is provided to the housemasters, and other staff as an incentive for extra or pastoral duties. However,

these pastoral staff still have to teach more than 24 periods per week because of the acute shortage of trained and qualified teachers in the schools. Although so much importance is attached to boarding education through decades of educational experimentation in Nigeria, the Ministries of Education have not yet designed teacher training programmes to include boarding school administration in the curriculum.

.....

A number of recommendations emerge from this study. They comprise the final section of this thesis.

The first recommendation is that the teachers and the non-academic staff appointed and posted to boarding schools by the various ministries of education should be convinced about the wholeness of education. They should also have respect for individuality. This study has shown a great demand for boarding schools by the population at large, many of whom will make extraordinary efforts to pay for boarding school places. In such a situation, these schools should be run by experienced professional experts who are not only qualified to guide the children, but should also be able to advise parents from all walks of life. They should be men and women of proven character themselves. In the girls schools in particular, boarding departments should be handled by competent female teachers. The practice of delegating the post of house mastership to the most junior members of staff with the sole aim of augmenting their salaries should not be encouraged. Professional training in boarding school education requires a sound knowledge of adolescent psychology, the sociology of education, management and organization, guidance

and counselling, and some field experience in a number of different boarding schools. Given such a background, the staff of a boarding school would be in a position to understand the students, appreciate the objectives and problems of the system, guide and guard the students, and advise the illiterate parents.

The second recommendation is that the policies of the boarding schools should be adapted to the problems of the school's neighbourhood; its geographical and social setting. Localisation should prevail over such issues such as providing particular streams or achieving particular staffing ratios, and elaborate attendance returns. Boarding schools in developing countries should be more community based in the sense of their locality, and relate to the whole range of income and talent.

Thirdly, the Inspectors of education and the Principals of schools should not only emphasize what the State Ministries of Education and school boards designate as the "required standards" in boarding schools. The relationships between the Ministry of Education and the schools on the one hand, the staff of the boarding departments of the schools and the boarders on the other should be humane and realistic rather than mechanical and artificial as is the case at the moment.

Fourthly, the education authorities should enlighten the parents on the aims and objectives of the boarding system in secondary schools. It is not enough to score political points by just stating that day students should be encouraged to attend. They should be made to understand the full implications of boarding, financial and otherwise.

Research is urgently required into the nature and consequences of education at the secondary level in Nigeria if it is desired to make education open to all who deserve it. It is necessary that the research units in the various State Ministries of Education should also be concerned with methodological collection of data on boarding education. It is not enough to compile figures on the number of day students and boarders in the secondary schools in the name of 'research and planning'. Education planning should be based on facts which are relevant to the needs of the people and the States. Principals of schools should be given the framework on which to keep the necessary records and information since there is dearth of guidance counsellors in the schools. Research work on boarding school education is required before these objectives could be clearly defined, elaborated and applied.

The sixth recommendation is that the state school boards should endeavour to separate political from personal views on practical experience and field research. Only qualified and experienced Principals should be appointed as members of the education boards. They would understand the problems of practising Principals much better than academic or political appointees who normally lack the necessary experience.

The seventh recommendation is based on the fact that Principals and personnel of boarding schools regard this style of provision as a panacea for character training through enforcement of discipline. However, a boarding school with no defined objectives and no trained personnel could be worse than day schools, which aim solely on daily instruction for examination success. Definite and specific concepts of

boarding school education should be imparted to the Principals, school administrators, teachers and parents, through seminars, public lectures, orientation courses and Parent Teacher Association meetings.

With the increasing urbanisation and industrialisation in the Eastern States of Nigeria, most parents are now only able to give periodic or intermittent care to the upbringing of their children. Some parents are liable to frequent movement from place to place due to the nature of their work, and there are also cases where home circumstances and children's aptitude demand boarding school education. For the parents of such pupils financial assistance could be given by the State for the care of the pupils.

It is also very important not to make boarding school education compulsory. Boarding schools should be for those who need it and those whose parents desire it. Homes and schools are supposed to be complementary educational environments suitable for the upbringing of the young. That is to say, school and home should share the responsibilities of the upbringing of the children. The family should not be absolved of the responsibility. There should be weekly and permanent types of boarding schools and at the same time day students should be allowed to attend where possible as is increasingly the case in Britain. Permanent boarding schools suffer from cultural isolation, whereas weekly boarding seems to strike some balance between the advantages of both home and school. Nonetheless, wherever possible day students should be encouraged to stay longer hours in the school. In this regard, school milk and lunch would go a long way to encourage day

students to participate in activities such as library studies, and games.

Boarding school education should not be restricted exclusively to those who could afford the fees. Students should be either boarders or made to attend from their parents' or guardians' residences. Students, and especially females, should not be allowed to attend from private rented houses in the school districts remote from parents and guardians.

Student boarders should be provided with more recreational facilities such as indoor games, radio sets, good lighting, adequate beds, mattresses and sheets, toilets, footpaths and where possible, television sets. Each dormitory should have a common room attached to it. This room should be furnished with chairs, magazines, periodicals and other relevant local recreational facilities. Study rooms, workshops and libraries should be equipped to attract students to the schools. Public libraries should be built in more towns and villages, and recreational facilities should also be made available to the public by the Sports Councils to enable day students to benefit from the amenities. Staffing, especially trained and qualified teachers, should be distributed equitably to all schools to encourage parents to choose secondary schools nearest to their residence or place of work.

Problems of boarding schools arising from food could be minimised only when the school authorities involve the students in the system, through membership of the schools food committees. Presently, many schools have food committees which hardly function in practice. Boarding schools should run small canteens to serve the needs of students wherever they are

barred from leaving the school premises for the weekend. This canteen should be run by a committee consisting of the students and staff of the school.

The Principals must look more urgently into both the quantity and the quality of the food served. The food must be of reasonable standard, commensurate with the money provided for the feeding. Members of the Parent Teachers Association should be invited to inspect the food being served to the students, and the Principal should carry out spot checks on the kitchen. A very high standard of hygiene must be maintained in and around the kitchen. Meals must also be served at the times stipulated because students do not like lateness as they themselves are being taught to be punctual.

Lighting is a crucial matter. If the school is in an area with electricity, then the problem will be alleviated, but ideally the school compound should be lighted both inside and outside. This would enable students to avoid unnecessary accidents at nights - including snake bites. If there is no electricity, at least trolley lamps must be provided in all the reading and classroom areas. Students should be made to own their own personal 'bush lamps'.

Water supply is often a problem, though it should not be if there is pipe-borne water in the area. If there is none, then the Principal must endeavour, to provide water either by tanks, or deep wells or direct from streams and rivers. In the Nigerian situation all water must be boiled for students. Care must be taken so that surface water does not get into the water.

Water brings us to health. If at all possible, each

school should have a small clinic. Societies like the Red Cross, Boy Scouts, and Girl Guides should help in the running of such a clinic. Students should not run it exclusively. A responsible member of staff should handle the job and also train pupil helpers. The compound should be disinfected with sprays and insecticides at least once a term.

Poor hostel organization, management and administration is the cause of revolts in many Nigerian boarding schools. Therefore, housemasters and dormitory prefects should be trained for effective management and discipline. More importantly, student councils should be introduced in boarding schools to foster true leadership and citizenship training. This would provide greater responsibility to the students to handle their own affairs. Membership of the council should be effective rather than by appointment. When a school is completely boarding, such problems are less difficult to solve, but when day studentship is involved it is a much more difficult issue. Because more students are now day students, they find it difficult to adjust to a system geared to the boarders. The most significant problem for day students is that of transportation to and from school. A few of them cycle to school, others trek for many kilometres, and many of them arrive late to school, missing important classes as a result. Should day students take lunch to school or should they pay for a school lunch?

The main problems of the present-day Nigerian boarding schools are lack of finance, acute shortage of trained personnel and to a large extent, definite achievable educational objectives. The Nigerian boarding school should therefore be purpose-built

if a major aim is to encourage day students to attend. To this end the tuition fees should be reduced to the barest minimum and the boarding fees increased. If the main objective of boarding is character training, the present educational system should embark on a course of character training with a clear and definite notion of the kind of character it hopes to produce. At present there is no clear philosophy.

Finally, if boarding is to succeed in any Nigerian secondary school, Housemasters should, as suggested by Blackburn¹ look after pupils as whole persons, know all aspects of pupils' life in school and a good deal of their life outside it.

.....

To summarise the outcome of this study one might highlight the apparent paradox between the long standing and resilient regard and demand for boarding education in Nigeria and the almost universally inadequate conditions of such schools in the sample region. This would seem to be due to the coincidence of the legacy of colonial educational traditions and the inadequacy of the majority of Nigerian home circumstances as learning environments in terms of academic study. On the other hand, the increase in the demand for day secondary schooling may, in due course lead to changes in the nature of the Nigerian boarding school.

1. Blackburn, Keith, Head of House, Head of Year,
(London: Heinemann Educational, 1983).

It is clear from this study that in addition to improved facilities, what this sector of Nigerian education needs most of all is a clarification of objectives and a massive programme of staff development.

APPENDICESMAPS, TABLES, CHARTS AND DOCUMENTS

This section of the thesis, made up of maps, tables, charts and official documents, are intended to provide in some sense a visual supplement to the thesis; and additional information which could not be embodied in the main thesis. Few specific references have been made to them in the text, but the writer thinks that in general the points that they are intended to illustrate will be self-evident.

Appendix G has been included to serve as a contemporary case study on boarding schools in the study area. The appendix contains the views of a serving Principal in 1983; and the comments, observations and recommendations of a team of Federal Government Inspectors to the school in 1977.¹ Much of the material in inspection reports in Nigeria is usually classified and labelled 'secret' and thus becomes unavailable to teachers, teacher trainers, student teachers and new Head Teachers at all levels. This should not be the case, and so the writer has included them here as a resource for others.

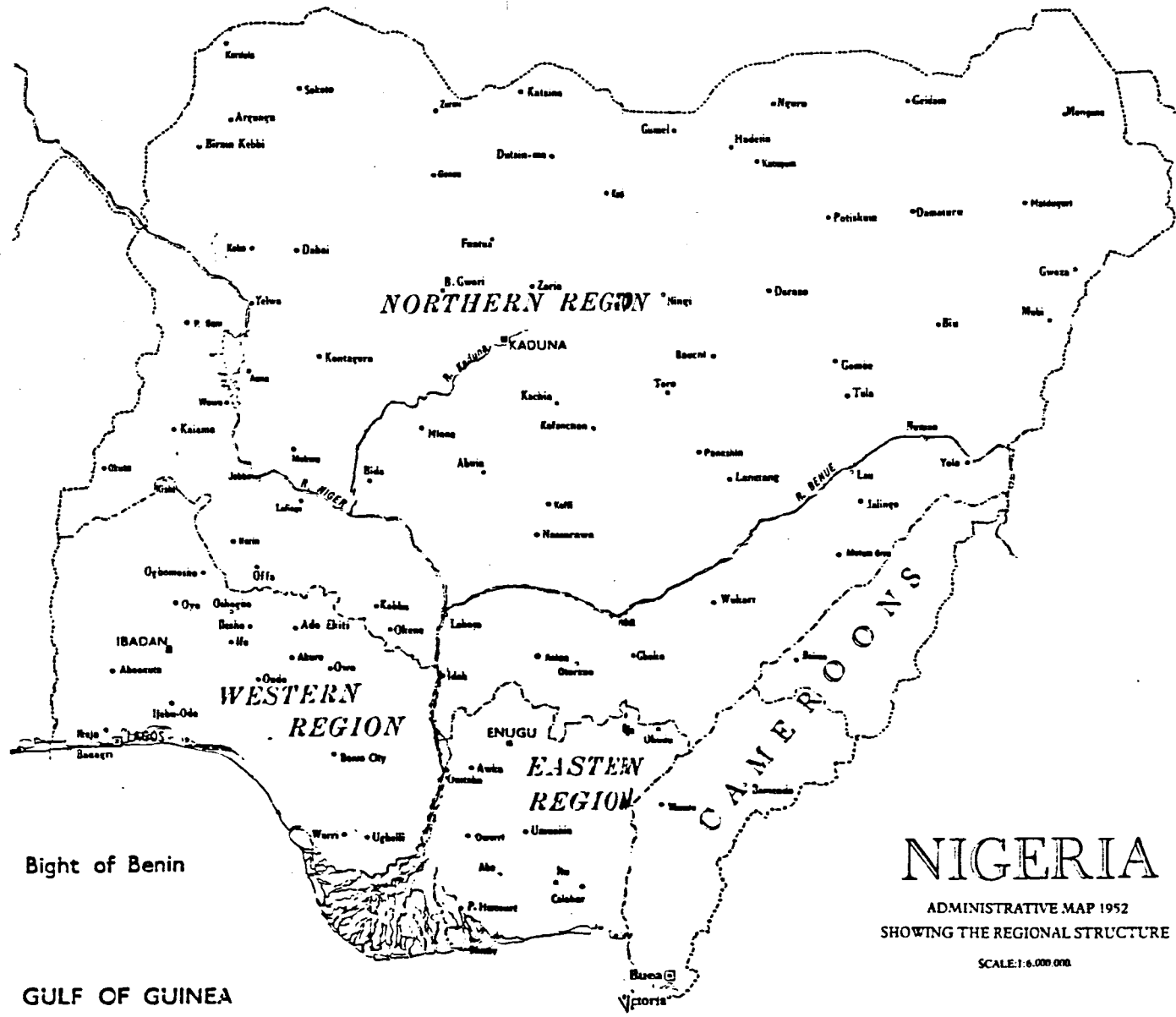
For convenience and for easy reference, the appendices have been numbered internally according to the thesis chapters.

-
1. Federal Ministry of Education, Lagos, Report of a Full General Inspection of Government Comprehensive Secondary School, Port Harcourt, by The Federal Inspectorate Service 21st - 23rd March, 1977.

APPENDIX A

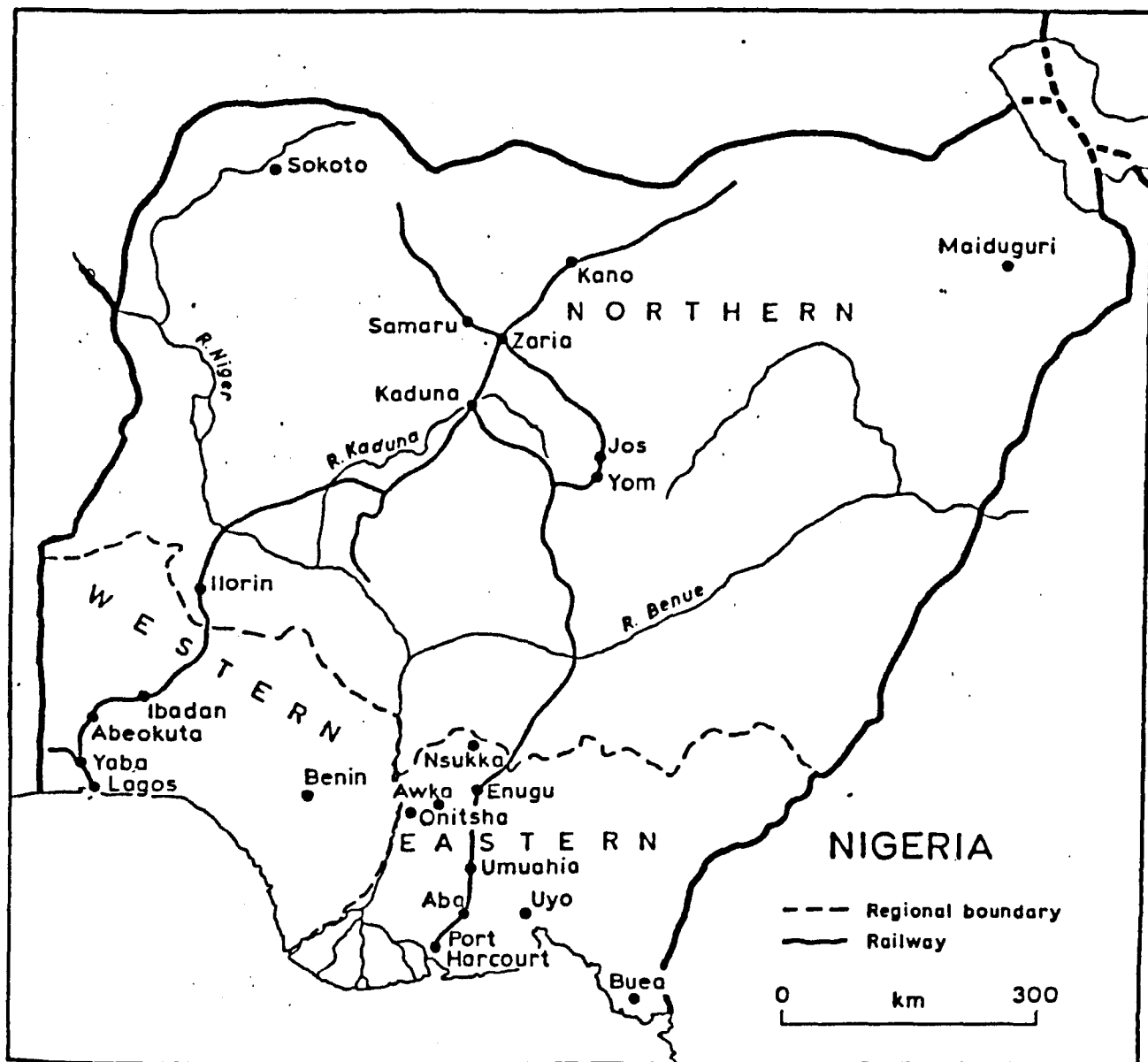
This comprises a selection of maps and tables that help to illustrate the Environmental Context discussed in Chapter 1 of the thesis. They are therefore numbered A1A, A1B, A1C

Source:
Taiwo, C.O.,
op. cit.



APPENDIX A1B

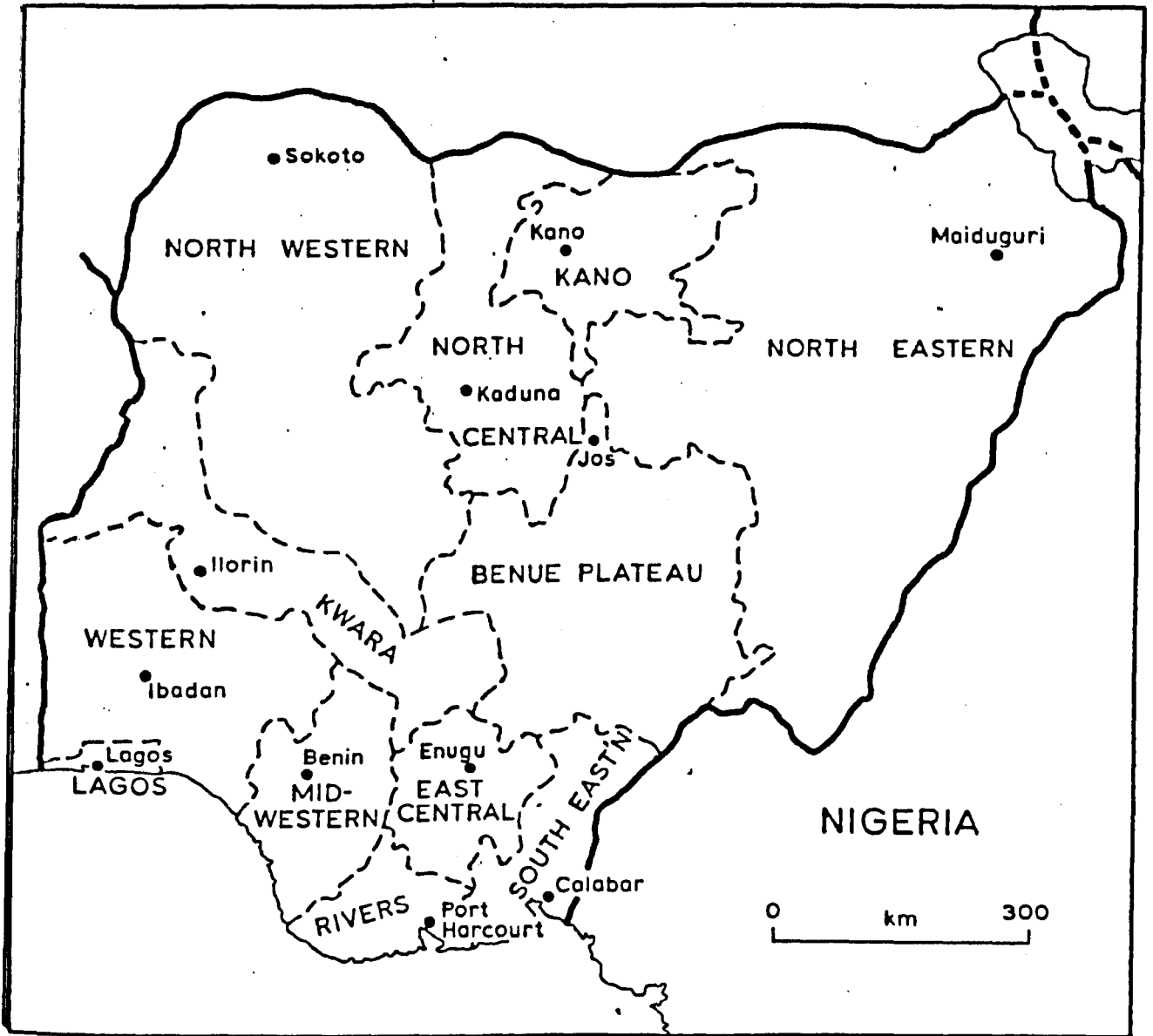
NIGERIA SHOWING THE THREE REGIONS, 1960



Produced by the Department of Geography,
Hull University, 1985.

APPENDIX A1C

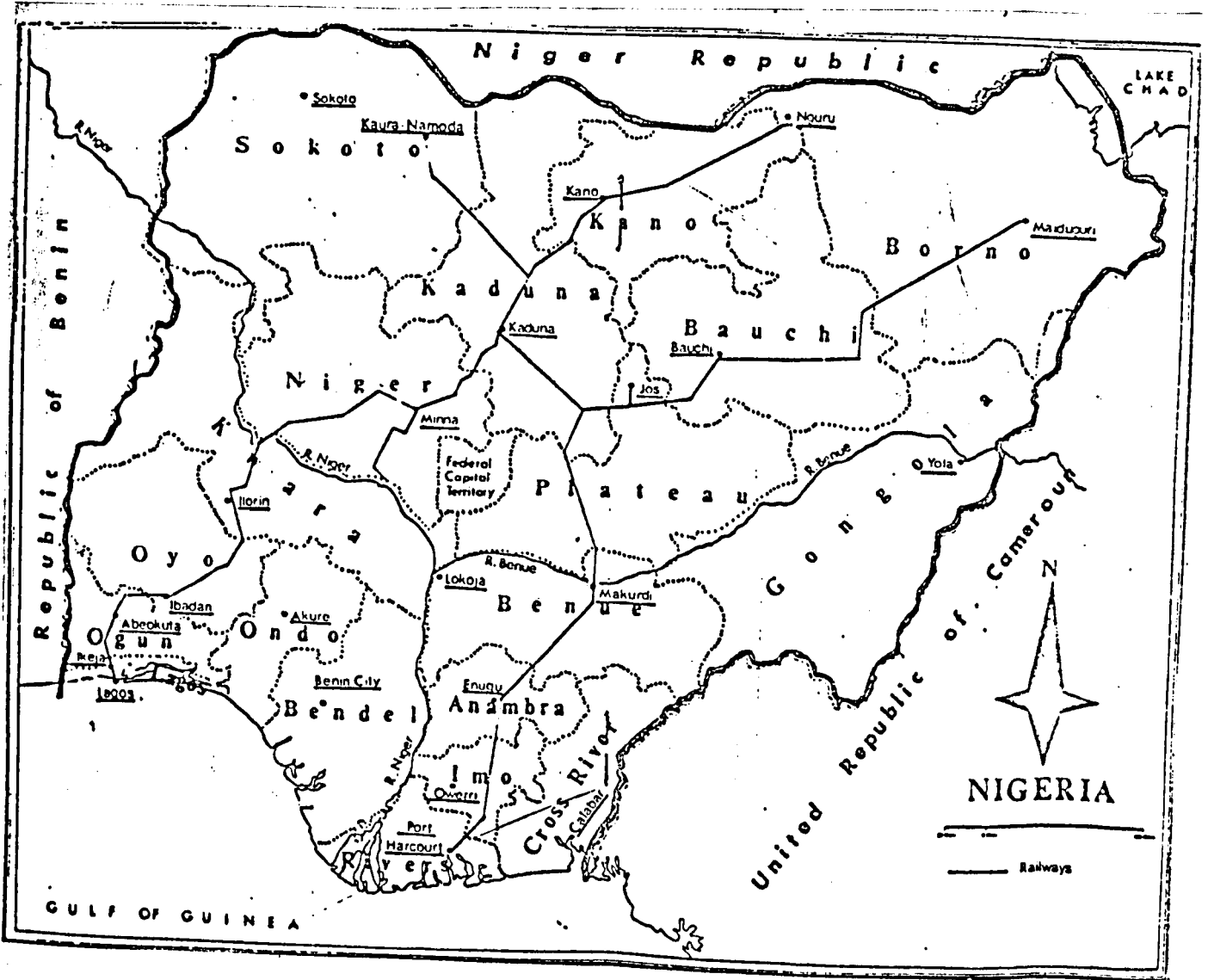
NIGERIA SHOWING THE TWELVE STATES, 1967



Produced by the Department of Geography, Hull
University, 1985

APPENDIX A1D

NIGERIA SHOWING THE NINETEEN STATES, 1975



Source: Talwo, C.O., op.cit.

APPENDIX A1ETHE EMERGENCE OF NIGERIA'S STATES

<u>1963 (4 Regions)</u>	<u>1967 (12 States)</u>	<u>1976 (19 States)</u>
	1. South Eastern	1. Cross River
1. Eastern	2. East Central	2. Anambra.
		3. Imo
	3. Rivers	4. Rivers
	4. Lagos	5. Lagos
2. Western	5. Western	6. Ogun
		7. Ondo
		8. Oyo
	6. Kwara	9. Kwara
		10. Niger
	7. North Western	11. Sokoto
	8. North Central	12. Kaduna
3. Northern		13. Benue
	9. Benue Plateau	14. Plateau
		15. Gongola
	10. North Eastern	16. Borno
		17. Bauchi
	11. Kano	18. Kano
4. Mid Western	12. Mid Western	19. Bendel

APPENDIX A1F

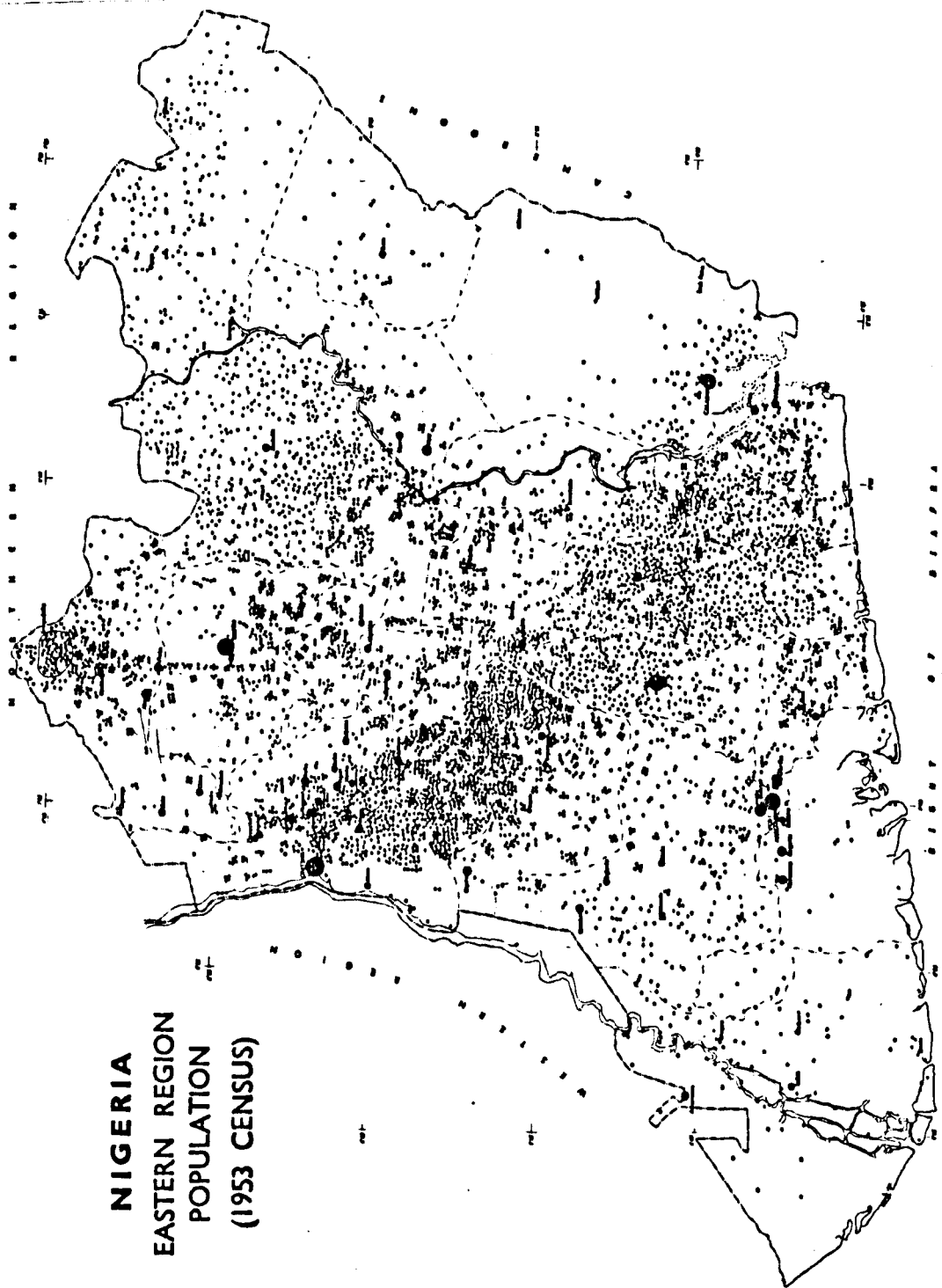
THE STATES' POPULATIONS WITH PRIMARY SCHOOL ENROLMENT, 1976-1978

<u>State</u>	<u>Population</u> <u>1976</u>	<u>%</u>	<u>Primary</u> <u>Enrolment</u> <u>1977/78</u>	<u>%</u>
*Anambra	4,936,497	6.4	907,252	9.0
Bauchi	3,337,046	4.4	329,600	3.3
Bendel	3,377,767	4.4	743,370	7.4
Benue	3,331,173	4.3	686,900	6.8
Borno	4,114,180	5.4	360,100	3.6
*Cross River	4,773,873	5.2	768,290	7.6
Gongola	3,575,823	4.7	340,300	3.4
*Imo	5,040,863	6.6	1,034,790	10.2
Kaduna	5,625,094	7.3	636,000	6.3
Kano	7,926,206	10.3	565,380	5.6
Kwara	2,353,196	3.1	319,020	3.2
Lagos	2,172,419	2.8	404,000	4.0
Niger	1,639,506	2.1	179,860	1.8
Ogun	2,128,760	2.8	299,000	3.0
Ondo	3,746,608	4.9	490,000	4.8
Oyo	7,149,390	9.3	866,400	8.6
Plateau	2,781,663	3.6	463,500	4.6
*Rivers	2,360,665	3.1	405,908	4.0
Sokoto	6,229,660	8.1	301,000	3.0
NIGERIA	76,600,389	100%	approx 10,104,670	100.0

Source: British Council, Education Profile, Nigeria (1979)

* These States come within the study region of the thesis

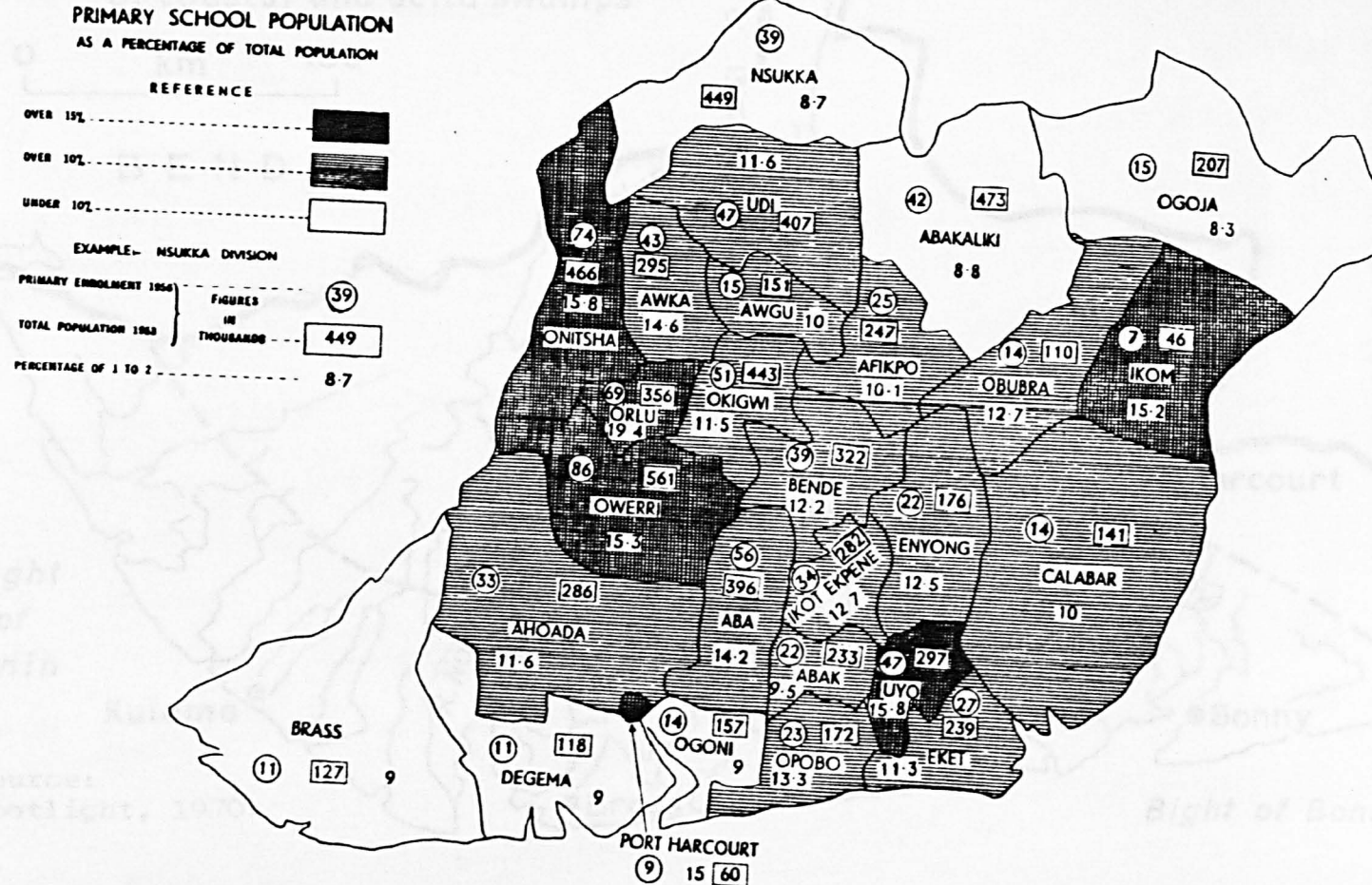
APPENDIX A1G



**NIGERIA
EASTERN REGION
POPULATION
(1953 CENSUS)**

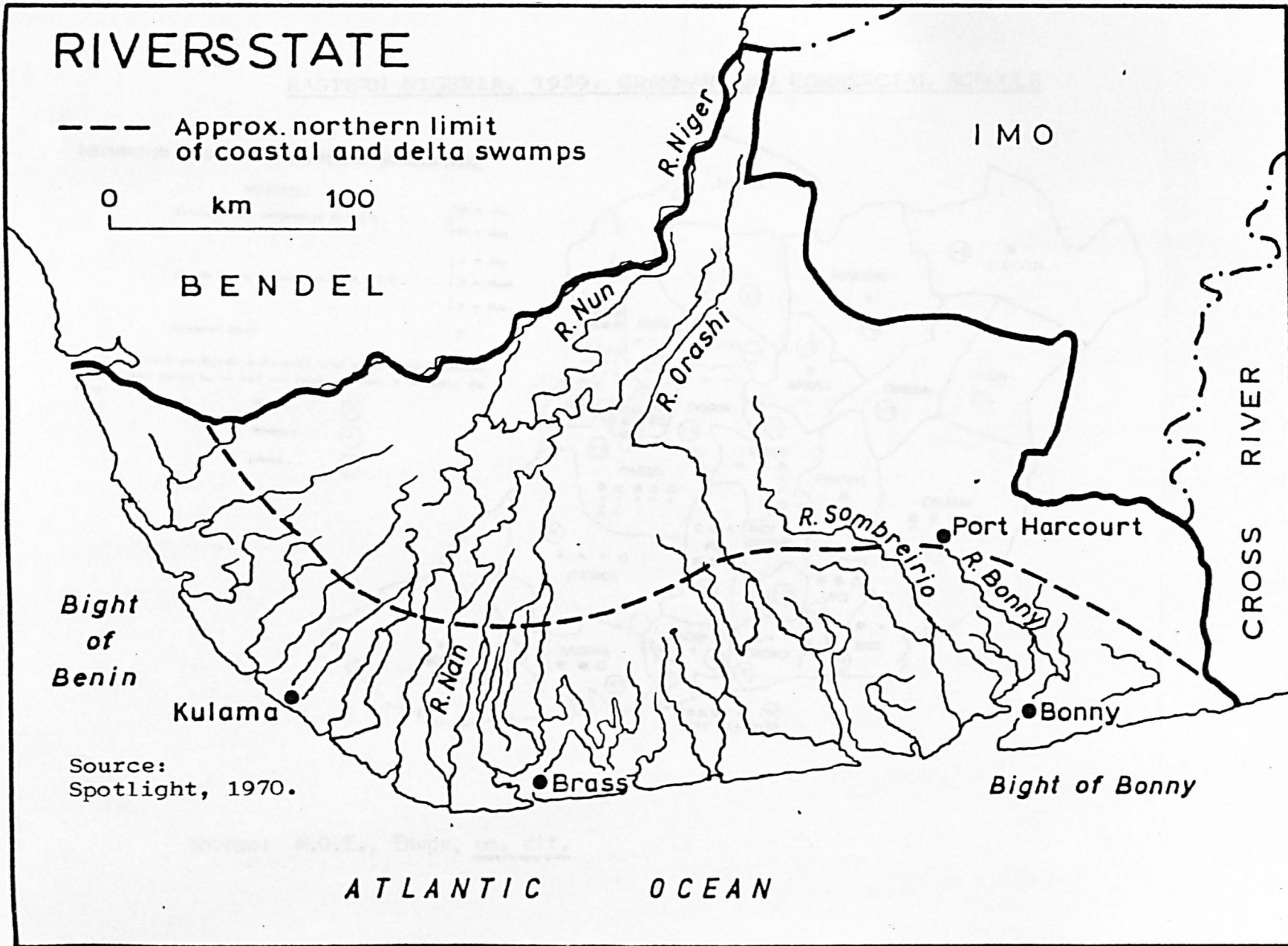
Source: Ministry of Education, Enugu Official Document No. 19, 1962.

PRIMARY SCHOOL POPULATION IN EASTERN NIGERIA, 1959



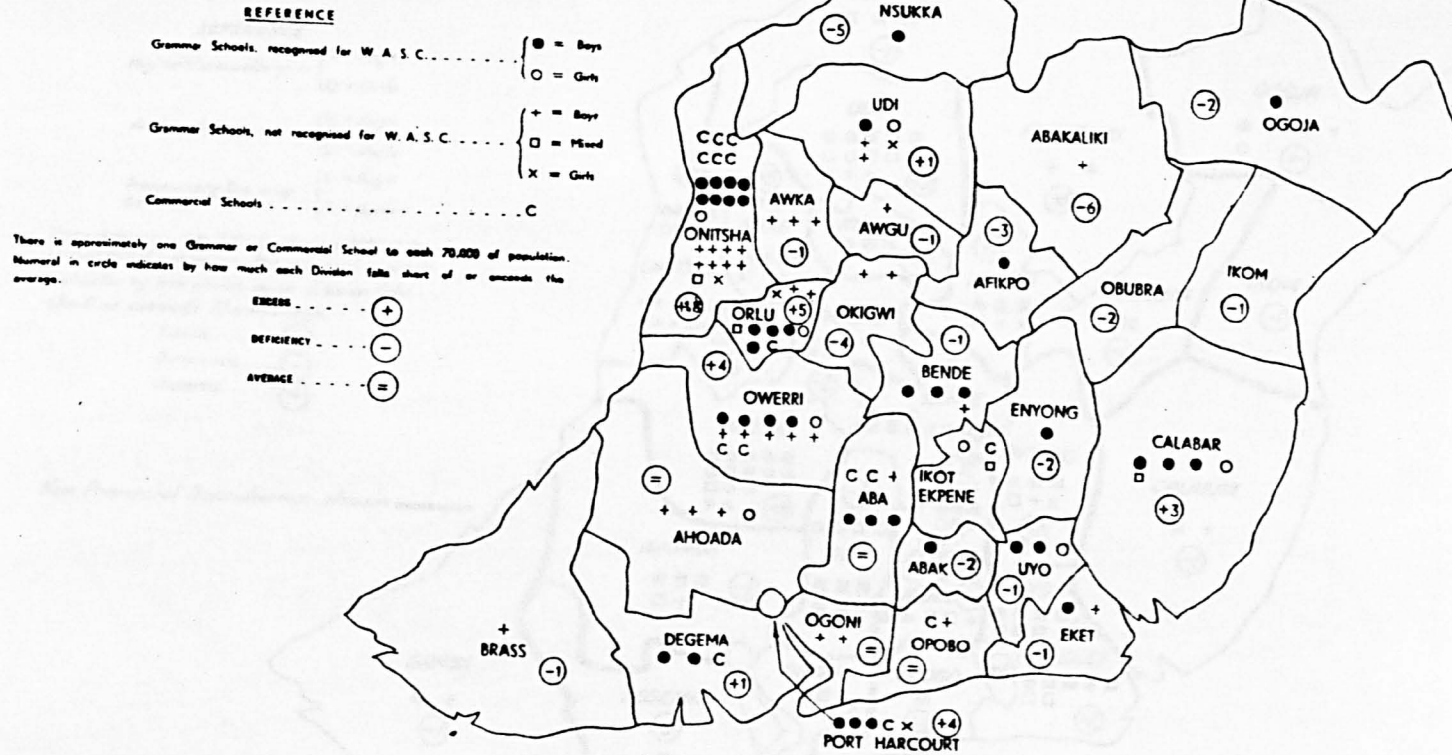
Source: Ministry of Education, Enugu, *op. cit.*

RIVERS STATE SHOWING THE NETWORK OF RIVERS



EASTERN NIGERIA, 1959: GRAMMAR AND COMMERCIAL SCHOOLS

DISTRIBUTION OF GRAMMAR & COMMERCIAL SCHOOLS (1959)



Source: M.O.E., Enugu, op. cit.

EASTERN NIGERIA, 1959: TEACHER TRAINING LOCATIONS

DISTRIBUTION OF TEACHER TRAINING

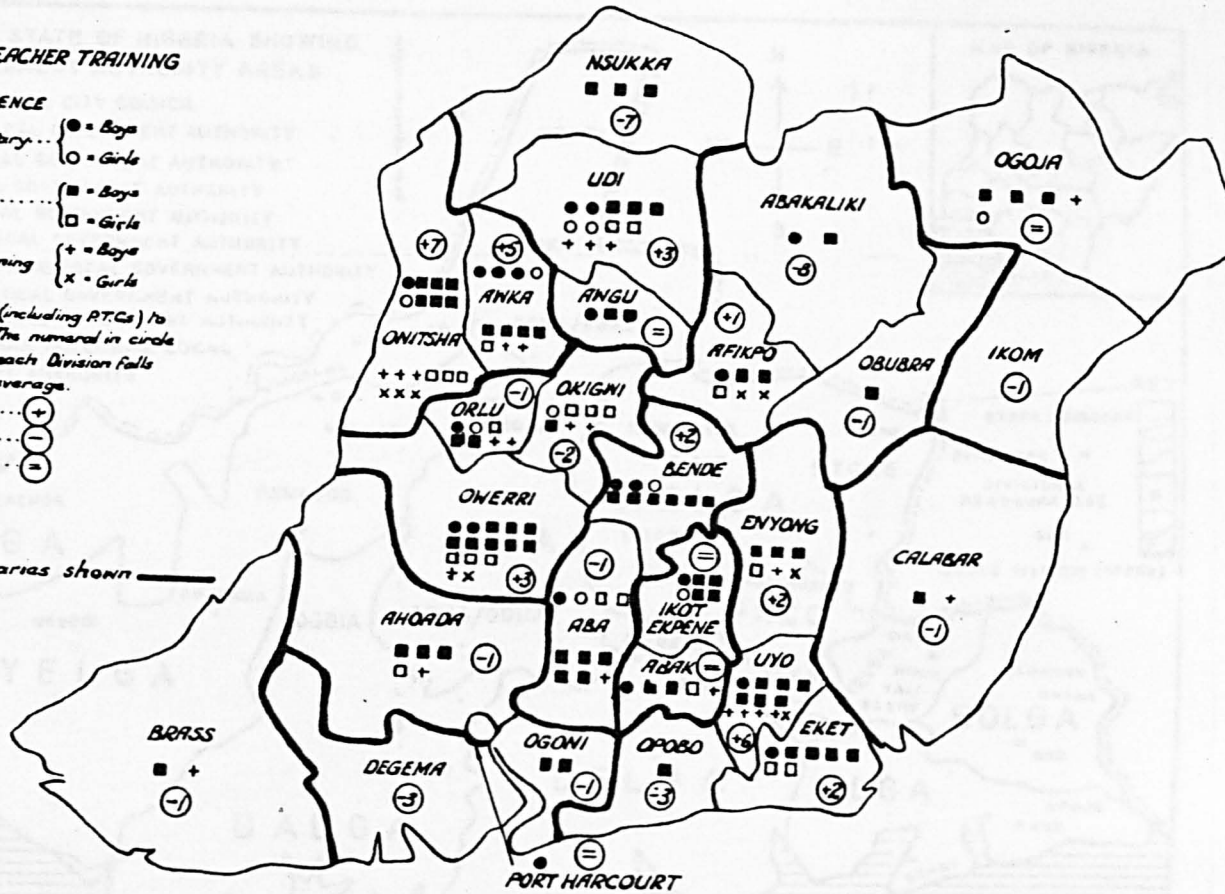
REFERENCE

- Higher Elementary ... { ● = Boys
○ = Girls
- Elementary { ■ = Boys
□ = Girls
- Preliminary Training Centres { + = Boys
x = Girls

There is approx. one T.T.C. (including P.T.C.s) to each 44,000 of population. The numeral in circle indicates by how much each Division falls short or exceeds the average.

- Excess (+)
- Deficiency (-)
- Average (=)

New Provincial Boundaries shown



Source: M.O.E., Enugu, op. cit.

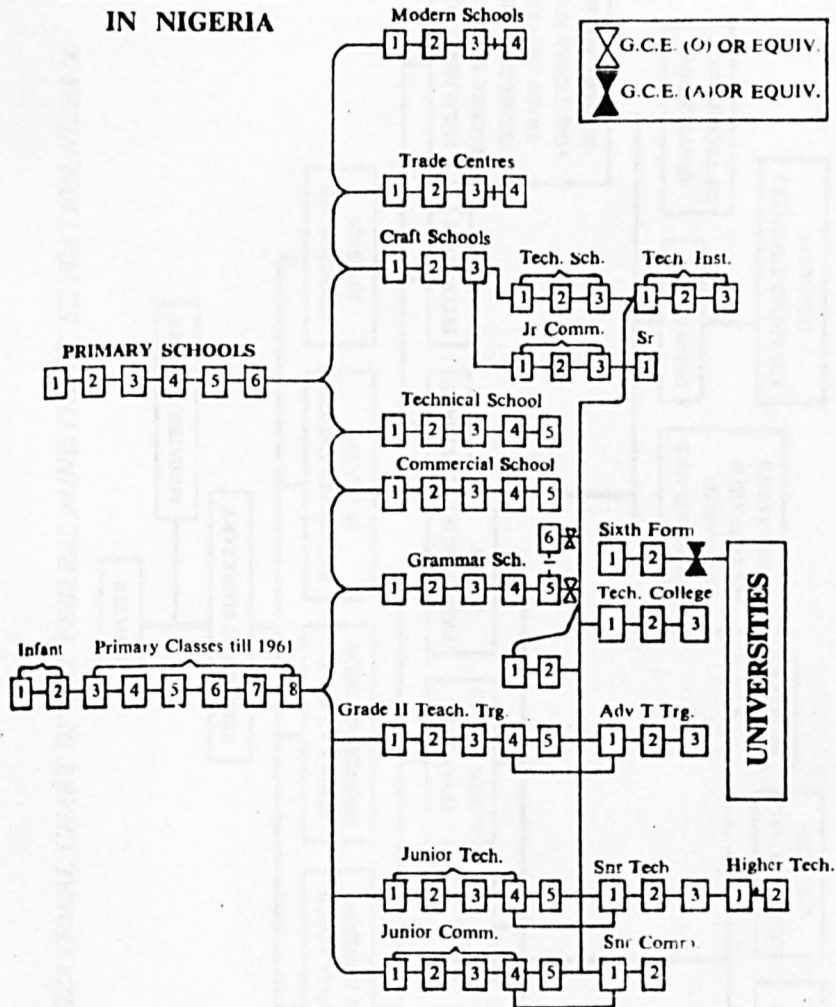
APPENDIX B

This comprises a selection of information supporting the discussion of the Educational Context in Chapter 2. They are therefore numbered B2A, B2B, B2C

APPENDIX B2A

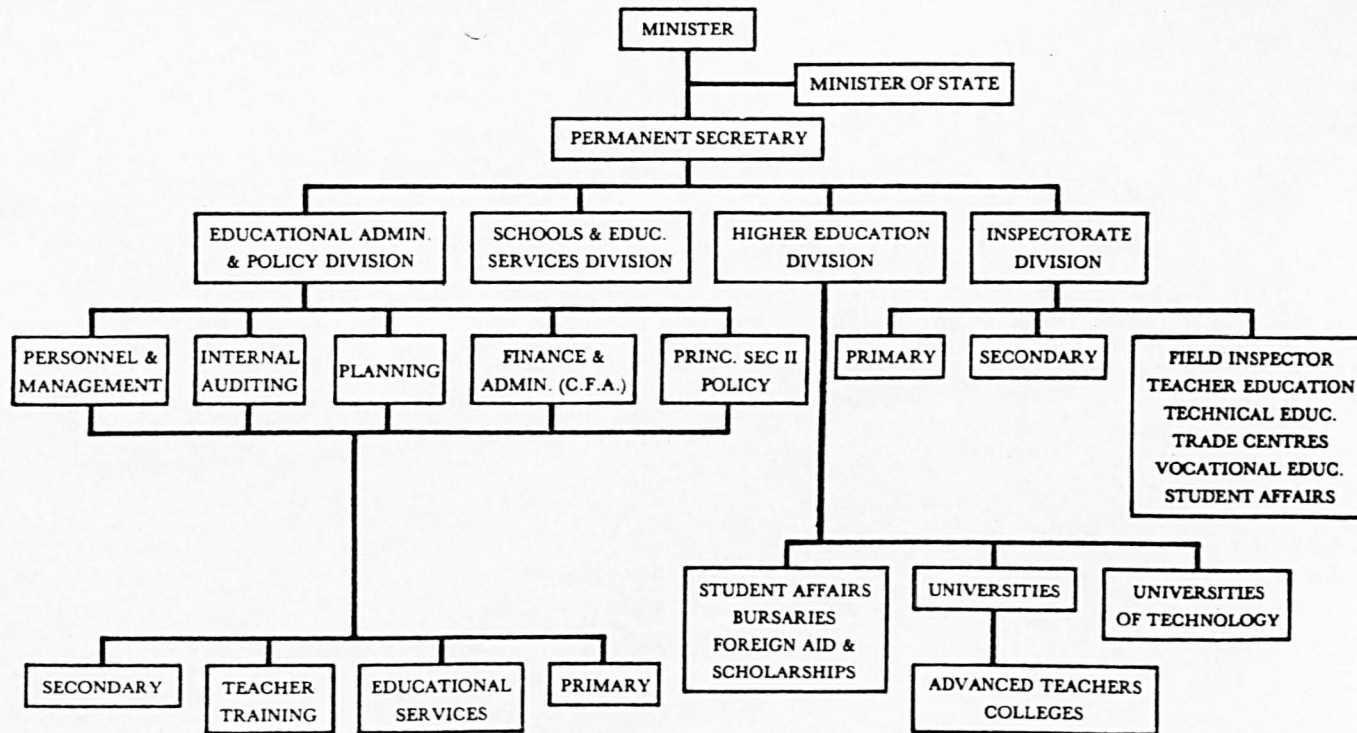
EVOLUTION OF NIGERIAN EDUCATION

THE STRUCTURE OF THE SCHOOL SYSTEM IN NIGERIA



Source: Statistics of Education in Nigeria, 1970. Series III, Vol. III, p.1.

ORGANIZATIONAL CHART OF THE FEDERAL MINISTRY OF EDUCATION, NIGERIA



Administrative Structure in Education

Source: Taiwo, C.O., *op.cit.*, p.31.

APPENDIX B2C

*THE RELATIONSHIP BETWEEN THE FEDERAL, STATE
AND LOCAL GOVERNMENTS IN THE MANAGEMENT OF
THE DIFFERENT LEVELS OF EDUCATION.*

GOVERNMENTAL AGENCY LEVEL		EDUCATIONAL LEVEL
<i>FEDERAL GOVERNMENT</i>	FEDERAL MINISTRY OF EDUCATION	Universities and Research Institutes
<i>STATE GOVERNMENT</i>	STATE SCHOOLS BOARD	Post-Secondary Institutions
	STATE MIN. OF EDUCATION	Secondary Institutions
	Fed. INSPECTORATE IN STATES	
<i>LOCAL GOVERNMENT</i>	LOCAL GOVERNMENT (Local Authority) SCHOOLS BOARD	Primary Schools
		Nursery Schools

APPENDIX C

This comprises information supporting the text of Chapter 7. The components are therefore numbered C7A, C7B

APPENDIX C7A

FEMALE EDUCATION COLONY AND SOUTHERN PROVINCES1922

<u>Lagos</u>	<u>Enrolment</u>	<u>Books</u>
1. C.M.S. Girls Secondary	254	27
2. St. Mary's Convent	414	29
3. Wesleyan Girls High School	222	22
4. Mount Carmel Convent Ebute Metta	179	42
5. St. Clara's Convent	19	19
<u>Ibadan</u>		
6. Kudeti Girls School (C.M.S.)	76	27
7. Sacred Heart Convent	91	20
<u>Calabar</u>		
8. St. Joseph's Convent	232	-
9. Creek Town Girls School (UFC)	112	46
10. Edgerly Memorial (UFC)	134	83
<u>Abeokuta</u>		
11. St. Peter Clavers (R.C.)	75	12

Annual Report on the Education Department Colony and Southern Provinces of Nigeria, 1922. (Government Printer, Lagos), p.32.

APPENDIX C7BESTIMATED YEARLY COST OF A BOARDER AT KINGS COLLEGE 1925

	£. s. d.
School fees for the three terms @ £3 a term	9. 0. 0.
Games subscription for three terms @ 2/6d a term	-. 7. 6.
Magazine subscription paid first term of year	-. 2. -.
Board for Easter Term	6. -. -.
Board for Easter Holiday	-. -. -.
Board for Trinity Term	6. -. -.
Board for Trinity Holiday	2. -. -.
Board for Michaelmas Term	8. -. -.
Board for Michaelmas Holidays	2. -. -.
Medical fees at 7/6d. a term	1. 2. 6.
TOTAL	<u>38. 10. -. </u>

Clothing and Books

Estimated Initial cost

Books	2. -. -.
Clothing	8. -. -.
	<u>10. -. -. </u>

Estimated Yearly cost after

Books	1. -. -.
Clothing	5. -. -.
	<u>6. -. -. </u>

APPENDIX C7CSCHOOL FEES C.M.S. GRAMMAR SCHOOL, LAGOS, 1951*

	£.	s.	d.
Tuition fees inclusive of games	£2.13s.	4d.	a
term of a year	8.	-.	-.
Boarding fees @ £8 a term of a year	24.	-.	-.
	<hr/>		
	£32.	-.	-.
	<hr/>		

APPENDIX C7DUmuahia Govt. College School Fees 1945¹

....

(9) The boarding and tuition fee is per term payable in advance	£4.	-.	-.
(10) The equipment fee is per term payable in advance. This fee is liable to be raised to meet increase cost of materials.	£1.	-.	-.

* Grammarian, (Dec. 1950) p.8

1. Source: Govt. notice No. 605 (3rd publication) (17181).
 'Govt. College Umuahia. Entrance and Examination for the year 1945'.

APPENDIX C7EENROLMENT: MIDDLE SCHOOLS, EASTERN PROVINCESOF NIGERIA (1936 FIGURES)

Province	Assisted Mission		Unassisted Mission		Native Admin.		Govt.		Total	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
Ogoja	-	-	-	-	-	-	-	-	-	-
Onitsha	452	-	-	-	-	-	-	-	452	-
Owerri	116	-	83	10	-	-	198	1	397	11
Calabar	934	109	-	-	-	-	-	-	934	109
	1502	109	83	10	-	-	198	1	1783	120

N.B. B = Boys

G = Girls

Compiled from 'Annual Reports for S. Provinces' (Educ. Dept. Lagos, 1937)
pp. 70, 74, 76 and 84.

APPENDIX C7FSECONDARY EDUCATION - GOVERNMENT AND ASSISTEDSCHOOLS EASTERN PROVINCES 1931

<u>School</u>	<u>Boys</u>	<u>Girls</u>
Government College Umuahia	70	-
Aba School (Sec. Department)	6	-
Bonny School	3	-
D.M.G.S. Onitsha	112	-
Hope Wadell Institute Calabar Sec. Dept.	80	5
Duke Town Calabar (Sec. Dept.)	30	4
Uzuakoli Institute (Sec. Dept.)	6	-
Oron Institute (Sec. Dept.)	11	-

Annual Reports (Government Printer, Lagos, 1931) p.35.

APPENDIX C7G20 June, 1935 - The NIGERIAN GAZETTE No.36GAZETTE NOTICE No. 970

(Chapter 74)

1. Under Sections 16 and 17 of the Native Revenue Ordinance the following persons are exempt from the payment of tribute and taxes:-

- (1) All members of the Military and Police Forces, including the Royal West African Frontier Force Reserve.
- (2) All persons who before the 1st January, 1931, were awarded the Victoria Cross, the Medal of the Order of the British Empire, the Distinguished Conduct Medal - for services rendered during and in connexion with any war.
- (3) All persons who have been permanently disabled in the Government service so as to incapacitate them from earning an adequate livelihood, or who have been wholly or permanently partially disabled by wounds or injury received on active service or by disease due to active service.
- (4) Students who are in regular attendance -
 - (a) in classes III, IV, V or VI at any approved middle school, or
 - (b) at any approved Training Centre or other approved institution,

for the purpose of receiving secondary or higher education or training as teachers, priests, pastors or evangelists, and who are not in allowance of two pounds a month or upwards. In this paragraph "approved" means approved by the Director of Education.
- (5) Indigent persons who by reason of daily infirmity or disease are unable to earn more than the bare means of subsistence.
- (6) Persons under sixteen years of age.

2. All previous notices of exemption under the said sections are hereby cancelled.

3. This notice shall apply to the Protectorate (including the Cameroons under British mandate and shall come into force in the first July, 1935.

By His Excellency's Command

J.A. MAYBIN

Chief Secretary to the Government, Lagos, 10th June, 1935.

APPENDIX C7H

From C.S.G., Lagos

To Hon. Sec. Northern Provinces Kaduna.

No. 34767 S.1/34

21st June 1944

Direct Taxation Ordinance

...

2. As His Honour has been advised, the Public Notice in question exempts from taxation bona fide students in Elementary schools who are over sixteen years of age. Such students were not exempt under the previous Notice No. 790 of 20th June, 1935.

Sgd. Chief Sec. to the Govt.

APPENDIX C7IGazette No. 14 of 1st March 1945Public Notice No. 51 of 1945Direct Taxation Ordinance, 1940

(No. 4 of 1940)

Classes of Persons Exempted from Taxation

In exercise of the powers conferred upon the Governor by paragraph (a) of Section 12 of the Direct Taxation Ordinance, 1940, the following classes of persons are hereby exempted from the operation of the Ordinance, such classes to be in substitution for these classes set out in paragraph (c) of the Public Notice No. 11 of 1941, which notice should be amended accordingly:-

"(c) Students who are in regular attendance -

(i) in classes III, IV, V or VI at any approved Middle or Secondary School, or

(ii) at any approved Training Centre or other approved Institution

for the purpose of receiving secondary or higher education or training as teachers, priests, pastors or evangelists, and who are not in receipt of an average income or subsistence allowance of two pounds a month or upwards. In this paragraph 'approved' means approved by the Director of Education."

By His Excellency's Command

G. C. Whiteley

Acting Chief Secretary to the Government

Lagos, 23rd Feb. 1945

34767/S.1

APPENDIX C7J

No. 6025/328

Resident's Office
Rivers Province
Port Harcourt

2nd Aug, 1952

The Civil Secretary
E. Region
Enugu.Students of Non-Approved Schools: Taxation of

The Town Clerk, Mr. Chukwura Okolo, has recently approached me ... He writes,

"The Auditor has observed that under the Direct Taxation Ordinance the students of the following schools are liable to taxation as their schools do not fall within the category of 'Approved' schools

Enitona Boys High School
Baptist High School
Stella Marris College (approved up to
Class IV only)

2. It would appear that the expression "Approved schools" in relation to taxation requires a clear definition...

3. I am as much in the dark as the Town Clerk as to the correct meaning of 'Approved Schools' in relation to taxation and shall be grateful if a proper clarification can be given.

Sgd. Resident
Rivers Province

APPENDIX C7K

5391/117

Civil Secretary,
E. Region,
Enugu.

The Resident,
Rivers Province
P.H.

... the word 'approved' is defined as meaning
'approved by the Director of Education' and not as
approved Grants-In-Aid purposes.

Sgd. C.T.C. Ennals
Acting Civil Sec.
E. Region

APPENDIX C7LAPPLICATION FOR PERMISSION TO ESTABLISH A NEW SECONDARY SCHOOL

(Education Law, 1956 - Fifth Schedule)

Form Ed(EC)2B.

...

Part 2

... Must be completed in duplicate and submitted
 ... at least six months before the day on which it is
 proposed to open.

You are required to attach to this form

- (i) A sketch site plan showing the size of the plot and the position of ALL proposed school buildings thereon; also the position of any well or water supply; and of the latrines; also the position of the site in relation to the nearest towns and main roads.
- (ii) A detailed five-year building programme indicating which buildings will be constructed in each year and the estimated cost of each.
- (iii) Evidence of funds available for this constructional programme.
- (iv) Evidence of arrangements for the recruitment of stable staff.
- (v) Details of any training projects for future staff and source of staff.

NOTES FOR PROPRIETORS

.

BUILDINGS

...

- (f) Dormitories must have a minimum of 54 or preferably 60 square feet of floor space per bed.
- (g) Play fields space in boarding schools must be sufficient for one-third of the number on roll to be engaged in organized games at any one time.

...

APPENDIX C7MNO. 15 OF 1926 EDUCATION (COLONY AND SOUTHERN PROVINCES)

9. (1) No new school shall be established unless a notification in writing giving the following particulars is sent by the proprietor to the Director not less than three months before the school is opened:-

- (a) The name and address of the proprietor of the school;
- (b) The situation of the school and the plan of the buildings;
- (c) The type of school proposed;
- (d) The numbers, qualifications and nationality of the staff.

APPENDIX D

This comprises copies of
the questionnaires delivered
to the various target groups.
They refer to Chapter 11 and
are therefore numbered D11-A,
D11-B

APPENDIX D11-APRINCIPAL QUESTIONNAIRE ON OBJECTIVES OF BOARDING
AND DAY SCHOOLS EDUCATION IN THE RIVERS STATE OF NIGERIAINSTITUTE OF EDUCATION - UNIVERSITY OF HULL

Dear Colleague,

Below are a number of statements about Boarding Education in the State. I want to know how you feel about this subject in order to help policy makers and school authorities to plan useful programmes for our schools.

There is a lot of discussion going on at present about the future of boarding schools. Already some state governments have started deboarding secondary schools because of the very high cost of maintaining and running them. The continued existence of boarding schools will mean the payment of high fees by parents. This means that parents will now have the choice of whether to send their children to a boarding school or to a day school. This research wants to find out how principals feel about boarding schools and day schools.

Please complete the questionnaire below by placing an (x) in the relevant sections. In doing so, you would have made a considerable contribution to the successful outcome of the research.

As all returns will be anonymous I take this opportunity to thank you in advance for your co-operation. Please leave the questionnaire on your table as you leave the room.

Part I: Personal Data

Please place an (X) in the appropriate box as it relates to you in each item.

- X01. Sex (i) Male (ii) Female
- X02. Age (i) Below 30 (ii) 30-40 (iii) Above 40
- X03. Educational Qualification (i) Graduate with teaching qualification (ii) Graduate without teaching qualification (iii) Diploma/Teachers' Certificate (iv) Others
- X04. Teaching and Educational Administration Experience (i) 1-10 years (ii) 11-20 years (iii) 21 and above
- X05. Type of School (i) All Boys (ii) All Girls (iii) Co-educational
- X06. Location of your school (i) Urban (ii) Rural
- X07. Your School is (i) Boarding (ii) Day (iii) Boarding/Day
- X08. I attended Secondary School as a (i) Boarder (ii) Day Student (iii) Day/Boarder

PART II: OBJECTIVES OF BOARDING AND DAY SCHOOLS

The following statements are suggestions on aims and objectives of school authorities for providing boarding accommodation for students. There are five responses.

1) Strongly Disagree, 2) Disagree, 3) Uncertain, 4) Agree
5) Strongly Agree. Check one response only which relates to your school.

	STRONGLY DISAGREE	DISAGREE	UNCERTAIN	AGREE	STRONGLY AGREE
<u>I Boarding Education.</u>					
<u>A. Educational Objectives</u>					
1. A centre for educational experimentation	1	2	3	4	5
2. For character training	1	2	3	4	5
3. Provide more time to arrange a balanced academic and leisure activities	1	2	3	4	5
4. Afford the students opportunities to meet real problems within the range in school organisation and life	1	2	3	4	5
5. Provide the students a system of customs and traditions on a more meaningful plane	1	2	3	4	5
6. Discourage overwork or too much over-studying	1	2	3	4	5
7. For individual development within a secure community	1	2	3	4	5
8. To have full control of the whole life of children	1	2	3	4	5
9. Unification of pupils' education with their productive work for society	1	2	3	4	5
10. To encourage good teaching	1	2	3	4	5
11. For a distinctive type of education they can provide	1	2	3	4	5
12. School is highly "progressive" and parents from far and near desire to send their children there	1	2	3	4	5
13. A more efficient instrument for moulding the young in the required manner	1	2	3	4	5
14. More educationally helpful background for children than most parental homes	1	2	3	4	5
15. Special aptitudes of the children required boarding school education	1	2	3	4	5
16. Intellectual, moral, physical labour and aesthetic education of the children occurs more continually and constantly in the boarding school	1	2	3	4	5
17. An answer for proper upbringing of the children	1	2	3	4	5
18. Generally, most student boarders perform better academically than day students	1	2	3	4	5
<u>B. Social, Economic and Geographical Objectives</u>					
19. Satisfy the needs of the elite and wealthy parents	1	2	3	4	5
20. For the education of the poor	1	2	3	4	5
21. To bring together children of different tribes, creeds and economic background	1	2	3	4	5
22. Isolate children from bad influences of the society.	1	2	3	4	5

	STRONGLY DISAGREE	DISAGREE	UNCERTAIN	AGREE	STRONGLY AGREE
23. Source of revenue for the school	1	2	3	4	5
24. On the average, parents spend less on student boarders.	1	2	3	4	5
25. Few pupils have regular bed time, a balanced diet, and leisure activities when at home.	1	2	3	4	5
26. Serves the needs of children who could not be well served if they lived at home	1	2	3	4	5
27. Better equipped and carefully organized than most parental homes	1	2	3	4	5
28. Provides social advantage and prestige to the school and students	1	2	3	4	5
29. Satisfies the desires of pupils to meet pupils from other parts of the country	1	2	3	4	5
30. Boarding school is a family of a unique type	1	2	3	4	5
31. Exclusively for parents who can afford boarding fees	1	2	3	4	5
32. For convenience in the neighbourhood of the school	1	2	3	4	5
33. Exclusively for students from other divisions and states	1	2	3	4	5
34. Exclusively for students living a certain distance from the nearest secondary grammar school in the State.	1	2	3	4	5
35. To spare the children the tedious daily journeys to and from school	1	2	3	4	5
36. It is not safe for most students to travel long distances to and from school	1	2	3	4	5

C. OTHER OBJECTIVES

37. To provide constant care and adequate supervision for students	1	2	3	4	5
38. For convenience in School/administration	1	2	3	4	5
39. The school favours boarding school education for all students	1	2	3	4	5
40. The school favours admission of students from all local government areas of the state.	1	2	3	4	5
41. Day schools have less scope for dramatic change in organization and discipline	1	2	3	4	5
42. Exclusively for children whose parents are abroad.	1	2	3	4	5
43. Home circumstances are prejudiced to the normal development of most student boarders	1	2	3	4	5
44. To assure regular attendance and avoid absenteeism from school	1	2	3	4	5
45. Most parents in the school district desire boarding school education	1	2	3	4	5
46. The school has experienced professionally trained staff for boarding education (effective pastoral care)	1	2	3	4	5

II DAY SCHOOLS EDUCATIOND. EDUCATIONAL OBJETIVES

	STRONGLY DISAGREE	DISAGREE	UNCERTAIN	AGREE	STRONGLY AGREE
47. Boarding school creates an atmosphere unfavourable for intellectual pursuits	1	2	3	4	5
48. To discourage the development of premature and oppressive sense of responsibility apparent in the boarding school	1	2	3	4	5
49. Day schools concentrate on examinations success and little on leisure activities	1	2	3	4	5
50. To encourage pupils who could not benefit from boarding school education to attend	1	2	3	4	5
51. Moral education and character training could be better achieved when a child grows up with parents	1	2	3	4	5
52. Boarders in general are not better academically than day-students	1	2	3	4	5

E. SOCIAL, ECONOMIC AND GEOGRAPHIC OBJECTIVES

53. To avoid immoral customs apparent in a society of pupils of various ages	1	2	3	4	5
54. To expose pupils to vital aspects of social life	1	2	3	4	5
55. To foster family affection - (feelings) on pupils during the adolescence period	1	2	3	4	5
56. Boarding schools encourage and increase class prejudice	1	2	3	4	5
57. To grant pupils personal liberty and independence	1	2	3	4	5
58. To reduce the financial burden on parents	1	2	3	4	5
59. Boarding school environment is remote from real life	1	2	3	4	5
60. Boarding school life encourages homosexuality	1	2	3	4	5
61. The parents cannot afford the boarding fee	1	2	3	4	5
62. To give the students the opportunity to meet real life community problems	1	2	3	4	5
63. Most parents live in the neighbourhood	1	2	3	4	5
64. Most parents are not liable to frequent movement from one area to another	1	2	3	4	5
65. School limits admission to students from locality only	1	2	3	4	5
66. Boarding school community is not large enough to provide all the variety of experience desirable for adolescents	1	2	3	4	5

F. OTHER OBJECTIVES

67. Long standing policy of the school	1	2	3	4	5
68. Policy of the Ministry of Education	1	2	3	4	5
69. Boarding accommodation in the school is limited	1	2	3	4	5
70. Boarding schools are "playgrounds for plutocrats"	1	2	3	4	5
71. The students have no desire for boarding education	1	2	3	4	5
72. To increase the total enrolment figure in the school	1	2	3	4	5

73. School lacks experienced professional experts on boarding school education	1	2	3	4	5
74. School administration is easier	1	2	3	4	5
75. Attitudes of senior students towards junior students in Boarding H0uses	1	2	3	4	5

Many thanks for your co-operation.

January, 1984 S.C.T. Enyong, Research on Boarding Education.

APPENDIX D11-BVICE PRINCIPALS' QUESTIONNAIRE ON DAY SCHOOLS EDUCATION IN THE
RIVERS STATE OF NIGERIAInstitute of Education - University of Hull

Dear Colleague,

Below are a number of statements about Day Schools Education in the State. I want to know how you feel about this subject in order to help policy makers and school authorities to plan useful programmes for our schools.

There is a lot of discussion going on at present about the future of boarding schools. Already some state governments have started deboarding secondary schools because of the very high cost of maintaining and running them. The continued existence of boarding schools will mean the payment of high fees by parents. This means that parents will now have the choice of whether to send their children to a boarding school or to a day school. This research wants to find out how Vice Principals feel about the effects of encouraging day students to attend on schools.

Please complete the questionnaire below by placing an (x) in the relevant sections. In doing so, you would have made a considerable contribution to the successful outcome of the research.

As all returns will be anonymous, I take this opportunity to thank you in advance for your co-operation. Please return the questionnaire in the enclosed envelope.

PART I: PERSONAL DATA

Please place an (X) in the appropriate box as it relates to you in each item.

1. Sex (i) Male (ii) Female
2. School (i) Boys (ii) Girls (iii) Mixed
3. Location of School (i) Urban (ii) Rural
4. Type of Schools (i) Day Boarding (ii) Day
5. Your religion (i) Catholic (ii) Protestant (iii) African

PART II: EFFECTS OF THE POLICY OF ENCOURAGING DAY STUDENTS TO ATTEND ON SCHOOLS

This is how I feel about this issue. Please encircle the appropriate number.

	POSITIVE EFFECTS	NEGATIVE EFFECTS	UNCERTAIN
1. Maintenance of discipline in school	1	2	3
2. Academic standards of the school	1	2	3
3. Classwork and class assignments	1	2	3

4. Student administration in school and in the future - leadership training	1	2	3
5. Student Participation in games, hobbies and school societies	1	2	3
6. Punctuality to school and classes	1	2	3
7. Regular class attendance in the term	1	2	3
8. Student Enrolment figures	1	2	3
9. Maintenance of school tradition	1	2	3
10. Maintenance of school policies	1	2	3
11. Maintenance of school values	1	2	3

Many thanks for your co-operation.

S.C.T. Enyong,
Research on Boarding Education
Hull University,
January 1984

APPENDIX D11-CPASTORAL STAFF QUESTIONNAIRE ON BOARDING AND DAY SCHOOLS EDUCATION
IN THE RIVERS STATE OF NIGERIA

Dear Colleague,

Below are a number of statements about Boarding and Day School Education in the State. I want to know how you feel about this subject in order to help policy makers and school authorities to plan useful programmes for our schools.

There is a lot of discussion going on at present about the future of boarding schools. Already some state governments have started deboarding secondary schools because of the very high cost of maintaining and running them. The continued existence of boarding schools will mean the payment of high fees by parents. This means that parents will now have the choice of whether to send their children to a boarding school or to a day school. This research wants to find out how senior teachers feel about this issue.

Please complete the questionnaire below by placing an (x) in the relevant sections. In doing so, you would have made a considerable contribution to the successful outcome of this research.

As all returns will be anonymous I take this opportunity to thank you in advance for your co-operation. Please return the questionnaire to your Principal after completion.

PASTORAL STAFF QUESTIONNAIRE ON THE EVALUATION OF BOARDING/DAY EDUCATION

To be completed by Senior Boarding House Master/Mistress, Games Masters, Housemaster/Housemistress and Teacher Librarian

PART I: PERSONAL DATA

Please place an (X) in the appropriate box as it relates to you in each item.

- X01. Sex (i) Male (ii) Female
- X02. Age (i) Below 30 (ii) 30-40 (iii) Above 40
- X03. Educational Qualifications (i) Graduate with teaching qualification
(ii) Graduate without teaching qualification (iii) Diploma/
Teachers' certificate (iv) Others
- X04. Teaching and Educational Administration Experience (i) 1-10 years
(ii) 11-20 years (iii) 21 and above
- X05. Type of School (i) All Boys (ii) All Girls (iii) Co-Educational
- X06. Location of your school (i) Urban (ii) Rural
- X07. I attended Secondary School as a (i) Boarder (ii) Day Student
(iii) Day/Boarder
- X08. My position in the school is
- (i) Senior Boarding House Master
- (ii) Housemaster
- (iii) Gamesmaster
- (iv) Teacher Librarian

PART II: This is how I feel about:

	VERY DIS- SATISFIED	DISSATISFIED	UNCERTAIN	SATISFIED	VERY SAT- ISFIED
<u>A. Objectives of Boarding Education</u>					
1. Academic performance by boarders.	1	2	3	4	5
2. Character training for boarders.	1	2	3	4	5
3. Social and leadership training for boarders	1	2	3	4	5
4. Adequate moral training for boarders.	1	2	3	4	5
<u>B. Infrastructure and Facilities in the Boarding Houses</u>					
5. Suitability of Boarding house accommodation	1	2	3	4	5
6. Availability of beds, foöms and lockers	1	2	3	4	5
7. Suitability of dining hall/kitchen	1	2	3	4	5
8. Water availability	1	2	3	4	5
9. Health facilities	1	2	3	4	5
10. Toilet facilities	1	2	3	4	5
11. Lighting	1	2	3	4	5
12. Playgrounds	1	2	3	4	5
13. Library facilities	1	2	3	4	5
14. Visitors and Common Rooms	1	2	3	4	5
15. Feeding (quantity and quality of food)	1	2	3	4	5
<u>C. Boarders' Participation in School Activities</u>					
16. Prep. and private study by boarders	1	2	3	4	5
17. Participation in sports and games by boarders	1	2	3	4	5
18. Participation in indoor games by boarders	1	2	3	4	5
19. Participation in social and leisure activities by boarders	1	2	3	4	5
<u>D. Boarding House Life</u>					
20. Boarding house rules and regulations	1	2	3	4	5
21. Boarding house management by Housemasters	1	2	3	4	5
22. Boarding house management by Prefects	1	2	3	4	5
23. The role of the Principal/Vice Principal	1	2	3	4	5
24. The role of the senior/boarding house Master/ Mistress	1	2	3	4	5

	VERY DIS- SATISFIED	DISSATISFIED	UNCERTAIN	SATISFIED	VERY SATIS- FIED
25. Relationship of boarders with the community	1	2	3	4	5
26. The role of day students as seen by boarders	1	2	3	4	5
27. Manual duties by student boarders	1	2	3	4	5
28. Fagging - odd jobs by junior students for seniors	1	2	3	4	5
29. Bullying and brutality by students	1	2	3	4	5
30. Stealing and extortion in the boarding house	1	2	3	4	5
31. General life in the boarding house	1	2	3	4	5
32. Payment of boarding fees by boarders	1	2	3	4	5
<u>E. Day School Education</u>					
33. Transportation to and from school by day students	1	2	3	4	5
34. Attitude of teachers and boarders towards day students	1	2	3	4	5
35. The idea of day students	1	2	3	4	5
36. Part-icipation of day students in school routine activities.	1	2	3	4	5
37. Discipline in school by day students	1	2	3	4	5
38. Academic standards of day students	1	2	3	4	5
39. Classwork and class assignments by day students	1	2	3	4	5
40. Student administration by day students	1	2	3	4	5
41. Day student administration in the school	1	2	3	4	5
42. Day student participation in games and school societies	1	2	3	4	5
43. Punctuality to extra curricular activities, school and classes by day students	1	2	3	4	5
44. Regular class attendance by day students	1	2	3	4	5
45. Day students and the school over all values, objectives, policies and success	1	2	3	4	5

Many thanks for your co-operation.

S.C.T. Enyong, Research on Boarding and Day Education. Hull University
January, 1984.

APPENDIX D11-DEDUCATIONISTS/UNDERGRADUATES QUESTIONNAIRE ON BOARDING EDUCATIONInstitute of Education - University of Hull

Dear Sir,

Below are a number of statements about Boarding Education in the State. I want to know how you feel about this subject in order to help policy makers and school authorities to plan useful programmes for our schools.

There is a lot of discussion going on at present about the future of boarding schools. Already some state governments have started deboarding secondary schools because of the very high cost of maintaining and running them. The continued existence of boarding schools will mean the payment of high fees by parents. This means that parents will now have the choice of whether to send their children to a boarding school or to a day school. This research wants to find out how many parents would like their children to go to boarding schools or day schools.

Please complete the questionnaire below by placing a (X) in the relevant sections. In doing so, you would have made a considerable contribution to the successful outcome of the research,

As all returns will be anonymous, I take this opportunity to thank you in advance for your co-operation.

PART I: PERSONAL DATA

Please place an (X) in the appropriate box as it relates to you.

X01. Sex (i) Male (ii) Female

X02. My Department is:

- (i) Ministry of Education
- (ii) Faculty of Law
- (iii) Faculty of Engineering
- (iv) Faculty of Science
- (v) Faculty of Science &
Technical Education
- (vi) Faculty of Environ-
mental Sciences

X03. I attended Secondary School as a:

- (i) Boarder
- (ii) Day Student
- (iii) Day Boarder

X04. I have a ward now as a

- (i) Boarder
- (ii) Day Student
- (iii) Day Boarder
- (iv) None

PART II: YOUR EVALUATION OF BOARDING EDUCATION TODAY

Please encircle the appropriate number in each statement This is how I feel about:	VERY DISSATISFIED		UNCERTAIN	SATISFIED	VERY SATISFIED
	1	2			
1. Academic aims of boarding.	1	2	3	4	5
2. Social aims of boarding	1	2	3	4	5
3. Moral aims of boarding	1	2	3	4	5
4. Geographical aims of boarding	1	2	3	4	5
5. Provision of sports and games facilities for boarders	1	2	3	4	5
6. Provision of accommodation in the Houses	1	2	3	4	5
7. General hygiene in the Boarding House	1	2	3	4	5
8. Provision of all facilities	1	2	3	4	5
9. Selection of Boarders	1	2	3	4	5
10. Supervision of Boarders (pastoral and academic)	1	2	3	4	5
11. Boarding fees for services offered	1	2	3	4	5
12. Discipline in the Boarding houses by Principals and Vice-Principals	1	2	3	4	5
13. Feeding (quantity and quality of food) in the boarding schools	1	2	3	4	5
14. Attitude of parents and guardians towards boarding	1	2	3	4	5
15. Attitude of students towards school rules and regulations in the Boarding Houses	1	2	3	4	5
16. Attitude of teachers towards boarding house life	1	2	3	4	5
17. General organization and management of boarding houses	1	2	3	4	5
18. All in all, I prefer boarding education	1	2	3	4	5
19. All in all, I prefer day school education	1	2	3	4	5

Many thanks for your co-operation.

S.C.T. Enyong,
Research on Boarding Education
January, 1984

APPENDIX D11-EPARENTS' QUESTIONNAIRE ON BOARDING AND DAY SCHOOLS EDUCATIONInstitute of Education - University of Hull

Dear Parent/Guardian,

Below are a number of statements about Boarding Education in the State. I want to know how you feel about this subject in order to help policy makers and school authorities to plan useful programmes for our schools.

There is a lot of discussion going on at present about the future of boarding schools. Already some state governments have started deboarding them. The continued existence of boarding schools will mean the payment of high fees by parents. This means that parents will now have the choice of whether to send their children to a boarding school or to a day school. This research wants to find out how many parents would like their children to go to boarding schools or day schools.

Please complete the questionnaire below by placing an (X) in the relevant sections. In doing so, you would have made a considerable contribution to the successful outcome of the research.

As all returns will be anonymous I take this opportunity to thank you in advance for your co-operation. Please leave the questionnaire on your seat at the end of the meeting.

PART I: PERSONAL INFORMATIONInstruction

Below you are asked for certain information about your own background. I need such personal information to be able to analyse opinions under various classifications of respondents. As already promised, all the information you give will remain anonymous and strictly confidential.

Please put an (X) in the appropriate box as it relates to you in each item.

1. Sex (i) Male (ii) Female
2. Age (i) Below 30 (ii) 31-40 (iii) Above 40 / 3
3. Marital Status (i) Single (ii) Married (iii) Separated
4. Highest Educational Institution attended (Mark only one).
 - i. Primary School
 - ii. Secondary School
 - iii. Trade/Vocational School
 - iv. Teacher Training College
 - v. Diploma
 - vi. University
5. Income/Salary per annum (check one)
 - (i) from ₦ 1,000 - ₦5,000 **Low**
 - (ii) Above ₦ 6,000 **High**

6. Religion/Denomination

- i) Roman Catholic
- ii) Protestant
- iii) Muslem
- iv) Other/African

7. Residence

- i) Urban Town
- ii) Rural Village

8. Post-Primary Institution attended

- i) Boarder
- ii) Day Student
- iii) Day/Boarder

9. Number of students sponsored (before and now) in Secondary Schools

- i) one-two
- ii) two-three
- iii) four-five
- iv) above six

10. Sex of your present child/ward in Secondary School

- i) Boy
- ii) Girl

PART II: REASONS BY PARENTS FOR CHOOSING SECONDARY SCHOOLS FOR THEIR CHILDRENInstructions

This section is designed to give you an opportunity to express how you feel about the objectives, reasons and problems of boarding and day education in the State, what things you are satisfied with and what things you are not satisfied with. Encircle the appropriate number as follows 1 2 3 4 5

Please try and respond to all the items.

A General Choice of Schools

	STRONGLY - DISAGREE	DISAGREE	UNCERTAIN	AGREE	STRONGLY AGREE
1. Preference to former schools attended by Parents/Guardians or their relations	1	2	3	4	5
2. Whether children of friends are attending the school	1	2	3	4	5
3. School nearest to the parents/guardians home or place of work	1	2	3	4	5
4. The location of the school (Administrative division), the convenience as regards travelling to and from home	1	2	3	4	5
5. Reputation of the school in external examinations	1	2	3	4	5

	STRONGLY DISAGREE	DISAGREE	UNCERTAIN	AGREE	STRONGLY AGREED
6. Reputation of the "Old Students" of the school	1	2	3	4	5
7. Attraction of the school buildings, boarding and recreational facilities	1	2	3	4	5
8. Subjects taught in the school	1	2	3	4	5
9. The age of the school - no. of years in existence	1	2	3	4	5
10. Previous controller of the school (Gov't religious organization, community or individuals) before 1980	1	2	3	4	5
11. Whether single sexed or co-educational school	1	2	3	4	5
12. Quality of the staff and the reputation of the Principal of the school	1	2	3	4	5
13. Whether the school is a day or boarding school	1	2	3	4	5
<u>B. Preference for Boarding Accommodation</u>					
14. Choice of children/wards themselves	1	2	3	4	5
15. Tradition of the family	1	2	3	4	5
16. Boarding school education is desirable for adolescents	1	2	3	4	5
17. For good and effective teaching	1	2	3	4	5
18. For greater supervision by teachers	1	2	3	4	5
19. Schools in the neighbourhood are not as progressive as those attended by wards	1	2	3	4	5
20. It is a condition for admission into the school	1	2	3	4	5
21. For effective character training	1	2	3	4	5
22. Parents work outside home and cannot supervise the children adequately at home	1	2	3	4	5
23. Family lives some considerable distance away from any secondary school in the state	1	2	3	4	5
24. Family conditions are such that the student(s) should live in the boarding house	1	2	3	4	5
25. Boarding schools provide a kind of education that could not be acquired at home	1	2	3	4	5
26. For students to have more time for supervised studies	1	2	3	4	5
27. Most boarding students perform better academically than day students	1	2	3	4	5
<u>C. Preference for Day Schools</u>					
28. The children themselves choose to attend as day-student(s)	1	2	3	4	5
29. Family lives within the school district	1	2	3	4	5
30. Could not afford the boarding fees	1	2	3	4	5
31. The school has no boarding accommodation for students	1	2	3	4	5
32. Day-school arrangement is most suitable for secondary school education	1	2	3	4	5
33. Boarding facilities in the school are not suitable for pupils	1	2	3	4	5
34. Living accommodation has no adverse effects on students' academic performance	1	2	3	4	5

	STRONGLY DISAGREE	DISAGREE	UNCERTAIN	AGREE	STRONGLY AGREE
35. Student boarders have no relative advantage over day-students in class work	1	2	3	4	5
36. For greater supervision by parents/guardians	1	2	3	4	5
<u>D. Choice of Boarding and Day Schools</u>					
37. Schools (Day or Boarding) controlled and managed by the state have equal status and prestige	1	2	3	4	5
38. Boarding schools provide special type of Education that cannot be attained in day schools	1	2	3	4	5
39. Boarding school is the best arrangement for the convenience of students and teachers	1	2	3	4	5
40. Day -school arrangement reduces the financial burden on the part of the parents/guardians	1	2	3	4	5
41. Day-students are mostly those whose parents/guardians cannot afford the boarding fees	1	2	3	4	5
42. Day-students are mostly those who are dissatisfied with the dormitory accommodation, the quantity and quality of food served, and the dormitory strict rules and regulations	1	2	3	4	5
43. Most schools provided boarding accommodation because of the ultimate financial gains	1	2	3	4	5
44. Most of the secondary schools in the former Eastern Nigeria were exclusively boarding schools because most parents could afford the boarding fees.	1	2	3	4	5
45. Without the enormous financial burden involved, most parents would opt to send their children to boarding schools	1	2	3	4	5
46. In comparison with parental homes and day-schools, boarding-school arrangement is most suitable for citizenship and character training	1	2	3	4	5
47. Day-school arrangements lay greater emphasis on external examination success and wholly or partially neglect moral and character training	1	2	3	4	5
48. Parents send their children to boarding schools to "learn how to raise healthy living standards in their own homes later on".	1	2	3	4	5
49. Parents and guardians who send their children to boarding schools shirk the responsibility for their up-bringing	1	2	3	4	5
50. In comparison with students in boarding schools, most day-students live in less educationally helpful environments	1	2	3	4	5
51. Most student boarders perform better academically than day-students	1	2	3	4	5
52. Many day-schools have lower educational standards than most boarding schools	1	2	3	4	5
53. Students in this state should attend secondary schools nearest to their parents/guardians' residential area as day students	1	2	3	4	5

54. All in all, boarding schools should continue to exist, regardless of the high cost of maintaining and running them

STRONGLY DISAGREE	DISAGREE	UNCERTAIN	AGREE	STRONGLY AGREE
1	2	3	4	5

Many thanks for your co-operation.

S.C.T. Enyong
 Research on Boarding Education
 January, 1984

APPENDIX D11-FBOARDING STUDENT QUESTIONNAIRE ON BOARDING EDUCATIONInstitute of Education, University of Hull

Dear Student,

Below are a number of items - ideas - about the objectives, provision of facilities and problems of Boarding Education in the state. We want to know how you feel about this subject, in order to plan useful programmes for our school system.

Please place an (X) in the appropriate box as it relates to you. It is not a test of intelligence or ability, but simply a measure of the way you feel.

PART I: PERSONAL DATA

- X01. Sex (i) Boy (ii) Girl
- X02. Age (i) 10-11 (ii) 12-13 (iii) 14-15 (iv) 16-19
- X03. Class (i) 2 (ii) 3 (iii) 4 (iv) 5 .
- X04. Religion (i) Catholic (ii) Protestant (iii) African and others
- X05. Your School (i) Boys (ii) Girls (iii) Mixed
- X06. Location of School (i) Urban Town (above 5,000) (ii) Rural Village
below 5,000)
- X07. Your usual position in class tests and examinations
(i) First 10 (ii) 11-20th (iii) 21st and above
- X08. Home Residence (i) Urban Town 3 (ii) Rural Village
- X09. Home distance from school:
(i) 1-10 Km
(ii) 11 Km and above
- X10. Number of people living with parents/guardians at home
(i) 1-5
(ii) 6 and above
- X11. Salary/Income of your Parents:
(i) Low income - Below ₦ 5,000
(ii) High Income - Above ₦ 6,000
- X12. Decision for being a Boarder.
(i) Father
(ii) Mother
(iii) Myself
(iv) Others

X13. Your state of origin :

- (i) Rivers
- (ii) Anambra
- (iii) Imo
- (iv) Cross River
- (v) Others

PART II: (Please encircle the number which applies to you)

This is how I feel about:

A. Objectives of Boarding

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1. Academic performance (My position in class)	1	2	3	4	5
2. Character Training (Self discipline)	1	2	3	4	5
3. Social and leadership training	1	2	3	4	5
4. Moral Training	1	2	3	4	5

B. Provision of facilities

5. Boarding house accommodation	1	2	3	4	5
6. Beds, foams and lockers	1	2	3	4	5
7. Dining Hall/Kitchen	1	2	3	4	5
8. Water (availability)	1	2	3	4	5
9. Health facilities	1	2	3	4	5
10. Toilet facilities	1	2	3	4	5
11. Lighting	1	2	3	4	5
12. Playgrounds	1	2	3	4	5
13. Library-books	1	2	3	4	5
14. Common/visitors rooms	1	2	3	4	5
15. Feeding (quantity and quality of food)	1	2	3	4	5

C. School Activities

16. Prep and private studies	1	2	3	4	5
17. Sports and games	1	2	3	4	5
18. Indoor games	1	2	3	4	5
19. Social and leisure activities	1	2	3	4	5

D. Life in the Boarding House

20. Boarding house rules and regulations	1	2	3	4	5
21. Boarding house organisation and management	1	2	3	4	5
22. Relationship with Principal	1	2	3	4	5
23. Relationship with Housemasters	1	2	3	4	5
24. Relationship with prefects/house prefects	1	2	3	4	5
25. Relationship with Matrons/Storekeepers	1	2	3	4	5
26. Relationship with other boarders	1	2	3	4	5
27. Relationship with day students	1	2	3	4	5
28. Relationship with the community/neighbourhood	1	2	3	4	5
29. Manual duties - grass cutting etc.	1	2	3	4	5
30. Fagging-- odd jobs for senior students	1	2	3	4	5
31. Bullying and brutality by students	1	2	3	4	5

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
32. Stealing and Extortion by students	1	2	3	4	5
33. General life in the boarding house	1	2	3	4	5
<u>E. BOARDING FEES</u>					
34. Payment of boarding fees	1	2	3	4	5
<u>F. DAY STUDENTSHIP</u>					
35. Becoming a day student	1	2	3	4	5

Many thanks for your co-operation.

S.C.T. Enyong
 Research on Boarding Education,
 Hull University,
 January, 1984

APPENDIX D11-GDAY STUDENT QUESTIONNAIRE ON DAY SCHOOLS EDUCATIONInstitute of Education, University of Hull

Dear Student,

Below are a number of items - ideas - about the objectives, provision of facilities and problems of Day Schools Education in the state. We want to know how you feel about this subject, in order to plan useful programmes for our school system.

Please place an (X) in the appropriate box as it relates to you. It is not a test of intelligence or ability, but simply a measure of the way you feel.

PART I; PERSONAL DATA

- X01. Sex (i) Boy (ii) Girl
- X02. Age (i) 10-11 (ii) 12-13 (iii) 14-15 (iv) 16-19
- X03. Class (i) II (ii) III (iii) IV (iv) V
- X04. Religion (i) Catholic (ii) Protestant (iii) African and others
- X05. Your School (i) Boys (ii) Girls (iii) Mixed
- X06. Location of School (i) Urban Town (above 5,000)
(ii) Rural Village (Below 5,000)
- X07. Your usual position in class tests and examinations
(i) First 10 (ii) 11-20th (iii) 25th and above
- X08. Home Residence (i) Urban Town (ii) Rural Village
- X09. Home distance from school (i) 1-10 Km
(ii) 11 Km and above
- X10. Number of people living with parents/guardians at home including sisters and brothers
(i) 1-5
(ii) 6 and above
- X11. Salary/Income of your Parents
(i) Low income - Below ₦5,000.00
(ii) High Income - Above ₦6,000.00
- X12. Decision for being a Boarder or Day Student
(i) Father
(ii) Mother
(iii) Myself
(iv) Others

X13. Your State of Origin

- (i) Rivers
- (ii) Anambra
- (iii) Imo
- (iv) Cross River
- (v) Others

PART II: This is how I feel about:

(Please encircle the number which applies to you).

A. Objectives of Day Schools

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1. Academic Excellence (position in class)	1	2	3	4	5
2. Character Training (Self-discipline)	1	2	3	4	5
3. Social and Leadership Training	1	2	3	4	5
4. Moral Training	1	2	3	4	5

B. Facilities at Home

5. Accommodation/House at Home	1	2	3	4	5
6. Bed, Foam and locker	1	2	3	4	5
7. Dining Room at Home	1	2	3	4	5
8. Water (availability)	1	2	3	4	5
9. Health facilities	1	2	3	4	5
10. Toilet facilities	1	2	3	4	5
11. Lighting at home	1	2	3	4	5
12. Playgrounds in the community	1	2	3	4	5
13. A small library at home	1	2	3	4	5
14. Indoor games - T.V. etc.	1	2	3	4	5
15. Feeding (quantity and quality of food)	1	2	3	4	5

C. School Related Activities

16. Prep and private study time	1	2	3	4	5
17. Participation in sports and games in the school	1	2	3	4	5
18. Participation in school routine activities	1	2	3	4	5
19. Social and Leisure Activities in School	1	2	3	4	5

D. Home Atmosphere

20. Parents rules at home	1	2	3	4	5
21. General atmosphere at home	1	2	3	4	5
22. Relationship with mother	1	2	3	4	5
23. Relationship with father	1	2	3	4	5
24. Relationship with brothers/sisters/others	1	2	3	4	5

E. School Atmosphere

25. Relationship with school teachers	1	2	3	4	5
26. Relationship with Boarders in School	1	2	3	4	5
27. Running errands at home - cooking, sweeping	1	2	3	4	5
28. Bullying and ill treatment at home	1	2	3	4	5

F. Transportation

29. Transportation to school	1	2	3	4	5
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G. Becoming a Boarder

30. Becoming a Boarder and payment of boarding fees

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

Many thanks for your co-operation.

S.C.T. Enyong,
Research in Day Schools Education,
Hull University

January, 1984

APPENDIX E

This comprises the data arising from the various questionnaires. It is arranged in the form of tables, and refers to Chapter 11. The tables are therefore numbered 11A-1, 11A-2

APPENDIX ETABLES ARISING FROM QUESTIONNAIRESE.1. PRINCIPALS QUESTIONNAIRE ANALYSISTABLE 11A - 1PRINCIPALS DEMOGRAPHIC INFORMATION

<u>VARIABLE AND DISTRIBUTION</u>	<u>NUMBER</u>	<u>PERCENTAGE</u>
1. SEX:		
a) Male	203	88.6
b) Female	26	11.4
2. AGE:		
a) Below 30 years	44	19.2
b) 31 - 40 years	134	58.5
c) Above 41 years	51	22.3
3. EDUCATIONAL QUALIFICATION:		
a) Graduates with teaching qualifications	28	12.2
b) Graduates without teaching qualifications	59	25.8
c) N.C.E. and Diploma holders	130	56.8
d) Others e.g. A.C.E.	12	5.3
4. TEACHING AND EDUCATIONAL ADMIN- EXPERIENCE:		
a) Below 10 years	148	64.6
b) 11 - 20 years	67	29.3
c) Above 21 years	14	6.1
5. TYPE OF SCHOOL:		
a) Boys	134	58.5
b) Girls	69	30.1
c) Mixed/Co-ed.	26	11.4
6. LOCATION OF SCHOOL:		
a) Urban	23	10
b) Rural	206	90
7. MODE OF SCHOOL ACCOMMODATION:		
a) Boarder	79	34.5
b) Day Student	41	17.9
c) Boarder/Day	109	47.6
8. SCHOOL ATTENDED:		
a) Boarding School	188	82.1
b) Day school	23	10.0
c) Day/Boarding School	18	7.9

TABLE 11A-2

Combined frequency distribution of responses of Principals who expressed agreement or disagreement with educational objectives of boarding schools (N = 229).

ITEMS	DISAGREEMENT GROUP		NEUTRAL GROUP		AGREEMENT GROUP		MEAN	STANDARD DEVIATION
	No.	%	No.	%	No.	%		
1	115	50.3	12	5.2	102	44.5	2.799	1.237
2	38	16.6	11	4.8	180	78.0	4.044	1.206
3	40	17.5	6	2.6	183	79.9	3.983	1.250
4	56	24.4	11	4.8	162	70.8	3.611	1.247
5	46	20.1	10	4.4	173	75.5	3.948	1.184
6	185	80.8	32	14.0	12	5.2	2.170	0.864
7	111	48.5	7	3.1	111	48.5	3.175	1.212
8	44	19.3	15	6.6	170	74.3	3.873	1.153
9	65	28.4	13	5.7	151	65.9	3.773	1.345
10	24	10.5	10	4.4	195	85.2	3.917	0.931
11	171	74.7	13	5.7	45	19.6	2.393	1.186
12	160	69.9	9	3.9	60	26.2	2.371	1.273
13	42	18.3	6	2.6	181	79.0	3.646	1.085
14	25	10.9	7	3.1	197	86.0	3.869	0.899
15	43	18.8	6	2.6	180	78.6	3.794	1.046
16	45	19.7	9	3.9	175	76.4	3.694	1.156
17	92	40.2	0	0.0	137	59.8	3.223	1.507
18	49	21.4	0	0.0	180	78.6	3.873	1.293

TABLE 11A-3

Combined frequency distribution of responses of Principals who expressed agreement or disagreement with social, economic, and geographical objectives of boarding schools (N = 229).

ITEMS	DISAGREEMENT GROUP		NEUTRAL GROUP		AGREEMENT GROUP		MEAN	STANDARD DEVIATION
	No.	%	No.	%	No.	%		
19	71	31.1	33	14.4	125	54.6	3.406	1.375
20	135	58.9	16	7.0	78	34.0	2.633	1.503
21	79	33.6	21	9.2	129	56.3	3.389	1.390
22	102	44.6	12	5.2	92	50.2	2.987	1.443
23	155	67.6	8	3.5	66	28.8	2.441	1.427
24	157	68.6	9	3.9	63	26.9	2.380	1.337
25	81	35.4	10	4.4	138	60.3	3.411	1.465
26	74	32.3	12	5.2	143	62.4	3.572	1.402
27	89	46.1	15	6.6	125	54.6	3.258	1.544
28	115	50.3	14	6.1	100	43.7	2.856	1.469
29	119	52.0	13	5.7	97	42.3	2.852	1.523
30	88	38.4	6	2.6	135	59.0	3.310	1.552
31	97	42.4	8	3.5	124	54.2	3.031	1.412
32	120	52.4	16	7.0	93	40.6	2.852	1.515
33	118	51.5	12	5.2	99	43.3	2.795	1.401
34	127	55.5	8	3.5	94	41.1	2.782	1.526
35	80	34.9	2	0.9	147	64.1	3.437	1.433
36	77	33.6	6	2.6	146	63.8	3.472	1.444

The higher the mean the greater the perceived agreement.

TABLE 11A-4

Combined frequency distribution of responses of Principals who expressed agreement or disagreement with other objectives of boarding schools (N = 229).

ITEMS	DISAGREEMENT GROUP		NEUTRAL GROUP		AGREEMENT GROUP		MEAN	STANDARD DEVIATION
	No.	%	No.	%	No.	%		
37	29	12.7	6	2.6	194	84.7	4.083	1.087
38	66	28.8	6	2.6	157	68.6	3.633	1.422
39	93	40.6	14	6.1	122	53.2	3.240	1.536
40	86	37.6	7	3.1	136	59.4	3.367	1.529
41	112	48.9	0	0.0	117	51.1	3.179	1.513
42	28	13.1	0	0.0	199	86.9	2.917	0.841
43	128	55.9	15	6.6	86	37.5	2.746	1.480
44	89	38.9	5	2.2	135	58.9	3.345	1.445
45	49	21.4	0	0.0	180	78.6	3.930	1.397
46	189	82.5	0	0.0	40	17.4	2.087	1.218

TABLE 11A-5

Combined frequency of responses of Principals who expressed agreement or disagreement with educational objectives of day schools (N = 229).

ITEMS	DISAGREEMENT GROUP		NEUTRAL GROUP		AGREEMENT GROUP		MEAN	STANDARD DEVIATION
	No.	%	No.	%	No.	%		
47	109	47.6	0	0.0	120	52.4	2.900	1.412
48	138	60.2	0	0.0	91	39.8	2.690	1.577
49	84	36.7	12	5.2	133	58.0	3.384	1.451
50	73	31.9	8	3.5	148	64.7	3.572	1.370
51	111	48.5	0	0.0	118	51.6	3.100	1.503
52	127	55.5	0	0.0	102	44.5	2.921	1.601

The higher the mean, the greater the perceived agreement.

TABLE 11A-6

Combined frequency of responses of Principals who expressed agreement or disagreement with social, economic and geographical objectives of day schools (N = 229).

ITEMS	DISAGREEMENT GROUP		NEUTRAL GROUP		AGREEMENT GROUP		MEAN	STANDARD DEVIATION
	No.	%	No.	%	No.	%		
53	110	48.1	0	0.0	119	52.0	2.983	1.501
54	121	52.8	0	0.0	108	47.2	2.873	1.569
55	140	61.1	0	0.0	89	38.9	2.603	1.488
56	111	48.5	0	0.0	118	51.6	3.166	1.466
57	154	67.2	0	0.0	75	32.8	2.555	1.496
58	41	17.9	0	0.0	188	82.0	4.009	1.162
59	148	64.6	0	0.0	81	35.4	2.533	1.538
60	48	21.0	159	69.4	22	9.6	2.825	1.866
61	57	24.9	0	0.0	172	75.1	3.878	1.440
62	131	57.2	0	0.0	98	42.8	2.834	1.497
63	84	36.7	4	1.7	141	61.2	3.493	1.379
64	20	87.0	6	2.6	203	89.7	4.205	0.963
65	169	73.8	11	4.8	49	21.4	2.214	1.325
66	124	54.1	0	0.0	105	45.9	2.830	1.615

TABLE 11A-7

Combined frequency of responses of Principals who expressed agreement or disagreement with other objectives of day schools (N = 229).

ITEMS	DISAGREEMENT GROUP		NEUTRAL GROUP		AGREEMENT GROUP		MEAN	STANDARD DEVIATION
	No.	%	No.	%	No.	%		
67	98	42.8	0	0.0	131	57.3	3.214	1.491
68	165	72.1	0	0.0	64	27.9	2.428	1.430
69	120	52.4	0	0.0	109	47.6	2.913	1.609
70	39	12.3	162	70.7	28	12.3	2.961	0.780
71	126	55.0	0	0.0	92	40.2	2.721	1.499
72	112	48.9	0	0.0	117	51.1	2.948	1.561
73	42	18.3	0	0.0	187	81.7	4.039	1.208
74	110	48.0	0	0.0	119	52.0	3.074	1.556
75	135	59.8	0	0.0	94	41.2	2.673	1.522

The higher the mean, the greater the perceived agreement.

TABLE 11A-8

ITEM-BY-ITEM ANALYSIS OF PRINCIPAL'S ATTITUDES TOWARDS THE
OBJECTIVES OF BOARDING AND DAY SCHOOLS EDUCATION IN RELATION TO SEX

ITEM No.	OBJECTIVES	RESPONSE RUBRIC	MALE N = 203 %	FEMALE N = 26 %	χ^2	R
2	Boarding for character training	Agree	78.4	79.2	61.233	-0.024
		Disagree	17.2	12.5	4d.f	
		Neutral	4.4	8.3	P>0.190+	
10	Boarding to encourage good teaching	Agree	86.7	75.0	20.469	-0.087
		Disagree	8.4	25.0	4d.f	
		Neutral	4.9	0.0	P>0.000*	
14	Boarding environment better than parental homes	Agree	88.6	66.6	29.068	-0.132
		Disagree	9.9	16.7	4d.f	
		Neutral	1.5	16.7	P>0.000*	
16	All round development in Boarding schools	Agree	81.8	33.4	40.804	-0.383**
		Disagree	15.2	54.1	4d.f	
		Neutral	3.0	12.5	P>0.000*	
18	Boarders perform better academically than day students	Agree	78.9	66.6	19.476	-0.178*
		Disagree	20.2	33.4	3d.f	
		Neutral	0.0	0.0	P>0.000*	
19	Boarding satisfies needs of the elite and wealthy parents	Agree	56.6	37.5	11.507	-0.076
		Disagree	30.1	37.5	4d.f	
		Neutral	13.3	25.0	P>0.002*	
21	Boarding will unite all - tribes, creed and socially	Agree	57.7	50.0	4.549	-0.051
		Disagree	34.4	29.2	4d.f	
		Neutral	7.9	20.8	P>0.337+	
23	Boarding is a source of revenue for the school	Agree	21.2	91.6	52.278	0.421**
		Disagree	74.9	8.4	4d.f	
		Neutral	3.9	0.0	P>0.000*	
27	Better equipped and organised than most parental homes	Agree	61.5	0.0	115.748	-0.283
		Disagree	31.6	95.8	4d.f	
		Neutral	6.9	4.2	P>0.000*	
28	Boarding provides social advantage and prestige	Agree	49.2	0.0	24.018	-0.265**
		Disagree	45.9	83.3	4d.f	
		Neutral	4.9	16.7	P>0.000*	
31	Boarding is exclusive for parents who can pay boarding fees	Agree	61.1	0.0	40.123	-0.330**
		Disagree	36.9	83.3	4d.f	
		Neutral	2.0	16.7	P>0.000*	
36	Boarding eliminates travelling long distances to and from school	Agree	71.8	0.0	52.579	-0.452**
		Disagree	26.2	91.7	4d.f	
		Neutral	2.0	8.3	P>0.000*	
37	Boarding provides constant care and adequate student supervision	Agree	95.5	0.0	163.163	-0.725**
		Disagree	4.0	79.2	4d.f	
		Neutral	0.5	20.8	P>0.000*	
44	Boarding assures regular school attendance	Agree	66.4	0.0	169.385	-0.544**
		Disagree	32.1	91.7	4d.f	
		Neutral	1.5	8.3	P>0.000*	
46	Boarding has trained and effective pastoral staff	Agree	19.8	0.0	27.720	-0.264**
		Disagree	80.2	100.0	3d.f	
		Neutral	0.0	0.0	P>0.00*	
50	Day schools are to encourage all to attend school	Agree	72.9	0.0	77.426	-0.512**
		Disagree	24.1	91.6	4d.f	
		Neutral	3.0	8.4	P>0.060*	
51	Parents are the best teachers of moral & character training	Agree	45.3	100.0	90.609	0.453**
		Disagree	54.7	0.0	3d.f	
		Neutral	0.0	0.0	P>0.000*	
52	Day students are as good as boarders	Agree	37.4	100.0	77.282	0.466**
		Disagree	62.6	0.0	3d.f	
		Neutral		0.0	P>0.060*	
54	Day schools expose pupils to vital aspects of social life	Agree	53.2	0.0	75.617	-0.428**
		Disagree	46.8	100.0	3d.f	
		Neutral	0.0	0.0	P>0.000*	
58	Day schools reduce the financial burden on parents	Agree	92.3	0.0	141.693	-0.667**
		Disagree	7.7	100.0	3d.f	
		Neutral	0.0	0.0	P>0.000*	
60	Day schools avoid homosexuality	Agree	8.4	20.8	9.970	0.200*
		Disagree	23.6	0.0	4d.f	
		Neutral	68.0	79.2	P>0.041**	

TABLE 11A-8 (cont'd)

72	Day schools to increase enrolment figures	Agree	57.7	0.0	77.282	-0.448**
		Disagree	42.3	100.0	3d.f	
		Neutral	0.0	0.0	P>0.000*	
73	School lacks experienced professionals on boarding education	Agree	92.1	0.0	132.954	-0.674**
		Disagree	7.9	100.0	3d.f	
		Neutral	0.0	0.0	P>0.000*	
74	Day schools enable easy school administration	Agree	58.6	0.0	105.002	-0.478**
		Disagree	41.4	100.0	3d.f	
		Neutral	0.0	0.0	P>0.000*	
75	Senior students brutalize junior students in boarding schools	Agree	46.3	0.0	65.270	-0.478**
		Disagree	53.7	100.0	3d.f	
		Neutral	0.0	0.0	P>0.000*	

SIGNIFICANT LEVELS

CHI SQUARE (χ^2) * P>0.001 (1%)

**P>0.01 (5%)

+ Not Significant

PEARSON'S R(r)* P>0.01 (5%)

**P>0.001 (1%)

TABLE 11A-9

Item-by-Item Analysis of Principals' Attitudes towards the Objectives of Boarding and Day Schools in Relation to Age.

ITEM No.	OBJECTIVES	RESPONSE RUBRIC	Below 30	31-40 yrs	Above 41	χ^2	R
			N=44 %	N=134 %	N=51 %		
2	Boarding for character training	Agree	84.5	72.0	72.5	10.823	-0.0800
		Disagree	8.7	15.6	25.5	8 d.f.	
		Neutral	6.8	5.2	2.0	p>0.212+	
10	Boarding to encourage good teaching	Agree	79.6	84.3	92.1	26.884	-0.0036
		Disagree	15.9	12.0	2.0	8 d.f.	
		Neutral	4.5	3.7	5.9	p>0.001*	
14	Boarding environment better than parental homes	Agree	86.4	80.7	100.0	30.374	0.0586
		Disagree	9.1	15.6	0.0	8 d.f.	
		Neutral	4.5	3.7	0.0	p>0.000*	
16	All round development in Boarding schools	Agree	63.6	73.9	94.1	117.11	0.4321**
		Disagree	31.9	23.1	0.0	8 d.f.	
		Neutral	4.5	3.0	5.9	p>0.000*	
18	Boarders perform better academically than day students	Agree	47.7	80.6	100.0	127.498	0.569**
		Disagree	52.3	19.4	0.0	6 d.f.	
		Neutral	0.0	0.0	0.0	p>0.000*	
19	Boarding satisfies needs of the elite and wealthy parents	Agree	15.9	49.9	100.0	200.1402	0.357**
		Disagree	56.8	34.4	0.0	8 d.f.	
		Neutral	27.3	15.7	0.0	p>0.000*	
21	Boarding will unite all - tribes, creed and socially	Agree	47.3	42.5	0.0	55.496	0.32
		Disagree	34.5	47.8	100.0	8 d.f.	
		Neutral	18.2	9.7	0.0	p>0.000*	
23	Boarding is a source of revenue for the school	Agree	59.0	29.9	0.0	62.420	-0.330**
		Disagree	41.0	70.1	84.4	8 d.f.	
		Neutral	0.0	0.0	0.0	p>0.000*	
27	Better equipped and organised than most parental homes	Agree	0.0	58.9	90.2	228.239	0.5978**
		Disagree	86.4	38.1	9.8	8 d.f.	
		Neutral	13.6	3.0	0.0	p>0.000*	
28	Boarding provides social advantage and prestige	Agree	0.0	36.6	94.1	140.3133	0.5426**
		Disagree	84.1	58.2	0.0	8 d.f.	
		Neutral	15.9	5.2	5.9	p>0.000*	
31	Boarding is exclusive for parents who can pay boarding fees	Agree	0.0	54.5	100.0	178.976	0.6697**
		Disagree	90.9	42.5	0.0	8 d.f.	
		Neutral	9.1	3.0	0.0	p>0.000*	
36	Boarding eliminates travelling long distances to and from school	Agree	0.0	70.9	100.0	275.6252	0.7975**
		Disagree	95.5	26.1	0.0	8 d.f.	
		Neutral	4.5	3.0	0.0	p>0.000*	
37	Boarding provides constant care and adequate student supervision	Agree	47.8	91.1	100.0	68.922	0.4325**
		Disagree	43.1	7.4	0.0	8 d.f.	
		Neutral	9.1	1.5	0.0	p>0.000*	
44	Boarding assures regular school attendance	Agree	0.0	62.7	100.0	248.497	0.7630**
		Disagree	95.5	35.1	0.0	8 d.f.	
		Neutral	4.5	2.2	0.0	p>0.000*	
46	Boarding has trained and effective pastoral staff	Agree	0.0	29.1	0.0	68.3058	-0.0473
		Disagree	100.0	70.9	98.0	6 d.f.	
		Neutral	0.0	0.0	2.0	p>0.000*	
50	Day schools are to encourage all to attend school	Agree	0.0	72.5	100.0	124.620	0.6051**
		Disagree	88.6	25.3	0.0	8 d.f.	
		Neutral	11.4	2.2	0.0	p>0.000*	
51	Parents are the best teachers of moral & character training	Agree	100.0	55.2	0.0	340.053	-0.8176**
		Disagree	0.0	44.8	100.0	6 d.f.	
		Neutral	0.0	0.0	0.0	p>0.000*	
52	Day students are as good as boarders	Agree	100.0	43.3	0.0	342.1471	-0.8091**
		Disagree	0.0	56.7	100.0	6 d.f.	
		Neutral	0.0	0.0	0.0	p>0.000*	
54	Day schools expose pupils to vital aspects of social life	Agree	0.0	42.6	100.0	319.4916	0.6112**
		Disagree	100.0	57.4	0.0	6 d.f.	
		Neutral	0.0	0.0	0.0	p>0.000*	
58	Day schools reduce the financial burden on parents	Agree	34.0	91.1	100.0	94.9193	0.5002**
		Disagree	66.0	8.9	0.0	6 d.f.	
		Neutral	0.0	0.0	0.0	p>0.000*	
60	Day schools avoid homosexuality	Agree	15.9	11.1	0.0	63.279	-0.4214**
		Disagree	0.0	13.5	58.8	8 d.f.	
		Neutral	84.1	75.4	41.2	p>0.000*	

TABLE 11A-9 (cont'd)

72	Day schools to increase enrolment figures	Agree	0.0	49.2	100.0	209.951	0.6602**
		Disagree	100.0	50.8	0.0	6 d.f	
		Neutral	0.0	0.0	0.0	p>0.000*	
73	School lacks exper- ienced professionals on boarding education	Agree	31.8	91.1	100.0	108.584	0.5699**
		Disagree	68.2	8.9	0.0	6 d.f	
		Neutral	0.0	0.0	0.0	p>0.000*	
74	Day schools enable easy school admin- istration	Agree	0.0	50.7	100.0	184.8596	0.6764**
		Disagree	100.0	49.3	0.0	6 d.f	
		Neutral	0.0	0.0	0.0	p>0.000*	
75	Senior students bru- talize junior stud- ents in boarding schools.	Agree	0.0	32.1	100.0	262.5225	0.7908**
		Disagree	100.0	67.9	0.0	6 d.f	
		Neutral	0.0	0.0	0.0	p>0.000*	

SIGNIFICANT LEVELS

CHI Square (X^2) * P>0.001 (1%) PEARSONS R (r) ** P>0.01 (5%)
 ** P>0.01 (5%) * P>0.001 (1%)
 + Not significant Moderately high correlations - some
 relationship exists.

TABLE 11A-10

Item-by-Item Analysis of Principals' Attitudes Towards the Objectives of Boarding and Day Schools
Education in Relation to Educational Qualifications

ITEM No.	OBJECTIVES	RESPONSE RUBRIC	Graduate	Graduate	NCE & DIP N=130	OTHERS ACE. N=12	X ²	R
			With Teaching Qual. N=28 %	Without Teaching Qual. N=59 %				
2	Boarding for character training	Agree	64.2	83.0	79.2	71.4	22.2396	0.0482
		Disagree	17.9	17.0	17.0	14.3	12 d.f.	
		Neutral	17.9	0.0	3.8	14.3	p>0.0349*	
10	Boarding to encourage good teaching	Agree	85.7	88.1	84.6	85.7	11.7548	-0.0460
		Disagree	7.2	8.5	11.6	14.3	12 d.f.	
		Neutral	7.1	3.4	3.8	0.0	p>0.4656*	
14	Boarding environment better than parental homes	Agree	75.0	88.1	86.9	100.0	28.1813	0.1655*
		Disagree	17.9	10.2	10.0	0.0	12 d.f.	
		Neutral	7.1	1.7	3.1	0.0	p>0.0052*	
16	All round development in Boarding schools	Agree	67.9	83.0	76.1	71.4	88.1090	-0.0977
		Disagree	25.0	11.9	20.8	28.6	12 d.f.	
		Neutral	7.1	5.1	3.1	0.0	p>0.000*	
18	Boarders perform better academically than day students	Agree	53.6	93.2	80.7	14.3	67.279	-0.05985
		Disagree	46.4	6.8	19.3	85.7	9 d.f.	
		Neutral	0.0	0.0	0.0	0.0	p>0.000*	
19	Boarding satisfies needs of the elite and wealthy parents	Agree	32.1	77.9	51.6	85.7	115.1875	0.03622
		Disagree	32.2	11.9	38.4	28.6	12 d.f.	
		Neutral	35.7	10.2	10.0	57.1	p>0.000*	
21	Boarding will unite all - tribes, creed and socially	Agree	50.0	84.7	46.2	57.1	38.7844	-0.1372
		Disagree	32.1	10.2	46.1	14.3	12 d.f.	
		Neutral	17.9	5.1	7.7	28.6	p>0.0001*	
23	Boarding is a source of revenue for the school	Agree	42.8	13.5	28.4	71.4	43.2769	-0.0263
		Disagree	57.2	72.9	71.6	28.6	12 d.f.	
		Neutral	0.0	13.6	0.0	0.0	p>0.000*	
27	Better equipped and organised than most parental homes	Agree	25.1	64.4	60.8	14.2	116.3153	-0.0234
		Disagree	67.8	27.1	35.4	42.9	12 d.f.	
		Neutral	7.1	8.5	3.8	42.9	p>0.000*	
28	Boarding provides social advantage and prestige	Agree	28.7	71.1	37.7	14.2	60.5272	-0.02453
		Disagree	64.2	25.5	57.7	42.9	12 d.f.	
		Neutral	7.1	3.4	4.6	42.9	p>0.000*	
31	Boarding is exclusive for parents who can pay boarding fees	Agree	28.6	71.1	56.1	14.2	103.3775	-0.0356
		Disagree	64.3	25.5	41.6	85.8	12 d.f.	
		Neutral	7.1	3.4	2.3	0.0	p>0.000*	
36	Boarding eliminates travelling long distances to and from school	Agree	28.6	71.2	73.0	14.3	142.5358	0.0359
		Disagree	71.4	27.1	23.9	85.7	12 d.f.	
		Neutral	0.0	1.7	3.1	0.0	p>0.000*	
37	Boarding provides constant care and adequate student supervision	Agree	57.1	89.8	91.5	85.7	39.2006	0.2608
		Disagree	39.3	6.8	7.7	0.0	12 d.f.	
		Neutral	3.6	3.4	0.8	14.3	p>0.000*	
44	Boarding assures regular school attendance	Agree	0.0	28.6	64.6	14.3	132.0095	0.0229
		Disagree	100.0	67.8	33.1	85.7	12 d.f.	
		Neutral	0.0	3.6	2.3	0.0	p>0.000*	
46	Boarding has trained and effective pastoral staff	Agree	0.0	1.7	30.0	0.0	107.5006	0.3460**
		Disagree	100.0	98.3	70.0	100.0	9 d.f.	
		Neutral	0.0	0.0	0.0	0.0	p>0.000*	
50	Day schools are to encourage all to attend school	Agree	28.6	71.2	74.6	14.3	82.976	0.2488**
		Disagree	67.9	27.1	22.3	57.1	12 d.f.	
		Neutral	3.5	1.7	3.1	28.6	p>0.000*	
51	Parents are the best teachers of moral & character training	Agree	71.4	28.8	53.8	85.7	178.347	0.0518
		Disagree	28.6	71.2	46.2	14.3	9 d.f.	
		Neutral	0.0	0.0	0.0	0.0	p>0.000*	
52	Day students are as good as boarders	Agree	71.4	28.8	41.6	85.7	182.5015	-0.0103
		Disagree	28.6	71.2	58.4	14.3	9 d.f.	
		Neutral	0.0	0.0	0.0	0.0	p>0.000*	
54	Day schools expose pupils to vital aspects of social life	Agree	28.6	71.2	50.0	14.3	170.7293	0.1415
		Disagree	71.4	28.8	50.0	85.7	9 d.f.	
		Neutral	0.0	0.0	0.0	0.0	p>0.000*	
58	Day schools reduce the financial burden on parents	Agree	0.0	50.0	91.5	100.0	55.6885	0.3535**
		Disagree	100.0	50.0	8.5	0.0	9 d.f.	
		Neutral	0.0	0.0	0.0	0.0	p>0.000*	
60	Day schools avoid homosexuality	Agree	25.0	3.4	9.9	0.0	25.4562	0.07754;
		Disagree	28.6	35.6	13.9	14.3	d.f.	
		Neutral	46.4	61.0	76.2	85.7	p>0.0128*	

TABLE 11A-10 (cont'd)

72	Day schools to increase enrolment figures	Agree	28.6	71.2	50.7	14.3	115.077 9 d.f. p>0.000*	0.1058
		Disagree	71.4	28.8	49.3	85.7		
		Neutral	0.0	0.0	0.0	0.0		
73	School lacks experienced professionals on boarding education	Agree	50.0	79.6	91.6	100.0	41.4348 9 d.f. p>0.000*	0.2742**
		Disagree	50.0	20.4	8.4	0.0		
		Neutral	0.0	0.0	0.0	0.0		
74	Day schools enable easy school administration	Agree	28.6	71.2	52.3	14.3	48.5511 9 d.f. p>0.000*	0.1106
		Disagree	71.4	28.8	47.7	85.7		
		Neutral	0.0	0.0	0.0	0.0		
75	Senior students brutalize junior students in boarding schools.	Agree	28.6	71.2	33.1	14.3	167.2704 9 d.f. p>0.000*	-0.0720
		Disagree	71.4	28.8	66.9	85.7		
		Neutral	0.0	0.0	0.0	0.0		

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SIGNIFICANT LEVELS

CHI SQUARE (χ^2) * p>0.001 (1%)
 ** p>0.01 (5%)
 + Not significant

PEARSONS R (r) * p>0.01 (5%)
 ** p>0.001 (1%)

TABLE 11A-11

Item-by-Item Analysis of Principals' Attitudes Towards the Objectives of Boarding and Day Schools Education in Relation to Teaching and Educational Admin. Experience.

ITEM No.	OBJECTIVES	RESPONSE RUBRIC	1-10 yrs. N=148	11-20 yrs N= 67	Above 21 N2 14	χ^2	R
2	Boarding for character training	Agree	78.4	79.0	78.6	5.4070 8 d.f. p>0.713+	-0.0245
		Disagree	16.2	16.5	21.4		
		Neutral	5.4	4.5	0.0		
10	Boarding to encourage good teaching	Agree	86.5	80.5	92.9	6.0370 8 d.f. p>0.6531+	-0.0672
		Disagree	8.1	16.5	7.1		
		Neutral	5.4	3.0	0.0		
14	Boarding environment better than parental homes	Agree	88.5	79.0	92.9	58.6375 8 d.f. p>0.000*	0.1143
		Disagree	8.8	16.5	7.1		
		Neutral	2.7	4.5	0.0		
16	All round development in Boarding schools	Agree	72.3	86.5	71.5	53.8234 8 d.f. p>0.000*	0.1187
		Disagree	25.0	10.5	7.1		
		Neutral	2.7	3.0	21.4		
18	Boarders perform better academically than day students	Agree	83.1	64.2	100.0	57.5481 6 d.f. p>0.000*	-0.1497
		Disagree	16.9	35.8	0.0		
		Neutral	0.0	0.0	0.0		
19	Boarding satisfies needs of the elite and wealthy parents	Agree	66.2	22.4	85.7	63.2512 8 d.f. p>0.000*	-0.2356**
		Disagree	19.6	59.7	14.3		
		Neutral	14.2	17.9	0.0		
21	Boarding will unite all - tribes, creed and socially	Agree	73.6	13.5	78.6	82.6811 8 d.f. p>0.000*	-0.3050**
		Disagree	16.3	77.5	21.4		
		Neutral	10.1	9.0	0.0		
23	Boarding is a source of revenue for the school	Agree	21.6	50.7	0.0	30.4482 8 d.f. p>0.000*	0.1870 *
		Disagree	75.0	49.3	78.6		
		Neutral	3.4	0.0	21.4		
27	Better equipped and organised than most parental homes	Agree	58.8	38.8	85.8	81.204 8 d.f. p>0.000*	-0.1175
		Disagree	34.4	55.2	7.1		
		Neutral	6.8	6.0	7.1		
28	Boarding provides social advantage and prestige	Agree	60.1	0.0	78.6	76.1590 8 d.f. p>0.000*	-0.2520**
		Disagree	33.8	92.5	21.4		
		Neutral	6.1	7.5	0.0		
31	Boarding is exclusive for parents who can pay boarding fees	Agree	62.2	28.4	92.9	35.8367 8 d.f. p>0.000*	-0.1284
		Disagree	35.8	64.1	7.1		
		Neutral	2.0	7.5	0.0		
36	Boarding eliminates travelling long distances to and from school	Agree	60.1	65.6	92.9	75.6829 8 d.f. p>0.000*	0.0835
		Disagree	37.9	29.9	7.1		
		Neutral	2.0	4.5	0.0		
37	Boarding provides constant care and adequate student supervision	Agree	82.4	88.0	92.9	33.7841 8 d.f. p>0.000*	-0.0581
		Disagree	16.2	6.0	7.1		
		Neutral	1.4	6.0	0.0		
44	Boarding assures regular school attendance	Agree	62.2	44.8	92.9	47.2547 8 d.f. p>0.000*	-0.0216
		Disagree	35.8	52.2	7.1		
		Neutral	2.0	3.0	0.0		
46	Boarding has trained and effective pastoral staff	Agree	14.7	26.9	7.1	74.5657 6 d.f. p>0.000*	0.1464
		Disagree	85.8	73.1	92.9		
		Neutral	0.0	0.0	0.0		
50	Day schools are to encourage all to attend school	Agree	62.1	64.2	92.9	29.175 8 d.f. p>0.000 *	0.0026
		Disagree	34.5	31.3	7.1		
		Neutral	3.4	4.5	0.0		
51	Parents are the best teachers of moral & character training	Agree	37.9	91.0	7.1	167.3932 6 d.f. p>0.000*	0.0616
		Disagree	62.1	9.0	92.9		
		Neutral	0.0	0.0	0.0		
52	Day students are as good as boarders	Agree	37.9	67.2	7.1	134.9304 6 d.f. p>0.000*	-0.0060
		Disagree	62.1	32.8	92.9		
		Neutral	0.0	0.0	0.0		
54	Day schools expose pupils to vital aspects of social life	Agree	62.1	4.5	92.9	200.2715 6 d.f. p>0.000*	-0.1412
		Disagree	37.9	95.5	7.1		
		Neutral	0.0	0.0	0.0		
58	Day schools reduce the financial burden on parents	Agree	78.4	88.1	92.9	8.6804 6 d.f. p>0.1924+	0.1031
		Disagree	21.6	11.9	7.1		
		Neutral	0.0	0.0	0.0		
60	Day schools avoid homosexuality	Agree	9.4	12.0	0.0	26.4014 8 d.f. p>0.000*	0.0721
		Disagree	27.8	0.0	50.0		
		Neutral	62.8	88.0	50.0		

TABLE 11A-11 (cont'd)

72	Day schools to increase enrolment figures	Agree	62.1	17.9	92.9	158.6595 6 d.f. p>0.000*	-0.1026
		Disagree	37.9	82.1	7.1		
		Neutral	0.0	0.0	0.0		
73	School lacks ex- perienced profess- ionals on boarding education	Agree	77.7	88.1	92.9	12.143 6 d.f. p>0.059**	0.1167
		Disagree	22.3	11.9	7.1		
		Neutral	0.0	0.0	0.0		
74	Day schools enable easy school administration	Agree	62.2	20.9	92.9	129.889 6 d.f. p>0.000*	0.0171
		Disagree	37.8	79.1	7.1		
		Neutral	0.0	0.0	0.0		
75	Senior students brutalize junior students in boarding schools.	Agree	56.1	0.0	78.6	171.5475 6 d.f. p>0.000*	-0.0791
		Disagree	43.9	100.0	21.4		
		Neutral	0.0	0.0	0.0		

SIGNIFICANT LEVELS

CHI SQUARE (X²)

* p>0.001 (1%)
 ** p>0.01 (5%)
 + not significant

PEARSONS R(r) * p>0.01 (5%)
 ** p>0.001 (1%)

TABLE 11A-12

Item-by-Item Analysis of Principals' Attitudes towards the Objectives of Boarding and Day School Education in Relation to Type of School.

ITEM No.	OBJECTIVES	RESPONSE RUBRIC	Boys N=134 %	Girls N= 69 %	Mixed N= 26 %	χ^2	R
2	Boarding for character training	Agree	74.7	81.2	92.3	26.778	0.1019
		Disagree	23.1	7.2	7.7	8 d.f.	
		Neutral	2.2	11.6	0.0	p>0.0001*	
10	Boarding to encourage good teaching	Agree	87.3	81.3	84.7	25.652	0.0336
		Disagree	6.7	17.3	11.5	8 d.f.	
		Neutral	6.0	1.4	3.8	p>0.0012*	
14	Boarding environment better than parental homes	Agree	96.3	65.3	88.5	66.2990	-0.1853*
		Disagree	3.7	24.6	11.5	8 d.f.	
		Neutral	0.0	10.1	0.0	p>0.000*	
16	All round development in Boarding schools	Agree	89.6	52.2	73.1	70.689L	-0.389 **
		Disagree	8.2	39.1	26.9	8 d.f.	
		Neutral	2.2	8.7	0.0	p>0.000*	
18	Boarders perform better academically than day students	Agree	96.3	55.1	50.0	122.5045	-0.6102**
		Disagree	3.7	44.9	50.0	6 d.f.	
		Neutral	0.0	0.0	0.0	p>0.000*	
19	Boarding satisfies needs of the elite and wealthy parents	Agree	85.8	5.8	23.1	153.957	-0.5211**
		Disagree	14.2	55.1	53.8	8 d.f.	
		Neutral	0.0	39.1	23.1	p>0.000*	
21	Boarding will unite all - tribes, creed and socially	Agree	73.9	27.6	42.4	57.0783	-0.2996**
		Disagree	20.9	62.3	30.7	8 d.f.	
		Neutral	5.2	10.1	26.9	p>0.000*	
23	Boarding is a source of revenue for the school	Agree	8.1	56.6	61.5	74.035	0.3972**
		Disagree	85.9	43.4	38.5	8d.f.	
		Neutral	6.0	0.0	0.0	p>0.000*	
27	Better equipped and organised than most parental homes	Agree	80.8	0.0	0.0	283.0014	-0.7784**
		Disagree	14.0	89.9	96.2	8 d.f.	
		Neutral	5.2	10.1	3.8	p>0.000*	
28	Boarding provides social advantage and prestige	Agree	74.7	0.0	0.0	128.4208	-0.6211**
		Disagree	23.	88.4	88.5	8 d.f.	
		Neutral	2.2	11.6	11.5	p>0.000*	
31	Boarding is exclusive for parents who can pay boarding fees	Agree	92.5	0.0	0.0	195.248	-0.7598**
		Disagree	7.5	98.2	88.5	8 d.f.	
		Neutral	0.0	1.2	0.5	p>0.000*	
36	Boarding eliminates travelling long distances to and from school	Agree	90.0	24.6	0.0	183.91612	-0.8114**
		Disagree	7.0	74.0	96.2	8 d.f.	
		Neutral	3.0	1.4	3.8	p>0.000*	
37	Boarding provides constant care and adequate student supervision	Agree	93.0	75.5	34.6	81.1646	-0.5325**
		Disagree	7.0	20.2	53.9	8 d.f.	
		Neutral	0.0	4.3	11.5	p>0.000*	
44	Boarding assures regular school attendance	Agree	86.0	91.4	0.0	224.9200	-0.8517**
		Disagree	7.0	4.3	96.2	8 d.f.	
		Neutral	7.0	4.3	3.8	p>0.000*	
46	Boarding has trained and effective pastoral staff	Agree	16.4	26.1	0.0	82.9013	-0.02840
		Disagree	83.6	73.9	100.0	6 d.f.	
		Neutral	0.0	0.0	0.0	p>0.000*	
50	Day schools are to encourage all to attend school	Agree	93.0	21.7	0.0	199.9781	-0.7589**
		Disagree	7.0	71.1	88.5	8 d.f.	
		Neutral	0.0	7.2	11.5	p>0.000*	
51	Parents are the best teachers of moral & character training	Agree	17.1	100.0	100.0	208.3566	0.7990**
		Disagree	82.9	0.0	0.0	6 d.f.	
		Neutral	0.0	0.0	0.0	p>0.000*	
52	Day students are as good as boarders	Agree	11.5	100.0	100.0	238.8437	0.8643.
		Disagree	88.5	0.0	0.0	6 d.f.	
		Neutral	0.0	0.0	0.0	p>0.000*	
54	Day schools expose pupils to vital aspects of social life	Agree	80.6	0.0	100.0	193.2816	-0.7855**
		Disagree	19.4	100.0	0.0	6 d.f.	
		Neutral	0.0	0.0	0.0	p>0.000*	
58	Day schools reduce the financial burden on parents	Agree	99.3	76.8	7.6	120.4771	-0.6228**
		Disagree	0.7	23.2	92.4	6 d.f.	
		Neutral	0.0	0.0	0.0	p>0.000*	
60	Day schools avoid homosexuality	Agree	1.4	20.3	23.1	59.1967	0.449**
		Disagree	35.9	0.0	0.0	8 d.f.	
		Neutral	62.7	79.7	76.9	p>0.000*	

TABLE 11A-12 (cont'd)

72	Day schools to increase enrolment figures	Agree	87.4	0.0	0.0	210.9804 6 d.f. p>0.000*	-0.8221**
		Disagree	12.6	100.0	100.0		
		Neutral	0.0	0.0	0.0		
73	School lacks experienced professionals on boarding education	Agree	99.3	76.8	3.8	123.837 6 d.f. p>0.000*	-0.6565**
		Disagree	0.7	23.2	96.2		
		Neutral	0.0	0.0	0.0		
74	Day schools enable easy school administration	Agree	88.9	0.0	0.0	240.4911 6 d.f. p>0.000*	-0.833**
		Disagree	11.1	100.0	100.0		
		Neutral	0.0	0.0	0.0		
75	Senior students brutalize junior students in boarding schools.	Agree	70.2	0.0	0.0	176.4791 6 d.f. p>0.000*	-0.7381**
		Disagree	29.8	100.0	100.0		
		Neutral	0.0	0.0	0.0		

SIGNIFICANT LEVELS

CHI SQUARE (χ^2) * p>0.001 (1%)
 ** p>0.01 (5%)
 + not significant

PEARSONS R (r) * p>0.01 (5%)
 ** p>0.001 (1%)

TABLE 11A-13

Item-by-Item Analysis of Principals' Attitudes Towards the Objectives of Boarding and Day Schools Education in Relation to the Location of School.

ITEM No.	OBJECTIVES	RESPONSE RUBRIC	Urban N=22 %	Rural N=207 %	X ²	R
2	Boarding for character training	Agree	77.3	78.7	14.1804	-0.0106
		Disagree	4.5	17.9	4 d.f.	
		Neutral	18.2	3.4	p>0.0067	
10	Boarding to encourage good teaching	Agree	95.5	83.9	2.5108	-0.0756
		Disagree	0.0	11.7	4 d.f.	
		Neutral	4.5	4.4	p>0.6427+	
14	Boarding environment better than parental homes	Agree	63.7	88.4	8.107	0.1363
		Disagree	31.8	8.7	4 d.f.	
		Neutral	4.5	2.9	p>0.088+	
16	All round development in Boarding schools	Agree	54.6	79.1	8.4076	0.0893
		Disagree	40.9	17.0	4 d.f.	
		Neutral	4.5	3.9	p>0.078+	
18	Boarders perform better academically than day students	Agree	90.9	77.2	6.955	-0.0235
		Disagree	9.1	22.8	3 d.f.	
		Neutral	0.0	0.0	p>0.0734+	
19	Boarding satisfies needs of the elite and wealthy parents	Agree	31.8	56.8	11.945	0.2056**
		Disagree	40.9	30.1	4 d.f.	
		Neutral	27.3	13.1	p>0.018*	
21	Boarding will unite all - tribes, creed and socially	Agree	45.4	57.3	3.8843	0.078
		Disagree	45.5	33.5	4 d.f.	
		Neutral	9.1	9.2	p>0.422+	
23	Boarding is a source of revenue for the school	Agree	18.2	29.6	0.2613	-0.0194
		Disagree	77.3	67.0	4 d.f.	
		Neutral	4.5	3.4	p>0.9922+	
27	Better equipped and organised than most parental homes	Agree	27.2	57.8	25.7611	0.1767*
		Disagree	72.8	34.9	4 d.f.	
		Neutral	0.0	7.3	p>0.000*	
28	Boarding provides social advantage and prestige	Agree	27.3	45.6	7.821	0.1566*
		Disagree	72.7	48.1	4 d.f.	
		Neutral	0.0	6.3	p>0.0984+	
31	Boarding is exclusive for parents who can pay boarding fees	Agree	27.2	57.3	20.3356	0.1566*
		Disagree	72.8	39.3	4 d.f.	
		Neutral	0.0	3.4	p>0.0004*	
36	Boarding eliminates travelling long distances to and from school	Agree	27.3	67.9	22.5201	0.251**
		Disagree	72.7	29.7	4 d.f.	
		Neutral	0.0	2.4	p>0.0002*	
37	Boarding provides constant care and adequate student supervision	Agree	91.0	84.4	2.464	0.0655
		Disagree	9.0	13.2	4 d.f.	
		Neutral	0.0	2.4	p 0.6512+	
44	Boarding assures regular school attendance	Agree	27.3	62.7	20.5398	0.2004**
		Disagree	72.7	34.9	4 d.f.	
		Neutral	0.0	2.4	p>0.0004*	
46	Boarding has trained and effective pastoral staff	Agree	0.0	19.4	21.7323	0.2441**
		Disagree	100.0	806	3 d.f.	
		Neutral	0.0	0.0	p>0.0001*	
50	Day schools are to encourage all to attend school	Agree	27.3	68.9	37.5524	0.3615**
		Disagree	68.2	27.7	4 d.f.	
		Neutral	4.5	3.4	p>0.000*	
51	Parents are the best teachers of moral & character training	Agree	72.7	49.0	18.1923	-0.1633*
		Disagree	27.3	51.0	3 d.f.	
		Neutral	0.0	0.0	p>0.0004*	
52	Day students are as good as boarders	Agree	72.7	41.2	18.1923	-0.1633*
		Disagree	27.3	58.8	3 d.f.	
		Neutral	0.0	0.0	p>0.0004*	
54	Day schools expose pupils to vital aspects of social life	Agree	27.3	49.5	36.106	0.2579**
		Disagree	72.7	50.5	3 d.f.	
		Neutral	0.0	0.0	p>0.000*	
58	Day schools reduce the financial burden on parents	Agree	68.2	83.9	9.6387	0.1717*
		Disagree	31.8	16.1	3 d.f.	
		Neutral	0.0	0.0	p>0.022*	
60	Day schools avoid homosexuality	Agree	22.7	8.2	4.0774	-0.087
		Disagree	18.2	21.4	4 d.f.	
		Neutral	59.1	70.4	p>0.396+	

TABLE 11A-13 (cont'd)

72	Day schools to increase enrol- ment figures	Agree	27.3	53.9	36.071 3 d.f. p>0.000*	0.276**
		Disagree	72.7	46.1		
		Neutral	0.0	0.0		
73	School lacks ex- perience profes- sionals on boarding education	Agree	63.7	83.9	13.3835 3 d.f. p>0.004*	0.1867*
		Disagree	36.3	16.1		
		Neutral	0.0	0.0		
74	Day schools enable easy school admin- istration	Agree	27.2	54.9	18.9292 3 d.f. p>0.0003*	0.2513**
		Disagree	72.8	45.1		
		Neutral	0.0	0.0		
75	Senior students bru- talise students in boarding schools	Agree	27.3	42.7	34.223 3 d.f. p>0.000*	0.1642*
		Disagree	72.7	57.3		
		Neutral	0.0	0.0		

SIGNIFICANT LEVELS

CHI SQUARE (χ^2)

* p>0.001 (1%)

** p>0.01 (5%)

+ not significant

PEARSONS R(r)

* p>0.01 (5%)

** p>0.001 (1%)

TABLE 11A-14

Item-By-Item Analysis of Principals' Attitudes Towards the Objectives of Boarding and Day Schools Education in Relation to the Mode of School Accommodation

ITEM No.	OBJECTIVES	RESPONSE RUBRIC	Boarder N = 79 %	Day Student N=41 %	Day/ Boarder N = 109 %	χ^2	R
2	Boarding for character training	Agree	86.4	100.0	100.0	15.1712	-0.1899*
		Disagree	7.7	0.0	5.6	8 d.f.	
		Neutral	5.9	0.0	0.0	p>0.056**	
10	Boarding to encourage good teaching	Agree	84.1	95.7	83.3	10.7646	-0.0462
		Disagree	11.1	0.0	11.1	8 d.f.	
		Neutral	4.8	4.3	5.6	p>0.2154+	
14	Boarding environment better than parental homes	Agree	85.6	82.7	94.4	36.504	0.1862*
		Disagree	11.2	13.0	5.6	8 d.f.	
		Neutral	3.2	4.3	0.0	p>0.000*	
16	All round development in Boarding schools	Agree	78.2	60.9	77.7	96.3015	0.0506
		Disagree	17.5	34.8	22.3	8 d.f.	
		Neutral	4.3	4.3	0.0	p>0.000*	
18	Boarders perform better academically than day students	Agree	80.8	91.3	38.9	82.1899	0.311**
		Disagree	19.2	8.7	61.1	6 d.f.	
		Neutral	0.0	0.0	0.0	p>0.000*	
19	Boarding satisfies needs of the elite and wealthy parents	Agree	60.6	21.7	33.3	188.9605	0.4356**
		Disagree	25.0	69.6	44.4	8 d.f.	
		Neutral	14.4	8.7	22.2	p>0.000*	
21	Boarding will unite all - tribes, creed and socially	Agree	58.5	43.4	49.9	37.1486	0.183*
		Disagree	31.9	56.6	33.4	8 d.f.	
		Neutral	9.6	0.0	16.7	p>0.000*	
23	Boarding is a source of revenue for the school	Agree	26.1	21.7	66.6	40.1630	-0.0866
		Disagree	69.6	78.3	33.4	8 d.f.	
		Neutral	4.3	0.0	0.0	p>0.000*	
27	Better equipped and organised than most parental homes	Agree	59.1	56.6	5.5	160.2865	0.4730**
		Disagree	33.5	43.4	88.9	8 d.f.	
		Neutral	7.4	0.0	5.6	p>0.000*	
28	Boarding provides social advantage and prestige	Agree	50.0	21.8	5.6	88.6198	0.3125**
		Disagree	43.6	78.2	83.3	8 d.f.	
		Neutral	6.4	0.0	11.1	p>0.000*	
31	Boarding is exclusive for parents who can pay boarding fees	Agree	58.5	56.5	5.6	157.9514	0.3744**
		Disagree	38.3	0.0	83.3	8 d.f.	
		Neutral	3.2	43.5	11.1	p>0.000*	
36	Boarding eliminates travelling long distances to and from school	Agree	69.7	60.9	5.6	171.9232	0.42**
		Disagree	27.6	39.1	88.8	8 d.f.	
		Neutral	2.7	0.0	5.6	p>0.000*	
37	Boarding provides constant care and adequate student supervision	Agree	91.5	82.6	16.7	11.3423	0.0576
		Disagree	5.8	17.4	77.7	8 d.f.	
		Neutral	2.7	0.0	5.6	p>0.1831+	
44	Boarding assures regular school attendance	Agree	64.4	56.6	5.6	235.859	0.379**
		Disagree	34.0	39.1	88.8	8 d.f.	
		Neutral	1.6	4.3	5.6	p>0.000*	
46	Boarding has trained and effective pastoral staff	Agree	21.2	0.0	0.0	111.7158	0.0427
		Disagree	78.8	100.0	100.0	6 d.f.	
		Neutral	0.0	0.0	0.0	p>0.000*	
50	Day schools are to encourage all to attend school	Agree	70.7	60.9	5.6	109.63	0.4964**
		Disagree	26.1	34.8	88.8	8 d.f.	
		Neutral	3.2	4.3	5.6	p>0.000*	
51	Parents are the best teachers of moral & character training	Agree	48.4	43.5	94.4	195.8606	-0.3804**
		Disagree	51.6	56.5	5.6	6 d.f.	
		Neutral	0.0	0.0	0.0	p>0.000*	
52	Day students are as good as boarders	Agree	39.9	43.5	94.4	207.155	-0.395**
		Disagree	60.1	56.5	5.6	6 d.f.	
		Neutral	0.0	0.0	0.0	p>0.000*	
54	Day schools expose pupils to vital aspects of social life	Agree	51.6	43.5	5.6	167.727	0.4561**
		Disagree	48.4	56.5	94.4	6 d.f.	
		Neutral	0.0	0.0	0.0	p>0.000*	
58	Day schools reduce the financial burden on parents	Agree	92.0	60.9	5.6	8.358	0.1083
		Disagree	8.0	39.1	94.4	6 d.f.	
		Neutral	0.0	0.0	0.0	p>0.2130+	
60	Day schools avoid homosexuality	Agree	6.4	26.1	22.2	34.3330	-0.2106**
		Disagree	25.0	0.0	5.6	8 d.f.	
		Neutral	68.6	73.9	72.2	p>0.000*	

TABLE 11A-14 (cont'd)

72	Day schools to increase enrollment figures	Agree	54.8	56.6	5.6	111.495 5 d.f. p>0.000*	0.481**
		Disagree	45.2	43.4	94.4		
		Neutral	0.0	0.0	0.0		
73	School lacks experienced professionals on boarding education	Agree	91.5	60.9	5.6	17.3573 6 d.f. p>0.0081*	0.0912
		Disagree	8.5	39.1	94.4		
		Neutral	0.0	0.0	0.0		
74	Day schools enable easy school administration	Agree	55.8	56.6	5.6	84.6098 6 d.f. p>0.000*	0.426**
		Disagree	44.2	43.4	94.4		
		Neutral	0.0	0.0	0.0		
75	Senior students brutalize junior students in boarding schools	Agree	50.0	0.0	0.0	167.2243 6 d.f. p>0.000*	0.2505**
		Disagree	50.0	100.0	100.0		
		Neutral	0.0	0.0	0.0		

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SIGNIFICANT LEVELS

CHI SQUARE (χ^2) * p>0.001 (1%)
 ** p>0.01 (5%)
 + Not significant

PEARSONS R (r) * p>0.01 (5%)
 ** p>0.001 (1%)

TABLE 11A-15

Item-by-Item Analysis of Principals' Attitudes Towards the Objectives of Boarding and Day Schools Education in Relation to *type of school accommodation*.

ITEM No.	OBJECTIVES	RESPONSE RUBRIC	Boarding N=188 %	Day school N=23 %	Day/board- ing N= 18 %	χ^2	R
2	Boarding for character training	Agree	87.4	80.5	71.6	16.378	0.092
		Disagree	6.3	19.5	22.9	8 d.f.	
		Neutral	6.3	0.0	5.5	p>0.0373**	
10	Boarding to encourage good teaching	Agree	83.5	95.2	82.6	19.449	C.1578*
		Disagree	12.7	2.4	11.9	8 d.f.	
		Neutral	3.8	2.4	5.5	p>0.013*	
14	Boarding environment better than parental homes	Agree	75.9	95.2	89.8	9.613	0.02403
		Disagree	20.3	2.4	7.4	8 d.f.	
		Neutral	3.8	2.4	2.8	p>0.2933+	
16	All round development in Boarding schools	Agree	65.8	92.7	81.6	20.5542	-0.1492
		Disagree	29.1	7.3	17.5	8 d.f.	
		Neutral		5.1	0.0	P>0.008†	
18	Boarders perform better academically than day students	Agree	57.0	97.6	87.2	53.5391	-0.2836**
		Disagree	43.0	2.4	12.8	6 d.f.	
		Neutral	0.0	0.0	0.0	p>0.000*	
19	Boarding satisfies needs of the elite and wealthy parents	Agree	13.9	90.3	70.6	28.8102	-0.1505
		Disagree	49.4	7.3	26.6	8 d.f.	
		Neutral	36.7	2.4	2.8	p>0.0003*	
21	Boarding will unite all - tribes, creed and socially	Agree	34.2	90.2	59.6	14.087	-0.0511
		Disagree	53.1	9.8	30.3	8 d.f.	
		Neutral	12.7	0.0	10.1	p>0.079+	
23	Boarding is a source of revenue for the school	Agree	43.1	9.7	25.7	27.06	0.0367
		Disagree	55.6	73.2	74.3	8 d.f.	
		Neutral	1.3	17.1	0.0	p>0.0007*	
27	Better equipped and organised than most parental homes	Agree	11.4	78.0	77.1	77.5610	-0.1728*
		Disagree	81.0	12.2	18.3	8 d.f.	
		Neutral	7.6	9.8	4.6	p>0.000*	
28	Boarding provides social advantage and prestige	Agree	11.4	87.8	50.5	21.1633	-0.2557**
		Disagree	78.5	12.2	44.0	8 d.f.	
		Neutral	10.1	0.0	5.5	p>0.007*	
31	Boarding is exclusive for parents who can pay boarding fees	Agree	11.4	87.8	72.5	19.425	-0.2084**
		Disagree	82.3	12.2	24.7	8 d.f.	
		Neutral	6.3	0.0	2.8	p>0.013*	
36	Boarding eliminates travelling long distances to and from school	Agree	22.8	87.8	84.4	46.636	-0.352**
		Disagree	75.9	12.2	11.0	8 d.f.	
		Neutral	1.3	0.0	4.6	p>0.000*	
37	Boarding provides constant care and adequate student supervision	Agree	78.4	87.8	75.015	-0.4462**	p>0.000*
		Disagree	17.8	12.2	21.4	8 d.f.	
		Neutral	3.8	0.0	2.8		
44	Boarding assures regular school attendance	Agree	11.4	87.8	82.6	52.0159	-0.3155**
		Disagree	86.1	9.8	15.6	8 d.f.	
		Neutral	2.5	2.4	1.8	p>0.000*	
46	Boarding has trained and effective pastoral staff	Agree	22.8	2.4	19.2	32.4039	-0.0559
		Disagree	77.2	97.6	80.8	8 d.f.	
		Neutral	0.0	0.0	0.0	p>0.000*	
50	Day schools are to encourage all to attend school	Agree	20.2	87.8	88.1	25.7335	-0.2772**
		Disagree	72.2	9.8	11.0	8 d.f.	
		Neutral	7.6	2.4	0.9	p>0.0012*	
51	Parents are the best teachers of moral & character training	Agree	88.6	12.2	39.4	57.3452	0.2727**
		Disagree	11.4	87.8	60.6	6 d.f.	
		Neutral	0.0	0.0	0.0	p>0.000*	
52	Day students are as good as boarders	Agree	88.6	12.2	24.9	49.221	0.3018**
		Disagree	11.4	87.8	75.1	6 d.f.	
		Neutral	0.0	0.0	0.0	p>0.000*	
54	Day schools expose pupils to vital aspects of social life	Agree	11.4	87.8	57.8	47.114	-0.2234**
		Disagree	88.6	12.2	42.2	6 d.f.	
		Neutral	0.0	0.0	0.0	p>0.000*	
58	Day schools reduce the financial burden on parents	Agree	70.9	87.8	88.1	92.757	-0.5089**
		Disagree	29.1	12.2	11.9	6 d.f.	
		Neutral	0.0	0.0	0.0	p>0.000*	
60	Day schools avoid homosexuality	Agree	17.8	7.3	4.5	21.683	0.2409**
		Disagree	7.5	43.9	22.1	8 d.f.	
		Neutral	74.7	48.8	73.4	p>0.0055**	

TABLE 11A-15 (cont'd)

72	Day schools to increase enrol- ment figures	Agree	11.4	87.8	66.1	44.9334	-0.2184** 6 d.f. p>0.000*
		Disagree	88.6	12.2	33.9		
		Neutral	0.0	0.0	0.0		
73	School lacks ex- perienced prof- essionals on board- ing education	Agree	69.6	87.8	88.1	82.4792	-0.5000** 6 d.f. p>0.000*
		Disagree	30.4	12.2	11.9		
		Neutral	0.0	0.0	0.0		
74	Day schools enable easy school administration	Agree	11.4	87.8	67.9	56.373	-0.2681** 6 d.f. p>0.000*
		Disagree	88.6	12.2	32.1		
		Neutral	0.0	0.0	0.0		
75	Senior students brutalize junior students in boarding schools	Agree	11.4	87.8	45.0	49.2344	-0.3665** 6 d.f. p>0.000*
		Disagree	88.6	12.2	55.0		
		Neutral	0.0	0.0	0.0		

SIGNIFICANT LEVELS

CHI SQUARE (χ^2)

* p>0.01 (5%)
 ** p>0.001 (1%)
 + Not significant

PEARSONS R(r)

* p>0.001 (1%)
 ** p>0.01 (5%)

TABLE 11A-16

Variables Inter correlation matrix: Biographic data of Principals.

N = 229

	SEX	AGE	EDUC. QUAL.	EXPERIENCE	SCHOOL TYPE	SCHOOL LOCATION	MODE OF ACCOMMODATION	TYPE OF SCHOOL ACCOMMODATION
SEX	-							
AGE	-0.335**	-						
EDUC.QUAL.	-0.0975	-0.198*	-					
EXPERIENCE	0.022	0.123	0.135	-				
SCHOOL TYPE	0.361**	-0.685**	-0.247**	-0.041	-			
SCHOOL LOCATION	-0.095	0.144	0.372**	0.058	-0.295**	-		
MODE OF ACCOMMODATION	0.148	0.106	0.309**	0.098	-0.540**	0.302**	-	
TYPE OF SCHOOL ACCOMMODATION	0.107	-0.390**	-0.216**	-0.136	0.416**	0.015	-0.123	-

* P > 0.01 (5%)

** P > 0.001 (1%)

E2. VICE PRINCIPALS QUESTIONNAIRE ANALYSIS:

TABLE 11B-1

Vice Principals demographic information

<u>VARIABLES AND DISTRIBUTION</u>	<u>NUMBER</u>	<u>PERCENTAGE</u>
1. SEX:		
a) Male	32	50.8
b) Female	31	49.2
2. TYPE OF SCHOOL:		
a) Boys	40	63.5
b) Girls	18	28.6
c) Mixed/Co-ed.	5	7.9
3. LOCATION OF SCHOOL:		
a) Urban	23	36.5
b) Rural	40	63.5
4. TYPE OF SCHOOL ATTENDED:		
a) Day Boarding	45	71.4
b) Day School	18	28.6
5. RELIGIOUS AFFILIATION:		
a) Catholic	27	42.9
b) Protestant	19	30.2
c) African	17	27.0

TABLE 11B-2

Number and percentage of vice Principals who expressed positive or negative attitudes on the policy of encouraging day students to attend on schools (N = 63).

ITEMS	FOR DAY SCHOOLS		NEUTRAL		AGAINST DAY SCHOOLS		MEAN	STANDARD DEVIATION
	No.	%	No.	%	No.	%		
1. Discipline in school	12	19	0	0.0	51	81.0	1.810	0.396
2. Academic standards	7	11.1	0	0.0	56	88.9	1.889	0.317
3. Classwork and assignments	8	12.7	0	0.0	55	87.3	1.873	0.336
4. Student administration	10	15.9	0	0.0	53	84.1	1.841	0.368
5. Student participation in games	2	3.2	0	0.0	61	96.8	1.968	0.177
6. Punctuality to school	4	6.3	0	0.0	59	93.7	1.934	0.246
7. Regular attendance	20	31.7	0	0.0	43	68.3	1.683	0.469
8. Student enrolment	48	76.2	0	0.0	15	23.8	1.238	0.429
9. School tradition	17	27.0	0	0.0	46	73.0	1.730	0.447
10. School policies	16	25.4	0	0.0	47	74.6	1.746	0.438
11. School values	24	38.1	0	0.0	39	61.9	1.619	0.490

TABLE 11B-3

ITEM - BY - ITEM ANALYSIS OF VICE PRINCIPAL'S ATTITUDES ON THE EFFECTS OF THE POLICY OF ENCOURAGING DAY - STUDENTS TO ATTEND ON SCHOOLS IN RELATION TO SEX.

ITEMS	ISSUES	RESPONSE RUBRIC.	MALE = 32 %	FEMALE = 31 %	χ^2	d.f.	SIG.	R
1	Discipline in Schools.	Positive Negative	3.1 96.9	35.5 64.5	8.69710	1	P > 0.0032 *	- 0.41198**
2.	Academic Standards.	Positive Negative	3.1 96.9	19.4 80.6	2.71695	1	P > 0.0993 +	- 0.25818
3.	Class Work and Class Assignments.	Positive Negative	9.4 90.6	16.1 83.9	0.1890	1	P > 0.6697 +	- 0.10141
4.	Student Ad - ministration.	Positive Negative	0.0 100.0	32.3 67.7	9.97343	1	P > 0.0016 *	- 0.44132**
5.	Students' Participation in Games and Societies.	Positive Negative	0.0 100.0	6.5 93.5	0.54984	1	P > 0.4584 +	- 0.18397
6.	Punctuality to School and Classes.	Positive Negative	0.0 100.0	12.9 87.1	2.50594	1	P > 0.1134 +	- 0.26454
7.	Regular School/Class Attendance in the Term.	Positive Negative	28.1 71.9	35.5 64.5	0.12718	1	P > 0.7214 +	- 0.07903
8.	Student En-rolment Figures.	Positive Negative	75.0 25.0	77.4 22.6	0.00000	1	P > 1.0000 +	- 0.02840
9.	School Tradition..	Positive Negative	12.5 87.5	41.9 58.1	5.51109	1	P > 0.0189 *	- 0.33153*
10	School Policies	Positive Negative	6.2 93.8	45.2 54.8	10.61313	1	P > 0.0011 *	- 0.44691 **
11	School Values	Positive Negative	18.8 81.2	58.1 41.9	8.72030	1	P > 0.0031 *	- 0.40474 **

SIGNIFICANT LEVELS.

CHISQUARE (χ^2) * P > 0.001 (1%)

** P > 0.01 (5%)

+ Not significant.

PEARSONS R (r) * P > 0.01 (5%)

** P > 0.001 (1%)

TABLE 11B-4

ITEM BY ITEM ANALYSIS OF VICE PRINCIPAL'S ATTITUDES ON THE EFFECTS OF THE POLICY OF ENCOURAGING DAY-STUDENTS TO ATTEND SCHOOLS IN RELATION TO TYPE OF SCHOOL.

ITEMS	ISSUES	RESPONSE RUBRIC.	BOYS = 40 %	GIRLS = 18 %	MIXED = 5 %	X ²	d.f	SIG.	R
1	Discipline in Schools	Positive Negative	10.0 90.0	33.3 66.7	40.0 60.0	5.92941	2	P=0.0516 **	-0.29618*
2	Academic Standards	Positive Negative	5.0 95.0	22.2 72.8	20.0 80.0	4.16250	2	P=0.1248 +	-0.22909
3	Class Work and Class Assignments	Positive Negative	12.5 87.5	11.1 88.9	20.0 80.0	0.28278	2	P=0.08681 +	-0.03327
4	Student Administration.	Positive Negative	10.0 90.0	22.2 77.8	40.0 60.0	3.75623	2	P=0.1529 +	-0.24249
5	Students' Participation in Games and Societies.	Positive Negative	0.0 100.0	0.0 100.0	40.0 60.0	23.96066	2	P=0.0000 *	-0.44225 **
6	Punctuality to Schools and Classes.	Positive Negative	5.0 95.0	5.6 94.4	20.0 80.0	1.70847	2	P=0.4256 +	-0.12492
7	Regular School/Class Attendance in the Term.	Positive Negative	42.5 57.5	11.1 88.9	20.0 80.0	5.99049	2	P=0.0500 **	0.26175
8	Student Enrolment Figures	Positive Negative	77.5 22.5	66.7 33.3	100.0 0.0	2.50031	2	P=0.2865 +	-0.03901
9	School Tradition	Positive Negative	20.0 80.0	38.9 61.1	40.0 60.0	2.71496	2	P=0.2573 +	-0.19339
10	School Policies	Positive Negative	17.5 82.5	38.9 61.1	40.0 60.0	3.60868	2	P=0.1646 +	-0.22266
11	School Values	Positive Negative	30.0 70.0	55.6 44.4	40.0 60.0	3.44615	2	P=0.1785 +	-0.17107

SIGNIFICANT LEVELS.

CHISQUARE (X²) * P>0.001 (1%)
** P>0.01 (5%)
+ Not Significant.

PEARSONS R (r) * P>0.01 (5%)
** P>0.001 (1%)

TABLE 11B-5

ITEM - BY - ITEM ANALYSIS OF VICE PRINCIPAL'S ATTITUDES ON THE EFFECTS OF THE POLICY OF ENCOURAGING DAY STUDENTS TO ATTEND ON SCHOOLS IN RELATION TO TYPE OF SCHOOL ATTENDED.

ITEMS	ISSUES	RESPONSE RUBRIC.	DAY BOARDERS	DAY SCHOOL	χ^2	d.f.	SIG.	R
			N = 45 %	N = 18 %				
1	Discipline in Schools	Positive Negative	13.3 86.7	33.3 66.7	2.16434	1	P ₂ 0.1412 +	- 0.23009
2	Academic Standards	Positive Negative	6.7 93.3	22.2 77.8	1.77187	1	P ₂ 0.1831 +	- 0.22361
3	Class Work and Class Assignments.	Positive Negative	8.9 91.1	22.2 77.8	1.03449	1	P ₂ 0.3091 +	- 0.18091
4	Student Administration	Positive Negative	15.6 84.4	16.7 83.3	0.00000	1	P ₂ 1.0001 +	- 0.01374
5	Students' Participation In Games and Societies	Positive Negative	4.4 95.6	0.0 100.0	0.01291	1	P ₂ 0.9095 +	- 0.11452
6	Punctuality to School and Classes.	Positive Negative	4.4 95.6	11.1 88.9	0.16684	1	P ₂ 0.6829 +	- 0.12351
7	Regular School/Class Attendance in the Term.	Positive Negative	28.9 71.1	38.9 61.1	0.22160	1	P ₂ 0.6378 +	- 0.09705
8	Student Enrolment Figures.	Positive Negative	71.1 28.9	88.9 11.1	1.36719	1	P ₂ 0.2423 +	- 0.10056
9	School Tradition	Positive Negative	20.0 80.0	44.4 55.6	2.75726	1	P ₂ 0.0968 +	- 0.24976
10	School Policies	Positive Negative	20.0 80.0	38.9 61.1	1.52683	1	P ₂ 0.2166 +	- 0.19604
11	School Values	Positive Negative	31.1 68.9	55.6 44.4	2.30361	1	P ₂ 0.1291 +	- 0.22740

SIGNIFICANT LEVELS.

CHISQUARE (χ^2) * P>0.001 (1%) PEARSONS R (r) * P>0.01 (5%)
 ** P>0.01 (5%) ** P>0.001 (1%)
 + Not Significant.

TABLE 11B-6

ITEM - BY - ITEM ANALYSIS OF VICE PRINCIPAL'S ATTITUDES ON THE EFFECT OF THE POLICY OF ENCOURAGING DAY-STUDENTS TO ATTEND IN RELATION TO THE LOCATION OF THE SCHOOL.

ITEMS	ISSUES	RESPONSE RUBRIC	URBAN = 23 %	RURAL = 40 %	X ²	d.f.	SIG.	R
1	Discipline in Schools	Positive Negative	8.7 91.3	25.0 75.0	1.57122	1	P>0.2100 +	- 0.19990
2	Academic Standards	Positive Negative	8.7 91.3	12.5 87.5	0.00214	1	P>0.9631 +	- 0.05828
3	Class Work and Class Assignments.	Positive Negative	8.7 91.3	15.0 85.0	0.10929	1	P>0.7410 +	- 0.09116
4	Student Administration	Positive Negative	13.0 87.0	17.5 82.5	0.01166	1	P>0.9140 +	- 0.05872
5	Students' Participation in Games and Societies.	Positive Negative	4.3 95.7	2.5 97.5	0.00000	1	P>1.0000 +	0.05074
6	Punctuality to School and Classes.	Positive Negative	8.7 91.3	5.0 95.0	0.00181	1	P>0.9660 +	0.07297
7	Regular School/Class Attendance in the Term.	Positive Negative	21.7 78.3	37.5 62.5	1.02576	1	P>0.3112 +	- 0.16301
8	Student Enrolment Figures	Positive Negative	78.3 21.7	75.0 25.0	0.00000	1	P>1.0000 +	0.03686
9	School Tradition	Positive Negative	8.7 91.3	37.5 62.5	4.77441	1	P>0.0289 **	- 0.31243*
10	School Policies	Positive Negative	13.0 87.0	32.5 67.5	1.98116	1	P>0.1593 +	- 0.21520
11	School Values	Positive Negative	43.5 56.5	35.0 65.0	0.15819	1	P>0.6908 +	0.08405

SIGNIFICANT LEVELS.

CHISQUARE (X²) * P>0.001 (1%)

** P>0.01 (5%)

+ Not Significant.

PEARSONS R (r) * P>0.01 (5%)

** P>0.001 (1%)

TABLE 11B-7

ITEM - BY - ITEM ANALYSIS OF VICE PRINCIPAL'S ATTITUDES ON THE EFFECTS OF THE POLICY OF ENCOURAGING DAY - STUDENTS TO ATTEND ON SCHOOLS IN RELATION TO RELIGIOUS AFFILIATION.

ITEMS	ISSUES	RESPONSE	CATH = 27 %	PROT = 19 %	AFRICAN = 17 %	X ²	d.f.	SIG.	R
1	Discipline in Schools	Positive Negative	25.9 74.1	21.1 78.9	5.9 94.1	2.78827	2	P>0.2480 +	0.20176
2	Academic Standards	Positive Negative	11.1 88.9	15.8 84.2	5.9 94.1	0.89164	2	P>0.6403 +	0.05472
3	Class Work and Class Assignments.	Positive Negative	7.4 92.6	21.1 78.9	11.8 88.2	1.89136	2	P>0.3884 +	- 0.07378
4	Student Administration.	Positive Negative	14.8 85.2	26.3 73.7	5.9 94.1	2.84498	2	P>0.2411 +	0.07479
5	Students' Participation in Games and Societies.	Positive Negative	3.7 96.3	5.3 94.7	0.0 100.0	0.85160	2	P>0.6532 +	0.07531
6	Punctuality to School and Classes.	Positive Negative	11.1 88.9	0.0 100.0	5.9 94.1	2.32403	2	P>0.3129 +	0.10830
7	Regular School/Class Attendance in the Term.	Positive Negative	29.6 70.4	42.1 57.9	23.5 76.5	1.52650	2	P>0.4661 +	0.03430
8	Student Enrolment Figures.	Positive Negative	81.5 18.5	68.4 31.6	76.5 23.5	1.04964	2	P>0.5917 +	0.06272
9	School Tradition	Positive Negative	33.3 52.9	31.6 68.4	11.8 88.2	2.75459	2	P>0.2523 +	0.18748
10	School Policies.	Positive Negative	33.3 66.7	26.3 73.7	11.8 88.2	2.57347	2	P>0.2762 +	0.19823
11	School Values	Positive Negative	40.7 59.3	42.1 57.9	29.4 70.6	0.75323	2	P>0.6862 +	0.08726

SIGNIFICANT LEVELS.

CHISQUARE (X²)

* P>0.001 (1%)

** P>0.01 (5%)

+ Not Significant.

PEARSONS R (r)

* P>0.01 (5%)

** P>0.001 (1%)

TABLE 11B-8

Variables inter correlation matrix: Biographic Data of Vice Principals.

N = 63

	SEX	SCHOOL TYPE	LOCATION OF SCHOOL	ACCOMMODATION	RELIGION
SEX	-				
SCHOOL TYPE	0.21	-			
LOCATION OF SCHOOL	-0.045	0.063	-		
ACCOMMODATION	-0.0201	-0.166	0.115	-	
RELIGION	0.113	-0.017	-0.026	-0.135	-

* P > 0.01 (5%)

** P > 0.001 (1%)

E3. TEACHERS (PASTORAL) QUESTIONNAIRE ANALYSIS

TABLE 11C-1

Teachers (Pastoral) Demographic Information

<u>VARIABLE AND DISTRIBUTION</u>	<u>NUMBER</u>	<u>PERCENTAGE</u>
1. SEX:		
a) Male	456	82
b) Female	100	18
2. AGE:		
a) Below 30 years	170	30.6
b) 31 - 40 years	307	55.2
c) Above 41 years	79	14.2
3. EDUCATIONAL QUALIFICATION:		
a) Graduates with teaching qualifications	52	9.4
b) Graduates without teaching qualifications	83	14.9
c) NCE/Diploma holders	415	74.6
d) Others e.g. TC II, I, ACE's	6	1.1
4. TEACHING AND EDUCATIONAL ADMIN EXPERIENCE:		
a) Below 10 years	480	86.3
b) 11 - 20 years	48	8.6
c) Above 21 years	28	5.1
5. TYPE OF SCHOOL:		
a) Boys	466	83.8
b) Girls	66	11.9
c) Mixed/Co-ed.	24	4.3
6. SCHOOL ATTENDED:		
a) Boarder	496	89.2
b) Day Student	36	6.5
c) Day/Boarder	24	4.3
7. POST HELD:		
a) Senior Boarding Housemaster	141	25.4
b) Housemaster	156	28.1
c) Gamesmaster	132	23.7
d) Teacher Librarian	127	22.8

TABLE 11C-2

Combined frequency distribution of responses of teachers
(Pastoral) who expressed dissatisfaction or satisfaction with
the objectives of boarding schools (N = 556).

ITEMS	DISSATISFACTION GROUP		NEUTRAL GROUP		SATISFACTION GROUP		MEAN	STANDARD DEVIATION
	No.	%	No.	%	No.	%		
1. Academic excellence	97	17.4	7	1.3	452	81.2	4.252	1.168
2. Character training	250	45.0	45	8.1	261	46.9	3.045	1.414
3. Social & leadership	47	8.5	22	4.0	487	87.6	4.408	1.038
4. Moral training	19	3.4	46	8.3	491	88.3	4.031	0.743

TABLE 11C-3

Combined frequency distribution of responses of teachers
(Pastoral) who expressed dissatisfaction or satisfaction with
the provision of infrastructure and facilities in boarding
schools (N = 556).

ITEMS	DISSATISFACTION GROUP		NEUTRAL GROUP		SATISFACTION GROUP		MEAN	STANDARD DEVIATION
	No.	%	No.	%	No.	%		
5. Boarding accommodation	405	72.8	12	2.2	129	25.0	2.473	1.074
6. Beds, foams & lockers	421	75.7	25	4.5	110	19.8	2.253	1.244
7. Dining Hall/Kitchen	452	81.3	18	3.2	86	15.5	2.192	1.163
8. Water availability	475	85.4	12	2.2	69	12.5	2.216	0.992
9. Health facilities	436	78.4	11	2.0	109	19.6	2.313	1.185
10. Toilets	496	89.2	19	3.4	41	7.3	1.486	1.035
11. Lighting	474	85.3	27	4.9	55	9.9	1.917	1.031
12. Playgrounds	108	19.4	17	3.1	431	77.5	4.104	1.394
13. Library	206	37.1	18	3.2	332	59.7	3.162	1.498
14. Common Rooms	319	57.4	6	1.1	231	41.5	2.752	1.345
15. Feeding	478	86.0	42	7.6	36	6.5	2.092	0.819

The higher the mean, the greater the perceived satisfaction.

TABLE 11C-4

Combined frequency distribution of responses of teachers
(Pastoral) who expressed dissatisfaction or satisfaction
with life in the boarding schools - all activities - (N = 556).

ITEMS	DISSATISFACTION GROUP		NEUTRAL GROUP		SATISFACTION GROUP		MEAN	STANDARD DEVIATION
	No.	%	No.	%	No.	%		
16. Prep & Private Study	81	14.6	11	2.0	464	83.5	3.700	1.064
17. Participation in sports	53	9.5	50	9.0	453	81.5	3.908	1.069
18. Indoor games	84	15.1	40	7.2	432	77.7	3.951	1.256
19. Social and leisure	114	20.5	16	2.9	426	76.6	3.880	1.235
20. School rules and regulations	65	11.7	34	6.1	457	82.2	4.040	1.116
21. Housemaster's management	440	79.1	27	4.9	89	16.0	2.104	1.133
22. Student government	373	67.1	32	5.8	151	27.1	2.594	1.300
23. Role of Principal	63	11.3	22	4.0	471	84.7	3.925	0.976
24. Role of Senior Boarding House/Master	398	71.6	0	0.0	158	28.4	2.358	1.193
25. Relationship with community	27	4.9	25	4.5	504	90.6	4.435	0.885
26. Role of Day Students	268	48.2	35	6.3	253	45.5	3.049	1.441
27. Manual Duties	135	24.3	12	2.2	409	73.6	3.658	1.119
28. Fagging	499	89.7	23	4.1	34	6.1	1.937	0.795
29. Bullying and brutality	501	90.1	28	5.0	27	4.9	1.719	0.841
30. Stealing & Extortion	296	53.2	41	7.4	215	39.4	2.856	1.459
31. General life in boarding	228	41.0	40	7.2	288	51.8	3.273	1.412
32. Payment of Boarding fees	79	14.2	6	1.1	471	84.7	3.836	1.006

The higher the mean, the greater the perceived satisfaction.

TABLE 11C-5

Combined frequency distribution of responses of teachers (Pastoral) who expressed dissatisfaction or satisfaction with day schools (N = 556).

ITEMS	DISSATISFACTION GROUP		NEUTRAL GROUP		SATISFACTION GROUP		MEAN	STANDARD DEVIATION
	No.	%	No.	%	No.	%		
33. Transport to and from school	465	83.6	43	7.7	48	8.6	1.928	1.002
34. Attitude of teachers - day students	424	76.3	26	4.7	106	19.0	2.336	1.169
35. The idea of day students	394	70.9	54	9.7	108	19.4	2.264	1.271
36. Day students and routine activities	475	85.4	27	4.9	54	9.8	1.705	1.089
37. Discipline and day students	402	72.3	79	14.2	75	13.5	2.192	1.031
38. Academic performances of day students	343	61.7	27	4.9	186	33.4	2.653	1.361
39. Classwork and assignments	463	83.3	31	5.6	62	12.4	2.135	0.984
40. Student administration	446	80.2	28	5.0	82	14.7	1.788	1.209
41. Day students administration in school	486	87.4	27	4.9	43	7.7	2.029	0.823
42. Extra curricular activities	508	91.4	13	2.3	35	6.3	1.376	0.815
43. Punctuality	516	92.8	29	5.2	11	2.0	1.752	0.692
44. Regular attendance	447	80.4	27	4.9	82	14.8	2.142	1.057
45. Day students and the overall objectives and success	448	80.6	27	4.9	81	14.6	2.191	1.020

The higher the mean, the greater the perceived satisfaction.

TABLE 11C-6

ITEM - BY - ITEM COMPARISON OF THE ATTITUDES OF THE MALE AND FEMALE TEACHERS (PASTORAL) TOWARDS BOARDING AND DAY SCHOOL EDUCATION.

ITEM NOS.	ISSUES	RESPONSE RUBRIC.	MALE N = 456 %	FEMALE N = 100 %	X ²	R
1	Academic Excellency By Boarders.	Satis. Dissat. Neutral	81.6 17.1 1.3	80.0 19.0 1.0	0.74864 4 d.f P>0.9452 +	- 0.0037
2	Character Training for Boarders.	Satis. Dissat. Neutral	47.2 44.5 8.3	46.0 47.0 7.0	0.55522 4 d.f P>0.9679 +	0.0051
3	Social and Leadership Training for Boarders.	Satis. Dissat. Neutral	88.3 7.3 4.4	84.0 14.0 2.0	6.69936 4 d.f P>0.1527 +	- 0.0377
4	Moral Training for Boarders.	Satis. Dissat. Neutral	89.2 2.7 8.1	84.0 7.0 9.0	6.75176 4 d.f P>0.1496 +	- 0.0440
5	Boarding House Accommodation.	Satis. Dissat. Neutral	24.5 73.5 2.0	27.0 70.0 3.0	2.25813 4 d.f P>0.6884 +	0.0527
6	Availability of Beds, Foams and Lockers.	Satis. Dissat. Neutral	21.6 74.5 3.9	12.0 81.0 7.0	7.62186 4 d.f P>0.1065 +	- 0.0415
7	Dining Hall and Kitchen.	Satis. Dissat. Neutral	16.6 80.5 2.9	10.0 85.0 5.0	5.83686 4 d.f ** P>0.02117	- 0.0242
8	Water Availability in Boarding Schools.	Satis. Dissat. Neutral	13.5 84.7 1.8	7.0 89.0 4.0	6.10446 4 d.f P>0.1915 +	- 0.0345
9	Health Facilities in Boarding Schools.	Satis. Dissat. Neutral	21.7 76.5 1.8	10.0 87.0 3.0	10.00413 4 d.f P>0.0404 **	- 0.1098*
10	Good Toilet Facilities	Satis. Dissat. Neutral	8.8 88.1 3.1	2.0 93.0 5.0	8.31670 4 d.f P>0.1396 +	- 0.0400
11	Adequate Lighting	Satis. Dissat. Neutral	10.8 85.3 3.9	81.0 15.0 4.0	7.69420 4 d.f P>0.1034 +	0.0009
12	Good Playgrounds in Boarding Schools.	Satis. Dissat. Neutral	76.7 20.4 2.9	81.0 15.0 4.0	8.57259 4 d.f P>0.0727 +	0.0389
13	Adequate Library Facilities.	Satis. Dissat. Neutral	38.2 35.3 2.9	50.0 45.0 5.0	6.09033 4 d.f P>0.1925 +	- 0.0550
14	Visitors and Common Rooms.	Satis. Dissat. Neutral	41.9 57.0 1.1	40.0 59.0 1.0	0.67290 4 d.f P>0.9546 +	- 0.0119
15	Feeding (Quantity and Quality).	Satis. Dissat. Neutral	7.8 86.1 6.1	4.0 85.0 11.0	5.41604 4 d.f P>0.2472 +	- 0.0232
16	Prep. and Private Study by Boarders.	Satis. Dissat. Neutral	83.3 14.5 2.2	84.0 15.0 1.0	1.06255 4 d.f. P>0.9002 +	0.0250
17	Participation in Sports and Games by Boarders.	Satis. Dissat. Neutral	82.0 9.4 8.6	79.0 10.0 11.0	7.55957 4 d.f P>0.1091 +	0.0395
18	Participation in Indoor Games by Boarders.	Satis. Dissat. Neutral	78.3 15.1 6.6	75.0 15.0 10.0	6.62277 4 d.f P>0.1572 +	0.0363

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TABLE 11C-6 (cont'd)

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			MALE	FEMALE	χ^2	
19	Participation in Social and Leisure Activities by Boarders.	Satis. Dissat. Neutral	76.5 20.9 2.6	77.0 19.0 4.0	1.33649 4 d.f. P>0.8552 +	0.0336
20	Boarding House Rules and Regulations.	Satis. Dissat. Neutral	82.2 11.4 6.4	82.0 12.0 5.0	3.36991 4 d.f. P>0.4979 +	0.0087
21	Boarding House Management by Housemasters.	Satis. Dissat. Neutral	16.3 78.9 4.8	15.0 80.0 5.0	0.55244 4 d.f. P>0.9682 +	- 0.0110
22	Boarding House Management by Prefects.	Satis. Dissat. Neutral	27.9 66.0 6.1	24.0 72.0 4.0	3.78000 4 d.f. P>0.4366 +	- 0.0492
23	The Role of the Principal.	Satis. Dissat. Neutral	83.4 12.1 4.2	88.0 8.0 3.0	3.51195 4 d.f. P>0.4761 +	0.0880
24	The Role of the Senior Boarding Housemaster/Mistress.	Satis. Dissat. Neutral	27.2 72.8 0.0	35.0 65.0 0.0	4.72134 4 d.f. P>0.3171 +	0.0879
25	Relationship of Boarders with the Community.	Satis. Dissat. Neutral	90.6 5.5 3.9	91.0 2.0 7.0	4.68384 4 d.f. P>0.3213 +	0.0310
26	The Role of Day Students.	Satis. Dissat. Neutral	46.9 46.7 6.4	39.0 55.0 6.0	2.91689 4 d.f. P>0.5718 +	- 0.0542
27	Manual Duties by Boarders.	Satis. Dissat. Neutral	75.2 22.8 2.0	69.0 31.0 3.0	6.33359 4 d.f. P>0.01756 +	- 0.0381
28	Fagging - Odd Jobs by Junior Students.	Satis. Dissat. Neutral	6.2 89.9 3.9	6.0 89.0 5.0	8.41184 4 d.f. P>0.0776 +	- 0.0162
29	Bullying and Brutality by Students.	Satis. Dissat. Neutral	4.2 89.3 5.5	3.0 94.0 3.0	2.93075 4 d.f. P>0.56195 +	- 0.0289
30	Stealing and Extortion in Boarding Houses.	Satis. Dissat. Neutral	40.3 51.6 8.1	35.0 61.0 4.0	10.05756 4 d.f. P>0.0395 **	- 0.0120
31	General Life in the Boarding Houses.	Satis. Dissat. Neutral	50.7 42.1 7.2	57.0 36.0 7.0	4.80888 4 d.f. P>0.3075 +	0.0821
32	Payment of Boarding Fees by Boarders.	Satis. Dissat. Neutral	84.9 14.0 1.1	84.0 15.0 1.0	0.53555 4 d.f. P>0.9699 +	0.0148
33	Transportation to and from School by Day Students.	Satis. Dissat. Neutral	7.0 84.0 7.0	7.0 82.0 11.0	3.38686 4 d.f. P>0.4953 +	0.0006
34	Attitude of Teachers and Boarders towards Day Students.	Satis. Dissat. Neutral	18.7 76.7 4.6	21.0 74.0 5.0	0.98032 4 d.f. P>0.9128 +	0.0426
35	The Idea of Day Students.	Satis. Dissat. Neutral	18.7 72.3 9.0	23.0 64.0 13.0	4.49876 4 d.f. P>0.3427 +	0.0798
36	Participation of Day Students in School Routine.	Satis. Dissat. Neutral	10.2 86.1 3.7	8.0 82.0 10.0	8.31884 4 d.f. P>0.0806 +	0.0393
37	Discipline in School by Day Students.	Satis. Dissat. Neutral	13.3 72.4 14.3	14.0 72.0 14.0	0.14314 4 d.f. P>0.9976 +	0.0178

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TABLE 11C-6 (cont'd)

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			MALE	FEMALE	χ^2	R
38	Academic Standards of Day Students.	Satis. Dissat. Neutral	33.5 61.2 5.3	33.0 64.0 3.0	3.39288 4 d.f. P>0.4944 +	0.0217
39	Classwork and Class Assignments by Day Students.	Satis. Dissat. Neutral	11.0 83.7 5.3	12.0 81.0 7.0	3.71371 4 d.f. P>0.4461 +	0.0078
40	Student Admin. by Day Students.	Satis. Dissat. Neutral	12.5 82.7 4.8	25.0 69.0 6.0	13.86716 4 d.f. P>0.0077 *	0.1577 **
41	Day Student Admin. in the School.	Satis. Dissat. Neutral	7.0 88.4 4.6	11.0 83.0 6.0	6.08606 4 d.f. P>0.1928 +	0.0291
42	Day Students' Participation in Games, Hobbies and School Societies.	Satis. Dissat. Neutral	6.2 91.4 2.4	7.0 91.0 2.0	19.94581 4 d.f. P>0.7457 +	0.0387
43	Punctuality to School and Classes by Day Students.	Satis. Dissat. Neutral	2.0 93.2 4.8	2.0 91.0 7.0	5.6237 4 d.f. P>0.2343 +	- 0.0096
44	Regular School and Class Attendance by Day Students	Satis. Dissat. Neutral	14.3 81.3 4.4	17.0 76.0 7.0	6.72277 4 d.f. P>0.1513 +	0.0525
45	Day Students, and the School Overall Values, Objectives, Policies and Success.	Satis. Dissat. Neutral	14.2 81.4 4.4	17.0 76.0 7.0	3.78327 4 d.f. P>0.5810 +	0.0325

SIGNIFICANT LEVELS

CHISQUARE (χ^2) * P>0.001 (1%)

PEARSONS R (r) * P>0. 01 (5%)

**P>0. 01 (5%)

**P>0.001 (1%)

+ Not Significant.

17

TABLE 11C-7

Item-by-item analysis of the attitudes of teachers (Pastoral) towards boarding and day schools education in relation to age.

ITEM NOS.	ISSUES	RESPONSE RUBRIC	BELOW 30 YRS. N = 170 %	31 - 40 YRS N = 307 %	ABOVE 41 YRS N = 79 %	X ²	R
15	Feeding (quantity and quality)	Satisfied	7.1	5.6	9.0	7.876	0.024
		Dissatisfied	82.9	88.9	81.0	8d.f.	
		Neutral	10.0	10.0	10.0	P>0.446+	
31	General life in board-houses	Satisfied	52.3	49.8	57.0	11.014	0.013
		Dissatisfied	41.8	42.0	35.4	8d.f.	
		Neutral	5.9	7.8	7.6	P>0.201+	
45	Day students and the school overall values objectives, policies and success	Satisfied	17.7	12.4	17.7	13.408	-0.013
		Dissatisfied	78.8	82.7	74.7	8d.f.	
		Neutral	3.5	4.9	7.6	P>0.202+	

SIGNIFICANT LEVELS

CHI SQUARE (X²) * P>0.001 (1%)
 **P>0.01 (5%)
 + Not Significant

PEARSONS R(r) * P>0.01 (5%)
 **P>0.001 (1%)

TABLE 11C-8

ITEM - BY - ITEM ANALYSIS OF THE ATTITUDES OF TEACHERS (PASTORAL) TOWARDS BOARDING AND DAY SCHOOLS EDUCATION IN RELATION TO EDUCATIONAL QUALIFICATIONS.

ITEM NOS.	ISSUES	RESPONSE RUBRIC.	GRADS WITH TEACHING QUALS. = 52	GRADS WITHOUT TEACHING QUAL. = 83	N.C.E. DIPLOMA = 415	OTHERS E.G. ACE = 6	X ²	R
15	Feeding (Quantity and Quality)	Satis. Dissat. Neutral	13.5 78.8 7.7	2.4 90.4 7.2	6.2 86.3 7.5	16.6 66.7 16.7	21.62546 12 d.f. P>0.0219*	0.01313
31	General Life in Boarding Houses.	Satis. Dissat. Neutral	82.7 15.4 1.9	60.3 32.5 7.2	45.5 46.5 8.0	100.0 0.0 0.0	42.28257 12 d.f. P>0.0000*	- 0.15702*
45	Day Students and the School, Over all Values, Objectives, Policies and Success.	Satis. Dissat. Neutral	25.2 67.1 7.7	21.7 69.9 8.4	11.7 84.4 3.9	33.3 66.7 0.0	37.46327 15 d.f. P>0.0011*	- 0.07952

TABLE 11C-9

ITEM - BY - ITEM ANALYSIS OF THE ATTITUDES OF TEACHERS (PASTORAL) TOWARDS BOARDING AND DAY SCHOOLS EDUCATION IN RELATION TO EXPERIENCE (TEACHING AND ADMINISTRATION).

ITEM NOS.	ISSUES	RESPONSE RUBRIC.	BELOW 10 YRS.	11 - 20 YRS	ABOVE 21 YRS	X ²	R
			N = 480 %	N = 48 %	N = 28 %		
15	Feeding (Quantity and Quality).	Satis. Dissat. Neutral	7.0 85.1 7.9	0.0 95.9 4.1	7.2 85.7 7.1	38.61538 8 d.f. P>0.0000*	- 0.13691
31	General Life in the Boarding Houses.	Satis. Dissat. Neutral	49.2 43.1 7.7	64.5 31.3 4.2	75.0 21.4 3.6	20.19130 8 D.F. P>0.0096*	0.14985
45	Day Students and the School Over - all Values, Objectives and Success.	Satis. Dissat. Neutral	14.7 80.7 4.6	12.5 79.2 8.3	17.8 78.6 3.6	24.34318 8 d.f. P>0.0067*	- 0.05905

TABLE 11C-10

ITEM - BY - ITEM ANALYSIS OF THE ATTITUDES OF TEACHERS (PASTORAL) TOWARDS BOARDING AND DAY SCHOOLS EDUCATION IN RELATION TO TYPE OF SCHOOL.

ITEM NOS.	ISSUES	RESPONSE RUBRIC.	GIRLS SCHOOLS	BOYS SCHOOLS	MIXED SCHOOLS	X ²	R
			N = 66 %	N = 466 %	N = 24 %		
15	Feeding (Quantity and Quality).	Satis. Dissat. Neutral	12.2 77.2 10.6	5.7 87.2 7.1	4.2 87.5 8.3	11.85525 8 d.f. P>0.1578*	- 0.07708
31	General Life in the Boarding Houses.	Satis. Dissat. Neutral	12.2 77.2 10.6	5.7 87.2 7.1	4.2 87.5 8.3	11.85525 8 d.f. P>0.1578*	0.07708
45	Day Students and the School Overall Values, Objectives, Policies and Success.	Satis. Dissat. Neutral	18.1 75.8 6.1	14.4 80.9 4.7	12.4 83.9 4.2	2.91801 8 d.f. P>0.9833*	- 0.04461

SIGNIFICANT LEVELS.CHISQUARE (X²)* P>0.001 (1%)
** P>0.01 (5%)

PEARSONS R (r)

* P>0.01 (5%)
** P>0.001 (1%)

+ Not Significant.

TABLE 11C-11

ITEM - BY - ITEM ANALYSIS OF THE ATTITUDES OF TEACHERS (PASTORAL) TOWARDS BOARDING AND DAY SCHOOLS
EDUCATION IN RELATION TO SCHOOL ATTENDED.

ITEM NOS.	ISSUES	RESPONSE RUBRIC.	BOARDER N = 496 %	DAY N = 36 %	DAY/BOARDER N = 24 %	X ²	R
1	Academic Excellence by Boarders.	Satis. Dissat. Neutral	79.1 19.5 1.4	100.0 0.0 0.0	100.0 0.0 0.0	52.25098 8 d.f. P>0.0000*	0.14283
2	Character Training for Boarders.	Satis. Dissat. Neutral	44.6 47.3 8.1	44.5 41.6 13.9	100.0 0.0 0.0	33.69639 8 d.f. P>0.0000*	0.16770**
3	Social and Leadership Training for Boarders.	Satis. Dissat. Neutral	86.2 9.4 4.4	100.0 0.0 0.0	100.0 0.0 0.0	16.65107 8 d.f. P>0.0340**	0.07693
4	Moral Training for Boarders.	Satis. Dissat. Neutral	86.9 3.8 9.3	100.0 0.0 0.0	100.0 0.0 0.0	11.02204 8 d.f. P>0.2005+	0.12326**
5	Boarding House Accommodation.	Satis. Dissat. Neutral	24.6 73.0 2.4	30.6 69.4 0.0	25.0 75.0 0.0	2.30496 8 d.f. P>0.9702+	0.00405
15	Feeding (Quantity and Quality).	Satis. Dissat. Neutral	7.0 85.9 7.1	2.8 88.9 8.3	0.0 83.3 16.7	83.18528 8 d.f. P>0.0000*	- 0.17245 **
16	Prep. and Private Study by Boarders.	Satis. Dissat. Neutral	83.1 15.3 1.6	86.1 8.3 5.6	87.5 8.3 4.2	7.13869 8 d.f. P>0.5217+	0.03288
17	Participation in Sports and Games by Boarders.	Satis. Dissat. Neutral	82.0 9.7 8.3	80.6 8.3 11.1	80.6 8.3 11.1	70.14979 8 d.f. P>0.0000*	0.10787
31	General Life in the Boarding Houses.	Satis. Dissat. Neutral	45.9 46.0 8.1	100.0 0.0 0.0	100.0 0.0 0.0	107.06457 8 d.f. P>0.0000*	0.34407**
35	The Idea of Day Students.	Satis. Dissat. Neutral	16.1 76.2 7.7	44.4 44.5 11.1	50.0 0.0 50.0	93.33382 8 d.f. P>0.0000*	0.29001**
36	Participation of Day Students in School Routine.	Satis. Dissat. Neutral	7.7 88.5 3.8	11.1 83.3 5.6	50.0 25.0 25.0	123.87509 8 d.f. P>0.0000*	0.37421**
37	Discipline in School by Day Students.	Satis. Dissat. Neutral	14.6 69.5 15.9	5.6 94.4 0.0	4.2 95.8 0.0	65.10583 8 d.f. P>0.0000*	- 0.01800
38	Academic Standards of Day Students.	Satis. Dissat. Neutral	37.5 57.1 5.4	0.0 100.0 0.0	0.0 100.0 0.0	74.80803 8 d.f. P>0.0000*	- 0.17030**
39	Classwork and Class Assignments by Day Students.	Satis. Dissat. Neutral	8.8 86.8 4.4	16.6 75.1 8.3	50.0 25.0 25.0	108.62191 8 d.f. P>0.0000*	0.18436**
40	Student Admin. by Day Students.	Satis. Dissat. Neutral	13.8 81.6 4.6	36.1 50.0 13.9	4.2 95.8 0.0	123.06370 8 d.f. P>0.0000*	0.15674**
41	Day Student Admin. in the School.	Satis. Dissat. Neutral	6.7 88.7 4.6	25.0 63.9 11.1	4.2 95.8 0.0	120.56599 8 d.f. P>0.0000*	- 0.12693**
42	Day Student Participation in Games, Hobbies and School Societies.	Satis. Dissat. Neutral	5.5 92.5 2.0	22.2 69.5 8.3	0.0 100.0 0.0	100.49052 8 d.f. P>0.0000*	0.18639**

/cont....

TABLE 11C-11 (cont'd)

2/cont....			BOARDER	DAY	DAY/BOARDER	χ^2	R
43	Punctuality to School and Classes by Day Boarders.	Satis. Dissat. Neutral	1.3 93.9 4.8	13.9 75.0 11.1	0.0 95.8 4.2	99.16258 8 d.f. P>0.0000*	- 0.16636**
44	Regular School and Class Attendance by Day Students.	Satis. Dissat. Neutral	13.2 82.6 4.2	41.7 44.4 13.9	8.3 87.5 4.2	49.03956 8 d.f. P>0.0000*	0.14308
45	Day Students and the School Overall Values, Objectives, Policies and Success.	Satis. Dissat. Neutral	13.3 82.3 4.4	41.6 44.5 13.9	8.3 91.7 0.0	127.23374 8 d.f. P>0.0000*	- 0.08385

SIGNIFICANT LEVELS.

CHI SQUARE (χ^2)

* P>0.001 (1%) PEARSONS R (r) * P>0.01 (5%)
 ** P>0.01 (5%) ** P>0.001 (1%)
 + Not Significant.

TABLE 11C-12

ITEM - BY - ITEM ANALYSIS OF THE ATTITUDES OF TEACHERS (PASTORAL) TOWARDS BOARDING AND DAY SCHOOL EDUCATION IN RELATION TO PASTORAL POSTS.

ITEM NOS.	ISSUES	RESPONSE RUBRIC.	SENIOR BOARDING HOUSE MASTERS N = 141 %	HOUSE-MASTERS N = 156 %	GAMES MASTERS N = 132 %	TEACHER LIBRAR. N = 127 %	χ^2	R
15	Feeding (Quantity and Quality).	Satis. Dissat. Neutral	7.8 81.6 10.6	4.5 87.2 8.3	5.3 88.6 6.1	8.7 86.6 4.7	30.59464 12 d.f. P>0.0023*	- 0.02847
31	General Life in the Boarding Houses.	Satis. Dissat. Neutral	49.6 45.4 5.0	48.6 45.6 5.8	54.6 36.3 9.1	55.5 35.4 9.1	12.43500 12 d.f. P>0.4114+	0.05153
45	Day Students and the School Overall Values, Objectives, Policies and Success.	Satis. Dissat. Neutral	14.8 80.2 5.0	14.1 81.4 4.5	15.2 79.5 5.3	15.0 80.3 4.7	2.99880 15 d.f. P>0.09996+	0.01009

SIGNIFICANT LEVELS.

CHI SQUARE (χ^2)

* P>0.001 (1%) PEARSONS R (r) * P>0.01 (5%)
 ** P>0.01 (5%) ** P>0.001 (1%)
 + Not Significant.

TABLE 11C-13

Variables inter correlation matrix: Biographic data of teachers.

N = 556

	SEX	AGE	EDUC. QUAL.	EXPERIENCE	SCHOOL TYPE	SCHOOL ATTENDED	POST HELD
SEX	-						
AGE	0.075	-					
EDUC.QUAL.	0.025	0.035	-				
EXPERIENCE	-0.003	-0.031	-0.124*	-			
SCHOOL TYPE	0.031	-0.019	0.087	0.035	-		
SCHOOL ATTENDED	0.062	-0.018	-0.039	0.089	0.196**	-	
POST HELD	0.043	0.021	0.021	-0.015	0.124*	-0.217**	-

* = P>0.01 (5%)

** = P>0.001 (1%)

E 4. PARENTS QUESTIONNAIRE ANALYSIS

TABLE 11D-1

Parents/guardians demographic information.

<u>VARIABLES AND DISTRIBUTION</u>	<u>NUMBER</u>	<u>PERCENTAGE</u>
1. SEX:		
a) Male	104	49.5
b) Female	106	50.5
2. AGE:		
a) Below 30 years	52	24.8
b) 31 - 40 years	72	34.2
c) Above 41 years	86	41
3. MARITAL STATUS:		
a) Single	46	21.9
b) Married	123	58.6
c) Separated/Divorced	41	19.5
4. HIGHEST EDUCATIONAL ATTAINMENT:		
a) Primary School	49	23.3
b) Secondary School	53	25.2
c) Trade/vocational school	28	13.3
d) Teacher Training College	27	12.9
e) Diploma/NCE	19	9.1
f) University	34	16.2
5. INCOME/SALARY P.A.:		
a) Low-Below N5,000	119	56.7
b) High-Above N6,000	91	43.3
6. RELIGIOUS AFFILIATION:		
a) Catholic	96	45.7
b) Protestant	42	20.0
c) Muslim	2	1.0
d) African and others	70	33.3
7. LOCATION OF RESIDENCE:		
a) Urban-Town	63	30
b) Rural-Village	147	70
8. TYPE OF SECONDARY SCHOOL ATTENDED:		
a) Boarder	124	59.1
b) Day Student	32	15.2
c) Day/Boarder	5	2.4
d) None	49	23.3
9. NUMBER OF STUDENTS SPONSORED IN SECONDARY SCHOOLS (BEFORE AND NOW):		
a) 1 - 2	46	21.9
b) 3 - 4	45	21.4
c) 5 - 6	67	31.9
d) Above 7	52	24.8
10. SEX OF CHILD OR WARD:		
a) Boy	117	55.7
b) Girl	93	44.3

TABLE 11D-2

Combined frequency distribution of responses of parents who expressed disagreement or agreement with the reasons for preferring boarding or day schools (N = 210).

ITEMS	DISAGREEMENT GROUP		NEUTRAL GROUP		AGREEMENT GROUP		MEAN	STANDARD DEVIATION
	No.	%	No.	%	No.	%		
1. Preference to former schools attended by parents	49	23.3	06	2.9	155	73.8	3.752	1.188
2. Children of friends attending	93	44.3	15	7.1	102	48.6	3.110	1.516
3. School nearest to parents	148	70.5	09	4.3	53	25.2	2.352	1.348
4. Location of school - convenient	158	75.2	0	0.0	52	24.8	2.314	1.329
5. Reputation of school - external exams	40	19.0	0	0.0	170	81.0	3.800	1.241
6. Reputation of old students	42	20.0	0	0.0	168	80.0	3.957	1.227
7. Attraction of school buildings etc.	12	5.7	0	0.0	198	94.3	4.262	0.877
8. Subjects taught in the school	27	12.9	0	0.0	183	87.1	4.081	1.066
9. The age of the school	65	31.0	12	5.7	133	63.3	3.519	1.507
10. Previous controller of school	109	51.9	13	6.2	88	41.9	2.867	1.484
11. Whether single sexed or co-ed	138	65.7	10	4.8	62	29.5	2.343	1.410
12. Quality of staff and reputation of Principal	10	4.8	04	1.9	196	93.3	4.410	0.754
13. Whether school is a day or boarding	50	23.8	05	2.4	155	73.8	3.895	1.286
14. Choice of the children themselves	18	8.6	04	1.9	188	89.5	4.176	0.837
15. Family tradition	143	68.1	07	3.3	60	28.6	2.457	1.345
16. Boarding desirable for adolescents	30	14.3	0	0.0	180	85.7	4.000	0.928
17. For good and effective teaching	22	10.5	04	1.9	184	87.6	3.886	0.736
18. For greater supervision by teachers	55	26.2	06	2.9	149	71.0	3.500	1.195
19. Schools in the neighbourhood progressive	128	61.0	07	3.3	75	35.7	2.619	1.337
20. It is a condition for admission in the school	154	73.3	04	1.9	52	24.8	2.414	1.243
21. For effective character training	48	22.9	0	0.0	162	77.1	3.686	1.168
22. Parents work outside home	43	20.5	0	0.0	167	79.5	3.914	1.219
23. Family lives and distance away	45	21.4	0	0.0	165	78.6	4.024	1.147
24. Family conditions	102	48.6	0	0.0	108	51.4	2.990	1.210
25. Boarding schools provide unique education	40	19.0	10	4.8	160	76.2	3.800	1.301
26. More time for supervised studies	67	31.9	01	0.5	142	67.6	3.695	1.381
27. Better academic performance	16	7.6	04	1.9	190	90.5	4.181	0.804
28. Children themselves choose to be day students	185	88.1	05	2.4	25	11.9	2.014	0.779
29. Family lives near the school	125	59.5	05	2.4	80	38.1	2.819	1.065
30. Could not afford boarding fees	30	14.3	0	0.0	180	85.7	4.000	0.928
31. No boarding accommodation in the school	189	90.0	0	0.0	177	10.0	2.043	0.747
32. Day school educ. most suitable	165	78.6	0	0.0	45	21.4	2.038	1.241
33. Boarding facilities not suitable	157	74.8	07	3.3	46	21.9	2.233	1.048
34. Living accommodation has no effect on performance	38	18.1	0	0.0	172	81.9	4.000	1.045
35. Boarders have no relative advantage	47	22.4	0	0.0	163	77.6	3.729	1.148
36. Greater supervision by parents	140	66.7	07	3.3	63	30.0	2.371	1.443
37. Day or boarding school managed by Government	193	91.9	07	3.3	10	4.8	1.762	0.907
38. Boarding provides special type of education	56	26.7	0	0.0	154	73.3	3.657	1.267
39. Convenience of teachers & students	52	24.8	0	0.0	158	75.2	3.657	1.375
40. Day-school reduces financial burden	32	15.2	01	0.5	177	84.3	3.857	1.144
41. Day students are those parents can't pay	37	17.6	0	0.0	173	82.4	3.867	1.230
42. Day students - dissatisfied students	194	92.4	08	3.8	08	3.8	1.690	0.741

TABLE 11D-2 (cont'd)

ITEMS	DISAGREEMENT GROUP		NEUTRAL GROUP		AGREEMENT GROUP		MEAN	STANDARD DEVIATION
	No.	%	No.	%	No.	%		
43. Boarding for financial gains for schools	87	41.4	06	2.9	117	55.6	3.168	1.546
44. Most secondary schools were boarding because parents could afford the fees.	42	67.6	0	0.0	68	32.4	2.443	1.383
45. Without fees parents will prefer boarding	02	11.0	15	7.1	193	91.9	4.338	0.674
46. Boarding most suitable for citizenship and character training	146	69.5	04	1.9	60	28.6	2.371	1.443
47. Day schools emphasis on exams	121	57.6	0	0.0	89	42.4	2.800	1.512
48. Boarding healthy living standards in future	12	5.7	02	1.0	198	94.3	4.452	0.918
49. Parents shirk their responsibility for children	102	48.6	03	1.4	104	50.0	2.976	1.104
50. Day students live in less helpful environments	223	11.0	0	0.0	187	89.0	4.052	0.908
51. Boarders perform better academically	27	12.9	01	0.5	182	86.7	4.038	1.066
52. Day students have lower educ. standards	29	13.8	173	82.4	181	3.8	2.929	0.562
53. Students to attend nearest sec. school as day students	175	83.3	12	5.7	23	11.0	2.062	1.158
54. All in all, boarding schools should continue to exist	33	15.7	10	4.8	167	79.5	3.719	1.055

The higher the mean, the greater the perceived agreement.

TABLE 11D-3

Item by item comparison of the attitudes of the male and female parents towards boarding and day school education.

ITEM NOS.	REASONS	RESPONSE RUBRIC	MALE N = 104 %	FEMALE N = 106 %	χ^2	R
17	For good and effective teaching (Boarding)	Agree	85.6	89.7	1.42957	0.05336
		Disagree	11.5	9.4	3d.f.	
		Neutral	2.9	0.9	P>0.6986+	
18	For greater supervision by teachers (Boarding)	Agree	71.1	26.4	0.24257	-0.01598
		Disagree	26.0	70.7	4d.f.	
		Neutral	2.9	2.9	P>0.9932+	
21	For effective character	Agree	77.9	76.4	0.39151	-0.03012
		Disagree	22.1	23.6	3d.f.	
		Neutral	0.0	0.0	P>0.9420+	
27	For better academic training (boarders)	Agree	91.3	89.7	0.31952	-0.3777
		Disagree	6.8	8.4	3d.f.	
		Neutral	1.9	1.9	P>0.9563+	
50	Boarding - for a superior academic	Agree	90.4	87.8	2.47625	-0.03734
		Disagree	9.6	12.2	3d.f.	
		Neutral	0.0	0.0	P>0.4796+	
54	Preference for boarding schools	Agree	78.9	80.2	0.55508	0.03423
		Disagree	16.3	15.1	4d.f.	
		Neutral	4.8	4.7	P>0.9679+	
32	Day schools are most suitable	Agree	21.1	21.7	0.06671	-0.00029
		Disagree	78.9	78.3	3d.f.	
		Neutral	0.0	0.0	P>0.9955+	
36	Day schools for greater supervision by parents	Agree	26.9	33.1	2.42215	0.05710
		Disagree	68.3	65.0	4d.f.	
		Neutral	4.8	1.9	P>0.6586+	
53	Preference for day schools	Agree	11.6	10.4	1.36637	0.00361
		Disagree	83.7	83.0	4d.f.	
		Neutral	4.8	6.6	P>0.8500+	

SIGNIFICANT LEVELS Chi square (χ^2) * P70.001 (1%) PEARSONS R (r) * P70.01 (5%)
 ** P70.01 (5%) ** P70.001(1%)
 + Not significant

TABLE 11D-4

ITEM - BY - ITEM ANALYSIS OF PARENTS' ATTITUDES TOWARDS BOARDING AND DAY SCHOOLS EDUCATION IN RELATION TO AGE.

ITEM NOS.	REASONS	RESPONSE RUBRIC	BELOW 30 YRS N = 52 %	31 - 40 YRS N = 72 %	ABOVE 41 YRS N = 86 %	χ^2 d.f. P>	R
17	For good and effective teaching (Boarding).	Agree Disagree Neutral	82.7 15.4 1.9	87.5 8.3 4.2	90.7 9.3 0.0	10.40556 6 d.f. P>0.1086*	0.02356
18	For greater supervision by Teachers (Boarding).	Agree Disagree Neutral	97.8 40.3 1.9	76.4 20.8 2.8	74.4 22.1 3.5	10.14043 8 d.f. P>0.2553*	0.10560
21	For effective Character Training (Boarding).	Agree Disagree Neutral	63.4 36.6 0.0	81.9 18.1 0.0	81.3 18.7 0.0	14.61972 6 d.f. P>0.0234**	0.10640
27	For better Academic Training (Boarding).	Agree Disagree Neutral	88.4 5.8 5.8	94.4 4.2 1.4	88.4 11.6 0.0	15.74640 6 d.f. P>0.0152*	-0.10577
50	Boarding - for a superior Academic Environment.	Agree Disagree Neutral	82.7 17.3 0.0	91.7 8.3 0.0	90.7 9.3 0.0	10.28608 6 d.f. P>0.1131*	0.05438
54	Preference for Boarding Schools.	Agree Disagree Neutral	73.0 21.2 5.8	83.3 12.5 4.2	80.2 15.1 4.7	5.91380 8 d.f. P>0.6569*	0.06583
32	Day Schools are most suitable.	Agree Disagree Neutral	86.5 13.5 0.0	0.0 100.0 0.0	0.0 100.0 0.0	178.19382 6 d.f. P>0.0000*	-0.73767**
36	Day Schools for greater supervision by Parents	Agree Disagree Neutral	0.0 94.2 5.8	0.0 95.9 4.1	73.2 25.6 1.2	140.10875 8 d.f. P>0.0000*	0.50551**
53	Preference for Day Schools.	Agree Disagree Neutral	13.5 76.9 9.6	8.3 87.5 4.2	11.6 83.7 4.7	21.46754 8 d.f. P>0.0060*	-0.11991

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SIGNIFICANT LEVELS.

CHI SQUARE (χ^2) * P>0.001 (1%) PEARSONS R (r) * P>0.01 (5%)
 ** P>0.01 (5%) ** P>0.001 (1%)
 + Not Significant.

TABLE 11D-5

ITEM - BY - ITEM ANALYSIS OF PARENTS' ATTITUDES TOWARDS BOARDING AND DAY SCHOOLS EDUCATION IN RELATION TO MARITAL STATUS.

ITEM NOS.	REASONS	RESPONSE RUBRIC.	SINGLE N = 46 %	MARRIED N = 123 %	SEPARATED N = 41 %	χ^2	R
17	For good and effective teaching (Boarding).	Agree Disagree Neutral	84.8 13.0 2.2	87.8 9.8 2.4	90.2 9.8 0.0	2.49727 6 d.f. P>0.8688+	0.01440
18	For greater super-vision by Teachers (Boarding).	Agree Disagree Neutral	69.6 28.2 2.2	67.4 29.3 3.3	83.0 14.6 2.4	6.54059 8 d.f. P>0.5869+	0.09625
21	For effective character training (Boarding).	Agree Disagree Neutral	67.4 32.6 0.0	78.8 21.2 0.0	82.9 17.1 0.0	8.98522 6 d.f. P>0.1744+	0.11706
27	For better academic training (Boarding)	Agree Disagree Neutral	91.3 2.2 6.5	91.1 8.1 0.8	87.8 12.2 0.0	10.27468 6 d.f. P>0.1136+	- 0.08394
50	Boarding - for a superior academic environment.	Agree Disagree Neutral	89.2 10.8 0.0	87.8 12.2 0.0	92.7 7.3 0.0	3.51801 6 d.f. P>0.7416+	0.03482
54	Preference for Boarding Schools.	Agree Disagree Neutral	84.8 13.0 2.2	77.3 17.0 5.7	80.4 14.7 4.9	2.35402 8 d.f. P>0.9682+	- 0.03100
32	Day Schools are most suitable.	Agree Disagree Neutral	50.0 50.0 0.0	9.0 91.0 0.0	26.8 73.2 0.0	35.76349 6 d.f. P>0.0000*	- 0.18429*
36	Day Schools for greater super-vision by Parents.	Agree Disagree Neutral	10.8 84.8 4.3	28.5 67.4 4.1	56.0 44.0 0.0	36.00528 8 d.f. P>0.0000*	0.30789**
53	Preference for Day Schools.	Agree Disagree Neutral	15.2 80.5 4.3	7.3 86.2 6.5	17.1 78.0 4.9	8.18065 8 d.f. P>0.4160+	0.00839

SIGNIFICANT LEVELS

CHI SQUARE (χ^2) * P>0.001 (1%) ** P>0.01 (5%)
PEARSONS R (r) * P>0.01 (5%) ** P>0.001 (1%)
+ Not Significant.

TABLE 11D-6

ITEM - BY - ITEM ANALYSIS OF PARENTS' ATTITUDES TOWARDS BOARDING AND DAY SCHOOLS EDUCATION IN RELATION TO HIGHEST EDUCATIONAL ATTAINMENT.

P = PRIMARY, S = SECONDARY, T = TRADE, T.T.C = TEACHER TRAINING COLLEGE, DIP = DIPLOMA, UNIV = UNIVERSITY.

ITEM NOS.	REASONS	RESPONSE RUBRIC.	P.SCH. = 49 %	S. SCH. = 53 %	T. SCH. = 28 %	T.C.C. = 27 %	DIP. = 19 %	UNIV. = 34 %	X ²	R
17	For good and effective teaching (Boarding).	Agree Disagree Neutral	85.7 10.2 4.1	77.3 20.8 1.9	89.3 7.1 3.6	92.6 7.4 0.0	94.7 5.3 0.0	97.1 2.9 0.0	17.10015 15 d.f. P>0.3129+	0.10937
18	For greater supervision by teachers (Boarding).	Agree Disagree Neutral	59.2 34.7 6.1	58.5 37.7 3.8	75.0 21.4 3.6	77.8 22.2 0.0	89.4 10.6 0.0	88.3 11.7 0.0	39.71072 20 d.f. P>0.0054*	0.12873
21	For effective character training (Boarding).	Agree Disagree Neutral	71.5 28.5 0.0	64.2 35.8 0.0	72.1 27.9 0.0	81.5 18.5 0.0	94.7 5.3 0.0	97.1 2.9 0.0	33.53242 15 d.f. P>0.00040*	0.15255
27	For better academic training (Boarding).	Agree Disagree Neutral	83.7 14.3 2.0	88.7 9.4 1.9	89.3 7.1 3.6	100.0 0.0 0.0	100.0 0.0 0.0	91.2 5.9 2.9	26.46560 15 d.f. P>0.0334**	- 0.03993
50	Boarding - for a superior academic environment.	Agree Disagree Neutral	91.9 8.1 0.0	84.9 15.1 0.0	82.1 17.9 0.0	92.6 7.4 0.0	94.7 5.3 0.0	91.2 8.8 0.0	30.29843 15 d.f. P>0.0109*	- 0.07975
54	Preference for Boarding Schools.	Agree Disagree Neutral	79.6 10.2 10.2	75.4 20.8 3.8	71.5 21.4 7.1	85.2 14.8 0.0	78.9 21.1 0.0	88.3 8.8 2.9	28.20372 20 d.f. P>0.1047+	- 0.02689
32	Day Schools are most suitable.	Agree Disagree Neutral	20.4 79.6 0.0	22.7 77.3 0.0	35.7 64.3 0.0	22.3 77.7 0.0	21.1 78.9 0.0	8.9 91.1 0.0	18.86174 15 d.f. P>0.2201+	- 0.03831
36	Day Schools for greater supervision by Parents.	Agree Disagree Neutral	30.6 65.3 4.1	30.2 66.0 3.8	25.0 71.4 3.6	11.2 81.4 7.4	26.3 73.7 0.0	50.0 50.0 0.0	16.17997 20 d.f. P>0.7054+	0.05062
53	Preference for Day Schools.	Agree Disagree Neutral	2.1 83.6 14.3	5.6 90.6 3.8	14.3 78.6 7.1	7.5 88.8 3.7	21.1 78.9 0.0	26.5 73.5 0.0	41.34512 20 d.f. P>0.0034*	0.15621

SIGNIFICANT LEVELS.

CHI SQUARE (X²)

* P>0.001 (1%)
** P>0.01 (5%)
+ Not Significant.

PEARSONS R (r)

* P>0.01 (5%)
** P>0.001 (1%)

TABLE 11D-7

ITEM - BY - ITEM ANALYSIS OF PARENTS' ATTITUDES TOWARDS BOARDING AND DAY SCHOOLS EDUCATION IN RELATION TO INCOME.

ITEMS NOS.	REASON	RESPONSE RUBRIC	LOW INCOME N = 119 %	HIGH INCOME N = 91 %	χ^2	R
17	For good and effective teaching (Boarding).	Agree Disagree Neutral	83.1 14.3 2.5	93.4 5.5 1.1	5.6776 3 d.f. P>0.1283+	0.16226*
18	For greater supervision by Teachers (Boarding).	Agree Disagree Neutral	67.2 28.6 4.2	75.8 23.1 1.1	5.47280 4 d.f. P>0.2421+	0.04433
21	For effective character training (Boarding).	Agree Disagree Neutral	69.0 31.0 0.0	87.9 12.1 0.0	10.64771 3 d.f. P 0.0138*	0.20283
27	For better academic training (Boarding).	Agree Disagree Neutral	89.9 7.6 2.5	91.2 7.7 1.1	3.11539 3 d.f. P>0.3742+	- 0.05351
50	Boarding - for a superior academic environment.	Agree Disagree Neutral	91.6 8.4 0.0	85.7 14.3 0.0	13.61935 3 d.f. P>0.0035*	- 0.13539
54	Preference for Boarding Schools.	Agree Disagree Neutral	82.4 12.6 5.0	75.8 19.8 4.4	8.79996 4 d.f. P>0.0663+	- 0.13184
32	Day Schools are most suitable.	Agree Disagree Neutral	20.1 79.9 0.0	23.0 77.0 0.0	0.70550 3 d.f. P>0.8719+	0.01967
36	Day Schools for greater supervision by Parents.	Agree Disagree Neutral	27.7 72.3 5.0	39.5 59.4 1.1	9.90185 4 d.f. P>0.0421**	0.13487
53	Preference for Day Schools	Agree Disagree Neutral	7.5 84.9 7.6	15.4 81.3 3.3	6.34612 4 d.f. P>0.1747+	0.11120

SIGNIFICANT LEVELS.

CHI SQUARE (χ^2)

* P> 0.001 (1%)
** P> 0.01 (5%)
+ Not Significant.

PEARSONS R (r)

* P>0.01 (5%)
** P>0.001 (1%)

TABLE 11D-8

ITEM - BY - ITEM ANALYSIS OF PARENTS' ATTITUDES TOWARDS BOARDING AND DAY SCHOOLS EDUCATION IN RELATION TO RELIGIOUS AFFILIATION.

ITEM NOS.	REASONS	RESPONSE RUBRIC.	CATHOLIC N = 96 %	PROTEST. N = 42 %	MUSLIM N = 2 %	AFRICAN N = 70 %	χ^2	R
17	For good and effective teaching (Boarding).	Agree Disagree Neutral	85.4 12.5 2.1	92.9 7.1 0.0	50.0 50.0 0.0	88.5 8.6 2.9	9.66798 9 d.f. P>0.3780+	- 0.01834
18	For greater supervision by Teacher (Boarding).	Agree Disagree Neutral	69.8 28.1 2.1	71.4 28.6 0.0	50.0 50.0 0.0	72.0 22.3 5.7	14.36680 12 d.f. P>0.2779+	0.03018
21	For effective character training (Boarding).	Agree Disagree Neutral	77.1 22.9 0.0	81.0 19.0 0.0	50.0 50.0 0.0	75.8 24.2 0.0	19.51736 9 d.f. P>0.0211**	- 0.06958
27	For better academic training (Boarding).	Agree Disagree Neutral	88.5 11.5 0.0	92.4 7.6 0.0	100.0 0.0 0.0	91.5 8.5 0.0	4.97076 9 d.f. P>0.8369+	- 0.4182
50	Boarding - for a superior Academic Environment.	Agree Disagree Neutral	87.5 12.5 0.0	83.3 16.7 0.0	100.0 0.0 0.0	94.3 5.7 0.0	10.31763 9 d.f. P>0.3254+	0.02220
54	Preference for Boarding Schools.	Agree Disagree Neutral	75.0 19.8 5.2	69.1 21.4 9.5	100.0 0.0 0.0	91.4 7.2 1.4	18.34427 12 d.f. P>0.1056+	0.15362
32	Day Schools are most suitable.	Agree Disagree Neutral	23.9 76.1 0.0	19.0 81.0 0.0	100.0 0.0 0.0	17.1 82.9 0.0	33.19066 9 d.f. P>0.0001*	- 0.11264
36	Day Schools for greater supervision by Parents	Agree Disagree Neutral	27.0 68.8 4.2	33.3 64.3 2.4	0.0 100.0 0.0	32.8 64.3 2.9	11.83717 12 d.f. P>0.4588+	
53	Preference for Day Schools.	Agree Disagree Neutral	8.3 84.4 7.3	19.9 83.3 4.8	0.0 50.0 50.0	14.3 82.8 2.9	14.10747 12 d.f. P 0.2939+	0.02851

SIGNIFICANT LEVELS.

CHI SQUARE (χ^2) * P>0.001 (1%) ** P>0.01 (5%)
PEARSONS R (r) * P>0.01 (5%) ** P>0.001 (1%)
+ Not Significant.

TABLE 11D-9

ITEM - BY - ITEM COMPARISON OF URBAN AND RURAL PARENTS' ATTITUDES TOWARDS BOARDING AND DAY SCHOOLS EDUCATION.

ITEM NOS.	REASONS	RESPONSE	URBAN N = 63 %	RURAL N = 147 %	X ²	R
17	For good and effective teaching (Boarding).	Agree Disagree	96.8 3.2 0.0	86.4 13.6 0.0	9.15945 3 d.f. P>0.0272**	- 0.11603
18	For greater supervision by Teachers. (Boarding).	Agree Disagree Neutral	82.6 15.8 1.6	66.0 30.6 3.4	6.41232 4 d.f. P>0.1704+	- 0.13510
21	For effective character training (Boarding).	Agree Disagree Neutral	88.9 11.1 0.0	72.1 27.9 0.0	9.01406 3 d.f. P>0.0291**	- 0.13195
27	For better Academic Training. (Boarding).	Agree Disagree Neutral	88.9 9.5 1.6	91.2 6.8 2.0	5.39009 3 d.f. P>0.1454+	0.12177
50	Boarding - for a superior Academic Environment.	Agree Disagree Neutral	93.6 6.4 0.0	87.1 12.9 0.0	4.17756 3 d.f. P>0.02429+	- 0.03096
54	Preference for Boarding Schools.	Agree Disagree Neutral	81.0 11.1 7.9	78.9 17.7 3.4	7.35340 4 d.f. P>0.1184+	- 0.00691
32	Day Schools are most suitable.	Agree Disagree Neutral	15.9 84.1 0.0	23.8 76.2 0.0	2.26566 3 d.f. P>0.5191+	- 0.08732
36	Day Schools for greater supervision by Parents.	Agree Disagree Neutral	42.9 57.1 0.0	24.4 70.8 4.8	11.11696 4 d.f. P>0.0253**	- 0.15595
53	Preference for Day Schools.	Agree Disagree Neutral	17.5 77.7 4.8	8.2 85.7 6.1	5.67309 4 d.f. P>0.02249+	- 0.09986

SIGNIFICANT LEVELS.

CHISQUARES (X²) * P>0.001 (1%) PEARSONS R (r) * P>0.01 (5%)
 ** P>0.01 (5%) ** P>0.001 (1%)
 +

TABLE 11D-10

ITEM - BY - ITEM ANALYSIS OF PARENTS' ATTITUDES TOWARDS BOARDING AND DAY SCHOOLS EDUCATION IN RELATION TO TYPE OF SCHOOL ATTENDED.

ITEM NOS.	REASONS	RESPONSE RUBIC	BOARDER N. = 124 %	DAY STUD. N = 32 %	DAY/BOARDER N = 5 %	NONE N = 49 %	χ^2	R
17	For good and effective teaching (Boarding).	Agree Disagree Neutral	87.9 10.5 1.6	87.5 12.5 0.0	100.0 0.0 0.0	85.7 10.2 4.1	9.01694 9 d.f. P>0.4357+	0.01360
18	For greater supervision by teachers. (Boarding).	Agree Disagree Neutral	76.6 22.6 0.8	62.5 31.2 6.3	100.0 0.0 0.0	59.2 34.7 6.1	55.81805 12 d.f. P>0.0000*	- 0.02738
21	For effective character training. (Boarding).	Agree Disagree Neutral	82.3 17.7 0.0	62.4 37.6 0.0	100.0 0.0 0.0	71.5 28.5 0.0	34.21218 9 d.f. P>0.0001*	0.02175
27	For better Academic training. (Boarding).	Agree Disagree Neutral	95.2 4.0 0.8	84.3 9.4 6.3	80.0 20.0 0.0	83.7 14.3 2.0	32.24475 9 d.f. P>0.0002*	- 0.015
50	Boarding - for a superior Academic Environment.	Agree Disagree Neutral	91.1 8.9 0.0	81.3 18.7 0.0	60.0 40.0 0.0	91.9 8.1 0.0	33.75091 9 d.f. P>0.0001*	0.06399
54	Preference for Boarding Schools.	Agree Disagree Neutral	84.6 13.0 2.4	68.8 25.1 6.3	20.0 80.0 0.0	79.8 10.2 10.2	46.0782 12 d.f. P>0.0000*	0.00767
32	Day Schools are most suitable.	Agree Disagree Neutral	21.0 79.0 0.0	21.8 78.2 0.0	40.0 60.0 0.0	20.4 79.6 0.0	7.12144 9 d.f. P>0.6245+	- 0.00062
36	Day Schools for greater supervision by Parents.	Agree Disagree Neutral	27.5 69.3 3.2	34.4 62.5 3.1	60.0 40.0 0.0	30.6 65.3 4.1	4.74108 12 d.f. P>0.9661+	0.04216
53	Preference for Day Schools.	Agree Disagree Neutral	16.9 80.7 2.4	3.1 93.8 3.1	0.0 80.0 20.0	2.1 83.6 14.3	34.99890 12 d.f. P>0.0527**	- 0.11204

SIGNIFICANT LEVELS.

CHISQUARE (χ^2) * P>0.001 (1%) PEARSONS R (r) * P>0.01 (5%)
 ** P>0.01 (5%) ** P>0.001 (1%)
 + Not significant.

TABLE 11D-11

ITEM - BY - ITEM ANALYSIS OF PARENTS' ATTITUDES TOWARDS BOARDING AND DAY SCHOOLS EDUCATION IN RELATION TO NO. OF CHILDREN OR WARDS IN SCHOOL.

ITEM NO.	REASONS	RESPONSE RUBRIC.	1 - 2 WARDS	3 - 4 WARDS	5 - 6 WARDS	ABOVE 7 WARDS	X ²	R
			N = 46	N = 45	N = 67	N = 52		
			%	%	%	%		
17	For good and effective teaching. (Boarding).	Agree Disagree Neutral	86.9 10.9 2.2	71.2 24.4 4.4	92.4 6.0 1.5	96.2 3.8 0.0	17.49376 9 d.f. P>0.0415**	0.13934
18	For greater supervision by Teachers. (Boarding).	Agree Disagree Neutral	67.4 30.4 2.2	60.0 31.1 8.9	70.2 29.8 0.0	84.6 13.5 1.9	39.27018 12 d.f. P>0.0001*	0.02027
21	For effective character training. (Boarding).	Agree Disagree Neutral	73.9 26.1 0.0	54.6 45.4 0.0	77.6 22.4 0.0	94.2 5.8 0.0	34.74182 9 d.f. P>0.0001*	0.12550
27	For better academic training. (Boarding).	Agree Disagree Neutral	87.0 13.0 0.0	91.2 4.4 4.4	89.5 9.0 1.5	94.3 3.8 1.9	24.08623 9 d.f. P>0.0042*	- 0.09104
50	Boarding - for a superior academic environment.	Agree Disagree Neutral	91.3 8.7 0.0	91.1 8.9 0.0	85.1 14.9 0.0	90.4 9.6 0.0	36.82966 9 d.f. P>0.0000*	- 0.22089**
54	Preference for Boarding Schools.	Agree Disagree Neutral	67.4 21.7 10.9	82.3 13.3 4.4	80.6 16.4 3.0	86.6 11.5 1.9	30.65402 12 d.f. P>0.0022*	0.00050
32	Day Schools are most suitable.	Agree Disagree Neutral	21.7 78.3 0.0	22.2 77.8 0.0	20.9 79.1 0.0	21.1 78.9 0.0	8.50950 9 d.f. P>0.4837+	- 0.01691
36	Day Schools for greater supervision by Parents.	Agree Disagree Neutral	26.1 65.2 8.7	26.6 66.7 6.7	26.9 73.1 0.0	40.4 59.6 0.0	15.56244 12 d.f. P>0.2121+	0.06586
53	Preference for Day Schools.	Agree Disagree Neutral	0.0 84.8 15.2	2.2 91.1 6.7	5.9 92.6 1.5	34.7 63.4 1.9	58.42625 12 d.f. P>0.0000*	0.25208**

SIGNIFICANT LEVELS.

CHI SQUARES (X²)

PEARSONS R(r)

* P>0.001 (1%)
** P>0.01 (5%)
+ Not Significant.

* P>0.01 (5%)
** P>0.001 (1%)

TABLE 11D-12

ITEM - BY - ITEM ANALYSIS OF PARENTS' ATTITUDES TOWARDS BOARDING AND DAY SCHOOL EDUCATIONS IN RELATION TO SEX OF WARD.

ITEM NOS.	REASONS	RESPONSE	BOY N = 93 %	GIRL N = 117 %	X ²	R
17	For good and effective teaching (Boarding).	Agree Disagree Neutral	87.0 10.8 2.2	88.0 10.3 1.7	0.10703 3 d.f. P>0.09910+	0.00485
18	For greater supervision by Teachers (Boarding).	Agree Disagree Neutral	69.9 25.8 4.3	71.8 26.5 1.7	1.79829 4 d.f. P>0.7728+	- 0.00402
21	For effective character training (Boarding).	Agree Disagree Neutral	73.1 26.9 0.0	80.9 19.6 0.0	2.25086 3 d.f. P>0.5220+	0.06392
27	For better academic training (Boarding).	Agree Disagree Neutral	90.3 8.6 1.1	90.6 6.8 2.6	0.82240 3 d.f. P>0.8441+	0.00990
50	Boarding - for a superior academic environment.	Agree Disagree Neutral	89.2 10.8 0.0	88.9 11.1 0.0	0.17469 3 d.f. P>0.9816+	- 0.01194
54	Preference for Boarding Schools.	Agree Disagree Neutral	79.5 15.1 5.4	79.4 16.3 4.3	1.72317 4 d.f. P>0.7865+	0.01705
32	Day Schools are most suitable.	Agree Disagree Neutral	25.8 74.2 0.0	17.9 82.1 0.0	5.63337 3 d.f. P>0.1309+	- 0.10423
36	Day Schools for greater supervision by Parents.	Agree Disagree Neutral	34.4 60.2 5.4	26.5 71.8 1.7	21.36720 4 d.f. P>0.0003*	- 0.01637
53	Preference for Day Schools	Agree Disagree Neutral	8.6 86.0 5.4	12.8 81.2 6.0	2.08380 4 d.f. P>0.7203+	0.08098

SIGNIFICANT LEVELS.

CHI SQUARE (X²)

* P>0.001 (1%)
** P>0.01 (5%)
+ Not Significant.

PEARSONS R (r)

* P>0.01 (5%)
** P>0.001 (1%)

TABLE 11D-13

Variables inter correlation matrix: Biographic data of parents.

N = 210

	SEX	AGE	M.STATUS	H.EDUC.	INCOME	RELIGION	RESIDENCE	SCHOOL ATTENDED	NO. OF WARDS	SEX OF WARDS
SEX	-									
AGE	0.034	-								
MARITAL STATUS	-0.037	0.399**	-							
HIGHEST EDUCATION	0.032	0.134	0.002	-						
INCOME	0.021	0.136	0.047	0.538**	-					
RELIGION	0.085	0.084	-0.050	0.143	0.008	-				
RESIDENCE	0.037	-0.181*	-0.137	-0.366**	-0.245**	0.006	-			
SCHOOL ATTENDED	0.005	-0.013	0.027	-0.670**	-0.255**	-0.056	0.048	-		
NO. OF WARDS	0.034	0.104	0.089	0.103	0.016	0.075	-0.130	-0.030	-	
SEX OF WARDS	-0.079	0.061	0.116	0.066	0.025	0.198*	-0.040	-0.103	0.065	-

E 5. EDUCATIONALISTS/UNDERGRADUATES QUESTIONNAIRE ANALYSIS

TABLE 11E-1

Educationalists/Undergraduates demographic information.

<u>VARIABLE AND DISTRIBUTION</u>	<u>NUMBER</u>	<u>PERCENTAGE</u>
1. Sex:		
a) Male	226	50.7
b) Female	220	49.3
2. SCHOOL ATTENDED:		
a) Boarding	368	82.5
b) Day student	70	15.7
c) Day/Boarding	8	1.8
3. DEPARTMENT:		
a) Ministry of Education	27	16.0
b) Faculty of Law	45	10.1
c) Faculty of Engineering	76	17.0
d) Faculty of Science	73	16.4
e) Faculty of Technical and Science Education	159	35.7
f) Faculty of Environmental Sciences	66	14.8
4. CHILDREN/WARDS IN SCHOOL:		
a) Boarders	107	24.0
b) Day Students	89	20.0
c) Day Boarders	43	9.6
d) None	207	46.4

TABLE 11E-2

Combined frequency distribution of responses of educationalists/undergraduates who expressed dissatisfaction or satisfaction with the objectives of boarding schools (N = 446).

ITEMS	DISSATISFACTION GROUP		NEUTRAL GROUP		SATISFACTION GROUP		MEAN	STANDARD DEVIATION
	No.	%	No.	%	No.	%		
1. Academic Aims	80	17.9	226	51.3	360	80.8	3.798	1.240
2. Social & leadership aims	118	26.5	0	0.0	328	73.6	3.648	1.221
3. Moral Aims	170	38.1	0	0.0	276	61.9	3.260	1.484
4. Geographical aims	213	47.8	0	0.0	233	52.3	3.047	1.561

The higher the mean, the greater the perceived satisfaction.

TABLE 11E-3

Combined frequency distribution of responses of educationalists /undergraduates who expressed dissatisfaction or satisfaction with various aspects of boarding schools (N = 446).

ITEMS	DISSATISFIED GROUP		NEUTRAL GROUP		SATISFIED GROUP		MEAN	STANDARD DEVIATION
	No.	%	No.	%	No.	%		
5. Sports facilities	336	84.3	0	0.0	70	15.7	2.005	1.177
6. Accommodation	387	86.8	0	0.0	59	13.2	1.886	1.135
7. General hygiene	274	61.4	0	0.0	172	38.6	2.626	1.555
8. All facilities	296	66.4	0	0.0	150	33.6	2.529	1.353
9. Selection of Boarders	153	34.3	0	0.0	285	63.9	3.229	1.375
10. Supervision of Boarders	392	87.9	0	0.0	54	12.1	2.144	1.050
11. Payment of boarding fees	212	97.5	0	0.0	234	52.4	3.144	1.633
12. Discipline in boarding	357	80.0	0	0.0	89	19.9	2.240	1.303
13. Feeding	346	77.6	0	0.0	100	22.4	2.235	1.242
14. Attitude of parents	110	24.7	10	2.2	326	73.1	3.661	1.275
15. Attitude of students	244	54.7	6	1.3	196	44.0	2.843	1.594
16. Attitude of teachers	291	65.2	13	2.9	142	31.8	2.466	1.467
17. General organization of boarding	348	78.0	2	0.4	96	21.6	2.177	1.380
18. I prefer boarding	131	29.4	0	0.0	315	70.6	3.536	1.326
19. I prefer day education	380	85.2	0	0.0	66	14.8	1.978	1.227

The higher the mean, the greater the perceived satisfaction.

TABLE 11E-4

Item-by-item comparison of the male and female educationalists/
undergraduates attitudes towards boarding and day schools education.

ITEMS NO.	ISSUES	RESPONSE RUBRIC	MALE N=226 %	FEMALE N=220 %	χ^2	d.f.	SIG	R
1	Academic aims of boarding	Satisfied	77.4	84.1	5.314	4	P>0.257 +	0.078
		Dissatisfied	21.7	14.1				
		Neutral	0.9	1.8				
2	Social and leadership aims of boarding	Satisfied	70.8	76.4	2.373	4	P>0.357 +	0.057
		Dissatisfied	29.2	23.6				
		Neutral	0.0	0.0				
3	Moral aims of boarding	Satisfied	62.0	61.8	3.464	3	P>0.326 +	0.021
		Dissatisfied	38.0	38.2				
		Neutral	0.0	0.0				
4	Geographical aims of boarding	Satisfied	53.1	51.4	0.307	3	P>0.959 +	-0.015
		Dissatisfied	46.9	48.6				
		Neutral	0.0	0.0				
5	Provision of sports and games facilities for boarders	Satisfied	16.8	14.6	0.715	3	P=0.870 +	-0.030
		Dissatisfied	83.2	85.4				
		Neutral	0.0	0.0				
6	Provision of accommodation in the boarding houses	Satisfied	14.1	12.3	0.910	3	P=0.823 +	-0.023
		Dissatisfied	85.9	87.7				
		Neutral	0.0	0.0				
7	General hygiene in the boarding houses	Satisfied	40.2	36.9	0.719	3	P>0.869 +	-0.039
		Dissatisfied	59.8	63.1				
		Neutral	0.0	0.0				
8	Provision of all facilities in the boarding houses	Satisfied	33.2	34.0	0.299	3	P>0.960 +	0.002
		Dissatisfied	66.8	66.0				
		Neutral	0.0	0.0				
9	Selection of boarders	Satisfied	65.5	62.2	0.981	3	P>0.912 +	-0.030
		Dissatisfied	33.2	35.5				
		Neutral	1.3	2.3				
10	Supervision of boarders	Satisfied	12.8	11.4	0.318	3	P>0.957 +	-0.019
		Dissatisfied	87.2	88.6				
		Neutral	0.0	0.0				
11	Boarding fees for services offered	Satisfied	54.4	50.4	1.092	3	P>0.779 +	-0.043
		Dissatisfied	45.6	49.6				
		Neutral	0.0	0.0				
12	Discipline in the boarding houses	Satisfied	21.2	18.6	1.243	3	P>0.742 +	-0.023
		Dissatisfied	78.8	81.4				
		Neutral	0.0	0.0				
13	Feeding in the boarding houses	Satisfied	22.1	22.8	1.678	3	P>0.641 +	0.001
		Dissatisfied	77.9	77.2				
		Neutral	0.0	0.0				
14	Attitude of parents & guardians towards boarding	Satisfied	73.0	73.2	0.802	4	P>0.938 +	0.009
		Dissatisfied	24.3	25.0				
		Neutral	2.7	1.8				
15	Attitude of students towards school rules & regulations in boarding houses	Satisfied	43.8	44.0	2.631	4	P>0.621 +	-0.004
		Dissatisfied	54.0	55.5				
		Neutral	2.2	0.5				
16	Attitude of teachers towards boarding house life	Satisfied	30.5	33.2	6.353	4	P>0.174 +	0.010
		Dissatisfied	64.6	65.9				
		Neutral	4.9	0.9				
17	General organization & management of boarding houses	Satisfied	21.2	21.8	0.383	4	P>0.984 +	0.010
		Dissatisfied	78.4	77.7				
		Neutral	0.4	0.5				
18	All in all I prefer boarding schools	Satisfied	69.4	71.8	0.839	3	P>0.840 +	0.027
		Dissatisfied	30.6	28.2				
		Neutral	0.0	0.0				
19	All in all I prefer day schools	Satisfied	15.1	14.6	0.217	3	P>0.974 +	-0.015
		Dissatisfied	84.9	85.4				
		Neutral	0.0	0.0				

SIGNIFICANT LEVELS

CHI SQUARE (χ^2) * P>0.001 (1%) ** P>0.01 (5%)
 ** P>0.01 (5%) * P>0.001 (1%)
 + Not significant

PEARSONS R (r)

TABLE 11E-5

Item-by-item Analysis of Educationists/
undergraduates attitudes towards boarding and day schools education.
in Relation to Departments

ITEMS NO.	ISSUES	RESPONSE RUBRIC	Min. of Educ. N=27	Law N=45	Eng- Ino. N=76	Sci N=73	Tech & Sc. N=159	Environ N=66	X ²	R
1	Academic aims of boarding	Satisfied	70.4	71.1	75.0	86.3	83.6	84.9	35.2583	0.081
		Dissatisfied	25.9	28.9	23.7	12.3	14.5	15.1	20 d.f.	
		Neutral	3.7	0.0	1.3	1.4	1.9	0.0	p>0.019*	
2	Social and leadership aims of boarding	Satisfied	51.9	66.4	69.7	69.9	78.6	83.4	30.1655	0.1211*
		Dissatisfied	48.1	33.3	30.3	30.1	21.4	19.6	15 d.f.	
		Neutral	0.0	0.0	0.0	0.0	0.0	0.0	p>0.011*	
3	Moral aims of boarding	Satisfied	48.1	51.1	50.0	54.8	71.0	74.2	35.0378	0.2189**
		Dissatisfied	51.9	48.9	50.0	45.2	29.0	25.8	15 d.f.	
		Neutral	0.0	0.0	0.0	0.0	0.0	0.0	p>0.0024*	
4	Geographical aims of boarding	Satisfied	40.7	44.5	40.8	42.5	59.1	69.7	34.9078	0.1603**
		Dissatisfied	59.3	55.5	59.2	57.5	40.9	30.3	15 d.f.	
		Neutral	0.0	0.0	0.0	0.0	0.0	0.0	p>0.0025*	
5	Provision of sports and games facilities for boarders	Satisfied	7.4	22.2	7.9	11.0	19.5	19.7	30.1842	0.1261*
		Dissatisfied	92.6	77.8	92.1	89.0	80.5	80.3	15 d.f.	
		Neutral	0.0	0.0	0.0	0.0	0.0	0.0	p>0.0113*	
6	Provision of accommodation in the boarding houses	Satisfied	7.4	17.8	8.9	11.0	16.4	13.7	29.0704	-0.0317
		Dissatisfied	92.6	82.2	92.1	89.0	83.6	86.3	15 d.f.	
		Neutral	0.0	0.0	0.0	0.0	0.0	0.0	p>0.016*	
7	General hygiene in the boarding houses	Satisfied	29.7	35.5	35.6	31.5	38.4	56.1	32.4213	0.1343**
		Dissatisfied	70.3	64.5	64.4	68.5	61.6	43.9	15 d.f.	
		Neutral	0.0	0.0	0.0	0.0	0.0	0.0	p>0.006*	
8	Provision of all facilities in the boarding houses	Satisfied	32.7	31.1	29.0	31.5	33.3	45.4	25.7602	0.075
		Dissatisfied	67.3	68.9	71.0	68.5	66.7	54.6	15 d.f.	
		Neutral	0.0	0.0	0.0	0.0	0.0	0.0	p>0.041**	
9	Selection of boarders	Satisfied	51.9	64.5	48.7	52.1	70.7	80.3	43.910	0.1309**
		Dissatisfied	48.1	33.3	47.4	45.2	28.7	18.2	20 d.f.	
		Neutral	0.0	2.2	3.9	2.7	0.6	1.5	p>0.002*	
10	Supervision of boarders	Satisfied	29.7	6.7	13.1	13.7	10.0	10.6	28.8375	-0.0228
		Dissatisfied	70.3	93.3	86.9	86.3	90.0	89.4	15 d.f.	
		Neutral	0.0	0.0	0.0	0.0	0.0	0.0	p>0.017*	
11	Boarding fees for services offered	Satisfied	44.5	35.6	39.4	43.8	60.4	72.7	55.6802	0.205**
		Dissatisfied	55.5	64.4	60.6	56.2	39.6	27.3	15 d.f.	
		Neutral	0.0	0.0	0.0	0.0	0.0	0.0	p>0.000*	
12	Discipline in the boarding houses	Satisfied	37.1	17.8	14.5	27.4	15.1	24.3	22.5953	-0.0031
		Dissatisfied	62.9	82.2	85.5	72.6	84.9	75.7	15 d.f.	
		Neutral	0.0	0.0	0.0	0.0	0.0	0.0	p>0.093+	
13	Feeding in the boarding houses	Satisfied	29.7	22.2	23.7	20.5	22.0	21.2	17.470	-0.0080
		Dissatisfied	70.3	77.8	76.3	79.5	78.0	78.8	15 d.f.	
		Neutral	0.0	0.0	0.0	0.0	0.0	0.0	p>0.291+	
14	Attitude of parents & guardians towards boarding	Satisfied	59.3	77.8	64.5	65.7	88.6	80.4	34.842	0.1336**
		Dissatisfied	40.7	22.2	35.5	32.9	17.6	15.1	20 d.f.	
		Neutral	0.0	0.0	0.0	1.4	3.8	4.5	p>0.021**	
15	Attitude of students towards school rules & regulations in boarding houses	Satisfied	44.5	42.3	47.4	39.7	40.9	53.0	37.6218	0.009
		Dissatisfied	48.1	55.5	57.3	58.9	59.1	45.5	20 d.f.	
		Neutral	7.4	2.2	1.3	1.4	0.0	1.5	p>0.010*	
16	Attitude of teachers towards boarding house life	Satisfied	40.8	32.3	35.6	24.6	31.4	33.4	32.7752	-0.001
		Dissatisfied	48.1	64.3	60.5	74.0	67.3	63.6	20 d.f.	
		Neutral	11.1	4.4	3.9	1.4	1.3	3.0	p>0.036**	
17	General organization & management of boarding houses	Satisfied	22.3	26.7	21.0	79.1	21.4	21.2	11.8084	-0.0054
		Dissatisfied	77.7	73.3	79.0	79.5	78.0	78.8	20 d.f.	
		Neutral	0.0	0.0	0.0	1.4	0.6	0.0	p>0.922+	
18	All in all I prefer boarding schools	Satisfied	63.0	75.6	65.8	71.2	70.5	75.7	38.0983	0.0371
		Dissatisfied	37.0	24.4	34.2	28.8	29.5	24.3	15 d.f.	
		Neutral	0.0	0.0	0.0	0.0	0.0	0.0	p>0.001*	
19	All in all I prefer day schools	Satisfied	11.2	28.9	10.5	17.8	12.5	13.6	26.0394	0.0013
		Dissatisfied	88.8	71.1	89.5	82.2	87.5	86.4	15 d.f.	
		Neutral	0.0	0.0	0.0	0.0	0.0	0.0	p>0.038**	

SIGNIFICANT LEVELS

CHI SQUARE (X²) * P>0.001 (1%) PEARSONS R (r) ** P>0.01 (5%)
 ** P>0.01 (5%) * P>0.001 (1%)
 + Not significant

TABLE 11E-6

Item-by-item Analysis of Educationists/
undergraduates attitudes towards boarding and day schools education.
In Relation to Type of School Ward Is Attending

ITEMS NO.	ISSUES	RESPONSE RUBRIC	Boarder H = 107	Day Student N = 89	Day Boarder N = 207	None H = 207	χ^2	R	R
1	Academic aims of boarding	Satisfied	72.9	79.8	83.7	84.6	21.250	0.0917	
		Dissatisfied	26.2	16.8	16.3	14.4	d.f=12		
		Neutral	0.9	3.4	0.0	1.0	p>0.047**		
2	Social and leadership aims of boarding	Satisfied	65.4	75.3	62.7	79.2	21.745	0.094	
		Dissatisfied	34.6	24.7	37.3	20.8	d.f=9		
		Neutral	0.0	0.0	0.0	0.0	p>0.0097*		
3	Moral aims of boarding	Satisfied	51.4	61.8	51.1	69.5	45.555	0.1843	
		Dissatisfied	48.6	38.2	48.9	30.5	d.f=9		
		Neutral	0.0	0.0	0.0	0.0	p>0.000*		
4	Geographical aims of boarding	Satisfied	35.6	56.2	41.8	61.4	55.8529	0.1334*	
		Dissatisfied	64.4	43.8	58.2	38.6	d.f=9		
		Neutral	0.0	0.0	0.0	0.0	p>0.000*		
5	Provision of sports and games facilities for boarders	Satisfied	13.2	14.6	16.2	18.8	36.9356	0.1359*	
		Dissatisfied	86.8	85.4	83.8	81.2	d.f=9		
		Neutral	0.0	0.0	0.0	0.0	p>0.000*		
6	Provision of accommodation in the boarding houses	Satisfied	10.3	14.6	9.3	14.5	36.0911	-0.0567	
		Dissatisfied	89.7	85.4	90.7	85.5	d.f=9		
		Neutral	0.0	0.0	0.0	0.0	p>0.000*		
7	General hygiene in the boarding houses	Satisfied	30.8	48.4	27.9	40.1	29.2249	0.0495	
		Dissatisfied	69.2	51.6	72.1	59.9	9 d.f		
		Neutral	0.0	0.0	0.0	0.0	p>0.001*		
8	Provision of all facilities in the boarding houses	Satisfied	25.2	45.0	18.6	36.2	24.7371	0.0433	
		Dissatisfied	74.8	55.0	81.4	63.8	w,9 d.f		
		Neutral	0.0	0.0	0.0	0.0	p>0.003*		
9	Selection of boarders	Satisfied	50.4	66.3	44.2	69.4	43.1466	0.1235*	
		Dissatisfied	44.0	32.6	55.8	25.6	2.12 d.f		
		Neutral	5.6	1.1	0.0	0.5	p>0.000*		
10	Supervision of boarders	Satisfied	12.2	15.7	13.9	10.6	17.5092	-0.0004	
		Dissatisfied	88.8	84.3	86.1	89.4	w,9 d.f		
		Neutral	0.0	0.0	0.0	0.0	p>0.0413**		
11	Boarding fees for services offered	Satisfied	39.3	54.0	25.6	64.3	37.3444	0.1617**	
		Dissatisfied	60.7	46.0	74.4	35.7	9 d.f		
		Neutral	0.0	0.0	0.0	0.0	p>0.000*		
12	Discipline in the boarding houses	Satisfied	14.1	22.5	16.3	22.7	28.692	0.0837	
		Dissatisfied	85.9	77.5	83.7	77.3	9 d.f		
		Neutral	0.0	0.0	0.0	0.0	p>0.001*		
13	Feeding in the boarding houses	Satisfied	20.6	28.1	23.3	20.8	26.361	0.0210	
		Dissatisfied	79.4	71.9	76.7	79.2	9 d.f		
		Neutral	0.0	0.0	0.0	0.0	p>0.002*		
14	Attitude of parents & guardians towards boarding	Satisfied	73.8	67.3	55.8	78.8	21.3061	0.0245	
		Dissatisfied	24.3	29.3	41.9	19.3	12 d.f		
		Neutral	1.9	3.4	2.3	1.9	p>0.046**		
15	Attitude of students towards school rules & regulations in boarding houses	Satisfied	54.2	40.5	32.5	42.5	26.6621	-0.0886	
		Dissatisfied	43.0	58.4	67.5	56.5	12 d.f		
		Neutral	2.8	1.1	0.0	1.0	p>0.001*		
16	Attitude of teachers towards boarding house life	Satisfied	41.1	27.1	20.9	31.5	34.3856	-0.0515	
		Dissatisfied	54.2	70.7	74.4	66.6	12 d.f		
		Neutral	4.7	2.2	4.7	1.9	p>0.001*		
17	General organization & management of boarding houses	Satisfied	29.0	18.0	13.9	20.7	34.38	-0.0065	
		Dissatisfied	71.0	80.9	86.1	78.8	12 d.f		
		Neutral	0.0	1.1	0.0	0.5	p>0.001*		
18	All in all I prefer boarding schools	Satisfied	71.1	60.6	53.4	78.2	41.3892	0.0208	
		Dissatisfied	28.9	39.4	46.6	21.8	9 d.f		
		Neutral	0.0	0.0	0.0	0.0	p>0.000*		
19	All in all I prefer day schools	Satisfied	23.4	9.0	20.9	11.6	34.8670	-0.0381	
		Dissatisfied	76.6	91.0	79.1	88.4	9 d.f		
		Neutral	0.0	0.0	0.0	0.0	p>0.000*		

SIGNIFICANT LEVELS

CHI SQUARE (χ^2) * P>0.001 (1%) PEARSONS R (r) ** P>0.01 (5%)
 ** P>0.01 (5%) * P>0.001 (1%)
 + Not significant

TABLE 11E-7

Item-by-item Analysis of Educationists/
undergraduates attitudes towards boarding and day schools education.
In Relation to School Attended.

ITEMS NO.	ISSUES	RESPONSE RUBRIC	Board- ing 368	Day 70	Day/ Boarding 8	χ^2	R
1	Academic aims of boarding	Satisfied	82.4	77.1	37.5	16.627	-0.1144*
		Dissatisfied	16.0	22.9	62.5	d.f 8	
		Neutral	1.6	0.0	0.0	p>0.034**	
2	Social and leadership aims of boarding	Satisfied	75.0	70.0	37.5	15.9433	-0.0996
		Dissatisfied	25.0	30.0	62.5	6	
		Neutral	0.0	0.0	0.0	p>0.014*	
3	Moral aims of boarding	Satisfied	62.5	62.9	25.0	21.0650	-0.112*
		Dissatisfied	37.5	37.1	75.0	6	
		Neutral	0.0	0.0	0.0	p>0.002*	
4	Geographical aims of boarding	Satisfied	52.8	51.5	27.5	19.782	-0.0165
		Dissatisfied	47.2	48.5	72.5	6	
		Neutral	0.0	0.0	0.0	p>0.003*	
5	Provision of sports and games facilities for boarders	Satisfied	14.4	22.8	87.5	26.6895	0.0027
		Dissatisfied	85.6	77.2	12.5	6	
		Neutral	0.0	0.0	0.0	p>0.0002*	
6	Provision of accommodation in the boarding houses	Satisfied	13.3	12.8	12.5	23.0577	0.0942
		Dissatisfied	86.7	87.2	87.5	6	
		Neutral	0.0	0.0	0.0	p>0.001*	
7	General hygiene in the boarding houses	Satisfied	39.6	35.7	12.5	24.7144	-0.0752
		Dissatisfied	60.4	64.3	87.5	6	
		Neutral	0.0	0.0	0.0	p>0.0004*	
8	Provision of all facilities in the boarding houses	Satisfied	34.8	30.0	12.5	26.7272	-0.0967
		Dissatisfied	65.2	70.0	87.5	6	
		Neutral	0.0	0.0	0.0	p>0.002*	
9	Selection of boarders	Satisfied	67.1	52.9	87.5	27.818	-0.148**
		Dissatisfied	30.7	47.1	12.5	8	
		Neutral	2.2	0.0	0.0	p>0.0005*	
10	Supervision of boarders	Satisfied	11.4	17.2	0.0	16.583	-0.0114
		Dissatisfied	88.6	82.8	100.0	6	
		Neutral	0.0	0.0	0.0	p>0.011*	
11	Boarding fees for services offered	Satisfied	55.4	41.5	12.5	18.1463	-0.1612**
		Dissatisfied	44.6	58.5	87.5	6	
		Neutral	0.0	0.0	0.0	p>0.006*	
12	Discipline in the boarding houses	Satisfied	20.6	17.1	12.5	25.7932	-0.113
		Dissatisfied	79.4	82.9	87.5	6	
		Neutral	0.0	0.0	0.0	p>0.0002*	
13	Feeding in the boarding houses	Satisfied	23.3	18.6	12.5	20.742	-0.125
		Dissatisfied	76.7	81.4	87.5	6	
		Neutral	0.0	0.0	0.0	p>0.002*	
14	Attitude of parents & guardians towards boarding	Satisfied	77.2	38.6	25.0	61.089	-0.257**
		Dissatisfied	20.9	57.1	75.0	8	
		Neutral	1.9	4.3	0.0	p>0.000*	
15	Attitude of students towards school rules & regulations in boarding houses	Satisfied	46.3	37.2	0.0	98.468	-0.1110
		Dissatisfied	53.2	61.4	62.5	8	
		Neutral	0.5	1.4	37.5	p 0.000*	
16	Attitude of teachers towards boarding house life	Satisfied	33.4	25.7	12.5	60.482	-0.0913
		Dissatisfied	64.7	70.0	50.0	8	
		Neutral	1.9	4.3	37.5	p>0.000*	
17	General organization & management of boarding houses	Satisfied	22.4	18.6	12.5	17.0089	-0.0901
		Dissatisfied	77.1	81.4	87.5	8	
		Neutral	0.5	0.0	0.0	p>0.030**	
18	All in all I prefer boarding schools	Satisfied	73.4	61.5	25.0	39.6655	-0.167**
		Dissatisfied	26.6	38.5	75.0	6	
		Neutral	0.0	0.0	0.0	p>0.000*	
19	All in all I prefer day schools	Satisfied	15.5	12.8	0.0	100.0	-0.159**
		Dissatisfied	84.5	87.2	87.2	6	
		Neutral	0.0	0.0	0.0	p>0.000*	

SIGNIFICANT LEVELS

CHI SQUARE (χ^2) * P>0.001 (1%) PEARSONS R (r) ** P>0.01 (5%)
 ** P>0.01 (5%) * P>0.001 (1%)
 + Not significant

TABLE 11E-8

Inter variables correlation matrix: biographic data of educationists/undergraduates

N = 446

	SEX	SCHOOL ATTENDED	DEPARTMENT	WARD
SEX	-			
SCHOOL ATTENDED	-0.045	-		
DEPARTMENT	0.017	0.0197	-	
WARD	-0.006	-0.0714	0.053	-

* = P>0.01 (5%)

** = P>0.001 (1%)

E 6. STUDENT BOARDERS QUESTIONNAIRE ANALYSIS

TABLE 11F-1

Student boarders demographic information.

<u>VARIABLE AND DISTRIBUTION</u>	<u>NUMBER</u>	<u>PERCENTAGE</u>
1. SEX:		
a) Boys	193	51.6
b) Girls	181	48.4
2. AGE:		
a) 10 - 11	81	21.7
b) 12 - 13	94	25.1
c) 14 - 15	85	22.7
d) 16 - 19	114	30.5
3. CLASS:		
a) Two	80	21.4
b) Three	94	25.1
c) Four	85	22.7
d) Five	115	30.7
4. RELIGIOUS AFFILIATION:		
a) Catholic	106	28.3
b) Protestants	90	24.1
c) African and others	178	47.6
5. TYPES OF SCHOOL:		
a) Boys	166	44.4
b) Girls	154	41.2
c) Mixed/coed	54	14.4
6. LOCATION OF SCHOOL:		
a) Urban	94	25.1
b) Rural	280	74.9
7. POSITION IN SCHOOL EXAMS AND TESTS:		
a) First 10	215	57.5
b) 11th - 20th	74	19.8
c) 21st and above	85	22.7
8. HOME RESIDENCE:		
a) Urban town	127	34.0
b) Rural village	247	66.0
9. HOME DISTANCE FROM SCHOOL:		
a) Below 10 km	131	35
b) Above 11 km	243	65
10. POPULATION AT HOME:		
a) Below 5 persons	102	27.3
b) Above 6 persons	272	72.7

TABLE 11F-1 (cont'd)

<u>VARIABLE AND DISTRIBUTION</u>	<u>NUMBER</u>	<u>PERCENTAGE</u>
11. INCOME/SALARY OF PARENTS:		
a) Low - Below N5,000	256	68.4
b) High - Above N6,000	118	31.6
12. DECISION TO BECOME A BOARDER:		
a) Father	114	30.5
b) Mother	76	20.3
c) Myself	95	25.4
d) Others - relations, friends	89	23.8
13. STATE OF ORIGIN:		
a) Rivers State	211	56.4
b) Anambra State	41	11.0
c) Imo State	60	16.0
d) Cross River State	48	12.8
e) Others e.g. Lagos	14	3.7

TABLE 11F-2

Combined frequency distribution of responses of student boarders who expressed dissatisfaction or satisfaction with the objectives of boarding schools (N = 374)

ITEMS	DISSATISFIED GROUP		NEUTRAL GROUP		SATISFIED GROUP		MEAN	STANDARD DEVIATION
	No.	%	No.	%	No.	%		
1. Academic performance	70	18.7	21	5.6	283	75.7	3.743	1.148
2. Character training	61	16.3	24	6.4	289	77.3	3.957	1.157
3. Social & leadership training	61	16.3	23	6.1	290	77.5	3.929	1.140
4. Moral training	9	2.4	9	2.4	356	95.2	4.160	0.639

The higher the mean, the greater the perceived satisfaction.

TABLE 11F-3

Combined frequency distribution of responses of student boarders who expressed dissatisfaction or satisfaction with facilities in boarding schools (N = 374).

ITEMS	DISSATISFIED GROUP		NEUTRAL GROUP		SATISFIED GROUP		MEAN	STANDARD DEVIATION
	No.	%	No.	%	No.	%		
5. Accommodation	318	85.0	7	1.9	49	13.1	2.110	1.013
6. Beds, foams and lockers	365	97.6	1	0.3	8	2.1	1.270	0.603
7. Dining hall/ kitchen	327	87.4	3	0.8	44	11.8	1.933	1.068
8. Water availability	345	92.2	6	1.6	13	6.1	1.759	0.918
9. Health facilities	345	92.2	3	0.8	26	7.0	1.764	0.934
10. Toilet facilities	364	97.3	0	0.0	10	2.6	1.150	0.607
11. Lighting	353	94.4	8	2.1	13	3.5	1.225	0.745
12. Playgrounds	95	25.4	11	2.9	268	71.7	3.703	1.346
13. Library-books	74	19.8	5	1.3	295	78.9	3.885	1.304
14. Common/visitors rooms	259	69.3	21	5.6	94	25.1	2.155	1.417
15. Feeding	298	79.7	18	4.8	58	15.5	2.070	1.108

The higher the mean, the greater the perceived satisfaction

TABLE 11F-4

Combined frequency distribution of responses of student boarders who expressed dissatisfaction or satisfaction with other aspects of boarding schools
(N = 374)

ITEMS	DISSATISFIED GROUP		NEUTRAL GROUP		SATISFIED GROUP		MEAN	STANDARD DEVIATION
	No.	%	No.	%	No.	%		
16. Prep & private study	45	12.0	8	2.1	321	85.8	3.952	1.065
17. Sports and games	55	14.7	7	1.9	312	83.4	4.134	1.272
18. Indoor games	42	11.2	7	1.9	325	86.9	4.134	1.058
19. Social & leisure activities	37	9.9	5	1.3	332	88.8	4.171	1.057
20. Boarding house rules	224	59.9	6	1.6	144	38.5	2.917	1.321
21. Boarding house management	60	16.0	8	2.1	306	81.8	3.922	1.109
22. Relationship with Principal	58	15.5	5	1.3	311	83.2	3.949	1.206
23. Relationship with Housemaster	154	41.2	3	0.8	217	58.0	3.332	1.252
24. Relationship with Prefects	312	83.4	4	1.1	58	15.6	1.826	1.205
25. Relationship with Matrons	192	51.3	1	3.0	171	45.7	2.650	1.746
26. Relationship with other students	176	47.1	8	4.8	180	48.1	2.909	1.423
27. Relationship with day students	322	86.1	5	1.3	47	12.6	2.209	0.940
28. Relationship with the Community	22	5.9	2	0.5	350	93.6	4.332	0.846
29. Manual duties - grass cutting	333	89.0	7	1.9	34	9.1	1.968	0.908
30. Fagging - odd jobs	355	94.9	4	1.1	15	4.0	1.981	0.628
31. Bullying & Brutality	354	94.7	0	0.0	20	5.3	1.770	0.813
32. Stealing and extortion	354	94.7	0	0.0	20	5.3	2.070	0.613
33. General life in boarding	151	40.4	11	3.0	212	56.7	3.222	1.540
34. Payment of boarding fees	40	10.7	9	2.4	325	86.9	4.029	1.021
35. Becoming a day student	307	82.1	2	0.5	65	17.4	2.083	1.054

The higher the mean, the greater the perceived satisfaction

TABLE 11R-5

Item-by-item comparison of boys and girls (boarders)
attitudes towards boarding and day schools education.

ITEMS NOS.	ISSUES	RESPONSE RUBRIC	BOYS	GIRLS	K ²	R
			N = 193 %	N = 181 %		
1	Academic excellence	Satisfied	79.8	71.2	16.5808	-0.0538
		Dissatisfied	19.2	18.3	4 d.f.	
		Neutral	1.0	10.5	p>0.0023 *	
2	Character training	Satisfied	80.8	73.5	6.4378	-0.0706
		Dissatisfied	12.5	20.4	4 d.f.	
		Neutral	1.0	6.1	p>0.169+	
3	Social and leadership training	Satisfied	81.9	72.9	12.1036	-0.0889
		Dissatisfied	11.4	21.6	4 d.f.	
		Neutral	6.7	5.5	p>0.017*	
4	Moral training	Satisfied	95.9	94.4	0.5604	-0.0338
		Dissatisfied	2.0	2.8	4 d.f.	
		Neutral	2.1	2.8	p>0.9674+	
5	Boarding house accommodation	Satisfied	13.5	12.7	1.0214	-0.0256
		Dissatisfied	84.9	85.1	4 d.f.	
		Neutral	1.6	2.2	p>0.9065+	
6	Beds, foams and lockers	Satisfied	2.5	1.7	1.79033	0.0011
		Dissatisfied	97.5	97.7	4 d.f.	
		Neutral	0.0	0.6	p>0.7743+	
7	Dining hall and kitchen	Satisfied	10.4	13.3	3.2731	0.0005
		Dissatisfied	88.6	86.1	4 d.f.	
		Neutral	1.0	0.6	p>0.5132+	
8	Availability of water	Satisfied	5.6	6.6	1.255	0.0441
		Dissatisfied	92.8	91.7	4 d.f.	
		Neutral	1.6	1.7	p>0.87 +	
9	Health facilities	Satisfied	6.7	7.2	0.7295	-0.0138
		Dissatisfied	92.3	92.2	4 d.f.	
		Neutral	1.0	0.6	p>0.948 +	
10	Toilet facilities	Satisfied	2.6	2.8	0.5559	0.01674
		Dissatisfied	97.4	97.2	3 d.f.	
		Neutral	0.0	0.0	p>0.9065+	
11	Lighting	Satisfied	3.2	3.9	1.4544	0.0384
		Dissatisfied	95.2	93.3	4 d.f.	
		Neutral	1.6	.28	p>0.835+	
12	Playgrounds	Satisfied	75.7	67.4	6.3608	-0.0966
		Dissatisfied	22.2	28.7	4 d.f.	
		Neutral	2.1	3.9	p>0.174+	
13	Library - books	Satisfied	79.3	78.5	2.3555	-0.009
		Dissatisfied	20.7	19.3	4 d.f.	
		Neutral	0.5	2.2	p>0.671+	
14	Common/visitors rooms	Satisfied	27.4	22.7	2.5564	-0.0343
		Dissatisfied	67.9	70.7	4 d.f.	
		Neutral	4.7	6.6	p>0.635+	
15	Feeding (quantity and quality)	Satisfied	14.5	14.8	2.823	0.0262
		Dissatisfied	81.9	79.1	4 d.f.	
		Neutral	3.6	6.1	p>0.588+	
16	Prep and private study	Satisfied	86.0	85.7	1.6073	-0.0316
		Dissatisfied	11.9	12.1	4 d.f.	
		Neutral	2.1	2.2	p>0.8075+	
17	Sports and games	Satisfied	83.9	82.9	2.1875	0.0118
		Dissatisfied	15.1	14.3	4 d.f.	
		Neutral	1.0	2.8	p>0.7013+	
18	Indoor games	Satisfied	86.5	87.3	2.0652	0.0243
		Dissatisfied	12.5	9.9	4 d.f.	
		Neutral	1.0	2.8	p>0.724+	
19	Social & leisure activities	Satisfied	88.1	89.5	4.891	0.0255
		Dissatisfied	11.4	8.3	4 d.f.	
		Neutral	0.5	2.2	p>0.299+	
20	Boarding house rules and regulations	Satisfied	37.8	39.2	0.7845	0.02435
		Dissatisfied	60.6	59.1	4 d.f.	
		Neutral	1.6	1.7	p>0.9405+	
21	Boarding house management	Satisfied	82.3	81.2	1.949	-0.0385
		Dissatisfied	15.6	16.6	4 d.f.	
		Neutral	2.1	2.2	p>0.7452+	
22	Relationship with Principal	Satisfied	83.4	82.9	1.2196	0.0098
		Dissatisfied	15.0	16.0	4 d.f.	
		Neutral	1.6	1.1	p>0.875+	
23	Relationship with house- master	Satisfied	55.6	60.7	1.7036	0.0385
		Dissatisfied	43.4	38.7	4 d.f.	
		Neutral	1.0	0.6	p>0.7901+	

TABLE 11F-5 (cont'd)

24	Relationship with prefects	Satisfied	18.2	12.7	6.7300	-0.0246
		Dissatisfied	80.8	86.2	4 d.f.	
		Neutral	1.0	1.1	p>0.151+	
25	Relationship with store-keepers, matrons	Satisfied	47.2	44.2	1.2984	-0.0351
		Dissatisfied	49.2	53.6	4 d.f.	
		Neutral	3.6	2.2	p>0.862+	
26	Relationship with other students	Satisfied	47.7	48.5	3.2951	-0.0096
		Dissatisfied	45.6	48.7	4 d.f.	
		Neutral	6.7	2.8	p>0.5097+	
27	Relationship with day students	Satisfied	13.9	11.1	1.5484	-0.0498
		Dissatisfied	84.5	87.8	4 d.f.	
		Neutral	1.6	1.1	p>0.818+	
28	Relationship with community	Satisfied	93.3	93.9	0.4826	0.0253
		Dissatisfied	6.2	5.5	4 d.f.	
		Neutral	0.5	0.6	p>0.9752+	
29	Manual duties by boarders grass cutting etc.	Satisfied	8.3	10.0	1.744	0.0461
		Dissatisfied	90.1	87.8	4 d.f.	
		Neutral	1.6	2.2	p>0.783+	
30	Fagging - odd jobs for seniors	Satisfied	3.2	4.9	3.3177	-0.0052
		Dissatisfied	95.8	94.0	4 d.f.	
		Neutral	1.0	1.1	p>0.5061+	
31	Bullying and brutality by students	Satisfied	4.7	6.1	3.1245	0.0766
		Dissatisfied	95.3	93.9	3 d.f.	
		Neutral	0.0	0.0	p>0.373+	
32	Stealing and extortion by students	Satisfied	4.7	6.1	2.5413	0.0386
		Dissatisfied	95.3	93.9	3 d.f.	
		Neutral	0.0	0.0	p>0.468+	
33	General life in the boarding house	Satisfied	58.0	55.3	2.9444	-0.0110
		Dissatisfied	40.4	40.3	4 d.f.	
		Neutral	1.6	4.4	p>0.567+	
34	Payment of boarding fees	Satisfied	87.0	86.7	1.6375	0.0298
		Dissatisfied	10.9	10.5	4 d.f.	
		Neutral	2.1	2.8	p>0.802+	
35	Becoming a day student	Satisfied	17.6	17.8	4.2690	-0.0508
		Dissatisfied	81.9	82.4	4 d.f.	
		Neutral	0.5	0.6	p>0.371+	

SIGNIFICANT LEVELS

CHI SQUARE (χ^2)

* p>0.001 (1%)

** p>0.01 (5%)

+ Not significant

PEARSONS R(r) ** p>0.01 (5%)

* p>0.001 (1%)

TABLE 11F-6

Item-by-Item Analysis of Student Boarders Attitudes Towards Boarding and Day Schools Education
In Relation to Class and Age

ITEMS Nos.	ISSUES	Response Rubric	Class II	Class III	Class IV	Class V	χ^2	R
			10-11 N = 81 %	12-13 N = 94 %	14-15 N = 85 %	16-19 N = 114 %		
1	Academic excellence	Satisfied	53.0	59.6	96.5	89.5	106.4263 12 d.f. p>0.000*	0.344**
		Dissatisfied	40.8	38.3	0.0	0.9		
		Neutral	6.2	2.1	3.5	9.6		
2	Character training	Satisfied	55.5	62.7	96.5	90.3	69.3796 12 d.f. p>0.000*	0.3253**
		Dissatisfied	29.7	25.6	3.5	8.8		
		Neutral	14.8	11.7	0.0	0.9		
3	Social and Leadership Training	Satisfied	55.6	63.8	96.5	90.3	69.272 12 d.f. p>0.000*	0.3130**
		Dissatisfied	32.1	23.4	3.5	8.8		
		Neutral	12.3	12.8	0.0	0.9		
4	Moral Training	Satisfied	90.1	91.5	100.0	98.2	42.8436 12 d.f. p>0.000*	-0.027
		Dissatisfied	6.2	4.2	0.0	0.0		
		Neutral	3.7	4.3	0.0	1.8		
5	Boarding House Accommodation	Satisfied	16.0	14.8	14.1	8.8	15.3569 12 d.f. p>0.223+	-0.0665
		Dissatisfied	82.8	84.1	83.5	88.6		
		Neutral	1.2	1.1	2.4	2.6		
6	Beds, foams and lockers	Satisfied	1.2	4.3	2.4	0.9	20.3507 12 d.f. p>0.061+	-0.1439*
		Dissatisfied	97.6	95.7	97.6	99.1		
		Neutral	1.2	0.0	0.0	0.0		
7	Dining Hall and Kitchen	Satisfied	12.4	12.8	15.3	7.9	12.81824 12 d.f. p>0.3824+	-0.0321
		Dissatisfied	85.1	86.1	84.7	92.1		
		Neutral	2.5	1.1	0.0	0.0		
8	Availability of Water	Satisfied	13.5	10.6	2.4	0.0	32.3113 12 d.f. p>0.0012*	-0.2171**
		Dissatisfied	82.8	86.2	97.6	100.0		
		Neutral	3.7	3.2	0.0	0.0		
9	Health Facilities	Satisfied	82.7	11.7	3.6	0.0	34.6993 12 d.f. p>0.000*	-0.2445**
		Dissatisfied	14.8	88.3	95.2	100.0		
		Neutral	2.5	0.0	1.2	0.0		
10	Toilet Facilities	Satisfied	3.7	4.3	2.4	0.9	12.705 9 d.f. p>0.1764+	-0.0730
		Dissatisfied	96.3	95.7	97.6	99.1		
		Neutral	0.0	0.0	0.0	0.0		
11	Lighting	Satisfied	4.9	5.4	3.5	0.9	17.0272 12 d.f. p>0.129+	-0.0385
		Dissatisfied	93.9	93.5	95.3	94.7		
		Neutral	1.2	1.1	1.2	4.4		
12	Playgrounds	Satisfied	46.9	56.5	94.1	85.1	82.1320 12 d.f. p>0.000*	0.3762**
		Dissatisfied	49.4	41.4	3.5	11.4		
		Neutral	3.7	2.1	2.4	3.5		
13	Library-books	Satisfied	70.4	83.0	76.5	83.3	11.9757 12 d.f. p>0.448+	0.0793
		Dissatisfied	28.4	14.9	22.3	15.8		
		Neutral	1.2	2.1	1.2	0.9		
14	Common/Visitors Rooms	Satisfied	18.5	27.7	28.2	25.4	7.5280 12 d.f. p>0.821+	0.0318
		Dissatisfied	75.3	64.9	65.9	71.1		
		Neutral	6.2	7.4	5.9	3.5		
15	Feeding (quantity & quality)	Satisfied	13.7	14.9	13.0	19.3	10.1375 12 d.f. p>0.0604+	0.0617
		Dissatisfied	82.6	80.8	82.3	74.6		
		Neutral	3.7	4.3	4.7	6.1		
16	Prop. & private study	Satisfied	80.3	83.0	84.7	93.0	17.717 12 d.f. p>0.125+	0.1538*
		Dissatisfied	18.5	13.8	12.9	5.2		
		Neutral	1.2	3.2	2.4	1.8		
17	Sports Games	Satisfied	84.0	83.0	82.4	84.2	21.8554 12 d.f. p>0.0392**	0.0763
		Dissatisfied	14.8	14.9	1.41	14.9		
		Neutral	1.2	2.1	3.5	0.9		
18	Indoor Games	Satisfied	88.9	85.1	84.8	88.5	12.996 12 d.f. p>0.3693+	-0.016
		Dissatisfied	9.9	12.8	11.7	10.6		
		Neutral	1.2	2.1	3.5	0.9		
19	Social & Leisure Activities	Satisfied	91.4	86.2	88.2	89.4	4.1442 12 d.f. p>0.981+	0.0029
		Dissatisfied	7.4	12.7	9.4	9.7		
		Neutral	1.2	1.1	2.4	0.9		
20	Boarding House Rules & Regulations	Satisfied	53.1	34.1	42.0	30.7	51.8503 12 d.f. p>0.000*	-0.075
		Dissatisfied	46.9	62.7	57.6	68.4		
		Neutral	0.0	3.2	2.4	0.9		

TABLE 11F-6 (cont'd)

21	Boarding House Management	Satisfied	58.1	64.8	100.0	0.9	98.7063	0.3566**
		Dissatisfied	37.0	30.9	0.0	99.1	12 d.f.	
		Neutral	4.9	4.3	0.0	0.0	p>0.000*	
22	Relationship with Principal	Satisfied	61.7	67.0	100.0	0.9	86.2365	0.4141**
		Dissatisfied	35.8	29.8	0.0	99.1	12 d.f.	
		Neutral	2.5	3.2	0.0	0.0	p>0.000*	
23	Relationship with Housemaster	Satisfied	44.5	44.7	72.9	67.5	40.5596	0.197**
		Dissatisfied	54.3	53.2	27.1	32.5	12 d.f.	
		Neutral	1.2	2.1	0.0	0.0	p>0.0001*	
24	Relationship with Prefects	Satisfied	9.8	15.9	21.1	14.9	11.8402	0.0537
		Dissatisfied	87.7	83.0	77.7	85.1	12 d.f.	
		Neutral	2.5	1.1	1.2	0.0	p>0.459+	
25	Relationship with Storekeepers, Matrons	Satisfied	43.2	38.3	62.3	41.2	25.7412	0.0456
		Dissatisfied	54.3	55.3	36.5	57.0	12 d.f.	
		Neutral	2.5	6.4	1.2	0.8	p>0.012*	
26	Relationship with Other Students	Satisfied	44.5	40.5	63.4	45.6	97.0421	0.175**
		Dissatisfied	54.3	56.3	29.5	47.4	12 d.f.	
		Neutral	1.2	3.2	7.1	7.0	p>0.000*	
27	Relationship with Day students	Satisfied	12.4	13.9	14.1	10.5	59.0964	0.0947
		Dissatisfied	87.6	84.0	84.7	87.7	12 d.f.	
		Neutral	0.0	2.1	1.2	1.8	p>0.000*	
28	Relationship with Community	Satisfied	84.0	88.2	100.0	100.0	33.363	0.1738**
		Dissatisfied	14.8	10.7	0.0	0.0	12 d.f.	
		Neutral	1.2	1.1	0.0	0.0	p>0.001*	
29	Manual Duties by Boarders - Grass cutting etc.	Satisfied	4.9	10.7	8.2	11.4	22.3195	0.0559
		Dissatisfied	91.4	86.1	91.8	87.7	12 d.f.	
		Neutral	3.7	3.2	0.0	0.9	p>0.0341**	
30	Faggin - Odd Jobs for seniors	Satisfied	2.4	5.3	3.6	4.4	14.9133	0.0503
		Dissatisfied	93.4	91.5	96.4	95.6	12 d.f.	
		Neutral	1.2	3.2	0.0	0.0	p>0.2462+	
31	Bullying & brutality by students	Satisfied	2.4	5.3	5.9	7.0	5.3171	0.0855
		Dissatisfied	97.6	94.7	94.1	93.0	9 d.f.	
		Neutral	0.0	0.0	0.0	0.0	p>0.806+	
32	Stealing & Extortion by students	Satisfied	7.4	5.3	3.6	5.3	29.826	0.0613
		Dissatisfied	92.6	94.7	96.4	94.7	9 d.f.	
		Neutral	0.0	0.0	0.0	0.0	p>0.0005*	
33	General life in the Boarding House	Satisfied	38.4	39.3	72.9	71.9	102.0360	0.3745**
		Dissatisfied	60.4	57.5	23.6	24.6	12 d.f.	
		Neutral	1.2	3.2	3.5	3.5	p>0.000*	
34	Payment of boarding Fees	Satisfied	68.0	75.5	100.0	100.0	69.997	0.3716**
		Dissatisfied	25.8	20.2	0.0	0.0	12 d.f.	
		Neutral	6.2	4.3	0.0	0.0	p>0.000*	
35	Becoming a Day Student	Satisfied	37.0	34.1	1.2	1.8	82.2809	-0.3982**
		Dissatisfied	61.8	64.8	98.8	98.2	12 d.f.	
		Neutral	1.2	1.1	0.0	0.0	p>0.000*	

SIGNIFICANT LEVELS

CHI SQUARE (χ^2)

* P>0.001 (1%)
 ** p>0.01 (5%)
 + Not significant

PEARSONS R(r)

** p>0.01 (5%)
 * p>0.001 (1%)

TABLE 11F-7

Item-by-item analysis of student boarders attitudes towards
boarding and day schools education in relation to religious affiliation.

ITEMS NOS.	ISSUES	RESPONSE RUBRIC	CATHOLIC N = 106 %	PROTESTANT N = 90 %	AFRICAN N = 178 %	X ²	R
1	Academic excellence	Satisfied	72.6	78.9	75.9	5.433	0.001
		Dissatisfied	18.0	16.7	20.2	8 d.f.	
		Neutral	9.4	4.4	3.9	p>0.710 +	
2	Character training	Satisfied	76.3	81.1	75.8	4.711	0.017
		Dissatisfied	18.0	11.1	18.0	8 d.f.	
		Neutral	5.7	7.8	6.2	P 0.788 +	
3	Social and Leadership Training	Satisfied	74.6	82.2	76.9	4.9842	-0.0215
		Dissatisfied	17.9	11.1	18.0	8 d.f.	
		Neutral	7.5	6.7	5.1	p>0.759+	
4	Moral Training	Satisfied	94.4	96.7	95.0	4.1716	0.01207
		Dissatisfied	2.8	2.2	2.2	8 d.f.	
		Neutral	2.8	1.1	2.8	p>0.8413+	
5	Boarding House Accommodation	Satisfied	85.8	83.3	85.3	5.8997	0.02522
		Dissatisfied	12.3	12.3	14.1	8 d.f.	
		Neutral	1.9	4.4	0.6	p>0.6585+	
20	Boarding House Rules & Regulations	Satisfied	46.3	41.2	32.6	8.5594	-0.0907
		Dissatisfied	52.8	57.7	65.2	8 d.f.	
		Neutral	0.9	1.1	2.2	p>0.3808+	
30	Fagging - Odd Jobs for seniors	Satisfied	9.5	2.2	1.7	20.1098	-0.06352
		Dissatisfied	80.5	97.8	96.1	8 d.f.	
		Neutral	0.0	0.0	2.2	p>0.0099*	
31	Bullying & Brutality by students	Satisfied	9.5	4.4	3.4	6.6234	-0.0793
		Dissatisfied	90.5	95.6	96.6	6 d.f.	
		Neutral	0.0	0.0	0.0	p>0.3571+	
32	Stealing and extortion by students	Satisfied	8.5	4.4	3.9	6.6311	-0.0977
		Dissatisfied	91.5	95.6	96.1	6 d.f.	
		Neutral	0.0	0.0	0.0	p>0.3563+	
33	General Life in the Boarding House	Satisfied	53.8	56.7	68.4	13.6435	0.01845
		Dissatisfied	45.3	40.6	37.7	8 d.f.	
		Neutral	0.9	3.3	3.9	p>0.0915+	
34	Payment of Boarding Fees	Satisfied	88.6	90.1	84.3	4.7768	-0.0436
		Dissatisfied	9.5	6.6	13.5	8 d.f.	
		Neutral	1.9	3.3	2.2	p>0.7811+	
35	Becoming a Day student	Satisfied	16.1	16.6	18.5	7.7264	0.0061
		Dissatisfied	83.0	83.4	80.9	8 d.f.	
		Neutral	0.9	0.0	0.6	p>0.461+	

SIGNIFICANT LEVELS

CHI SQUARE (X²) * p>0.001 (1%)
** p>0.01 (5%)
+ Not significant

PEARONS R(r) ** p>0.01 (5%)
* p>0.001 (1%)

TABLE 11F-8

Item-by-Item Analysis of Student Boarders Attitudes Towards Boarding and Day Schools Education
In Relation to Type of School

ITEMS NOS.	ISSUES	RESPONSE RURRIC	Boys School N = 166 %	Girls School N = 154 %	Mixed N = 54 %	χ^2	R
15	Feeding (quantity and quality)	Satisfied	14.4	15.6	18.5	2.512 8 d.f. $p > 0.9612^+$	0.044
		Dissatisfied	82.0	78.6	75.9		
		Neutral	3.6	5.8	5.6		
16	Prep. and Private Study	Satisfied	88.0	85.8	79.6	8.084 8 d.f. $p > 0.4253^+$	-0.062
		Dissatisfied	10.2	12.3	16.7		
		Neutral	1.8	1.9	3.7		
20	Boarding House Rules & Regulations	Satisfied	38.0	34.5	51.8	10.3482 8 d.f. $p > 0.2414^+$	0.0509
		Dissatisfied	60.2	64.2	46.3		
		Neutral	1.8	1.3	1.9		
29	Manual duties by Boarders - grass cutting etc.	Satisfied	8.4	7.8	14.8	8.2831 8 d.f. $p > 0.4063^+$	0.0476
		Dissatisfied	91.0	89.6	81.5		
		Neutral	0.6	2.6	3.7		
30	Fagging- odd jobs for seniors	Satisfied	3.6	3.9	5.5	5.3663 8 d.f. $p > 0.718^+$	-0.0127
		Dissatisfied	95.8	94.8	92.6		
		Neutral	0.6	1.3	1.9		
31	Bullying and brutality by students	Satisfied	4.8	4.5	9.3	6.4088 6 d.f. $p > 0.38^+$	0.0431
		Dissatisfied	95.2	95.5	90.7		
		Neutral	0.0	0.0	0.0		
32	Stealing & extortion by students	Satisfied	3.0	5.1	13.0	11.0525 6 d.f. $p > 0.086^+$	0.1224*
		Dissatisfied	97.0	94.9	87.0		
		Neutral	0.0	0.0	0.0		
33	General Life in the Boarding House	Satisfied	58.4	55.9	53.7	4.0547 8 d.f. $p > 0.8522^+$	-0.0200
		Dissatisfied	39.8	39.6	44.4		
		Neutral	1.8	4.5	1.9		
34	Payment of boarding Fees	Satisfied	87.4	86.4	87.0	2.3001 8 d.f. $p > 0.9704^+$	-0.0063
		Dissatisfied	10.2	11.0	11.1		
		Neutral	2.4	2.6	1.9		
35	Becoming a Day Student	Satisfied	17.5	17.5	16.7	5.5265 8 d.f. $p > 0.7001^+$	-0.0098
		Dissatisfied	81.9	81.9	83.3		
		Neutral	0.6	0.6	0.0		

SIGNIFICANT LEVELS

CHI SQUARE (χ^2)

* $p > 0.001$ (1%)
 ** $p > 0.01$ (5%)
 + Not significant

PEARSONS R(r)

** $p > 0.01$ (5%)
 * $p > 0.001$ (1%)

TABLE 11F-9

Item-by-Item Analysis of Student Boarders' Attitudes Towards Boarding and Day Schools Education
In Relation to Location of Schools

ITEMS NO.	ISSUES	RESPONSE PUBLIC	URBAN N=94 %	RURAL N=280 %	χ^2	P
5	Boarding House Accommodation	Satisfied Dissatisfied Neutral	26.6 73.4 0.0	8.6 88.9 2.5	286.5278 4 d.f. p>0.000*	0.057
8	Availability of Water	Satisfied Dissatisfied Neutral	14.8 85.2 0.0	3.2 94.7 2.1	26.8524 4 d.f. p>0.000*	-0.1252 p 0.0077
9	Health Facilities	Satisfied Dissatisfied Neutral	18.0 78.8 3.2	3.2 96.8 0.0	44.6791 4 d.f. p>0.000*	-0.1924
11	Lighting	Satisfied Dissatisfied Neutral	13.8 77.7 8.5	0.0 100.0 0.0	71.3492 4 d.f. p>0.000*	-0.347
12	Playgrounds	Satisfied Dissatisfied Neutral	63.8 29.8 6.4	74.3 23.9 1.8	25.2755 4 d.f. p>0.000*	0.1105
13	Library-Books	Satisfied Dissatisfied Neutral	75.5 19.2 5.3	80.0 20.0 0.0	15.1249 4 d.f. p>0.0044*	0.0151
15	Feeding (quantity and quality)	Satisfied Dissatisfied Neutral	21.3 74.4 4.3	13.6 81.4 5.0	5.1069 4 d.f. p>0.0276+	-0.0471
16	Prop. & private Study	Satisfied Dissatisfied Neutral	66.0 28.7 5.3	92.5 6.4 1.1	44.9609 4 d.f. p>0.000*	0.2925**
17	Sports & Games	Satisfied Dissatisfied Neutral	79.8 14.9 5.3	84.6 14.7 0.7	10.199 4 d.f. p>0.0373**	0.0561
20	Boarding House Rules & Regulations	Satisfied Dissatisfied Neutral	41.5 52.1 6.4	37.5 62.5 0.0	62.7732 4 d.f. p>0.000*	0.0056
33	General life in the Boarding House	Satisfied Dissatisfied Neutral	47.8 45.8 6.4	59.6 38.6 1.8	7.7413 4 d.f. p>0.1015+	0.08
34	Payment of Boarding Fees	Satisfied Dissatisfied Neutral	79.8 20.2 0.0	85.7 11.1 3.2	62.7230 4 d.f. p>0.000*	0.18
35	Becoming a Day Student	Satisfied Dissatisfied Neutral	10.7 87.2 2.1	19.7 80.3 0.0	12.1245 4 d.f. p>0.0164*	0.1159

SIGNIFICANT LEVELS

CHI SQUARE (χ^2) * p>0.001 (1%)
** p>0.01 (5%)
+ Not significant

PEARSON'S R(r) ** p>0.01 (5%)
* p>0.001 (1%)

TABLE 11F-10

Item-by-Item Analysis of Student Boarders' Attitudes Towards Boarding and Day Schools Education In Relation to Academic Performance

ITEMS NO.	ISSUES	RESPONSE RUBRIC	First 10 N =	Next 20 N =	Above 21 N =	χ^2	R
1	Academic Excellence	Satisfied	92.6	95.9	15.3	294.6500 8 d.f. p>0.000*	-0.6793**
		Dissatisfied	0.0	0.0	82.3		
		Neutral	7.4	4.1	2.4		
2	Character Training	Satisfied	92.6	98.6	21.0	229.257 8 d.f. p>0.000*	-0.5679**
		Dissatisfied	7.4	1.4	51.8		
		Neutral	0.0	0.0	28.2		
3	Social and Leadership training	Satisfied	92.6	98.6	21.2	220.8672 8 d.f. p>0.000*	-0.5273**
		Dissatisfied	7.4	1.4	51.7		
		Neutral	0.0	0.0	27.1		
4	Moral Training	Satisfied	99.1	100.0	81.2	53.0813 8 d.f. p>0.000*	-0.1987**
		Dissatisfied	0.0	0.0	10.6		
		Neutral	0.9	0.0	8.2		
5	Boarding House Accommodation	Satisfied	13.0	16.1	10.6	10.8193 8 d.f. p>0.2121+	-0.0665
		Dissatisfied	85.6	79.8	88.2		
		Neutral	1.4	4.1	1.2		
15	Fooding (quantity and quality)	Satisfied	16.8	21.6	7.1	12.778 8 d.f. p>0.1197+	-0.0877
		Dissatisfied	78.1	75.7	87.0		
		Neutral	5.1	2.7	5.9		
16	Prop. & private Study	Satisfied	88.8	82.4	81.2	7.7054 8 d.f. p>0.4628+	-0.0739
		Dissatisfied	9.3	16.2	15.3		
		Neutral	1.9	1.4	3.5		
17	Sports & Games	Satisfied	82.8	87.8	81.2	5.3944 8 d.f. p>0.715+	-0.02454
		Dissatisfied	15.8	9.5	16.4		
		Neutral	1.4	2.7	2.4		
33	General Life in the Boarding House	Satisfied	72.1	67.5	8.2	324.9137 8 d.f. p>0.000*	-0.628**
		Dissatisfied	25.1	25.7	91.8		
		Neutral	2.8	6.8	0.0		
34	Payment of boarding Fees	Satisfied	100.0	100.0	42.4	195.3985 8 d.f. p>0.000*	0.5662**
		Dissatisfied	0.0	0.0	47.0		
		Neutral	0.0	0.0	10.6		
35	Becoming a Day Student	Satisfied	0.9	0.0	74.1	257.4463 8 d.f. p>0.000*	0.6701**
		Dissatisfied	99.1	100.0	23.5		
		Neutral	0.0	0.0	2.4		

SIGNIFICANT LEVELS

CHI SQUARE (χ^2) * p>0.001 (1%)
 ** p>0.01 (5%)
 + Not significant

PEARSONS R(r) ** p>0.01 (5%)
 * p>0.001 (1%)

TABLE 11F-11

Item-by-Item Analysis of Student Boarders' Attitudes Towards Boarding and Day Schools Education
in Relation to Place of Residence

ITEMS NO.	ISSUES	RESPONSE RUEPIC	Town N= %	Village N= %	X ²	R
1	Academic Excellence	Satisfied Dissatisfied Neutral	74.8 18.9 6.3	73.2 18.6 5.3	12.955 4 d.f. p>0.0115*	0.0709
2	Character Training	Satisfied Dissatisfied Neutral	77.2 14.9 7.9	77.3 17.1 5.7	1.5324 4 d.f. p>0.821+	0.0077
3	Social and Leadership Training	Satisfied Dissatisfied Neutral	77.2 16.5 6.3	77.8 16.2 6.1	9.7511 4 d.f. p>0.045**	-0.0603
4	Moral Training	Satisfied Dissatisfied Neutral	96.9 1.6 1.6	94.3 2.8 2.8	3.3744 4 d.f. p>0.4972+	0.0122
33	General Life in the Boarding House	Satisfied Dissatisfied Neutral	58.3 37.0 4.7	55.8 42.1 2.0	2.945 4 d.f. p>0.5671+	-0.0287
34	Payment of Boarding Fees	Satisfied Dissatisfied Neutral	87.4 10.2 2.4	86.7 11.0 2.4	0.3958 4 d.f. p>0.983+	-0.0181
35	Becoming a Day Student	Satisfied Dissatisfied Neutral	17.3 82.7 0.0	17.4 81.2 0.8	1.6753 4 d.f. p>0.7952+	0.01355

SIGNIFICANT LEVELS

CHI SQUARE (X²)

* p>0.001 (1%)
** p>0.01 (5%)
+ Not significant

PEARSONS R(r)

** p>0.01 (5%)
* p>0.001 (1%)

TABLE 11F-12

Item-by-Item Analysis of Student Boarders' Attitudes Towards Boarding and Day Schools Education
in Relation to Distance from Home to School

ITEMS NOS.	ISSUES	RESPONSE RUBRIC	BELOW	ABOVE	x ²	R
			10 km N=121 %	10 km N=243 %		
33	General Life in the Boarding House	Satisfied	54.2	58.0	1.6353 4 d.f. p>0.8024+	0.0148
		Dissatisfied	42.0	39.5		
		Neutral	3.8	2.5		
34	Payment of Boarding Fees	Satisfied	86.2	87.2	0.2301 4 d.f. p>0.8731+	0.0157
		Dissatisfied	10.7	10.7		
		Neutral	3.1	2.1		
35	Becoming a Day Student	Satisfied	17.5	17.3	3.847 4 d.f. p>0.4272+	-0.0433
		Dissatisfied	81.7	82.3		
		Neutral	0.8	0.4		

SIGNIFICANT LEVELS

CHI SQUARE (x²)

* p>0.001 (1%)
** p>0.01 (5%)
+ Not significant.

PEARSONS R(r)

** p>0.01 (5%)
* p>0.001 (1%)

TABLE 11F-13

Item-by-Item Analysis of Student Boarders Attitudes Towards Boarding and Day Schools Education
In Relation to Number of Persons at Home

ITEMS NO.	ISSUES	RESPONSE RUBRIC	1-5	Above	X ²	R
			Persons N = 102 %	6 persons N = 272 %		
15	Feeding (quantity and quality)	Satisfied	21.6	13.2	10.9161 4 d.f. p>0.0275**	-0.146*
		Dissatisfied	69.6	83.5		
		Neutral	8.8	3.3		
16	Prep. & Private Study	Satisfied	80.4	87.8	4.4569 4 d.f. p>0.3477+	0.0852
		Dissatisfied	15.7	10.7		
		Neutral	3.9	1.5		
33	General Life in the Boarding House	Satisfied	52.0	58.4	3.9913 4 d.f. p>0.4072+	0.0298
		Dissatisfied	43.1	39.4		
		Neutral	4.9	2.2		
34	Payment of Boarding Fees	Satisfied	83.3	88.3	5.8524 4 d.f. p>0.2104+	0.09423
		Dissatisfied	12.8	9.9		
		Neutral	3.9	1.8		
35	Becoming a Day Student	Satisfied	17.7	17.3	3.0557 4 d.f. p>0.5485+	-0.0430
		Dissatisfied	81.3	82.3		
		Neutral	1.0	0.4		

SIGNIFICANT LEVELS

CHI SQUARE (X²)

* p>0.001 (1%)
** p>0.01 (5%)
+ Not Significant

PEAPSONS R(r)

** p>0.01 (5%)
* p>0.001 (1%)

TABLE 11F-14

Item-by-Item Analysis of Student Boarders' Attitudes Towards Boarding and Day Schools Education
in Relation to Parents' Income

ITEMS NO.	ISSUES	RESPONSE RUBRIC	Low Income N=256 %	High Income N=118 %	χ^2	R
5	Boarding House Accommodation	Satisfied	11.7	16.1	2.02112 4 d.f. p>0.732+	0.0345
		Dissatisfied	86.3	82.2		
		Neutral	2.0	1.7		
15	Feeding (quantity and quality)	Satisfied	14.4	17.8	2.504 4 d.f. p>0.644+	0.0561
		Dissatisfied	80.5	78.0		
		Neutral	5.1	4.2		
16	Prep. & Private Study	Satisfied	85.6	86.4	0.6431 4 d.f. p>0.9582+	-0.0071
		Dissatisfied	12.1	11.9		
		Neutral	2.3	1.7		
33	General Life in the Boarding House	Satisfied	59.0	51.7	4.04415 4 d.f. p>0.4001+	0.0606
		Dissatisfied	37.5	46.6		
		Neutral	3.5	1.7		
34	Payment of Boarding Fees	Satisfied	88.7	83.1	8.202 4 d.f. p>0.0845+	-0.0534
		Dissatisfied	9.0	14.4		
		Neutral	2.3	2.5		
35	Becoming a Day Student	Satisfied	16.4	19.6	6.7191 4 d.f. p>0.1515+	0.0886
		Dissatisfied	83.2	79.6		
		Neutral	0.4	0.8		

SIGNIFICANT LEVELS

CHI SQUARE (χ^2)

* p>0.001 (1%)
** p>0.01 (5%)
+ Not Significant

PEARSONS R(r)

** p>0.01 (5%)
* p>0.001 (1%)

TABLE 11F-15

Item-By-Item Analysis of Student Boarders' Attitudes Towards Boarding Day Schools Education
In Relation to Decision to Become a Boarder

ITEMS NO.	ISSUES	RESPONSE RUBRIC	Dad N=114 %	Mum N=76 %	Self N=95 %	Other N=89 %	χ^2	R
22	Character Training	Satisfied	74.6	80.4	75.8	79.9	7.5072 12 d.f. p>0.8224+	0.0357
		Dissatisfied	18.4	15.7	18.9	11.1		
		Neutral	7.0	3.9	5.3	9.0		
5	Boarding House Accommodation	Satisfied	6.1	11.8	13.6	22.5	21.5744 12 d.f. p>0.043**	0.1457*
		Dissatisfied	90.4	86.9	85.3	76.4		
		Neutral	3.5	1.3	1.1	1.1		
15	Feeding (quantity and quality)	Satisfied	14.9	10.6	17.9	18.6	15.9232 12 d.f. p>0.1948+	0.0459
		Dissatisfied	81.6	85.5	73.7	78.6		
		Neutral	3.5	3.9	8.4	3.4		
33	General Life in the Boarding House	Satisfied	59.6	60.5	45.3	60.7	18.9734 12 d.f. p>0.0892+	0.0116
		Dissatisfied	39.5	39.5	49.5	32.6		
		Neutral	0.9	0.0	4.2	6.7		
34	Payment of Boarding Fees	Satisfied	85.0	89.5	81.0	93.4	16.9202 12 d.f. p>0.153+	0.0530
		Dissatisfied	12.3	9.2	15.8	4.4		
		Neutral	2.6	1.3	3.2	2.2		
35	Becoming a Day Student	Satisfied	22.0	11.1	21.0	11.2	17.9707 12 d.f. p>0.1423+	-0.06647
		Dissatisfied	78.0	88.9	76.9	88.8		
		Neutral	0.0	0.0	2.1	0.0		

SIGNIFICANT LEVELS

CHI SQUARE (χ^2)

* p>0.001 (1%)
** p>0.01 (5%)
+ Not significant.

PEARSONS R(r)

** p>0.01 (5%)
* p>0.001 (1%)

TABLE 11F-16

Item-by-Item Analysis of Student Boarders' Attitudes Towards Boarding and Day Schools Education in Relation to State of Origin

ITEMS NO.	ISSUES	RESPONSE RUBRIC	Plivers	Anambra	Imo	Cross River	Others	χ^2	R
			N=211	N=41	N=60	N=48	N=14		
			%	%	%	%	%		
1	Academic Excellence	Satisfied	78.6	73.2	71.7	81.2	35.7	35.829 16 d.f. p>0.0031*	-0.0583
		Dissatisfied	17.6	19.5	23.3	12.5	35.7		
		Neutral	3.8	7.3	5.0	6.3	28.6		
2	Character Training	Satisfied	78.7	80.4	71.6	85.4	42.9	29.1946 16 d.f. p>0.023**	-0.1062
		Dissatisfied	14.7	9.8	21.7	14.6	42.8		
		Neutral	6.6	9.8	6.7	0.0	14.3		
3	Social and Leadership Training	Satisfied	79.5	80.5	70.0	85.4	42.9	29.5507 16 d.f. p>0.0205**	-0.0822
		Dissatisfied	14.3	7.3	23.3	14.6	50.0		
		Neutral	6.2	12.2	6.7	0.0	7.1		
4	Moral Training	Satisfied	96.3	100.0	86.6	97.9	92.9	20.6391 16 d.f. p>0.193+	0.0003
		Dissatisfied	2.3	0.0	6.7	0.0	0.0		
		Neutral	1.4	0.0	6.7	2.1	7.1		
5	Boarding House Accommodation	Satisfied	10.0	19.6	15.0	16.7	21.4	16.4162 16 d.f. p>0.4243+	0.0894
		Dissatisfied	89.1	78.0	83.3	79.1	71.5		
		Neutral	0.9	2.4	1.7	4.2	7.1		
15	Feeding (quantity and quality)	Satisfied	12.3	24.4	10.0	31.2	7.2	23.282 16 d.f. p>0.1064+	0.0460
		Dissatisfied	82.5	70.7	85.0	66.7	85.7		
		Neutral	5.2	4.9	5.0	2.1	7.1		
16	Prop. and Private Study	Satisfied	89.6	75.6	83.4	85.4	71.5	24.9751 16 d.f. p>0.0703+	-0.0914
		Dissatisfied	8.0	24.4	13.3	14.6	21.4		
		Neutral	2.4	0.0	3.3	0.0	7.1		
17	Sports & Games	Satisfied	86.9	70.7	81.7	83.3	78.6	21.8861 16 d.f. p>0.147+	-0.0776
		Dissatisfied	11.4	24.4	18.3	16.7	14.3		
		Neutral	1.9	4.9	0.0	0.0	7.1		
33	General Life in the Boarding House	Satisfied	62.1	50.7	51.6	49.9	42.9	21.076 16 d.f. p>0.176+	-0.082
		Dissatisfied	35.5	49.3	43.4	45.9	50.0		
		Neutral	2.4	0.0	5.0	4.2	7.1		
34	Payment of Boarding Fees	Satisfied	87.7	95.2	80.0	89.6	71.6	18.936 16 d.f. p>0.2720+	-0.033
		Dissatisfied	9.9	2.4	16.7	10.4	21.3		
		Neutral	2.4	2.4	3.3	0.0	7.1		
35	Becoming a Day Student	Satisfied	17.0	17.1	20.0	10.4	35.7	11.9282 16 d.f. p>0.749+	0.02041
		Dissatisfied	82.5	82.9	80.0	87.5	64.3		
		Neutral	0.5	0.0	0.0	2.1	0.0		

SIGNIFICANT LEVELS

CHI SQUARE (χ^2)

* p>0.001 (1%)
 ** p>0.01 (5%)
 + Not significant.

PEARSONS R(r)

** p>0.01 (5%)
 * p>0.001 (1%)

TABLE 11F-17

VARIABLES INTER-CORRELATION MATRIX: BIOGRAPHIC DATA OF STUDENT BOARDERS

N=374	Sex	Age Class	Religion	School Type	School Location	Position In Class	Home Residence	Home Distance	No. of Persons at Home	Parents' Income	Decision to Board	State of Origin
Sex	-											
Age	0.032	-										
Religion	-0.005	0.029	-									
School Type	0.585**	-0.008	-0.122*	-								
School Location	-0.019	0.073	0.015	-0.001	-							
Position In Class	0.012	-0.434**	-0.015	0.010	-0.102	-						
Home Residence	-0.051	0.039	0.096	-0.048	0.040	-0.054	-					
Home Distance	-0.040	0.001	0.080	-0.042	-0.038	-0.017	-0.089	-				
No. of persons at home	-0.080	0.007	0.146*	-0.081	0.005	-0.003	0.081	0.155*	-			
Parents' Income	0.022	-0.072	0.009	0.027	-0.018	0.077	0.037	0.016	-0.088	-		
Decision to Board	0.051	-0.081	-0.007	0.059	-0.043	-0.033	-0.049	0.052	0.023	-0.096	-	
State of Origin	-0.020	-0.040	-0.177*	0.118	-0.085	0.056	0.007	-0.052	-0.094	-0.045	0.007	-

* = p > 0.01 (5%)
 ** = p > 0.011 (1%)

E7. DAY-STUDENTS QUESTIONNAIRE ANALYSIS

TABLE 11G-1

Day-students demographic information

<u>VARIABLE AND DISTRIBUTION</u>	<u>NUMBER</u>	<u>PERCENTAGE</u>
1. SEX:		
a) Boys	171	47.0
b) Girls	193	53.0
2. AGE:		
a) 10 - 11 years	65	17.9
b) 12 - 13 years	66	18.1
c) 14 - 15 years	92	25.3
d) 16 - 19 years	141	38.7
3. CLASS:		
a) Two	65	17.9
b) Three	66	18.1
c) Four	92	25.3
d) Five	141	38.7
4. RELIGIOUS AFFILIATION:		
a) Catholic	102	28.0
b) Protestants	81	22.3
c) African and others	181	49.7
5. TYPE OF SCHOOL:		
a) Boys	137	37.6
b) Girls	158	43.4
c) Mixed/Coed	69	19.0
6. LOCATION OF SCHOOL:		
a) Urban town	107	29.4
b) Rural Village	257	70.6
7. POSITION IN SCHOOL EXAMS AND TESTS:		
a) First 10	97	24.7
b) 11 - 20th	178	48.9
c) Above 21st	89	24.5
8. HOME RESIDENCE:		
a) Urban town	90	24.7
b) Rural village	274	75.3
9. HOME DISTANCE FROM SCHOOL:		
a) Below 10 Km	159	43.7
b) Above 11 Km	205	56.3
10. POPULATION AT HOME:		
a) Below 5 persons	102	28.0
b) Above 6 persons	262	72.0

TABLE 11G-1 (cont'd)

	NUMBER	PERCENTAGE
11. SALARY/INCOME OF PARENTS:		
a) Low - Below N5,000	275	75.5
b) High - Above N6,000	89	24.5
12. DECISION TO BECOME A DAY STUDENT:		
a) Father	88	24.2
b) Mother	164	45.1
c) Myself	58	15.9
d) Others - sisters, friends -	54	14.8
13. STATE OF ORIGIN:		
a) Rivers State	226	62.1
b) Anambra State	41	11.3
c) Imo State	44	12.1
d) Cross River State	35	9.6
e) Others e.g. Lagos	18	4.9

TABLE 11G-2

Combined frequency distribution of responses of day-students who expressed dissatisfaction or satisfaction with the objectives of day schools (N = 364).

ITEMS	DISSATISFACTION GROUP		NEUTRAL GROUP		SATISFIED GROUP		MEAN	STANDARD DEVIATION
	No.	%	No.	%	No.	%		
1. Academic performance	56	15.4	7	1.9	301	82.7	3.778	0.961
2. Character training	184	50.5	5	1.4	175	48.1	3.148	1.311
3. Social & leadership	114	31.3	13	3.6	237	65.1	3.357	1.166
4. Moral Training	15	4.1	7	1.9	342	94.2	4.129	0.682

The higher the mean, the greater the perceived satisfaction.

TABLE 11G-3

Combined frequency distribution of responses of day-students who expressed dissatisfaction or satisfaction with facilities at home. (N = 364).

ITEMS	DISSATISFACTION GROUP		NEUTRAL GROUP		SATISFIED GROUP		MEAN	STANDARD DEVIATION
	No.	%	No.	%	No.	%		
5. Suitable accommodation	250	68.7	0	0.0	114	31.3	2.544	1.172
6. Bed, foam & locker	282	77.5	0	0.0	82	22.5	2.352	1.274
7. Dining Room	255	70.1	0	0.0	109	29.9	2.074	1.368
8. Water availability	307	84.3	0	0.0	57	15.7	1.574	1.316
9. Health facilities	339	93.1	0	0.0	25	6.9	1.341	0.897
10. Toilet facilities	316	86.8	0	0.0	48	13.2	1.495	1.158
11. Lighting at home	357	98.1	0	0.0	7	1.9	1.179	0.559
12. Playgrounds in comm.	322	88.5	0	0.0	42	11.5	1.563	1.067
13. A small library	323	88.7	0	0.0	41	11.3	1.629	1.030
14. Indoor games	347	95.3	0	0.0	17	4.7	1.659	0.868
15. Feeding	41	11.3	0	0.0	323	88.7	3.962	0.984..

The higher the mean, the greater the perceived satisfaction.

TABLE 11G-4

Combined frequency distribution of responses of day-students who expressed dissatisfaction or satisfaction with other aspects of day schools (N = 364).

ITEMS	DISSATISFIED GROUP		NEUTRAL GROUP		SATISFIED GROUP		MEAN	STANDARD DEVIATION
	No.	%	No.	%	No.	%		
16. Prep & private study at home	259	71.2	0	0.0	105	28.8	2.646	1.161
17. Sports & games	339	93.1	0	0.0	25	6.9	1.319	0.920
18. Indoor games extra curricular	287	78.8	0	0.0	77	21.2	1.830	1.458
19. Social and leisure activities	245	67.3	0	0.0	119	32.7	2.607	1.218
20. Parents Rules at home	48	13.2	0	0.0	316	86.8	4.036	1.053
21. General atmosphere at home	32	8.8	0	0.0	332	91.2	4.014	0.880
22. Relationship with mother	49	13.5	0	0.0	315	86.5	4.017	0.987
23. Relationship with father	74	20.3	24	6.6	266	73.1	3.772	1.076
24. Relationship with brothers & sisters	85	23.4	0	0.0	279	76.6	3.706	1.212
25. Relationship with school teachers	154	42.3	33	9.1	177	48.6	3.146	1.425
26. Relationship with boarders	138	37.9	56	15.4	170	46.7	3.104	1.190
27. Running errands at home	314	86.3	21	5.8	29	7.9	2.085	0.931
28. Bullying and ill-treatment at home	128	35.2	17	4.7	219	60.2	3.478	1.326
29. Transport to and from school	288	79.1	5	1.4	71	19.5	2.363	0.993
30. Becoming a boarder and payment of boarding fees	109	29.9	0	0.0	255	70.1	3.574	1.450

The higher the mean, the greater the perceived satisfaction.

TABLE 11G-5

ITEM - BY - ITEM COMPARISON OF BOYS AND GIRLS DAY - STUDENTS' ATTITUDES TOWARDS DAY SCHOOLS.

ITEM NOS.	ISSUES	RESPONSE RUBRIC.	BOYS N = 171 %	GIRLS N = 193 %	χ^2	R
1	Academic excellence	Satis. Dissat. Neutral	80.7 16.4 2.9	84.5 14.5 1.0	4.03695 4 d.f. P>0.4010+	0.01691
2	Character training	Satis. Dissat. Neutral	46.1 52.1 1.8	49.8 49.2 1.0	2.41001 4 d.f. P>0.6608+	0.01416
3	Social Leadership training.	Satis. Dissat. Neutral	66.7 29.2 4.1	63.8 33.1 3.1	2.43046 4 d.f. P>0.6571+	- 0.05639
4	Moral training.	Satis. Dissat. Neutral	94.2 3.5 2.3	93.8 4.6 1.6	0.82407 4 d.f. P>0.9252+	- 0.01552
5	Suitable accommodation at home.	Satis. Dissat. Neutral	33.3 66.7 0.0	29.5 70.5 0.0	2.30129 3 d.f. P>0.5123+	- 0.05167
6	Bed Foam and Locker at home.	Satis. Dissat. Neutral	24.0 76.0 0.0	21.3 78.7 0.0	0.92935 3 d.f. P>0.8183+	- 0.01674
7	Dining Room at home .	Satis. Dissat. Neutral	29.8 70.2 0.0	30.0 70.0 0.0	1.97573 3 d.f. P>0.5775+	- 0.01336
8	Availability of Water.	Satis. Dissat. Neutral	18.1 81.9 0.0	13.4 86.6 0.0	1.55381 3 d.f. P>0.6699+	- 0.06204
9	Health Facilities.	Satis. Dissat. Neutral	10.0 90.0 0.0	4.1 95.9 0.0	5.73538 3 d.f. P>0.1252+	- 0.11527
10	Good Toilet Facilities	Satis. Dissat. Neutral	15.8 84.2 0.0	10.8 89.2 0.0	7.41719 3 d.f. P>0.0597 **	- 0.09251
11	Lighting at home.	Satis. Dissat. Neutral	1.8 98.2 0.0	2.1 97.9 0.0	3.05329 3 d.f. P>0.2965+	- 0.04403
12	Playgrounds in the Community.	Satis. Dissat. Neutral	13.5 86.5 0.0	9.8 90.2 0.0	3.78189 3 d.f. P>0.2860+	- 0.02425
13	A small Library at home.	Satis. Dissat. Neutral	12.9 87.1 0.0	9.9 90.1 0.0	0.04832 3 d.f. P>0.8379 +	- 0.04507
14	Indoor Games at home - T.V.	Satis. Dissat. Neutral	6.5 93.5 0.0	3.1 96.9 0.0	14.63809 3 d.f. P>0.0022*	0.03648
15	Feeding (Quantity and Quality).	Satis. Dissat. Neutral	88.9 11.1 0.0	88.6 11.4 0.0	0.63740 3 d.f. P>0.8878+	- 0.01444
16	Prep. and Private Study Time.	Satis. Dissat. Neutral	24.6 75.4 0.0	32.7 67.3 0.0	5.07376 3 d.f. P>0.1665+	0.08260
17	Sports and Games in the School.	Satis. Dissat. Neutral	5.3 94.7 0.0	8.3 91.7 0.0	2.48197 3 d.f. P>0.4786+	0.07489
18	Indoor Games in School	Satis. Dissat. Neutral	20.5 79.5 0.0	22.7 77.3 0.0	0.62341 3 d.f. P>0.8911+	0.00708

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TABLE 11G-5 (cont'd)

2/cont.....

			BOYS	GIRLS	X ²	R
19	Social and Leisure Activities at Home and School.	Satis. Dissat. Neutral	33.4 66.6 0.0	32.1 67.9 0.0	0.87574 3 d.f. P>0.8313+	0.00372
20	Parents' Rules at Home.	Satis. Dissat. Neutral	84.8 15.2 0.0	88.6 11.4 0.0	1.62893 3 d.f. P>0.6528+	0.04244
21	General atmosphere at Home.	Satis. Dissat. Neutral	88.3 11.7 0.0	93.7 6.3 0.0	6.07520 3 d.f. P>0.1080+	0.08991
22	Relationship with Mother	Satis. Dissat. Neutral	84.8 15.2 0.0	88.1 11.9 0.0	3.54520 3 d.f. P>0.3149+	0.05481
23	Relationship with Father.	Satis. Dissat. Neutral	75.4 18.8 5.8	71.0 21.7 7.3	1.66881 4 d.f. P>0.7964+	- 0.04607
24	Relationship with other Family Members.	Satis. Dissat. Neutral	75.4 24.6 0.0	77.7 22.3 0.0	0.66429 3 d.f. P>0.881+	0.01243
25	Relationship with School Teachers.	Satis. Dissat. Neutral	49.9 43.3 8.8	49.3 41.4 9.3	5.99294 4 d.f. P>0.1997+	- 0.00426
26	Relationship with Boarders in School.	Satis. Dissat. Neutral	45.0 39.8 15.2	48.2 36.3 15.5	0.58603 4 d.f. P>0.9646+	0.03174
27	Running errands at Home, cooking, washing up etc.	Satis. Dissat. Neutral	7.0 86.0 7.0	8.7 86.6 4.7	1.25135 4 d.f. P>0.8696+	0.01518
28	Bullying and Maltreatment at Home.	Satis. Dissat. Neutral	59.1 34.5 6.4	61.1 35.8 3.1	2.72767 4 d.f. P>0.6044+	0.00724
29	Transportation to and from School.	Satis. Dissat. Neutral	21.0 77.2 1.8	18.2 80.8 1.0	1.76499 4 d.f. P>0.7789+	- 0.03324
30	Becoming a Boarder and Payment of Boarding Fees.	Satis. Dissat. Neutral	69.6 30.4 0.0	70.5 29.5 0.0	0.27823 3 d.f. P>0.9641+	0.00070

SIGNIFICANT LEVELS.

CHI SQUARE (X²)

- * P>0.001 (1%)
- ** P>0.01 (5%)
- + Not Significant.

PEARSONS R (r)

- ** P>0.01 (5%)
- * P>0.001 (1%)

TABLE 11G-6

ITEM - BY - ITEM ANALYSIS OF DAY - STUDENTS' ATTITUDES TOWARDS DAY SCHOOLS IN RELATION TO CLASS AND AGE.

ITEMS NOS.	ISSUES	RESPONSE RUBRIC.	CLASS 2	CLASS 3	CLASS 4	CLASS 5	χ^2	R
			(10-11) N = 65 %	(12-13) N = 66 %	(14-15) N = 92 %	(16-19) N = 141 %		
1.	Academic excellence.	Satis. Dissat. Neutral	83.1 15.4 1.5	86.4 10.6 3.0	76.1 21.7 2.2	85.1 13.5 1.4	12.40312 12 d.f. P>0.4139+	0.02490
2.	Character training.	Satis. Dissat. Neutral	46.2 52.3 1.5	50.0 48.5 1.5	52.1 45.7 2.2	45.4 53.9 0.7	12.05351 12 d.f. P>0.4414+	- 0.01466
3.	Social and Leadership Training.	Satis. Dissat. Neutral	64.6 30.8 4.6	69.8 27.2 3.0	65.2 32.6 2.2	63.1 32.6 4.3	12.69497 12 d.f. P>0.3916+	- 0.03438
4.	Moral Training.	Satis. Dissat. Neutral	95.4 1.5 3.1	97.0 1.5 1.5	89.1 7.6 3.3	95.1 4.2 0.7	14.19831 12 d.f. P>0.2882+	- 0.07508
5.	Suitable Accommodation at Home.	Satis. Dissat. Neutral	36.9 63.1 0.0	47.0 53.0 0.0	23.9 76.1 0.0	26.2 73.8 0.0	18.99793 9 d.f. P>0.0252**	- 0.11312
6.	Bed Foam and Locker at Home.	Satis. Dissat. Neutral	21.5 78.5 0.0	24.3 75.7 0.0	21.8 78.2 0.0	22.7 77.3 0.0	0.34122 9 d.f. P>1.0000+	- 0.00127
7.	Dining Room at Home.	Satis. Dissat. Neutral	16.9 83.1 0.0	37.9 62.1 0.0	29.4 70.6 0.0	32.6 67.4 0.0	13.22243 9 d.f. P>0.1528+	0.08078
8.	Availability of Water.	Satis. Dissat. Neutral	7.7 92.3 0.0	19.7 80.3 0.0	17.4 82.6 0.0	16.3 83.7 0.0	5.34184 9 d.f. P>0.8035+	0.05135
9.	Health Facilities.	Satis. Dissat. Neutral	4.6 95.4 0.0	9.1 90.9 0.0	7.6 92.4 0.0	6.4 93.6 0.0	2.78491 9 d.f. P>0.9722+	0.00201
10.	Good Toilet Facilities.	Satis. Dissat. Neutral	9.2 90.8 0.0	19.7 80.3 0.0	12.0 88.0 0.0	12.7 87.3 0.0	4.70993 9 d.f. P>0.8588+	0.00253
11.	Lighting at Home.	Satis. Dissat. Neutral	0.0 100.0 0.0	4.5 95.5 0.0	2.2 97.8 0.0	1.5 98.5 0.0	9.22519 9 d.f. P>0.4168+	0.00360
12.	Playgrounds in the Community.	Satis. Dissat. Neutral	4.6 95.4 0.0	19.7 80.3 0.0	9.8 90.2 0.0	12.0 88.0 0.0	17.34142 9 d.f. P>0.0436**	0.6653
13.	A small Library at Home.	Satis. Dissat. Neutral	3.0 97.0 0.0	19.7 80.3 0.0	9.7 90.3 0.0	12.1 87.9 0.0	14.50885 9 d.f. P>0.1053+	0.02999
14.	Indoor Games at Home - T.V.	Satis. Dissat. Neutral	1.6 98.4 0.0	7.6 92.4 0.0	5.4 94.6 0.0	4.2 95.8 0.0	7.56282 9 d.f. P>0.5787+	0.02332
15.	Feeding (Quantity and Quality).	Satis. Dissat. Neutral	92.3 7.7 0.0	90.9 9.1 0.0	93.5 6.5 0.0	83.0 17.0 0.0	29.42440 9 d.f. P>0.0005*	- 0.14972*
16.	Prep. and Private Study Time.	Satis. Dissat. Neutral	24.6 75.4 0.0	28.7 71.3 0.0	32.8 67.4 0.0	28.3 71.7 0.0	7.45154 9 d.f. P>0.5902+	- 0.00104
17.	Sports and Games in the School.	Satis. Dissat. Neutral	3.0 97.0 0.0	3.0 97.0 0.0	8.6 91.4 0.0	9.3 90.7 0.0	8.02983 9 d.f. P>0.5311+	0.08668
18.	Indoor Games in School.	Satis. Dissat. Neutral	20.0 80.0 0.0	21.2 78.8 0.0	19.5 80.5 0.0	22.7 77.3 0.0	4.64770 9 d.f. P>0.8639+	0.01283
19.	Social and Leisure Activities at Home and School.	Satis. Dissat. Neutral	32.3 67.7 0.0	48.5 51.5 0.0	29.3 70.7 0.0	27.6 72.4 0.0	12.91459 9 d.f. P>0.1665+	- 0.07967

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TABLE 11G-6 (cont'd)

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			CLASS 2	CLASS 3	CLASS 4	CLASS 5	χ^2	R
20.	Parents' Rules at Home.	Satis. Dissat. Neutral	86.2 13.8 0.0	92.5 7.5 0.0	81.5 18.5 0.0	88.0 12.0 0.0	21.41435 9 d.f. P>0.0109*	0.03017
21.	General Atmosphere at Home.	Satis. Dissat. Neutral	89.2 10.8 0.0	89.4 10.6 0.0	91.3 8.7 0.0	92.9 7.1 0.0	11.61668 9 d.f. P>0.2358+	0.01325
22.	Relationship with Mother.	Satis. Dissat. Neutral	84.6 15.4 0.0	78.8 21.2 0.0	93.5 6.5 0.0	86.6 13.4 0.0	15.16866 9 d.f. P>0.0854	0.01962
23.	Relationship with Father.	Satis. Dissat. Neutral	73.9 21.5 4.6	63.6 28.8 7.6	76.1 16.3 7.6	75.2 18.4 6.4	13.49114 12 d.f. P>0.3344+	0.01927
24.	Relationship with other Family Members.	Satis. Dissat. Neutral	78.5 21.5 0.0	62.1 37.9 0.0	82.7 17.3 0.0	78.7 21.3 0.0	13.23545 9 d.f. P>0.1522+	0.03605
25.	Relationship with School Teachers.	Satis. Dissat. Neutral	49.2 37.0 13.8	34.8 50.0 15.2	58.8 35.8 5.4	48.3 45.3 6.4	21.89967 12 d.f. P>0.0387**	- 0.3610
26.	Relationship with Boarders in School.	Satis. Dissat. Neutral	46.1 38.5 15.4	33.3 47.0 19.7	57.6 28.3 14.1	46.1 39.7 14.2	15.85976 12 d.f. P>0.1977+	0.03036
27.	Running Errands at Home, Cooking, Washing Up etc.	Satis. Dissat. Neutral	4.6 87.7 7.7	10.6 84.9 4.5	12.0 81.5 6.5	5.6 89.4 5.0	16.92174 12 d.f. P>0.1526+	- 0.01663
28.	Bullying and Maltreatment at Home.	Satis. Dissat. Neutral	47.7 44.6 7.7	46.9 47.0 6.1	69.6 26.1 4.3	66.0 31.2 2.8	23.57757 12 d.f. P>0.0232**	0.10768
29.	Transportation to and from School.	Satis. Dissat. Neutral	7.7 87.7 4.6	13.7 84.8 1.5	26.1 73.9 0.0	23.4 75.9 0.7	19.62227 12 d.f. P>0.0746+	0.13557*
30.	Becoming a Boarder and Payment of Boarding Fees.	Satis. Dissat. Neutral.	66.2 33.8 0.0	71.2 28.8 0.0	68.5 31.5 0.0	72.3 27.7 0.0	3.96072 8 d.f. P>0.9140+	0.01957

SIGNIFICANT LEVELS.

CHIS QUARE (χ^2)

PEARSONS R (r)

* P>0.001 (1%)

** P>0.01 (5%)

** P>0.01 (5%)

* P>0.001 (1%)

+ Not Significant.

TABLE 11G- 7

ITEM - BY - ITEM ANALYSIS OF DAY - STUDENTS' ATTITUDES TOWARDS DAY SCHOOLS IN RELATION TO RELIGIOUS AFFILIATION.

ITEMS NOS.	ISSUES	RESPONSE RUBRIC	CATHOLIC N = 102 %	PROTESTANT N = 81 %	AFRICAN N = 181 %	χ^2	R
1	Academic excellence.	Satis. Dissat. Neutral.	77.5 22.5 0.0	85.2 11.1 3.7	84.5 13.3 2.2	10.85325 8 d.f. P>0.2102+	0.09912
2	Character Training.	Satis. Dissat. Neutral.	46.1 53.9 0.0	54.3 43.2 2.5	46.4 51.9 1.7	5.91590 8 d.f. P>0.6567+	0.01296
3	Social and Leadership training.	Satis. Dissat. Neutral	52.9 43.2 3.9	74.1 21.0 4.9	67.9 29.3 2.8	13.49170 8 d.f. P>0.0960+	0.09879
4	Moral Training.	Satis. Dissat. Neutral	91.1 6.9 2.0	97.6 1.2 1.2	93.9 3.9 2.2	6.25289 8 d.f. P>0.6189+	- 0.01038
30	Becoming a Boarder and Payment of Boarding Fees.	Satis. Dissat. Neutral	75.5 24.5 0.0	65.4 34.6 0.0	69.1 30.9 0.0	12.25522 6 d.f. P>0.0565**	- 0.07407

TABLE 11G-8

ITEM - BY - ITEM ANALYSIS OF DAY - STUDENTS' ATTITUDES TOWARDS DAY SCHOOLS IN RELATION TO TYPE OF SCHOOL.

ITEM NO.	ISSUES	REPONSE RUBRIC.	BOYS N = 137 %	GIRLS N = 158 %	MIXED N = 69 %	χ^2	R
29	Transportation to and from School.	Satis. Dissat. Neutral	19.7 78.1 2.2	19.6 79.8 0.6	19.2 79.7 1.4	4.46067 8 d.f. P>0.8134+	0.01771
30	Becoming a Boarder and Payment of Boarding Fees.	Satis. Dissat. Neutral	69.3 30.7 0.0	72.7 27.3 0.0	65.3 34.7 0.0	2.54207 6 d.f. P>0.8637+	- 0.03113

TABLE 11G-9

ITEM - BY - ITEM ANALYSIS OF DAY - STUDENTS' ATTITUDES TOWARDS DAY SCHOOLS IN RELATION TO LOCATION OF SCHOOLS.

ITEM NOS.	ISSUES	RESPONSE RUBRIC.	URBAN N = 197 %	RURAL N = 257 %	χ^2	R
29	Transportation to and from School.	Satis. Dissat. Neutral	24.3 73.8 1.9	17.5 81.3 1.2	8.48071 4 d.f. P>0.0755+	- 0.06808
30	Becoming a Boarder and Payment of Boarding Fees.	Satis. Dissat. Neutral	75.7 24.3 0.0	67.7 32.3 0.0	5.44768 3 d.f. P>0.1418+	- 0.06899

SIGNIFICANT LEVELS

CHI SQUARE (χ^2)

- * P>0.001 (1%)
- ** P>0.01 (5%)
- + Not Significant.

PEARSONS R(r)

- ** P>0.01 (5%)
- * P>0.001 (1%)

TABLE 11G-10

ITEM - BY - ITEM ANALYSIS OF DAY - STUDENTS' ATTITUDES TOWARDS DAY SCHOOLS IN RELATION TO ACADEMIC PERFORMANCE.

ITEMS NOS.	ISSUES	RESPONSE RUBRIC.	FIRST 10 N = 97 %	NEXT 20 N = 178 %	ABOVE 21ST N = 89 %	χ^2	R
1	Academic excellence	Satis. Dissat. Neutral	82.5 17.5 0.0	95.0 3.9 1.1	58.5 35.9 5.6	65.73661 8 d.f. P>0.0000*	- 0.23560
2	Character training	Satis. Dissat. Neutral	56.7 43.3 0.0	49.4 49.5 1.1	35.9 60.7 3.4	30.19301 8 d.f. P>0.0002*	- 0.19034
3	Social and Leadership training.	Satis. Dissat. Neutral	65.0 34.0 1.0	75.8 20.8 3.4	43.9 49.4 6.7	34.13218 8 d.f. P>0.0000*	- 0.16227
4.	Moral training.	Satis. Dissat. Neutral	92.8 6.2 1.0	98.8 1.2 0.0	85.5 7.8 6.7	25.42981 8 d.f. P>0.0013*	- 0.05625
5	Suitable Accommodation at Home.	Satis. Dissat. Neutral	35.0 65.0 0.0	29.8 70.2 0.0	30.3 69.7 0.0	17.92685 6 d.f. P>0.0064*	- 0.06128
13.	A small Library at Home.	Satis. Dissat. Neutral	12.4 87.6 0.0	14.6 85.4 0.0	3.3 96.7 0.0	12.19471 6 d.f. P>0.0578**	- 0.0522
15	Feeding (Quantity and Quality).	Satis. Dissat. Neutral	90.7 9.3 0.0	89.8 10.2 0.0	86.5 13.5 0.0	2.09790 6 d.f. P>0.9105*	- 0.04425
16.	Prep. and Private Study Time.	Satis. Dissat. Neutral	33.0 67.0 0.0	26.9 73.1 0.0	28.1 71.9 0.0	2.98417 6 d.f. P>0.8108*	- 0.04920
20.	Parents' Rules at Home.	Satis. Dissat. Neutral	84.5 15.5 0.0	97.2 2.8 0.0	68.6 31.4 0.0	45.12618 6 d.f. P>0.0000*	- 0.14521*
21	General Atmosphere at Home.	Satis. Dissat. Neutral	90.7 9.3 0.0	91.5 8.5 0.0	91.0 9.0 0.0	3.62376 6 d.f. P>0.7275 *	0.00486
27	Running Errands at Home, cooking, washing up etc.	Satis. Dissat. Neutral	10.3 86.6 3.1	6.7 87.1 6.2	7.8 84.3 7.9	9.19465 8 d.f. P>0.3261*	- 0.00959
29	Transportation to and from School.	Satis. Dissat. Neutral	55.7 43.3 1.0	66.8 28.7 4.5	51.7 39.3 9.0	2.29239 8 d.f. P>0.9707*	0.02675
30	Becoming a Boarder and Payment of Boarding Fees.	Satis. Dissat. Neutral	18.6 80.4 1.0	19.0 79.3 1.7	21.3 77.6 1.1	4.53953 3 d.f. P>0.6041*	0.01751

TABLE 11G-11

ITEM - BY - ITEM ANALYSIS OF DAY - STUDENTS' ATTITUDES TOWARDS DAY SCHOOLS IN RELATION TO LOCATION OF SCHOOLS.

ITEMS NO.	ISSUES	RESPONSE RUBRIC.	URBAN N = 90 %	RURAL N = 274 %	χ^2	R
29	Transportation to and from School.	Satis. Dissat. Neutral	32.2 65.6 2.2	15.3 83.6 1.1	13.72750 4 d.f. P>0.0082*	- 0.16925*
30	Becoming a Boarder and Payment of Boarding Fees.	Satis. Dissat. Neutral	72.2 27.8 0.0	69.3 30.7 0.0	4.36146 3 d.f. P>0.2250*	- 0.04101

TABLE 11G-12

ITEM - BY - ITEM ANALYSIS OF DAY - STUDENTS' ATTITUDES TOWARDS DAY SCHOOLS IN RELATION TO DISTANCE OF HOME FROM SCHOOL.

ITEMS NO.	ISSUES	RESPONSE RUBRIC.	BELOW 10KM. N = 159 %	ABOVE 11KM N = 205 %	χ^2	R
29	Transportation to and from School.	Satis. Dissat. Neutral	22.7 76.7 0.6	17.0 81.0 2.0	3.11094 4 d.f. P>0.5394*	- 0.05216
30	Becoming a Boarder and Payment of Boarding Fees.	Satis. Dissat. Neutral	69.8 30.2 0.0	70.2 29.8 0.0	2.53845 3 d.f. P>0.4584*	- 0.00270

SIGNIFICANT LEVELS.

CHI SQUARE (χ^2)

* P>0.001 (1%)
** P>0.01 (5%)
+ Not Significant.

PEARSONS R (r)

** P>0.01 (5%)
* P>0.001 (1%)

TABLE 11G-13

ITEM BY ITEM ANALYSIS OF DAY STUDENTS' ATTITUDES TOWARDS DAY SCHOOLS IN RELATION TO THE NUMBER OF PERSONS AT HOME.

ITEMS NO.	ISSUES	RESPONSE RUBRIC	1 - 5 PERSONS N = 102 %	ABOVE 6 PERSONS N = 267 %	X ²	R
5	Suitable Accommodation at home.	Satis. Dissat. Neutral	34.3 65.7 0.0	30.1 69.9 0.0	5.99609 3d.f P>0.1118 +	- 0.00270
6	Bed, Foam and	Satis. Dissat. Neutral	79.4 20.6 0.0	0.4 99.6 0.0	282.05254 3d.f P>0.0000 *	- 0.72197**
7	Dining Room at Home	Satis. Dissat. Neutral	36.3 63.7 0.0	28.0 72.0 0.0	197.99714 3d.f P>0.0000*	- 0.27515**
8	Availability of Water	Satis. Dissat. Neutral	14.7 85.3 0.0	16.0 84.0 0.0	14.05079 3d.f P>0.0028 *	0.00729
9	Health Facilities	Satis. Dissat. Neutral	5.9 94.1 0.0	7.3 92.7 0.0	123.19283 3d.f P>0.0000 *	- 0.19304 **
10	Good Toilet Facilities	Satis. Dissat. Neutral	11.8 88.2 0.0	13.7 86.3 0.0	51.40944 3d.f P>0.0000 *	- 0.05585
11	Lighting at Home	Satis. Dissat. Neutral	10.8 95.1 0.0	11.8 99.2 0.0	9.26464 3d.f P>0.0260 **	- 0.14013 *
12	Playgrounds in the Community	Satis. Dissat. Neutral	10.8 89.2 0.0	11.8 88.2 0.0	43.78133 3d.f P>0.0000 *	0.08864
13	A Small Library at Home.	Satis. Dissat. Neutral	9.8 90.2 0.0	11.9 88.1 0.0	78.81530 3 d.f P>0.0000 *	- 0.17149 **
15	Feeding (Quantity and Quality).	Satis. Dissat. Neutral	83.3 16.7 0.0	90.8 9.2 0.0	10.79279 3 d.f P>0.0129 *	0.11876
16	Prep. and Private Study Time.	Satis. Dissat. Neutral	20.6 79.4 0.0	32.1 67.9 0.0	58.33010 3 d.f P>0.0000 *	0.08364
20	Parents' Rules at Home	Satis. Dissat. Neutral	86.3 13.7 0.0	87.0 13.0 0.0	0.03722 3 d.f P>0.9981 +	0.00956
21	General Atmosphere at Home.	Satis. Dissat. Neutral	90.2 9.8 0.0	91.5 8.5 0.0	277.51622 3 d.f P>0.0000 *	- 0.39410
22	Relationship with Mother.	Satis. Dissat. Neutral	86.3 13.7 0.0	87.4 12.6 0.0	1.41160 3 d.f P>0.7028 +	0.04765
23	Relationship with Father	Satis. Dissat. Neutral	69.6 20.6 9.8	74.5 20.2 5.3	11.50430 4 d.f P>0.0214 **	0.01561
24	Relationship with Other Family Members.	Satis. Dissat. Neutral	76.5 23.5 0.0	76.7 23.3 0.0	1.52444 3 d.f P>0.6766 +	0.01524
27	Running Errands at Home - Cooking, Washing Up etc.	Satis. Dissat. Neutral	12.5 81.6 5.9	6.2 88.1 5.7	5.17384 4 d.f P>0.2699 +	- 0.09422
28	Bullying and Maltreatment at Home.	Satis. Dissat. Neutral	60.8 34.3 4.9	59.9 35.5 4.6	0.29339 4 d.f P>0.9902 +	- 0.01497
29	Transportation to and from School.	Satis. Dissat. Neutral	17.6 77.5 4.9	20.3 79.7 0.0	13.73170 4 d.f P>0.0082 *	- 0.00623
30	Becoming a Boarder and Payment of Boarding Fees.	Satis. Dissat. Neutral	67.6 32.4 0.0	71.0 29.0	0.80416 3 d.f P>0.8485 +	0.01929

SIGNIFICANT LEVELS

CHISQUARE (X²) * P>0.001 (1%)

** P>0.01 (5%)

+ Not Significant.

PEARSONS R(r) ** P>0.01 (5%)

* P>0.001(1%)

TABLE 11G-14

ITEM - BY - ITEM ANALYSIS OF DAY - STUDENTS' ATTITUDE TOWARD DAY SCHOOLS IN RELATION TO PARENTS' INCOME.

ITEMS NO.	ISSUES	RESPONSE RUBRIC.	LOW INCOME N = 275 %	HIGH INCOME N = 89 %	χ^2	R
5	Suitable Accommodation at Home.	Satis. Dissat. Neutral	30.9 69.1 0.0	32.5 67.5 0.0	3.35776 3 d.f. P>0.3404+	0.00321
6	Bed, Foam and Locker at Home.	Satis. Dissat. Neutral	22.6 77.4 0.0	22.5 77.5 0.0	0.31689 3 d.f. P>0.9568+	0.00149
7	Dining Room at Home.	Satis. Dissat. Neutral	27.7 72.3 0.0	37.1 62.9 0.0	3.20284 3 d.f. P>0.3614+	0.08143
8	Availability of Water.	Satis. Dissat. Neutral	15.2 84.8 0.0	16.9 83.1 0.0	2.98077 3 d.f. P>0.3946+	0.00437
9	Health Facilities.	Satis. Dissat. Neutral	6.6 93.4 0.0	7.9 92.1 0.0	0.81084 3 d.f. P>0.8469+	0.01914
10	Good Toilet Facilities.	Satis. Dissat. Neutral	12.0 88.0 0.0	17.0 83.1 0.0	2.85094 3 d.f. P>0.4152+	0.05520
11	Lighting at Home.	Satis. Dissat. Neutral	1.4 98.6 0.0	3.4 96.6 0.0	7.98433 3 d.f. P>0.0463**	0.06994
13	A small Library at Home.	Satis. Dissat. Neutral	10.2 89.8 0.0	14.6 85.4 0.0	1.98921 3 d.f. P>0.5746+	0.05599
14	Indoor Games at Home - T.V.	Satis. Dissat. Neutral	4.4 95.6 0.0	5.6 94.4 0.0	0.80595 3 d.f. P>0.8480+	0.02446
15	Feeding (Quantity and Quality).	Satis. Dissat. Neutral	87.6 12.4 0.0	92.1 7.9 0.0	2.58450 3 d.f. P>0.4602+	0.08081
16	Prep. and Private Study Time.	Satis. Dissat. Neutral	29.1 70.9 0.0	28.1 71.9 0.0	6.06299 3 d.f. P>0.1086+	0.03561
29	Transportation to and from School.	Satis. Dissat. Neutral	19.3 78.9 1.8	20.3 79.7 0.0	2.70343 4 d.f. P>0.6086+	0.00821
30	Becoming a Boarder and Payment of Boarding Fees	Satis. Dissat. Neutral	70.9 29.1 0.0	67.4 32.6 0.0	2.40937 3 d.f. P>0.4919+	0.04901

SIGNIFICANT LEVELS

CHI SQUARE (χ^2)

- * P>0.001 (1%)
- ** P>0.01 (5%)
- + Not Significant.

PEARSONS R (r)

- ** P>0.01 (5%)
- * P>0.001 (1%)

TABLE 11G-15

ITEM - BY - ITEM ANALYSIS OF DAY - STUDENTS' ATTITUDES TOWARDS DAY SCHOOLS IN RELATION TO DECISION TO ATTEND SCHOOL AS A DAY STUDENT.

ITEMS NO.	ISSUES	RESPONSE RUBRIC.	DAD N = 88 %	MUM N = 164 %	SELF N = 58 %	OTHERS N = 54 %	χ^2	R
15	Feeding (Quantity and Quality).	Satis. Dissat. Neutral	94.3 5.7 0.0	88.4 11.6 0.0	82.8 17.2 0.0	87.0 13.0 0.0	13.19346 9 d.f. P>0.1540+	- 0.05741
19	Social and Leisure Activities at Home and School.	Satis. Dissat. Neutral	34.1 65.9 0.0	23.2 76.8 0.0	44.8 55.2 0.0	46.3 53.7 0.0	24.49944 9 d.f. P>0.0036*	0.10350
20	Parents' Rules at Home.	Satis. Dissat. Neutral	82.9 17.1 0.0	89.7 10.3 0.0	82.7 17.3 0.0	88.9 11.1 0.0	21.71573 9 d.f. P>0.0098*	0.03276
21	General Atmosphere at Home.	Satis. Dissat. Neutral	93.2 6.8 0.0	92.2 7.3 0.0	84.5 15.5 0.0	90.7 9.3 0.0	14.02086 9 d.f. P>0.1216+	- 0.07087
22	Relationship with Mother.	Satis. Dissat. Neutral	88.7 11.3 0.0	86.0 14.0 0.0	84.5 15.5 0.0	87.0 13.0 0.0	11.93537 9 d.f. P>0.2170+	0.02493
23	Relationship with Father.	Satis. Dissat. Neutral	77.3 21.6 1.1	72.0 18.9 9.1	72.5 24.1 3.4	70.3 18.6 11.1	30.27618 12 d.f. P>0.0025+	- 0.00056
24	Relationship with other Family Members.	Satis. Dissat. Neutral	77.3 22.7 0.0	77.5 22.5 0.0	74.1 25.9 0.0	75.9 24.1 0.0	29.47649 9 d.f. P>0.0005*	0.02313
27	Running Errands at Home, cooking, washing up etc.	Satis. Dissat. Neutral	13.7 79.9 6.8	7.3 86.6 6.1	3.5 93.1 3.4	5.5 88.9 5.6	16.59458 12 d.f. P>0.1655+	- 0.13550
28	Bullying and Mal-treatment at Home.	Satis. Dissat. Neutral	71.6 22.7 5.7	64.0 31.4 4.3	55.2 41.4 3.4	35.1 59.3 5.6	26.71925 12 d.f. P>0.0085*	- 0.20927**
29	Transportation to and from School.	Satis. Dissat. Neutral	19.3 79.6 1.1	19.6 79.2 1.2	24.2 74.1 1.7	14.8 83.8 1.9	6.69504 12 d.f. P>0.8771+	- 0.04631
30	Becoming a Boarder and Payment of Boarding Fees.	Satis. Dissat. Neutral	68.2 31.8 0.0	75.6 24.4 0.0	70.7 29.3 0.0	55.6 44.4 0.0	12.11962 9 d.f. P>0.2066+	- 0.08920

SIGNIFICANT LEVELS.

CHI SQUARE (χ^2)

* P>0.001 (1%)
** P>0.01 (5%)
+ Not Significant.

PEARSONS R (r)

** P>0.01 (5%)
* P>0.001 (1%)

TABLE 11G-16

ITEM - BY - ITEM ANALYSIS OF DAY - STUDENTS' ATTITUDES TOWARDS DAY SCHOOLS IN RELATION TO STATE OF ORIGIN.

ITEMS NO.	ISSUES	RESPONSE	RIVERS N = 226 %	ANAMBRA N = 41 %	IMO N = 44 %	CROSS RIVER N = 35 %	OTHERS N = 18 %	X ²	R
1	Academic excellence.	Satis. Dissat. Neutral	83.7 14.1 2.2	75.6 24.4 0.0	86.3 11.4 2.3	80.0 17.1 2.3	83.3 16.7 2.9	20.51402 16 d.f. P>0.1980+	0.01864
2	Character training.	Satis. Dissat. Neutral	46.0 52.2 1.8	48.8 51.2 0.0	43.2 56.8 0.0	62.8 34.3 2.9	55.5 44.5 0.0	9.70585 16 d.f. P>0.8815+	0.06515
3	Social and Leadership training.	Satis. Dissat. Neutral	67.2 28.8 4.0	56.1 43.9 0.0	70.4 29.6 0.0	60.0 34.3 5.7	55.5 33.4 11.1	22.12034 16 d.f. P>0.1393+	- 0.01762
4	Moral training.	Satis. Dissat. Neutral	93.4 4.4 2.2	97.6 2.4 0.0	93.5 2.3 4.5	94.3 5.7 0.0	94.4 5.6 0.0	14.48626 16 d.f. P>0.5625+	0.7618
5	Suitable Accommodation at Home.	Satis. Dissat. Neutral	26.5 73.5 0.0	43.9 56.1 0.0	36.3 63.7 0.0	42.9 57.1 0.0	27.7 72.3 0.0	15.29580 12 d.f. P>0.2257+	0.07657
15	Feeding (Quantity and Quality).	Satis. Dissat. Neutral	88.0 12.0 0.0	80.5 19.5 0.0	95.4 4.6 0.0	94.2 5.8 0.0	88.9 11.1 0.0	14.72928 12 d.f. P>0.2566+	0.10291
16	Prep. and Private Study Time.	Satis. Dissat. Neutral	28.8 71.2 0.0	26.8 73.2 0.0	31.9 68.1 0.0	28.5 71.5 0.0	27.7 72.3 0.0	4.92842 12 d.f. P>0.9603+	0.00466
27	Running Errands at Home, cooking, washing up etc	Satis. Dissat. Neutral	10.1 85.0 4.9	9.7 80.5 9.8	0.0 93.2 6.8	2.9 88.5 8.6	94.4	18.62390 16 d.f. P>0.2886+	- 0.12615*
28	Bullying and Maltreatment at Home.	Satis. Dissat. Neutral	68.2 28.7 3.1	46.3 41.5 12.2	45.5 47.7 6.8	40.0 54.3 5.7	66.6 33.4 0.0	34.68369 P>0.0044*	- 0.13722*
29	Transportation to and from School.	Satis. Dissat. Neutral	19.4 79.7 0.9	29.2 70.8 0.0	13.6 84.1 2.3	14.2 82.9 2.9	22.1 72.3 5.6	26.21992 16 d.f. P>0.0510**	- 0.02880
30	Becoming a Boarder and Payment of Boarding Fees.	Satis. Dissat. Neutral	75.3 24.7 0.0	51.2 48.8 0.0	72.7 27.3 0.0	54.3 45.7 0.0	72.2 27.8 0.0	19.72217 12 d.f. P>0.0725+	- 0.10636

SIGNIFICANT LEVELS

CHI SQUARE (X²)

PEARSONS R (r)

- * P>0.001 (1%)
- ** P>0.01 (5%)
- + Not Significant.

- ** P>0.01 (5%)
- * P>0.001 (1%)

TABLE 11G-17

Variables inter correlation matrix: Biographic Data of Day Students.

N = 364

	SEX	AGE & CLASS	RELIGION	SCHOOL TYPE	SCHOOL LOCATION	POSITION IN CLASS	HOME RESIDENCE	HOME DISTANCE	NO. OF PERSONS AT HOME	PARENTS INCOME	DECISION TO BE A DAY STUDENT	STATE OF ORIGIN
SEX	-	-										
AGE & CLASS	0.099	-										
RELIGION	0.001	0.074	-									
SCHOOL TYPE	0.522**	0.066	-0.142*	-								
SCHOOL LOCATION	-0.027	-0.044	-0.062	-0.033	-							
POSITION IN CLASS	-0.152*	-0.038	0.003	0.019	-0.003	-						
HOME RESIDENCE	0.086	-0.020	0.026	0.028	-0.076	0.072	-					
HOME DISTANCE	0.114	-0.084	0.023	0.056	-0.009	0.019	0.073	-				
NO. OF PERSONS AT HOME	0.038	0.014	-0.006	0.050	0.000	-0.019	-0.017	-0.019	-			
PARENTS INCOME	-0.015	-0.015	-0.055	0.014	-0.026	0.071	-0.104	-0.053	0.028	-		
DECISION TO BE A DAY STUDENT	-0.172**	-0.066	-0.043	-0.095	-0.149	-0.060	0.022	0.018	-0.032	-0.007	-	
STATE OF ORIGIN	0.034	-0.002	0.020	-0.012	-0.000	0.030	0.029	0.030	-0.011	0.011	-0.019	-

* = P > 0.01 (5%)

** = P > 0.001 (1%)

550

APPENDIX F

This comprises selected aspects of the boarding education of girls in Nigeria.

APPENDIX F1

OGUTA GIRLS HIGH SCHOOL,

P.O. BOX 35,

OGUTA

P R O S P E C T U S1972O U T F I T

2 School Uniforms (Light blue blouse + lapel and sleeveless
and Dark blue tunic)*

1 White dress (Round neck, gathers, length to the knee)

1 Pair of brown sandals (Clarks)

1 Blue Beret*

1 Set of Cutler, plates

1 Light Blue College Cardigan

1 Tumbler

1 Bed

6 Cotton Dresses

1 Sleeping Mat or Mattress

Underwear

1 Pillow

1 Matchet, 1 Hoe

Bed sheets

1 Locker

Pillow cases

1 Bush lamp

2 Pails or 1 pail and 1 basin

1 Pressing Iron

Boarders are required to pay a board fee of £10 per term.

All non-boarders should either live with their parents or guardians.

No non-boarder should live on her own.

*To be provided and paid at school.

APPENDIX F2OGUTA GIRLS HIGH SCHOOL, OGUTASchool Rules for 1972

1. No girl must be out of the compound without the Principal's permission. Penalty - suspension.
2. No high heeled shoes with school uniform.
3. No male visitors in the dormitories. Penalty - suspension.
4. No fighting and no stealing. Penalty - suspension.
5. Visiting Day is 1st Saturday in the month.
6. No cooking in the Houses.
7. Food must be eaten only in the dining hall.
8. All members of staff must be given full respect.
9. No lipstick or nail varnish. No earrings on school uniform.
10. Only classes 4 and 5 girls can plait their hairs.
11. Everybody should lie flat on her bed, either sleeping, resting or reading during rest periods.
12. Everybody should be in the classrooms during afternoon and night preps.
13. Letters are collected on Monday mornings during registration by form captains and taken to the office. Stamps are sold only to the form captains on Fridays during long Break for each order made by the class.
14. Good behaviour and a high academic standard are expected of everyone in the school.
15. Free afternoons are Wednesday after Prep at 5 pm., Friday after school, Saturday after morning prep and the whole of Sundays.
16. Society meetings, clubs, are to be held at free times from Friday afternoon till Sunday night.

Principal.

APPENDIX F3St. Theresa's College, NsukkaGENERAL RULES FOR BOARDERSA. MEALS

Meals are to be taken at times stated in the time-table and in the dining halls.

B. STUDIES

1. All studies are to be in the classrooms and never in the dormitories.
2. During classes and studies every dormitory must be locked by the Prefect or House captain.
3. No student is to be in the dormitory during classes or studies except with the permission of the Hostel master.

C. FREE DAYS

1. Boarders are free to leave the compound on the first Saturday of every month after the compound cleaning.
2. Boarders can go out every Wednesday afternoon after lunch to buy their requirements.
3. In addition H.S.C. boarders are free to go to read at the University library every Friday afternoon from after lunch.

On each of these occasions every student is expected back in the compound not later than 6.00 pm.

D. EXEAT

1. No boarder should leave the compound without an exeat duly signed by his House master and counter-signed by the Hostel master.
2. If a student has to travel out of town or go to the hospital he has to get his permit from the Vice-Principal.

N.B. the punishment for leaving the compound without relevant papers duly signed is either suspension or dismissal.

APPENDIX F3 (cont'd)E. GAMES

Between 5 pm and 6.30 pm every day, all dormitories and classrooms are to be locked and every person has to be out for games.

F. VISITORS

Visitors should not be received inside the dormitories and no student should keep a stranger over night.

G. REST

1. During siesta and after lights out at night every person is expected to be on his bed and there should be perfect silence.
2. No two persons are allowed to sleep on the same bed.

H. UNIFORMS

1. The uniform for classes is a white shirt upon a white pair of shorts or trousers.
2. Any student leaving the compound (not travelling out of town) is expected to go out in the above uniform except if he is a 6th form student who may put on a white shirt and a coloured pair of trousers.
3. The reintroduction of compound uniform is being considered.

E.O. Odukwè
Principal

E00/Inoo

27th April, 1972.

APPENDIX F4MORNING STAR GIRLS' GRAMMAR SCHOOL, OPLUSCHOOL DAILY ROUTINE 1971

1. 5.30 a.m.	Rising Bell
2. 5.30 - 6.00 a.m.	Quiet time and prayers
3. 6.00 - 6.15 a.m.	Bath
4. 6.15 - 7.00 a.m.	Morning Prep.
5. 7.00	Breakfast
6. 7.15 - 7.45 a.m.	Morning work.
7. 8.00 a.m.	Morning Prayers and Registration
8. 8.15 - 1.30 p.m.	Lectures
9. 1.45 p.m.	Lunch
10. 2.00 - 2.45 p.m.	Rest
11. 2.45 - 3.45 p.m.	Stream
12. 3.45 - 5.15 p.m.	Prep
13. 5.15 - 6.00 p.m.	Games and Gardening
14. 6.30 p.m.	Evening Prayers
15. 7.00 p.m.	Dinner
16. 7.30 - 9.00 p.m.	Night prep.
17. 9.15 p.m.	Warning Bell
18. 9.30 p.m.	Lights Out.

APPENDIX F5Female Students' Hostel*

5.30 a.m.	Rising, morning prayers etc.
6.30 - 7.00 a.m.	Morning functions
7.00 - 7.15 a.m.	Breakfast
7.15 - 7.30 a.m.	Preparation for classes.
7.30 a.m.	All leave for classes.
7.30 - 1.26 p.m.	Launch.
1.45 - 2.45 p.m.	Siesta (Compulsory)
3.30 - 5.00 p.m.	Afternoon studies
5.00 - 6.10 p.m.	Games etc.
6.10 - 7.00 p.m.	Baths
7.15 - 7.30 p.m.	Dinner
8.00 - 10.30 p.m.	Night studies
11.00 p.m.	All lights out. All go to bed.

Saturdays for washing and ironing etc. Afternoon studies on Saturdays and Sundays are optional. Night studies are compulsory as well.

Sgd. Doan of Studies
C.K.C. Onitsha, 1972.

APPENDIX G

This appendix is a case study of a boys' boarding school in Nigeria, the Government Comprehensive Secondary School, Port Harcourt. It takes the form of selected documents relating to the school.

APPENDIX G1

GCSS/522/12

10th December, 1983

A PAPER PRESENTED TO THE OLD BOYS' ASSOCIATION
OF GOVERNMENT COMPREHENSIVE SECONDARY SCHOOL,
PORT HARCOURT - LAGOS BRANCH - ON SATURDAY,
10TH DECEMBER 1983

GOVERNMENT COMPREHENSIVE:YESTERDAY AND TODAY

by S.C.T. Enyong, Principal

It is always a great pleasure to be asked to address the old boys of an institution, especially if you are the present head. The old boys are inevitably the most sympathetic of all school-connected organizations: perhaps because they have reaped personal benefits from their association with the institution or perhaps because of pure nostalgia for the never-to-be-forgotten or regained golden age of youth. The Parents/Teachers Association is interested, but in a different way: they are looking to benefit their children; the staff are interested too: they are looking for professional advancement; the present students are interested: they are looking for immediate glory or success; the Ministry of Education and other agencies of government are interested: they are looking for a model for the burgeoning state educational system and the new national policy on education. But only the old boys want to preserve and promote the spirit of a place they once knew but can never know again. They want to give others the chance to partake of what they feel is so valuable. This is a selfless desire and it is what makes the old boys such a wonderful audience.

2. Well, Comprehensive is a School with a certain kind of history. Though it was conceived, as we all know, as a kind of ideal - a model, events did not quite allow it to develop according to that plan. One can imagine that if the Comprehensive Secondary School founded in 1962 by the United States Agency for International Development had been able to reach maturity in 1972 as it was supposed to, it would have been not only a model in the sense its planners had intended, but a beacon for the now unfolding New National Policy on Education. Comprehensive Secondary School was far ahead of its time in conception. Unfortunately that opportunity for leadership was lost - mainly on account of the intervention of the Nigerian Civil War, but also because after the war Comprehensive became a 'state' institution. Thus from being a model for one third of the country it was reduced to being a good school in one of the nineteen States of the Federation. Its influence and image consequently declined.

3. Those who were associated with the School before the war have such beautiful memories of the past that they are visibly shaken when they confront the reality of 1983. Everything was so new in the sixties - the buildings were new, the curriculum was new, the students were new - in fact, they were pioneers and they knew it, the teachers were a very high calibre international set. The population was intimately small -

a maximum of 300 students in classes of not more than thirty. The facilities were really adequate. The dormitories were clean and new, the workshops had machines that worked and there were materials with which to work, the environment was clean and pleasant; in short, there was a very hopeful atmosphere.

4. The fact that the buildings were all temporary did not affect the enthusiasm of those involved because everyone knew that in 1967 the second phase of the project would take off. The plans called for a staff of seventy-two and a student population of 1,440. Not only this: permanent massive buildings were to be erected.

5. Alas, the School is not an island in the society. Civil strife forced temporary suspension not only of the second phase but also of the School itself. During the war our labs were bomb factories. But such a calamity need not have been irredeemable had it not been for a restructuring of the political system of the Gowon era and the politics involved in it was the death knell for this School's development as originally conceived. Perhaps one should not feel that this is the loss of a potential golden age. The plans of men are conceived in a world mostly hostile to their fulfillment. Very few human endeavours, however nobly conceived, mature in just the way they were planned. To lament over this fact is to cry over an inevitable aspect of human existence. That is the inherent illogic of nostalgia.

6. In any case the Government Comprehensive Secondary School that was founded in 1962 was a far cry from the Government Comprehensive Secondary School that was reopened in 1969. Though the old backers wanted to come back agreement could not be reached with the new Rivers State Government and the proposal fell through. The government for its part was struggling to redevelop a war-ravaged state. Inevitably little material was conferred on an institution which was already widely regarded as ideal. People are often shocked at the 'ideal' when they see it - temporary one-storey buildings - until they are told that this was only the first stage of the contemplated ideal. The government was able to maintain a healthy staffing position, however, and the School continued to live on its pre-war image and post-war results. Unfortunately, no human structures, least of all temporary ones, can survive forever. Almost fifteen years after the end of the civil war, Comprehensive is a slowly decaying shadow of its former self. The plumbing is almost nonfunctional, the staff quarters are falling apart, the classrooms are bare and dirty and unfurnished, the labs are grossly inadequate, the workshops are nonfunctional. Occasional cosmetic facilities have only accentuated the underlying trend towards decline. With the present downward spiral in the country's economic fortunes the chances of government initiatives to forestall the decline are slim indeed. One is filled with an overwhelming sense of the pity of the whole business.

7. What's to be done? I should think the first step is to embrace the reality of the situation boldly. We cannot regain the past. The ideal that was in our minds in the 60's must be fully abandoned. Otherwise we shall never find realistic approaches to turning around the present situation. Comprehensive will not be restored to that ideal, nor perhaps should it be. After all, the ideal of the 60's is not the ideal of the 80's. Comprehensive should function within the more austere limits of the present period.

8. Maybe Comprehensive will have to become a day school. The boarding ideal was for another era - when boys came from all over the Eastern Region to participate in an education experiment. All of our schools are 'going Comprehensive' today as a matter of government policy. Maybe we shall have to concentrate on local students. Maybe Comprehensive will have to reorganize itself into two schools: a junior secondary school and a senior secondary school. Our senior secondary capabilities may have to be limited to traditional grammar school subjects; the products of our junior school who want to become technical students may have to go to technical schools where there is equipment for such programmes.

9. Whatever the future may bring, all parties interested in the progress of the School should try to do their best to see that it continues to survive in a viable sense. The sister school at Aiyetoro in one of the Western States has now been converted to a state university. I don't think that any of us, if we really think about it, would want that to happen to Comprehensive. A school is not a university. Each institution has different goals and one cannot associate one's development with two such different institutions interchangeably. On the other hand, we would not want Comprehensive to sink into oblivion. It has been suggested that the School should be made into a model for the new national policy on education. We should be wary of models. Once before Comprehensive was a model, the model was not realized and we have been suffering ever since. People and governments neglect us because they think we are a model already. We must be very careful in accepting 'model' status. Nor in an egalitarian system of education should there be classes of schools.

10. The old boys should help Comprehensive. But they should not think of the master plan of the past. Instead they should select areas where they know they can definitely make an impact, and they should see that these areas are brought up to standard. For example, Comprehensive has no library at all now. A library is a vital component in any school. If the old boys were to build, equip and maintain a good library, they would be making a great contribution toward a new Comprehensive. It would not be the Comprehensive they knew, but it would be a worthy successor to that ideal in a brave, new world. I strongly urge you to think about such projects, and I thank you for your invitation and for your continuing interest in the development of the School.

APPENDIX G2RULES AND REGULATIONS AND THE DAILY ROUTINE

1. PUNCTUALITY Students must be punctual at all times in all school activities and functions. Such school activities and functions will include among other things times for meals, prep, classes, compound work and Physical Training, games and sports, prayers, school debates and lectures, house and society meetings, hobbies and inspections etc.

Prefects should not allow the time for any activity to be taken up by any other activity without the consent of the Master-on-duty.

2. LOITERING Boys are not allowed to loiter about at any time. They are not allowed to sit about at the gate or hang about in the roads.

3. EQUIPMENT

- (a) School Equipment: Students are to handle all school equipment with care. Any student or students who deliberately damage any school equipment will be asked to replace the equipment so damaged. In order to ensure the proper maintenance of school equipment, all equipment are to be numbered and the names of students using these equipment are to be recorded against these numbers in note books to be supplied to each class or house in the school. At the end of the term, the equipment in each class and house are to be checked by the class-masters and house masters, and reports of the checking submitted to the Principal.

In the case of equipment for special activities, the inventory of such equipment is to be kept by the master in charge of these activities. They are to submit to the Principal at the end of the term a report showing the conditions of these equipment.

- (b) All private belongings of student are to be clearly marked and no student is allowed to use any equipment belonging to another student without the prior consent of the owner. Under no condition should junior student be ill-treated or marked for refusing to surrender equipment to a senior student.

Every student is expected to have the following equipment in addition to the recommended text books for his class:

- i) Pen and Pencils
- ii) Ink
- iii) Black, or Blue and Red Biro pens
- iv) Ruler and eraser
- v) Maths Set
- vi) Two white shirts
- vii) Two white shorts
- viii) Two green khaki shirts
- ix) Two green khaki shorts
- x) Two sleeveless singlets
- xi) Two blue shorts
- xii) Two running shorts the colour of these will depend on the house colour
- xiii) One mosquito net
- xiv) One blanket
- xv) One mat
- xvi) One pillow

- xvii) Two bed sheets
- xviii) Two pillow slips
- xix) One raincoat or umbrella
- xx) A pair of brown sandals
- xxi) A pair of white canvas shoe and a pair of white socks.
students are not allowed to use any biro pens for any written work in the class or for making notes, especially in Science Subjects.
- xxii) Soap for washing and bathing
- xxiii) One lantern and a bucket
- xxiv) Kerosine
- xxv) One grass cutting cutlass, a broom, one hoo and a matchet
- xxvi) A pair of khaki trousers to be worn at night preps to keep out mosquitoes
- xxvii) Workshop Uniform - Blue apron.

4. OFFICIAL DRESSES The official dresses to be worn by students are as follows:-

- i) During classes i.e. from 7 a.m. to 2.15 p.m. on week days - White Short Sleeve Shirt and Blue Shorts.
- ii) 2.15 p.m. to 9.30 p.m. on week days and 6 a.m. to 9.30 pm on Saturdays and Sundays - Green khaki shirts and green khaki shorts.
- iii) During games and sports - White sleeveless singlets on running shorts
- iv) During Sunday Services - White short-sleeve shirt on white shorts with white canvas shoe
- v) During outing - Either the dress for classes or the dress for Class V students - White shirts on navy blue trousers.

SUNDAY SERVICES

All shirts MUST be tucked in at all times and wearing of slippers on the compound is not allowed, until 7 p.m. Students could wear trousers, and long sleeve shirts during the night preps to protect against insects.

5. GENERAL CLEANLINESS

- i) all students MUST appear neat and be neatly dressed at all times.
- ii) The growing of long nails and allowing the hair to grow bushy are not allowed.
- iii) Students are not allowed to throw pieces of paper anywhere on the compound.
- iv) In order to ensure the general cleanliness of the classrooms and the compound, there will be a daily inspection of these areas including the dining hall by the master-on-duty and marks awarded to each class and house, and on Saturday by 8 a.m. there will be a general inspection to be conducted by the Principal, and the master-on-duty. In the absence of the Principal, the inspection is to be conducted by the Vice-Principal and the master-on-duty. Saturday inspection is compulsory and all students must be present.

There will be no general inspection during the mid-term holidays.

6. RALLIES: There will be rallies on Saturdays immediately after the Saturday Inspections. Students are to assemble in houses in the football field and will be addressed by the Principal. The dress to be worn by the students during this rally is the Sunday Service dress i.e. white shirt on white shorts with white canvas shoe. There will be no rally during the mid-term holidays and on the first Saturday of each month.

7. OUTING:

- i) Students are not allowed outside the school compound without their exeat books duly signed by the appropriate authority. Prefects are not allowed to sign the exeat books of any student.
- ii) Students are not allowed to leave the compound more than THREE TIMES in a term including the mid-term holiday but excluding the free Saturday which is the first Saturday in the month.
- iii) No students will be allowed to travel out during the mid-term holidays, unless a special request is made by the parent or guardian of the student concerned. Such a request must be made in writing and must reach the Principal before the mid-term holiday begins.
- iv) The official dress for all outings during the term should either be white shirt and blue short or white shirt on green khaki shorts. It is not compulsory that boys should wear shoes during outings but any student wearing any shoes MUST wear either brown sandals or white canvas shoes.
- v) No student will be allowed to leave the compound because of ill-health of a relation or death of a relation unless a written request for this is received by the Principal.
- vi) Only the Principal or the Vice-Principal or the Master-on-duty in the absence of the Vice-Principal or Senior Tutor or Senior House Master can sign the exeat book of a student who wishes to stay overnight outside the compound.

8. VISITORS: Students are not allowed to receive visitors on the compound except on Saturdays and Sundays beginning from 9 a.m. to 6 p.m. During this period, students could take their visitors round the compound but MUST not take them into the dormitories UNLESS with the permission of the House Prefect/Prefects.

UNDER NO CONDITION SHOULD A FEMALE VISITOR be allowed in the dormitories. Except on festive days, visitors on week days should be directed to the Principal who may or may not allow the visitor to see the student. In the absence of the Principal, the visitor should be directed to the Vice-Principal or to the master-on-duty in the absence of the Vice-Principal.

9. FREE SATURDAY: The first Saturday in the month during the term is a free day, provided the first Saturday in any particular month is not the first Saturday in the term.

Boys may leave the compound without an exeat book but must not leave before 8 a.m. and must come back before or at 6 p.m. Only the Principal or in his absence, the Vice-Principal can permit a boy to leave before 8 a.m. There will be roll call in houses at 6 p.m.

10. SUNDAY SERVICE: All students, particularly the boarders MUST ATTEND Sunday Service (in the school Chapel). There will be roll call in houses after the morning services, the names of absentees shall be handed over to the Master-on-duty on Monday morning before 8 a.m. The punishment for this offence is 1 hr. 20 mins. grass-cutting, beginning at 8.30 a.m.

11. POCKET MONEY:

- i) The amount of pocket money recommended is N 5.00 for classes 1-3 or N 7.00 for Classes 4-5 per term.
- ii) All pocket money is to be handed over to house masters who are to issue receipts for all monies paid to them.
- iii) House masters are to issue not more than 50k. a week to students who have paid pocket money to them at any one time.
- iv) No student is to have more than 50k on him at any time.
- v) Monies meant for the purchase of school equipment including books are to be paid over to the housemasters and could be withdrawn at any time if the house masters are satisfied that the money is to be used for the purpose for which the money was given by the guardians/parents of the students concerned.

12. RESTING PERIOD: The period for resting is shown on the programme of activities. During this period every student is to lie on his bed and MUST not disturb even the student next to him. No reading of any book is allowed during this period, and any student, be he a prefect or not, found outside the dormitory without permission from either the house master or the hostel master, or the master-on-duty or the Principal and the Vice-Principal will be punished. There is no resting period on Saturdays.

13. PREPS:

- i) The periods for preps are shown on the programme of activities from Monday to Friday.
- ii) No student is to be punished during the prep periods except if a boy comes late to prep or disturbs during the prep periods.

The punishment for late coming is to make the boy stand behind the class for about 10-15 mins. If a boy disturbs during the prep period, he should be made to stand on his bench for about 10-15 mins. During the period of standing, the boy must not be allowed to read any book.
- iii) All preps are to be done in the classrooms and to be supervised by the Class Prefects.
- iv) No student is allowed to do his prep in other places, e.g. Library, dining hall, another classroom, dormitories, and movement from one classroom to another or to other places is not allowed during the prep periods.
- v) There will be no preps on Saturdays. Under no conditions should junior students be deprived of their seats or classroom by senior students. Junior students could on the approval of their class prefect and teacher deny senior students the use of their classroom for their private studies, if they are satisfied that the presence of such senior students in their classroom is not to the best interest of the junior students.
- vi) No type of reading is allowed in the dormitories.

vii) Students who are not in their classrooms during the prep period will be regarded as not on the compound.

14. COMPOUND WORK:

i) All students irrespective of their classes or offices they hold in the school are to take part in compound work at all times.

ii) A student could be exempted from compound work on ill-health reasons. A boy who has been exempted from compound work must not stay in his classroom or dormitory during the period of compound work but must be near where his classmates or housemates are working unless a further permission from the classmaster or housemaster is obtained.

iii) A group of boys could be exempted from compound work during certain periods if application for such exemption is made by the master or masters in charge of certain school activities. Where this exemption is granted, the master or masters concerned MUST make sure that this group of boys are fully occupied in this alternative activity for which exemption from compound work has been granted.

iv) No student is allowed in the classroom or dormitory during the period for compound work unless permission to do so has been obtained or that the student has been assigned to work either in the classroom or in the dormitory.

15. PARTIES: No student or group of students is allowed to hold any type of party on the compound without the permission of the Principal. Applications for permission to hold parties on the school compound must be made at least a week before the party is held.

16. FOOD:

i) No student is allowed to carry food to the dormitory either during the term or during the holidays. The food for a sick student could, however, be carried to him in the dormitory provided a written permission to do so has been given by the master-in-charge of school dispensary.

ii) Students are not allowed to store perishable food or fruits in the dormitory, for example bananas.

iii) No student is allowed to entertain a visitor on the dormitory. All types of entertainment in the form of food or drinks be done in the dining hall/canteen.

17. CLASSES: All students are to attend all lectures meant for their classes during the school period, regularly and punctually. Only students who have been exempted from taking certain subjects will be away from classes during the periods for such subjects. Such exemptions will ONLY be granted by the Principal or the master-in-charge of school dispensary in case of ill-health. Such permission MUST be written and MUST be produced by the student on demand.

18. COMPLAINTS:

i) All complaints during the school period are to be made to the master-on-duty through the prefect on duty. The decisions of the master-on-duty on such complaints are final. The master-

on-duty would seek the advice of the Vice-Principal before taking a decision if he considers the complaint to be of a serious nature. This same procedure is to be adopted if the complaint is made by a student against another student in another house whether the complaint is made during the school period or not.

If the complaint is made against another student in the same house whether during or after the class period, the matter should be referred to the house master whose decision is final. In the absence of the house master, the matter should be referred to the hostel master.

The house master and the hostel master could refer the matter to the Vice-Principal for his ruling if they consider the matter to be of a serious nature.

- ii) For minimum offences the prefect on duty or the house prefect could take action on complaints made to him, if they consider that such action will help to maintain good discipline in the school. The complaint and the action taken should be reported to the master-on-duty or the house master as the case may be.
 - iii) If the prefect on duty or the house prefect fails to take action on any complaint made to him the complainant could take up the matter direct to the master-on-duty or the house master, or the hostel master.
 - iv) Under no condition should a complaint be made, either verbally or written, direct to the Principal.
19. HOSPITAL: No student is allowed to go to the hospital for anything without first passing through the master-in-charge of the school dispensary. Such students must have attended the school dispensary for some days and must have received treatment from the dispensary except in emergency cases.

No student or students are to go to the General Hospital, Port Harcourt or any other hospital without the school hospital book duly signed by the master-in-charge of the school dispensary or in his absence, the master-on-duty. No prefect is allowed to sign the school hospital book. The students must also make sure that after treatment or examination the hospital book is counter-signed by the medical officer. The school hospital book should be produced on demand and failure to do, the student or student will be regarded as leaving the compound without permission. If the school hospital book is not counter-signed by a medical officer, the student or students affected will be charged with leaving the compound under false pretences.

Day students going to the hospital during the class periods must also be bound by the same regulation.

Students who are ill, and who want to be treated in hospitals other than the General Hospital, Port Harcourt must possess the school hospital card which must be duly signed by the master-in-charge of the school dispensary or in his absence by the master-on-duty. No prefect is allowed to sign, but the medical officer, and be produced on demand. Failure to do so, will be regarded as leaving the compound under false pretences. This also applies to Day Students.

20. TESTS AND EXAMINATIONS:

- i) Students are to take part in all tests and examinations meant for their classes unless (a) they have been previously exempted from doing those subjects by the Principal.
(b) They have been prevented from taking part either because of ill-health or absence from school. Evidence to prove either of these must be produced on demand.
 - ii) No student is to be prevented from taking a test or examination meant for his class just because he failed to do a punishment given by any master unless the student is not qualified to take the test or examination by virtue of the fact that he had been previously exempted by the Principal from doing the subject.
 - iii) (a) No student is allowed to copy from any book or any other students during any test or examination.
(b) The paper of any student caught copying from any book will be cancelled.
(c) If any student deliberately makes it possible for any other student to copy from him, the papers of both students will be cancelled.
(d) If after a test or any examination, it is found that a group of students copied from one another, the papers of those students will be cancelled in the case of a test and in the case of an examination their results will be withheld indefinitely.
21. LIGHTS OUT: The times for lights out is 9.10 p.m. for classes 1-3 and 9.40 for Classes 4-5. After lights out, no student is allowed to talk to or disturb any other student. A student who is not on his bed after lights out will be regarded as not on the compound. There will be no lights out during the mid-term holidays.

22. RULES FOR PUNISHMENT:

- i) No student should be made to do any punishment before 5.45 a.m.
- ii) No punishment should be done after 6 p.m. unless punishment for coming late to evening prep.
- iii) No punishment should be done during the period for meals or preps or after lights out or during the resting period.
- iv) No student should be deprived of his meals as means of punishment unless he is late to the dining hall.
- v) No student should be made to roll on the ground as punishment.
- vi) No type of liquids should be poured on any student as a form of punishment.
- vii) Corporal punishment should not be administered by any student.
- viii) Writing of Imposition is not allowed as a form of punishment.
- ix) A student who is not properly dressed in the dining hall should not be deprived of his meal as a form of punishment, but should be allowed to dress better before having his meal.

- x) Only masters and prefects are to administer punishments. The offences and the type of punishment given MUST be recorded in the punishment book. In order that every body will be given the same treatment when an offence is committed, the following should be a guide to those administering punishment.

Offence	Punishment
i) Coming late to the dining hall	The student could have his meal but punishment to be meted later.
ii) Coming late to prep	10-15 mins. standing behind the class without reading.
iii) Coming late for classes or other school activities.	To be decided by the master-in-charge.
iv) Coming late to any other school activities.	To be decided by the master concerned.
v) Coming late to Chapel	He should be punished to cut grass.
vi) Absence from dining hall during the time for meals.	He should be punished to cut grass.
vii) Absence from preps	One day plate washing.
viii) Absence from classes without permission	One day grass cutting during the school period for every day absent.
ix) Absence without permission from class and from the compound for boarders	One week grass cutting during the school period for the first offence; one week suspension and the student will be sent home. He will be readmitted if his parents/guardian sign an undertaking that the boy will not commit the offence again, for a second offence; and expulsion for the third offence of a similar nature.
x) Absence from the compound without permission, for boarders	Two days grass cutting during the school period for everyday up to a maximum of six days for the first offence, for subsequent offence apply the procedure in (ix) above.
xi) Absence from Chapel Sunday Services	One day plate washing for boarders and two days grass cutting during the long break for day students.
xii) Failure to do a punishment	Suspension from classes until the duty is completed or done.
xiii) If a student, by virtue of his position, office or strength and size beats up his fellow student, no matter the offence that student has committed.	One week grass cutting during school period for the first offence and expulsion for a second offence.

xiv) Failure to complete one's duty or to do one's duty	Suspension from classes until the duty is completed or done.
xv) Beating up a prefect or a <u>master</u>	Expulsion from school.
xvi) Disturbances after lights out or during the resting period.	Two days plate washing.
xvii) Crossing the lawn	The boy should be asked to retrace his steps even if he had reached his destination.
xviii) Disturbing during class period in the absence of a master.	30 mins. grass cutting during the long break
E X P U L S I O N	
xix) Stealing	
xx) Assaulting a worker	One week grass cutting during classes
xxi) Two students fighting	One week grass cutting for the first offence, and for subsequent offence suspension for 4 weeks.
xxii) Urinating carelessly	Grass cutting.

Masters will use their discretion in determining what type of punishment will be given for any other offence apart from these listed above.

23. GENERAL: Students should note that it is bad manners

- (a) To remain seated when a master enters the classroom;
- (b) To remain seated when talking to a master or a senior student or anybody senior to them.
- (c) To chew-stick along the path.
- (d) To greet a person with a chewing-stick in the mouth;
- (e) To talk to a master or a senior person with hands in the pockets.
- (f) To enter a person's house and sit down without the person offering a seat.
- (g) To sigh ^{or} shuffle one's legs when an announcement is being made.
- (h) To eat along the paths.
- (i) To talk to a person with any type of food in the mouth.
- (j) To rush for anything instead of falling in a queue.
- (k) To fail to greet a senior person.
- (l) To jump a queue.
- (m) To greet a person by mumbling the words.

(n) To enter somebody's house without knocking at the door.

(o) To peep into somebody's bedroom.

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signed (C. I. ABRAHAM (CHIEF),
P R I N C I P A L.

THE DAILY ROUTINE

A. MONDAY TO FRIDAY

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| 1. 5.45 a.m. | RISING BELL |
| 2. 5.45 a.m. - 6.00 a.m. | HOUSE PRAYERS |
| 3. 6.00 a.m. - 6.45 a.m. | Compound Work |
| 4. 6.45 a.m. - 7.15 a.m. | Bath and Dressing Up of Self, Bed, Lockers |
| 5. 7.15 a.m. - 8.00 a.m. | Master-on-Duty goes round on INSPECTION. |
| 6. 7.15 a.m. - 7.50 a.m. | B R E A K F A S T |
| 7. 7.50 a.m. - 7.55 a.m. | First Bell for Morning Devotion |
| 8. 8.00 a.m. - 8.20 a.m. | MORNING DEVOTION. |
| 9. 8.20 a.m. - 2.00 p.m. | C L A S S E S |
| 10. 2.00 p.m. - 2.30 p.m. | L U N C H |
| 11. 2.30 p.m. - 3.30 p.m. | S I E S T A |
| 12. 3.30 p.m. - 4.40 p.m. | Preparation Classes (Afternoon) |
| 13. 4.30 p.m. - 6.15 p.m. | Games and/or Compound Work |
| 14. 6.30 p.m. - 6.45 p.m. | D I N N E R |
| 15. 7.00 p.m. - 9.00 p.m. | Preparation Classes I - IV |
| 16. 9.00 p.m. - 9.15 p.m. | EVENING PRAYERS |
| 17. 9.15 p.m. - 9.30 p.m. | Lights-Out for Classes I - IV |
| 18. 7.00 p.m. - 10.00 p.m. | Preparation Classes for Class V |
| 19. 10.00 p.m. - 10.30 p.m. | COMPLETE LIGHTS-OUT |

B. SATURDAY 9.00 a.m. GENERAL INSPECTION

C. SUNDAY 7.00 a.m. RISING BELL

8.00 a.m. BREAKFAST

- 8.45 a.m. FIRST BELL FOR MORNING SERVICE
- 9.00 a.m. MORNING SERVICE STARTS (FOLLOWED BY SOCIETY MEETINGS)
- 4.45 a.m. EVENING SERVICE.

- N.B. 1. Rosters for DAILY CLEANING up of Dormitories, Toilets, classrooms, Surroundings, etc. between 5.45 a.m. and 6.30 a.m. should be drawn up by the Officers concerned. (House Captains or Dormitory Leaders, Class Monitors, etc) who should ensure that morning duties have been performed before the Master-on-Duty goes round.
2. The habit of maintaining a healthy pleasant living surrounding should be studiously cultivated. The throwing of litter about (i.e. pieces of paper, orange or banana peels, empty milk of margarine cans etc.) spitting or urinating indiscriminately and other similar dirty habits, must be discouraged.
3. It is most rewarding to develop a 'TIME SENSE' and respond PROMPTLY to the 'INVITATION OF THE BELL'.

Dated 1st March, 1977

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Sgd. (Chief C. I. Abraham)
P R I N C I P A L

APPENDIX G3CURRICULUM OVERVIEWAims and Objectives

This school was conceived as a Comprehensive Institution, but there is no prospectus in which the aims and objectives are stated. Apparently the original aims and objectives have been lost sight of. The result of this is that the school which was set up to provide comprehensive education is fast becoming a grammar school. This situation is unsatisfactory and we recommend that the proprietors of the school should now define in clear terms the aims and objectives of the institution in a well produced prospectus and then provide the necessary orientation, curriculum and teaching facilities as may be necessary for the effective realisation of its aims and objectives.

Nature and Balance of the Curriculum

The Curriculum is reasonably broad based and wide in that subjects are available in the Arts, Science, Commercial and Technical areas. If these subjects are adequately provided for in terms of suitable and stable staff and adequate teaching facilities, there is a good chance that the students would have the opportunity to receive a comprehensive education. But regrettably, this is not the case. The Commercial/Technical areas appear badly neglected, with the result that only the Arts and Science subjects are on a reasonably sound footing in the school. This trend must be halted and the school should provide adequately for all the subjects in order to have a balanced curriculum.

In addition to the subjects now on the curriculum, we recommend that Music, Art and a Nigerian Language should be taught in the school. If these subjects are introduced as soon as teaching facilities are available for them, they would further enrich the curriculum.

Subjects Taught and Options

The subjects available in Classes I and II (Appendix) are English Language, English Literature, French, History, Geography, Bible Knowledge, Mathematics, Agricultural Science, Integrated Science, Metalwork, Woodwork and Technical Drawing. Physical Education is offered only in Class I while Accounts and Typewriting are offered as from Class II. All these subjects are taught to all students in Classes I and II. The teaching of History and Geography as separate subjects in Classes I and II is not desirable. We recommend that Social Studies should replace them in these classes as soon as facilities in terms of staffing, syllabus and textbooks are available for the teaching of Social Studies.

In Class III, Physics, Chemistry and Biology are taught in place of Integrated Science. Economics, Commerce and Government are also taught in Class III in addition to the list of subjects taught in Class II. Furthermore, in Classes IV and V, Additional Mathematics is added to the Curriculum.

Options begin in Class III. But English, Mathematics and a Science subject are retained as core subjects. We have observed that there is no attempt to force any particular science subject on the students. Although this idea has its advantages, it may constitute timetabling difficulties. We therefore recommend that this policy should be reviewed and a named science subject be declared as a core subject in Classes IV and V.

On the choice of subjects by students, we observed that the Arts and Science subjects appear more popular with the students than the Commercial and Technical subjects. There may be several reasons for this, but we think that the lack of adequate provision in terms of staff and equipment for the Commercial and Technical subjects has been a major factor influencing the decision of the students.

We recommend that in keeping with the stated aims of the school as a comprehensive institution, every effort must be made to obtain a proper balance between the facilities provided for the Commercial and Technical subjects on the one hand and the Arts and Science subjects on the other. This in turn would ensure a balance in the choice of subjects of the students.

Guidance and Counselling

There is no qualified Guidance Counsellor in the school. This is a serious omission in a comprehensive school. Because of the scope and the nature of this school, we recommend that a qualified Guidance Counsellor should be employed as a matter of urgency to give the necessary guidance to students in their choice of subjects and its related job opportunities. We commend the Principal's effort in getting successful professionals to give lectures to the students in an all purpose attempt to give them the right motivation in their studies and choice of vocation.

Staffing

There is a total teaching strength of 37 for 15 classes. The number of teachers is generous, but the overall quality is poor and in a number of cases deployment of staff is unsatisfactory. As a result of the poor quality of staff and unsatisfactory deployment, staffing has been found to be inadequate in History, Mathematics, Physics, Integrated Science, Typewriting, Shorthand, Woodwork and Physical Education. We feel that this situation is unsatisfactory and accordingly recommend, in the interest of quality and improved standards, that more professionally qualified teaching staff be posted to this school as recommended in the various subject reports. In addition to improving the quality of the teaching staff, we further recommend that the members of staff who have no professional teaching qualifications should be encouraged to undergo suitable in-service courses with a view to improving their efficiency. The Ministry on its part should review its policy which allows some teachers to go on annual leave in the middle of the school year. The adverse effects of this policy are obvious but are most severely felt in the terminal classes. We also recommend that the deployment of the existing staff and distribution of teaching load which varies between 9 and 24 should be reviewed to reflect the present numerical strength of the teaching staff with a view to correcting the inadequacies referred to in the relevant subject reports.

Allocation of Periods

We observe that in a number of subject areas, time allocation has been considered inadequate and in some cases overgenerous. While we appreciate timetabling difficulties, we recommend that, where it is found possible, provision should be made for the increases recommended in the various subject reports. In particular we recommend that provision should be made for all classes in the school to have a minimum of one period of Physical Education each per week. Classes I and II should however be allocated one extra period for Health Education.

Streaming

There are fifteen classes in this school, and although streaming is done randomly, it has been observed by the Principal that the 'C' Classes are not doing particularly well in their lessons. We feel that the nomenclature, A, B, C, which is used to name the streams may have contributed to this undesirable situation. We therefore recommend, in addition to other measures the school may wish to take to correct this situation, that other suitable nomenclatures such as Class I Green, Red, or IY, IZ etc. which are less suggestive of ability, should be adopted.

Accommodation and Equipment

In order to maximise efficiency and improved standard in teaching and learning processes in this school, we consider that there is need to provide "Special Rooms" and technical facilities for Languages, History, Geography, Mathematics, and a laboratory each for Chemistry, Integrated Science and Agricultural Science.

Prep Organisation

The school has no organised prep timetable. For a more effective direction of students' study-habit, we recommend that a balanced prep timetable should be drawn up and students encouraged to keep to its schedules.

Examinations

The school attaches great importance to examinations, and it stipulates three tests each term as mandatory in addition to terminal examinations. Although we appreciate the principle behind this, but recognising the fact that the need for class tests may be higher in some disciplines, the teachers should regard the number set out as the minimum requirements and that increases in certain subjects like English and Maths may be desirable.

Conclusion

The school on the whole, has an appreciable broad-based curriculum. What is needed is a right balance in the choice of subjects in the curriculum by the students and the provision of adequate teaching facilities for all the subjects particularly the Commercial and Technical Subjects. Furthermore, more qualified teaching staff for various subjects are needed in the school. A Guidance Counsellor should also be appointed. It is essential for the school authorities to rectify these shortcomings in the school so that it would in reality offer comprehensive education to its students.

Summary of Main Recommendations

- i) The Proprietors of the school should clearly define the aims and objectives of the institution, in a well produced prospectus.
- ii) Music, Art, and a Nigerian Language should be added to the Curriculum.
- iii) Social Studies should replace History and Geography in Classes I and II as soon as facilities are available.
- iv) The school should name a Science subject as a core subject in Classes IV and V.

- v) There should be a proper balance between the facilities provided for Commercial and Technical subjects on the one hand and the Arts and Science subjects on the other hand.
- vi) A qualified Guidance Counsellor should be posted to the school.
- vii) More professionally qualified teaching staff should be posted to the school as specified in the various subject reports.
- viii) Members of staff who have no professional qualification should be encouraged to undergo suitable in-service courses.
- ix) The Ministry should review its policy which allows teachers to go on annual leave in the middle of school year.
- x) The deployment of staff and the distribution of the teaching load should be reviewed and evened out where need be.
- xi) Efforts should be made to adjust time allocation as contained in the various subjects reports.
- xii) The teaching of Physical Education should be extended to the whole school.
- xiii) A more suitable nomenclature for the classes should be adopted.
- xiv) Suitable accommodation should be provided as indicated in the relevant subject reports.
- xv) A balanced prep timetable should be prepared.
- xvi) Frequent class exercises or tests are desirable in many subjects.

APPENDIX G4CO-CURRICULAR ACTIVITIESClubs based on Curriculum Subjects

These are as follows: the Current Affairs Society, the Literary and Debating Society, the Dramatic Society, the Geographical Society, the Student Christian Movement, the Science Club, the French Club, the Young Farmer's Club and the Scripture Union. Nearly all the subject areas are represented, but we would like to see one or two clubs based on Technical and Commercial subjects which are vital aspects in a school offering comprehensive education.

Recreation Clubs and Voluntary Organizations

These are as follows: the Musical Society, the Film Society and the Red Cross Society. The School should provide the Musical Society with Musical Instruments to aid its activities.

We commend the existence of these societies, but would wish to recommend that the Boy Scouts Movement and the Cadet Unit be established in the school.

Membership of Clubs and Societies

Although there is a rule that each student should belong to at least one club, there is no ceiling on the number of clubs to which a student could belong. We recommend that the school should limit the number of societies to which a student can belong to not more than three.

Internal structures of the Clubs and Societies

All societies and clubs except the Junior Red Cross have a Patron, a President, a Secretary and a Treasurer. The Red Cross has no patron and we recommend that efforts be made to find one for it.

This structure is adequate for the functioning of the clubs and societies.

Subscriptions

Although clubs like the Science Society and the Film Society charge subscriptions ranging higher than 20 kobo per term, there seems to be a school policy fixing subscriptions at 10 kobo per term. We recommend that the school should review this policy with a view to increasing it.

Meetings

There is no fixed time for society meetings but they generally hold meetings in the evenings after supper either on a week day or on a weekend. We recommend that a specific time on a day or two in the week be assigned to clubs for meetings. These should last for at least one hour.

Activities

These include debates, quizzes, excursions, lectures and brains trusts. Although these activities are sufficiently varied, we have observed that they are not carried out by all societies. There are active societies and dormant ones.

Among the dormant societies, mention should be made of the Dramatic Society. Its lethargy is attributable to lack of supervision from its patron. The latter complains of difficulty in getting transport to the school in evenings when activities are held. We recommend that a new patron be appointed for the society. The French Club is hampered by lack of suitable time for meetings. We feel that this problem will be solved when specific times are assigned to various clubs for their meetings.

We have observed that apart from the S.C.M. and the Film Society, clubs do not readily share their activities with non-members in the school. We recommend that societies should participate in one another's activities and these should be held jointly where possible.

Interaction with the Community

Clubs generally invite their counterparts in other schools for joint activities but there is no deliberate effort to interact with the community at large. We feel that such an interaction will be of benefit to the community as well as the clubs and recommend that clubs explore avenues of giving and receiving aid from the community. The school could for instance, organize clean-up campaigns and educate the people on Operation Feed the Nation. On the other hand, it could invite outside speakers and collect donations from the community.

Weekend Activities

There are no organized week-end activities although films are shown to the whole school occasionally. We recommend that week-end activities be organised regularly and societies should be made to play a leading role in them.

Supervision, Records and Equipment

Although each society has a patron (except the Red Cross), there is no overall co-ordinator of co-curricular activities. We recommend that an experienced member of staff be appointed Co-ordinator of co-curricular activities. When this appointment is made, each society should draw up a termly programme of activities and submit it to the co-ordinator. All societies should keep proper records of their activities. The Co-ordinator should supervise society patrons and club activities and bring their problems up to the Principal. This will facilitate the organization of transport and the purchase of essential equipment for clubs. On the purchase of equipment we would like to make special mention of the Musical Society which lacks instruments. Suitable instruments should be provided for it.

Conclusion

Although there are many clubs and societies and they could organize a sufficient variety of activities, lack of proper supervision and equipment has hampered the effectiveness of this aspect of school life. We feel that the school authorities should pay particular attention to this important aspect of character training and enable the students to benefit from the clubs and societies. If the clubs and societies function well they could contribute substantially towards achieving the schools aims and objectives which include the physical, mental and moral development of the students.

Summary of Main Recommendations

- (i) The school should provide musical instruments for the Musical Society.
- (ii) The Boys Scout Movement and the Cadet Unit should be established in the school.
- (iii) The school should limit the number of societies to which a student can belong to not more than three.
- (iv) A Patron should be found for the Red Cross Society.
- (v) The authorities should review the policy of charging 10k per student per term as subscription with a view to increasing it.
- (vi) A definite time should be set aside for the meetings of all societies in each week. It should last for at least one hour.
- (vii) Dormant societies should be reactivated (e.g. the Dramatic Society and the French Club). A new Patron should be appointed for the Dramatic Society.
- (viii) All societies should get in touch with other societies in the school and organize activities of common interest.
- (ix) All societies should get in touch with the community at large and explore means of being useful to it and gaining from it through programmes of participation.
- (x) Week-end activities should be organised regularly and societies should play a leading role in them.
- (xi) An experienced member of staff should be appointed Co-ordinator of co-curricular activities.
- (xii) Each society should write a termly programme of activities and make it available to the society co-ordinator when he is appointed. Records of activities should also be kept.

APPENDIX G5
PHYSICAL AND HEALTH EDUCATION

Staffing

There is no trained teacher of Physical Education (P.E.) on the staff. The Games Master is an NCE (Tech) holder and teaches twenty-one periods of Woodwork. There is a part-time teacher, who comes from the Rivers' State Sports Council to teach Class I boys how to play cricket. There is therefore an urgent need for a trained teacher of Physical Education to take charge of the teaching of the subject and to give leadership in organising evening games.

Storage of Equipment

There is no separate store for games equipment but materials for games are kept in the main school store, where other materials such as lockers, chairs etc. are stored. It is therefore not easy to know what games equipment the school has got because of this method of storage. There should be a separate games store furnished with racks on the walls, large chests and cupboards for effective storage of games equipment. An up-to-date inventory of all equipment should be kept.

Syllabus and Schemes of Work

There is no school syllabus or Schemes of Work for Physical Education. The coach from the Sports Council operates a Scheme of Work designed to teach the game of cricket to Class I. When the school has recruited a qualified P.E. teacher, a syllabus should be drawn up so that the subject is taught in all classes from I to V, while some Health Education is taught to Classes I and II.

Allocation of Periods

The four arms of Class I have two periods each of Physical Education a week. No other class has P.E. on the timetable. As soon as staff is available, it is important that all other classes from II to V should have a minimum of one period of P.E. a week on the school timetable.

Equipment

The school has a lot of sports equipment which is not being used. This is because the school has no trained teacher of P.E. to give expert advice on what to purchase. But the school still needs essential items of athletics equipment like hurdles (40-60), bats, racquets, nets, jumping stands and discs. Some of the Asiatic members of staff should be called upon to take charge of the playing of cricket and hockey in this school in order to make use of the cricket and hockey equipment being supplied to the school from year to year.

There are facilities for the following games: football, hockey, athletics, volleyball, lawn tennis and basketball. The basketball pitch should have a concrete surface. The pitches and tracks are not being properly maintained because there is no Maintenance Vote. We recommend that the available facilities for games should be properly maintained so that they can be fully used. Furthermore, all pitches should be properly equipped with goal posts, nets and other relevant items of equipment.

Even though the school has a lot of cricket equipment, yet there is no cricket pitch. A cricket pitch and pitches for other games should be carved out from the extensive open spaces in the school grounds.

Library Facilities

There are only three copies of "P.E. Activities for Primary Schools" Miller and Akloye in the Library. This book is not a suitable material for secondary schools. A book list has been given to the school to facilitate the purchase of Library books on P.E., games and recreation which should be provided. A section for stocking P.E. books should be created in the Library.

Finance

Games equipment is supplied by the Schools' Management Board by authorising the school to collect equipment worth N2,000 annually from the State's Sports' Council Shop. No money is voted for maintaining the existing equipment or for purchasing equipment not available in the Sports' Council Shop. This situation is unsatisfactory and urgent steps should be taken to remedy the situation. We recommend that the total amount to be spent on games in the school should be calculated at a minimum rate of N6.00 per child per annum. Such a calculated amount should be spent on the supply of new items of equipment and a part of it granted to the school for maintenance of games equipment and facilities.

Teaching

This is motivated by a desire to teach cricket to the young. The coach makes use of demonstrations and patiently goes from group to group to explain the finer points. He uses teaching aids to an advantage, with over twenty improvised cricket bats, wall charts and five balls. The students are keen and enthusiastic. In order that the teaching of cricket may bear fruit, the school should start playing the game of cricket now. The boys will then put into practice during evening games, what they learn in the morning periods of Physical Education.

Organisation of Games

This is based on houses and inter-house matches are played from which the school teams are selected. On an evening visit to the school, the turn-out was impressive but the games were largely un-organised. There were groups playing hockey, football, volleyball etc. at random. Three volleyball pitches were empty because there were no nets.

Games should be organised properly in groups to ensure mass participation so that each child can play games at least twice a week.

Health Sanitation

There are wastepaper baskets in many classrooms. Although there are no dustbins and incinerators. It is commendable that the school grounds are kept very clean. The wastepaper baskets are emptied regularly into pits at the end of the classrooms or burnt at the back of the kitchen. Students have individual portions which they keep clean. There is a block for toilets near the classrooms with many of the holes glutted with excrement. There is no water and some of the pumps do not work. Continuous supply of water should be ensured and the pumps should be repaired.

There is no school dispensary but the Health Prefect keeps a First Aid Box which is empty of drugs. There is need to establish a School Clinic with trained nursing personnel taking charge of treatment of minor ailment, supply of drugs and linking with the hospital. Meanwhile drugs should be supplied more frequently to the school dispensary not once or twice a term as at now.

Summary of Main Recommendations

- I) There is an urgent need for a trained teacher of P.E. to be posted to the school.
- II) There should be a separate games store for proper storage of all games equipment and an up-to-date Inventory of all equipment should be kept.
- III) All classes in the school should have P.E. on the timetable, when a qualified P.E. teacher has been recruited.
- IV) There is need for more items of games equipment, particularly balls, bats, racquets, nets and a set of 40-60 hurdles, jumping stands etc. These equipment should be well maintained and utilised to the maximum.
- V) All games pitches should be properly demarcated and equipped with goal posts, nets and other necessary items of equipment.
- VI) A cricket pitch as well as other games pitches should be carved out from the open spaces in the school grounds.
- VII) Books on P.E., games and recreation should be stocked in the Library, and a section provided for them there.
- VIII) Grants to the school in form of award of sports equipment and vote for maintenance of pitches and other equipment should be calculated on the basis of Rs.6.00 per child per annum.
- IX) Games should be organised properly in groups so that there is mass participation, with each child playing games at least twice a week.
- X) The toilets in the school premises should be repaired and the supply of water ensured. The water pumps should also be repaired.
- XI) There is an urgent need for a school clinic with trained nursing personnel taking charge. Meanwhile, drugs should be supplied to the school more frequently, not once or twice a term as at present.

APPENDIX G6BOARDING HOUSE AND CORPORATE LIFEThe Boarding House

There are well over 600 boarders out of a total student population of 660. They are crowded into six dormitory buildings, each constituting a School House. Each of the dormitories was designed to accommodate 50 students, but now houses 105 students. We recommend that more dormitories should be built to decongest the over-populated dormitories. Box stores should be built for each dormitory block, so that students can move their boxes out of the dormitories, thereby creating more space.

The water-closet toilet facilities are insufficient in number to cope with the present population of students in the dormitories. But much more serious is the water system of the toilets which is not functioning properly with the result that the toilets are very filthy, human waste matter are not flushed away and this constitutes a real health hazard to the students. The toilets should be repaired and separate suck-aways provided for each building.

Furthermore, many of the taps in the bathrooms are leaking; some of the surrounding gutters are blocked with the result that the outflow of water from the bathroom do not drain off but form pools of filthy water and stench near the dormitories. The gutters should be repaired to aid smooth run off of waste water and prevent stench around the dormitories. However, it is regrettable that it does appear that the students do not take care of these facilities. For instance, the students leave the water taps running, the fans working and the lights on when they go to school. The students should be made to lock water taps and switch off fans and light when not in use.

The Kitchen

The school kitchen is relatively modern. It is reasonably well-equipped but the fryers, boilers, ovens etc are not working. At the moment, cooking is being done outside. This is neither hygienic nor convenient for the cooks. All unserviceable cooking utensils in the kitchen should be removed and replaced so that cooking outside can stop. As soon as cooking utensils are available, cooking should be done in the proper kitchen.

There is a food store, large enough to contain all food purchased. The storekeeper should make use of the racks for storing perishable food-stuffs.

The Kitchen Staff

A matron takes charge of the kitchen staff and there are twelve cooks, one of whom is the Head Cook. They operate both as cooks and stewards. They were not all wearing their aprons at the time of the visit and the ones worn were not clean. Aprons should be used at all times in the kitchen and kept clean every time.

The Dining Hall

The Dining Hall is highly congested and many boys are found squatting while eating. The dining hall needs fifteen benches immediately so that children can sit down conveniently while eating. The dining hall should be extended at both ends to provide more dining space for the increasing student population. As a long term policy, a

new dining hall capable of accommodating at least 1,200 students should be built. Space should be provided for students to wash their plates and eating implements after meals.

The Menu

There is a school menu which appears satisfactory. However, we recommend that it should be reviewed from time to time and in order to ensure balanced diet, it should be approved by a dietician.

Laundry Arrangements

Students do their own washing and iron their clothes on tables provided in the dormitories. Pressing irons are provided for the students' use. There are no slabs for washing clothes and no line for drying clothes. In order to spread their clothes for drying, students make use of the fence surrounding the school. We recommend that slabs and water taps be provided for washing clothes and lines for drying clothes. Time should be clearly set aside on the daily routine probably on specified days, for carrying out laundry duties.

Discipline

There is a housemaster for each house, while a senior boarding house master, who is attached to no house, co-ordinates the activities of the house masters. Assisting the house master in each house are a house captain, an assistant house captain and two house prefects. There is a master on duty each day to supervise life in the school.

There are school prefects as well; one school captain, one deputy school captain and seven school prefects. There is a food committee of six, one from each house, which assists the food prefect in supervising all issues on food. It would appear that there is a reasonable degree of student responsibility in the school.

There is a comprehensive list of Rules and Regulations (Appendix) incorporating the daily routine; rules on punctuality, equipment for students, outings, general cleanliness, receiving of visitors etc. These look rather copious and should be reviewed to eliminate repetitions and to ensure brevity. The errors of omissions and spellings contained therein should also be corrected.

We recommend that the daily routine should be amended in the following respects:- games should begin after afternoon prep at 4.45 pm and end at 6.15 pm; dinner period should be 6.45-7.15 pm to give students more time to clean up after games; evening prep should be 7.30-9 pm; lights out for seniors should be 10.30 pm. The rules of lights out should be strictly observed. The rules and regulations should be enforced, particularly regulation 22 (xxii) on page 10 of the school rules and regulations. Security lights are required along the main pathways and roads on the college grounds, to facilitate safe movement by students to and from the classrooms during evening prep.

Conclusion

Students are given opportunities for responsibility e.g. carrying out minor repairs on switches, and replacing burnt out globes. The food committee organises and supervises the issuing of food to the cooks and oversees the processes of cooking and serving. There appears to be sufficient devolution of authority to the dutymaster, the housemaster,

and the senior boarding housemaster and this is to be commended. But supervision of the observance of the rules should be stepped up.

Summary of Main Recommendations

- (i) More dormitories should be built and box stores should be attached to each dormitory.
- (ii) The toilets should be repaired with each house having separate suck-aways.
- (iii) Gutters should be repaired and the students should be made to lock water taps and switch off fans and light when not in use.
- (iv) All unserviceable cooking utensils in the kitchen should be removed and replaced.
- (v) Aprons should be kept clean and used at all times by the cooks and stewards.
- (vi) Fifteen more benches should be provided in the dining hall immediately.
- (vii) The dining hall should be extended at both ends. As a long term policy, a new dining hall capable of accommodating 1,200 students should be built. Space should be provided for students to wash their plates and eating utensils after meals.
- (viii) The menu should be reviewed from time to time and approved by a dietician.
- (ix) Slabs and water taps should be provided for washing clothes. Lines are also needed for drying clothes. Time should be set aside on specified days for carrying out laundry activities.
- (x) The school rules and regulations should be reviewed to eliminate repetitions and to ensure brevity. Errors of omissions and spellings contained therein should be corrected.
- (xi) The daily routine should be reviewed and amended as recommended in this report.
- (xii) The rules of lights out and regulation 22 on page 10 should be strictly enforced.
- (xiii) Security lights are required along the main pathways and roads on the college grounds.

APPENDIX G7CONCLUSION

Government Comprehensive Secondary School, Port Harcourt, set up in 1962 as a co-educational institution to provide comprehensive education for its students, appears now to be departing from its original intention and is steadily becoming a grammar school. We particularly wish to draw attention to the technical and commercial areas of the curriculum, which are not being accorded their deserved priority and attention in the context of the stated aims and objectives of the school.

But since there has been no deliberate plan on the part of the Proprietors of the institution to change its comprehensive nature, the original plans of the school should now be revived and reviewed if necessary in the light of present day needs, so that clear aims and objectives can be set and pursued for the institution.

The tone of the school, which is chiefly provided by the Principal, is satisfactory but there are signs of poor level performance in many areas including general staff performance, level of equipment, some subject areas, level of discipline and corporate life.

The Principal needs the effective support of his staff, especially at the vice-principal level. In this connection, we wish to draw attention to the "Square Bracket Comment" contained on page 3A of this report, for appropriate action. In addition to any action that may be taken, the Principal should continue and further develop the involvement of his staff in the running of the institution.

The teaching staff is over-generous in number but inadequate in quality in many subject areas. Therefore, the quality of staff would need to be substantially raised. In addition, stability of staff should be ensured for the Technical/Vocational subjects so that the teaching programme of these subjects would not be continually hampered. Furthermore, as many members of staff as possible including the Principal, should have the opportunity to undergo in-service training courses relevant to the Comprehensive System of Education and the special needs of the school.

The teaching, accommodation and equipment for the Technical/Vocational and Science subjects should be improved in quality and quantity as need be. The provision of a Library block, special rooms and the necessary equipment for the effective teaching of literary subjects as recommended in this report should also be given their proper attention in the envisaged development programme of the institution.

The corporate life is reasonably good but the boarding and ancillary facilities, which are now being overstretched, need to be properly maintained and further expanded to cope with the increasing needs of the school.

In order to ensure effective supervision of the students, all the staff quarters, which are now even too few in number to meet the needs of the institution should be released to the staff teaching in the school.

Finally, we believe that with the aims and objectives clearly set and vigorously pursued, the school has a bright future, in that it would then be able to use its great potentials to provide the desired comprehensive education for its students.

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- B. Secondary School Magazines, Journals, and occasional publications.

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- B. Research Journal Articles, Pamphlets, Statements, Conference papers and published Government Documents.
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