

## Public Secondary Schools Students Defection to Private Schools: A Case Study of School Managers in Nigeria

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### Abstract

*This paper investigated public secondary schools' students' defection to private schools: A case study of school managers in Nigeria. Imo state is a state in Nigeria. Meanwhile, Imo state is chosen to represent Nigeria as one of the states in Nigeria. The population of this study is 20,000 which comprised 15,000 males and 5,000 females in medium and large-scale businesses in Imo state. Stratified sampling was used to 2,00 respondents which made up of 110 males and 90 females from Owerri municipality and mbaitoli local government area in Imo state. This paper adopted descriptive survey research design aimed at identifying the meaning of fraud, different types of frauds and ways of mitigating the effects of frauds in medium and large-scale businesses. One research question and one hypothesis guided this study. Instrument used for data collection was researcher developed questionnaire "public secondary schools students' defection to private schools: A case study of school managers in Nigeria was used" with four rating scale of strongly agree, agree, disagree and strongly disagree. The instrument was validated by two specialists in business education using Cronbach alpha statistics to determine the reliability coefficient at 0.78 and 0.97, which shows that the instrument is reliable to be used for this study. Mean and standard deviation were used to analyze the data while t test of independent was used to test the hypothesis. It was recommended in this study many public secondary schools in Nigeria are no more conducive and attractive for teaching and learning because of old walls and leaking roofing sheets. Government should provide funds for management of public schools among others.*

**Keywords:** *Inadequate Teachers and principals, Lack of Principals for junior Public Secondary Schools, dilapidated conditions of public secondary schools in Nigeria, lack of public secondary schools laboratories, lack of crafts and workshops facilities for students use, lack of counseling's department in public secondary schools, insecurity in public secondary schools, why parents have resolved to send their children to public secondary schools, school managers management strategies in controlling public secondary schools students defection to private secondary schools..*

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### Introduction

Defection is a social phenomenon observed among people from one union, groups to the other. An individual or groups can decide to

abandon their union, club for one reason or the other. Especially if reasons the individual, or groups have were genuine to embark on such defection. Defection can be in the form of

normal withdrawal from the activities of a group or union. On the other hand, defection can be in the form of abscond, elopement carried out without notifying the former organization or through legal method. Defection is carried out in a bid to have better or new leave based on certain personal or group decisions or wishes. Defection is a legal right of individual or groups when it is carried out in a legal way.

Defection is a basis for expression of personal or group opinion or decision. An individual or group can decide to change from a former group or organization especially, if the individual or groups feels unsatisfied with the attitudes, deprivations and marginalization exhibited by the management or other members of the former group. In business, a partner or group of partners that are aggrieved because management of partnership business where he exercise his business rights are not doing what were stated on articles or deeds of partnership, may decide to quit from the business with the use of legal processes (lawal, 1993). In the same

vein, a member or members of a political party can defect to another party based on certain benefits the individual or group have felt the new party they are defecting to, will give them.

If there are paradigm shift from the already established ideas, principles or conventions that are newly carried out by organizations, an individual or group, may decide to quit from the organization to another organization where either him or the group will be represented and their personal or group goals achieved without hitches. In Nigeria and in Diasporas communities, people have resolved to defect from one political party or from one organization to the other based on the fact that the former organizations are not doing their things according to the way the agitating or erring members have felt. People can stay permanently in organization based on satisfactions they have obtained or will continue to obtain from the organization in the future progressively.

In Nigeria, vast majority of students from public schools have defected or resolved to

carry out their secondary school education based on vast array of reasons that deter effective teaching and learning in public secondary schools. Many reasons why public secondary schools students defect to private secondary schools are very broad and encompassing. Public secondary schools were formerly regarded as the main base for student's acquisition of skills and knowledge before undergoing more educational opportunities in tertiary institutions of learning.

Public secondary schools, as at 30 decades ago were regarded as excellent educative industry where geniuses are trained because, they have all the facilities and equipment required for students learning. In this 21<sup>st</sup> century, many things have changed. Teaching and learning equipment and facilities are inadequate for teeming population of youths seeking for quality education in public secondary schools. These misnomers on provision of inadequate facilities and equipment haven been observed by students, parents and care givers in public secondary schools have retarded effective

teaching and learning, good moral conduct and career development among students of public secondary schools in Nigeria. The following as paragraphed seriatim are the reasons why students defect, choose study or carry out their schooling in private secondary schools in Nigeria.

### **Inadequate Teachers**

Public secondary schools in Nigeria are formerly equipped with many teachers that comes from very far and near, whom their interest were to inculcate knowledge, skills, morality, religious and cultural lives to the students in a conducive and attractive public secondary school environments. Teachers are inevitable in schools. They are responsible for implementing the curriculum by ensuring that the learning contents are taught in the classroom. They also evaluate the student's grade and ensure their certification. Planning, developing, Designing and implementing the curriculum rest on the shoulders of teachers (Mkpa & Izuagba 2009). Formerly in public secondary schools, necessary mores and values

are inculcated or instilled in the lives of students (Onyemerekeya & Ugwuegbulem, 2005). In public secondary schools, un-professionalism among teachers, pervasive condition that hampers effective teaching and learning have caused parents to seek alternative of sending their children to private secondary schools (Adebayo, 2009). For quite long time ago, when voluntary agencies clamored for return of their schools and after the plight of the voluntary agencies were resolved and was given to voluntary agencies, private secondary schools have continued to be popular even in this 21<sup>st</sup> century educational system (Fafunwa, 1981). It is important to understand that private secondary schools in Nigeria have outshined public secondary schools because, of the way private secondary schools have involved their students into competitive and quality learning which public secondary schools do not have and cannot boast of (Oguntimehin, e tal 2010). It is very disappointing that in many public secondary schools in Nigeria, there are inadequate teachers. The available teachers are

not dedicated to their duties. Students learns a particular subject ones in a week. In both morning and afternoon sections, some public secondary schools, leave their students to roam about the school premises and corridors of classrooms with no substantive teaching and learning, students engage themselves with discussions and activities that are not the purpose why they came to school (Ajayi, 2010). At the wheels of those students discussions, some students that do not mean well for their public school starts destroying their school properties, such as desks, chairs, ceilings and classroom louvers. Trees with fruits surrounding school premises are plucked and their leaves littered around school premises with no teachers to stop any of those excesses of students.

### **Lack of Principals for Junior Public Secondary Schools**

Principals are leaders and heads of their public secondary schools. The success or failures of the instructional programmes of public schools is depended upon the skills and knowledge of

public school principals (Ogunu, 2000). It is quite terrifying that in this 21<sup>st</sup> century, some public secondary schools have no principals for junior secondary schools. Some principals of senior secondary schools are erring to their duties with their absenteeism's observed in public secondary schools. Some teachers that are available are those that have devoted themselves to keep the school flags fanning by acting as principals in public secondary schools. to enable public secondary schools actuate and solve their numerous responsibilities. It is of no doubt that many public secondary school principals that knew principal ship responsibilities in public secondary schools have retired, while some are dead. Posting of principals in public secondary schools especially, in the junior secondary school section have been so herculean tasks by the state ministries of education. Based on this issue, many people that are qualified to the position of principal ship that are posted to some public secondary schools in the rural communities in Nigeria have refused to go with lots of flimsy

excuses ranging to high transportation costs, accommodation, distance and insecurities bedeviling some communities and villages in Nigeria (Christian, 2023).

### **Dilapidated Condition of Public Secondary Schools in Nigeria**

The purpose of school plant planning are to provide esthetic beauty of public schools, good health of teachers and students adaptability of students and teachers and to provide durability of public secondary schools where effective teaching and learning will be carried out (Anyago 2021 & Christian 2023). It is very alarming that majority of public secondary schools in Nigeria have dilapidated. Students that managed to go to school, roam about the school premises, jumping, running and playing. Majority of students comes to school at their own time because, they are not strictly checkmated. No quality and attractive classrooms. Students study in overcrowded classroom under leaking roofs.

### **Lack of Public Secondary Schools Laboratories**

An endearing school connotes, provision of viable teaching and learning equipment. Provision of teaching and learning equipment are assured through effective planning (Uwazuruike, 2021). Vast majority of public secondary schools in Nigeria have no Chemistry, Physics, and Biology and Agricultural science laboratories. Alternatives to practical Physics, Chemistry, Biology, Agricultural science are taught to students. It is of no doubt that students memorize practical without deep knowledge of chemical reactions and physical view of reagents. Students zeal to explore with what they experiment or practice were subordinated to alternative to practical. However, it is evident that those theories taught to students quickly fade out of students memories. Because, teachers did not subject the teaching of those subjects with practical, for easy learning or grasping by students. Evident abound that in public secondary schools, students cannot mention names of reagents. For

example, Sodium, (Na) Calcium, (Ca) and hydrogen tetraoxosulphate six acids (H<sub>2</sub>SO<sub>4</sub>), let alone identifying them.

It is disheartening that, majority of public secondary schools in Nigeria have no libraries. Libraries that were formerly provided by the state Ministries of Education, have dilapidated, many state government have no budgets for public secondary schools libraries. Students are deprived or indisposed of studying in the library in public secondary schools.

### **Lack of Crafts and Workshop Department in Public Secondary Schools.**

Craft works or art works are inevitable for child's development right from primary to tertiary learning institutions hence, crafts and art works facilities are provided in public secondary schools (Nosiri, 2007). Evidence abound that many crafts and workshop buildings established for students practical works, have dilapidated, while some are on purview of cracked walls and blown roofs.

There are no practical works or skills acquisition programmes going on in those public secondary schools workshops. Some teachers of those subjects have retired, while some are dead. In the same vein, there are inadequate colleges of education and universities of education for teachers training in building, electrical, surveying, drilling, and computer repairs in education. These have hampered student's skill acquisition in public secondary schools because, there are scarcity of teachers of those subjects. Some people that studied the above courses in universities that have no firm routs in education have refused to teach in public secondary schools because they do not know the methods of teaching and cannot obey rules and regulations of public schools and adverse conditions faced by teachers in public schools, also they felt that they cannot get adequate salaries to fend for their living.

### **Lack of Students Counsellors in Public Secondary Schools**

Counselling is an interaction between a trained people (counselor) and a troubled individual counselee or client). Counselling is carried out to help students and non-students rehabilitations and strive for survival in their lives endeavours (Nwamuo, Ugwuegbulam & Okoro 2012). Vast majority of public secondary schools have no students' counsellors and no counselling departments. Owing to impalpable peer pressures, disrespects' and all manner of inordinate attitudes, in public schools, state ministries of education in Nigeria have continued to pay lip services to teachers recruitment especially, student counsellors in Nigerian public schools . Counselling is of paramount importance in public secondary schools because a lot of students are deviating from public secondary school rules and regulations, expectant more of their societies, career choice and learning difficulties.

### **Insecurity of Public Secondary Schools**

Insecurity has been a major setback on management of public secondary schools in Nigeria. Many students are kidnapped, maimed

and killed during school and non-school hours in most public secondary schools in Nigeria (Oluyemi, 2016). Majority of public secondary schools especially in the rural communities and villages are not fenced. Some public secondary schools fences in the rural communities have dilapidated and wrecked by floods. Considering the rate of insecurity in Nigeria, majority of secondary schools in the rural villages are unsecured and are at high risk of students victimization or maiming. Many insecurity situations have been observed in public secondary schools in Kaduna, Kano, Maiduguri, Adamawa and Abuja, the north part of Nigeria. Many students' lives are exposed as preys to bandits in the rural communities in Nigeria (Christian, 2023).

### **Statement of the Problem**

There are astronomical increase on student's defection or change of schools to private secondary schools. The facts behind these upsurge include: inadequate teachers, lack of students counsellors to stop the stronger students from beating the weaker ones and

inculcation of students effective regards to their studies. Inadequate teaching and learning facilities, lack of effective supervision and monitoring of instruction. Vast array of these short comings have affected teaching and learning in public secondary schools. They are reasons why some students defect, elope, and abscond from schooling in public secondary schools perhaps questing to have continue their schooling in private secondary schools in Nigeria.

### **Parents Resolve to Send their Children to Private Secondary Schools in this 21<sup>st</sup> Century**

Secondary school educations are education platforms where students develop love for their nation, study about physical and natural sciences, acquire knowledge and skills about proper hygiene, trade and banking ideas and the world around them. Public secondary schools are educational institutions students goes to learn after primary school education (Obasi, 2021 & Anyogu, 2021). They are academic institutions students undergo to acquire skills



and prepare for university education. Parents had always wanted the best for their children. Parents have been monitoring the performance of their children in public secondary schools. Parents' fees very unhappy and disappointed when their children are not intellectually progressing from public schools. Parents had made enquiries and found out that teachers do not come to school as expected, the available teachers in public secondary schools do not care to teach, and students are left to roam about in public secondary schools without being taught for many weeks. Teachers explained that inadequate teachers in public schools include: government inability to pay teachers as at when due, coupled with inadequate teachers recruitment, inadequate teaching and learning equipment and facilities, lack of maintenance culture on public schools facilities and equipment, lack of counselling (Christian 2024). These are s hiccups preventive quality teaching and learning in public secondary schools. Some parents who cannot withstand the above conditions that befalls on their wards

in the form of poor teaching and learning, resolves to send their children to private secondary schools. It is not that all private secondary schools have all facilities and equipment for running secondary schools. It is because parents have resolved to send their children to private schools owing to the level of in security bedeviling many private secondary schools in Nigeria.

Facilities that could be used to beef up security in public secondary schools such as bomb detecting machines, local securities, close circuit and long circuit televisions, perimeter fencing armed police and military men not provided in public schools.

It is evident that public secondary schools are minimizing costs at the detriment of students in public schools. Still those monies that supposed to be used in schools are plundered by dubious individuals at the helm of affairs at the detriment of students and teachers in public secondary schools. Other facilities that have attracted parents for sending their children to private secondary schools include: quality

libraries, students counselling departments, clinics, hospitals, recreational facilities, quality teaching and learning, availability of teachers, school buses to convey students from their homes to their schools, student's conveniences or defecating apartments availability of teaching and learning technologies and inculcation of personalized and collaborative studies to students among others.

### **Responsibilities of Public Secondary School Managers in Controlling Public Secondary Schools Student's Defection to Private Secondary Schools in Nigeria**

Nosiri (2017) said that, in providing quality management in the public secondary schools, school principals should have transparent, transformative, with human relation skills. The transformative skill of the principal is considered necessary to adopt vision in public schools. Public secondary school principals should ensure that missions and visions of establishing public secondary schools by various states in Nigeria are shared and maintained among teachers and students in

public schools. Nosiri, further said that, leadership skill is associated with the intellectual stimulation of teachers, considering the feelings of the teachers as a way of improving management of public secondary schools where every teachers, students in public schools are motivated to input positively on the set goals of public secondary schools.

Daminabo (2010) explained that through planning, the principals should integrate risks and hazards policies, adjust school time table to pave way for other lost grounds, create good time and better environment for recreation into public secondary school programmes. Daminabo further stated that, through planning, organizing, directing and coordination, the principal should ensure effective monitoring and supervision of teachers and students in the school to avoid deviation from school rules and regulations, provide good sitting arrangement in the classroom to ward off heat and suffocation, good lightening in the classroom, proper ventilation, waste management system, proper coordination of students sports activities

in public secondary schools. From the above expository it is adduced that principal's management strategies include all the enabling conditions put in place to foster morale, commitment of students and teachers professional development.

Principal's management strategies are therefore taken to reflect on environmental friendliness, teachers and students welfare, school physical facilities development and maintenance. Amakiri (2010) observed that quality education to a large extent depends on quality learning environment. Amakiri further observed that students education is predicated on the type of equipments and facilities such as laboratories, workshops, libraries, books and most especially, good health of teachers and students fostered by planned policies and programmes initiated by the principals in the public secondary schools. Amakiri however, observed that, teaching and learning can be made more pleasant if the teachers and students stays pleasantly in conducive learning environment. Edward (2010) posits that education is made

effective, if the school environment is effective for learning. The school environment should be mineable in the sense that teachers and students are not exposed to extreme temperatures such as persistent rainfall, humid weather, high sunny weather and cold. Edward reaffirmed that, public secondary equipment for use in the laboratories, libraries, classroom should not unnecessarily exposed extreme conditions of rain or hot weather because they could lost their value as majority of public secondary schools. Principal's management strategies are strategies geared towards budgeting for financial and non-financial needs of public secondary schools Daminabo & Jones (2010). For effective management of public secondary schools, planning, organizing, directing, coordinating and controlling responsibilities of public secondary schools principals are sacrosanct for restoration of the tone and image of public schools without these management strategies, public schools will one day be deserted with no teachers and students. In this regards, public secondary school principals

should ensure controls of students' defection to private secondary schools in Nigeria through:

i. Enactment of risks and hazards policies, readjustment of school programmes or providing flexible school time table; this allows extra time to cover grounds.

.ii Instituting flexible periods for allocating subjects to teachers based on prevailing weather conditions which ensures that science courses are reserved for early hours, while outdoor games and sports are suspended under very hot and harsh weather. Prolong school hours based on the dictates of the weather changes like heavy rainfall and flooding which does not permit students to go home after closing hours until the heavy rains and flooding it has caused subsides. School managers as a matter of public secondary schools maintenance, should ensure that school facilities and equipment that are not provided by federal and state governments are provided through his or her effective recommendations. Public secondary schools principals should ensure that cracked walls, blown roofs, leaking roofs of classrooms and

administrative offices are renovated. Public secondary schools managers should ensure that rules that take care of variety of situations due to extreme weather conditions enacted and implemented in public secondary schools.

**iii. Constant supervision of teachers:** This strategy ensures that teachers and students are in the classroom and not drifting into self-complacency of blaming the weather as their shortcomings for coming to school late or absenting themselves from school. The school managers ensure that teachers and students are regular and consistent with their job despite extreme weather conditions. Where such rule is not admissible or justifiable by the teachers, public secondary schools managers should devise means whereby such teachers make up for the lost grounds.

Disruptions of time for school activities due to extreme weather conditions triggers off certain undesirable habits from teachers and students, if not properly checked could be embarrassing and capable of disrupting classroom activities.

Such habits on the side of the students includes, loitering, noise making among others.

Disruption of public secondary schools time on the side of teachers include: Teachers engagement on long period of discussions and other unruly behaviours, such as leaving the school before closing hours. Appropriate disciplinary measures should be instituted on teachers and students that fails to comply with laid down rules provided by the public secondary schools principals. Public secondary school principals (Managers) accepts nothing less than compliance. This goes a long way in the realization of school objectives.

**iv. School fencing:** Extreme weather conditions and personal problems of teachers which teachers finds it uneasy to communicate to principals may prompt teachers and students to leave the school before the closing hours. To check this, the school principals (Managers) should ensures that instructions on when to enter or leave the school environment are regulated. Those manning the gate are under

serious instruction not to allow teachers and students leave before the closing school hour.

**v. Formation of students club:** Public school principals ensures that students club which helps in providing solutions to dirty school environment, extreme events of climate change reductions are encouraged in the school this would go a long way helping to check mate erosion, flooding, hygienic and proper sanitary practice in the school environment.

**vi. Creating synergy with the communities surrounding the school:** The school managers synergizes with the communities surrounding the school, hold meetings with community leaders, with agendas about to develop their schools in the meeting he has organized in their public schools. This ensures full management of public secondary schools by principals of public secondary schools. This strategy will intensify effort of both community leaders and good spirited individuals to donate in cash and kind to public secondary schools projects.

**viii. Proper storage of classroom Resources:** Under extreme conditions of rain or hot

weather, public school equipment are unnecessarily exposed to sun or rain. During hot weather or rainy season equipment like, laboratory equipment and chemicals are exposed to the sun as a result of blown roof and wreckages caused on school building. It behooves on public secondary school managers to request for stipends from states ministries of education, from the parent's teachers association or from well to do individuals in the communities where the public schools are built or established in order to circumvent the problems of littering schools properties under the high handedness of the sun or rains. Other management services of public secondary school principals according to Adiele, Chukwuma & Daminabo (2010) include:

**1. Class control and sitting arrangements:**

Public secondary school managers should ensure that classes are classified into different groups and 40 students occupies each class allocated. This strategy would ensure good ventilation, creation of spaces to ease students comfort in classrooms.

**2. Proper wiring and Installation of gadgets:**

This strategy ensure that proper wiring of school buildings and administrative offices are not carelessly done to avoid electrocution, burning of the school building during hot weather and un-expected thunder storm in the public secondary schools.

**3. Beautification of the school environment:**

This strategy ensures planting of trees, flowers and cutting down overgrown ones in the public secondary schools compound.

**4. Provision of proper sanitary system:**

A hygienic school environment inspires teachers, students and parents who brought their children to that school. Effective sanitary practice such as waste basket system, efficient and effective toilet facilities ensures an ideal school premises and classroom environment.

**5. Principals ensure maintenance, repair and**

replacement of worn-out or broken school facilities and equipment such as sports or game facilities, library and laboratory equipment in the public secondary schools.

Expatriating further on the concept of principal's strategies, Akubue (2002). Observed that the tone of public secondary schools could be restored if principals could provide an enabling environment, improving staff behaviour through performance management, managing rewards, application of supportive supervision, counsel teachers and students and organize students career planning.

From the above information, the researcher conceptualized public secondary schools strategies to include all the enabling conditions put in place to foster teacher's morale, commitment in their duties in the school and professional development. Principals administrative strategies as represented in this study is therefore taken to reflect on motivation of teachers and students with good looking school environment, good health of teachers and students. These strategies, if carried out by principals, would help to reduce public secondary schools students' defection to private secondary schools.

## Methods

This paper investigated public secondary schools students' defection to private secondary schools in Nigeria. A case study of school managers in Imo state. Imo state is a state in Nigeria. Meanwhile Imo state is chosen to represent Nigeria as one of the states in Nigeria. The population of this study is 20,000 which comprised 15,000 males and 5,000 females in medium and large scale businesses in Imo state. Stratified sampling was used to 2, 00 respondents which made up of 110 males and 90 females from Owerri municipality and Mbaitoli local government area in Imo state. This paper adopted descriptive survey research design aimed at identifying the meaning of fraud, different types of frauds and ways of mitigating the effects of frauds in medium and large scale businesses. One research question and one hypothesis guided this study. Instrument used for data collection was researcher developed questionnaire "titled, public secondary schools students' defection to private secondary schools in Nigeria," was used with four rating scale of strongly agree, agree, dis agree and strongly disagree. The instrument was validated by two specialists in business education using Cronbach alpha statistics to determine the reliability coefficient at 0.78 and 0.97, which shows that the

instrument is reliable to be used for this study. Mean and standard deviation were used to analyze the data while t test of independent was used to test the hypothesis.

### Results

Research question one

What are reason why public secondary school students defect to private secondary schools in Imo State?

Table1: shows reasons why public secondary school students defects to private secondary schools in Imo state.

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Respondents: Teachers 110 Students 90

	X	S. D	X	S.D	Decision
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S/NO

1. Inadequate teaching and learning	3.06				
	0.10	Agree	3.00	0.01	Agree

In public schools

2. Inadequate teaching and learning equipment

3.60	0.10	Agree	3.60	0.10
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Agree And facilities.

3. Inadequate teachers in public secondary

3.00	0.10	Agree	3.10	0.01	Agree
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Public secondary schools.

4. Both students and teachers violates school rules

2.50	0.20	Agree	2.50	0.50
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Agree And regulations

5. Insecurity of teachers and students in public

3.01	0.00	Agree	2.50	0.50
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Agree Secondary schools.

6. No perimeter fencing in some public secondary

3.00	0.10	Agree	2.60	0.40
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Agree schools

7. Inadequate supervision of teachers in public

3.00	0.50	Agree	3.00	0.01
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Agree Secondary schools.



8. Lack of science teachers and equipment in some

3.01 0.40 Agree 3.01 0.00 Agree

public secondary schools.

9. Lack effective monitoring and supervision of

2.60 0.10 Agree 2.50 0.10 Agree

Instructions in public secondary schools.

10. Public secondary schools are not electrified so,

2.50 0.10 Agree 3.10 0.10 Agree

They do not make use of blended technologies.

Total 28.74 1.60 Agree 28.91 1.78

Agree Test of Hypothesis

Table 2: Shows test of hypothesis on public secondary schools students defection to private secondary schools in Imo state.

X	S.D	t-cal	t-crt	Decision
28.74	1.60	28.83	2.089	reject
1.78				

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Received: 08 February, 2025; Accepted: 18 February, 2025. Available online: 28 February, 2025

Published by SAFE. (Society for Academic Facilitation and Extension)

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