

THE RETURN OF MISSION SCHOOLS AND THE MANAGEMENT OF CATHOLIC OWNED SECONDARY SCHOOLS IN ENUGU STATE

OGARA PAULINUS IKE
Department of Education Foundations
Philosophy of Education Unit
Faculty of Education
University of Nigeria, Nsukka

&

EZEODILI-OTTI VERA NKIRUKA
Department of Public Administration
School of Business Studies
Federal Polytechnic Oko, Anambra State

ABSTRACT

This study evaluated the influence of the return of mission schools on the management of Catholic Owned Secondary Schools in Enugu State. The paper sought specifically to ascertain the impact of the return of mission schools on the provision of infrastructure by the administration of Catholic Owned Secondary Schools in Enugu State, identify the effects of the return of mission schools on the moral formation of the students of Catholic Owned Secondary Schools in Enugu State and determine the extent to which students' performance has increased since the Catholic Church regained management of catholic secondary schools in Enugu State. The study used the survey approach which involved the formulation of questionnaire adapted to the research questions and study hypotheses. Out of a population of two thousand nine hundred and eighty nine (2989) teachers and principals from the selected schools, 400 persons were sampled using the Freund and William's formula. Out of 400 teachers and principals sampled, 375 returned the questionnaire accurately filled. The criterion mean was 2.50 and the hypotheses were tested using z-test. The results showed that the return of mission schools had significant impact on the provision of infrastructure by the management of Catholic Owned Secondary Schools in Enugu State $Z(97, n = 375) = 4.2895, p > 0.05$, that the return has produced significant effects on the moral training of students in Catholic Owned secondary schools in Enugu State $Z(97, n = 375) = 4.1025, p > 0.05$ and that there has been significant increase in students' academic performance since the Church regained management of her schools in Enugu State $Z(97, n = 375) = 3.4725, p > 0.05$. In the light of the findings and for better outcomes, the study recommended that the missions should show more commitment to the principles and mechanics of educational management.

Keywords: Returned Mission Schools, School Management, Catholic Education, Catholic Owned Secondary Schools, Enugu State.

Background of the Study

When in 1970 the government of East Central State forcefully took over the management of schools owned and managed by the missions and private entrepreneurs, they had no idea what they were bargaining for. Against its promises and contrary to all expectations, the experiment misfired and left most of the class room teachers with a terrible defect in credibility. In the good old days when the church occupied the driver's seat in education were teachers who cared for their students under the watchful eyes of the missionaries. Then, they

were noble, sincere and responsible. But when power changed hands and the church took the backseat, the teachers lost their fame and their inspiration. This was visible both in their uninspiring lifestyles and in their lack of commitment. The same is true of the students. Many of them did not want discipline anymore and many became more and more assertive and less and less deferential. It took only a visit to the schools to see how they made open shows of defiance. Worst of all, the subsequent governments failed to provide enough facilities in the education sector.

As would be expected, the quality of education became lamentably low and the backlash against the government was enormous. Surely things would have been better if the status quo ante had been maintained (Obi & Ezemba, 2019). To retrieve the situation, different Churches began to agitate more and more for the return of their schools (Asadu, 2018). Worried by the degradation into which our schools had slumped and, in line with the yearnings of the people, the government of Enugu state under the leadership of Sullivan Chime had to take the bold step of returning with full ownership, management and control 638 primary schools and 17 secondary schools to the Catholic Church on Tuesday, September 01, 2009. This great gesture of the government marked the completion of a process which was kick-started in May 1999 with the partial handover of 5 secondary schools and 149 primary schools by the Chimaroke administration (Umuchinemere Micro Bank, 2009).

At a brief ceremony to mark the historic exercise, the governor paid glowing tribute to the depth of knowledge and understanding of the Catholic Church in school management and expressed his administration's confidence in the ability of the missions to reposition education in Enugu State. There was evidence of increasing public interest in what the missions could do. The common belief was that only the missions would salvage education. Moge kwu (n.d) alluded to this when he said that the missionaries were on a rescue mission. These issues in fact do no longer need any elaboration since they are well known facts. What needs to be emphasized is that although the missions have stepped in to retrieve the situation as rescue workers, people are on the lookout for what they can do differently and their eligibility is at stake. The missions are expected to react in a way that really matches the seriousness of the situation and prove that they have the qualifications and credentials to do what needs to be done. This provided the motivation for this paper which is intended to assist the catholic schools in responding to the demands of the new development.

Statement of the Problem

The bold step taken by the government of Enugu State who responded positively to the expressed wishes of the public by handing mission schools over to their owners is highly commendable. The missions, as reference points of effectiveness and models of efficiency, have what it takes to revamp education. For the missions, getting their schools back remains a dream come true. The problem however is that when the missions regained ownership of the schools, they also inherited some liabilities. Prior to the return, things had taken a sharp turn for the worse. Whether one looks at it from the prism of the teachers who have lost their cherished value or from the stand point of the students who do not want discipline anymore, the impression is the same. As we know to our cost, the takeover of school rather worsened the condition of education in many parts of the country including Enugu State. How the mission school administrators can patch up the cracks that have so far breached the walls remains a daunting challenge. What magic can they do to manage the hangovers that have

continued to dog their steps like a spectre? How can they scale the wall and overcome the burdens of the past? This forms the crux of this study.

Research Questions

The study was guided by the following research questions:

- i. What is the impact of the return of schools on the infrastructure provided by the management of Catholic Owned Secondary Schools in Enugu State?
- ii. In what ways has the return of schools influenced the moral formation of the students of Catholic Owned Secondary Schools in Enugu State?
- iii. To what extent has student academic performance increased since the church regained the management of her Secondary Schools in Enugu State?

Statement of Hypotheses

The following null hypotheses guided the study:

- i. The return of mission schools has no significant impact on the provision of infrastructure by the management of Catholic Owned Secondary Schools in Enugu State
- ii. The return of mission schools has not produced any significant effects on the moral formation of students in Catholic Owned Secondary Schools in Enugu State
- iii. There has been no significant increase in student academic performance since the Church regained the management of her schools in Enugu State.

Review of Related Literature

Conceptual Framework

Mission Schools

A mission school is defined as an educational institution owned and operated by the Church (Asadu, 2018). Since the church is missionary by nature, any school set up and run by any Christian denomination falls into that category.

School Management

Management is defined as the effective organization and utilization of human and material resources in a particular system for the achievement of identified objectives (Sapre, 2012). Put in other terms, management is the art of getting things done through the instrumentality of human beings. It is the direction or guidance of people towards organizational goals and objectives. It is the [organization](#) and coordination of available and obtainable human and material [resources](#) toward the accomplishment of educational [objectives](#). The job entails carrying the responsibility for the proper functioning of the education institution (Connolly, James & Fertig, 2017).

Theoretical Review

The following theories guided the study:

Contingency Approach of School Management

The major contributors to this school of thought are Joan Woodward, Fiedler, Lorsch and Lawrence. Theorists of the process school, quantitative, behavioural and systems schools often assume that their concepts and techniques have universal applicability. This is not so as these

concepts may work in some situations and fail in others. The Contingency Approach to management is based upon the fact that there is no one best way to handle any particular management problem. It holds that the application of management principles and practices should be based on (i.e. contingent upon) the existing circumstances and that process, behavioural, quantitative and systems and tools of management should be applied circumstantially, that is, as the situation demands. It is the basic function of managers to analyse and understand the environments in which they function before adopting any techniques, processes and practices. There is no universally valid one best way of doing things. Contingency thinking widens the horizons of managers beyond the theory of management, its concepts, principles, techniques and methods and makes them sensitive, alert and adaptive to situation-behavioural variables, while tailoring their approaches and styles. Contingency thinking enlarges the area of freedom of operation of managers. They are not handicapped by having to apply the same approach to diverse situations. They can even think of a blend of known approaches as demanded by the existing situations.

The functionalist theory

The **functionalist theory** focuses on the ways that universal education serves the needs of society. Functionalists first see education in its manifest role: conveying basic knowledge and skills to the next generation. **Durkheim**, founder of functionalist theory, identified the latent role of education as that of socializing people into society's mainstream. This "moral education," as he called it, helped form a more cohesive social structure by bringing together people from diverse backgrounds, which echoes the historical concern of "Americanizing" immigrants. Functionalists point to other latent roles of education such as transmission of **core values** and social control. In the functionalist theory, the different parts of society are primarily composed of social institutions, each designed to fill different needs. Family, government, economy, media, education, and religion are important to understanding this theory and the core institutions that define sociology. According to functionalism, an institution only exists because it serves a vital role in the functioning of society. If it no longer serves a role, an institution will die away. As new needs arise, new institutions are created to fill them (Ashley, 2020).

Empirical Review

Asaju, (2007) carried out a study on the effect of government takeover of missionary schools on students' discipline in Kaduna State. The study presented the result of a comparative study of the rate of student's indiscipline in secondary school before and after the government takes over of missionary schools in Kaduna state. A sample of three secondary schools formally owned by the missionary in Kaduna state was taken. Using primary and secondary data, the studies identified the vices of indiscipline and examined the rate of which they were perpetual by students of these schools before and after government taken over schools. The rate of which moral values were developed at these periods was also examined. The causes and effects, consequences of these menace on the individual student, quality of education and society as a whole were also examined. The study revealed that the high rate of students' indiscipline and moral decadence witness today was not like that during the missionary days. The inadequate and total collapse of existing infrastructures, institutional facilities as well as the lack of good qualitative teachers as witnessed today was not like that during the missionary days. Factors attributed to this menace included the collapse of family and society values in the schools, and the failure of the various agents of socialisation to perform their roles.

Jacob (2017) carried out a study on a historical perspective of mission school in Nigeria and its psycho-social and spiritual implications. The study examined the operations of the past and present mission schools in Nigeria by comparing cost of training to know whether it was cheaper with the past mission schools than the present mission schools. The study further examined variables such as adequacy of infrastructures, quality and quantity of personnel, discipline of staff and students as well as the goals or objectives that were and are the driving forces of these schools in order to determine where and how they differ and the direction of the difference. Two hundred respondents through purpose sampling techniques were used to answer the research questions. The instrument used to collect data was a twenty one (21) item questionnaire divided into five sections, A-E. The instrument was personally administered on the subjects and the return rate was 100 percent. The data was analyzed using mean and standard deviation statistical tools and the results obtained included among the following that: it was cheaper to train in the past mission schools than the present mission schools in Nigeria, that discipline of staff and students were higher in past mission schools than the present mission schools and that the past mission schools had more qualified personnel and produced more qualitative and disciple students than the present.

Aruoriwo& Anselm (2018) carried out a study on education infrastructure in Nigeria: an analysis of provision of school building facility in secondary schools in Delta State Nigeria. The study discussed school building facility provision in secondary schools in Delta State, Nigeria. It examined the crucial issue in the implementation of educational policies and programmes and placed emphasis on the school buildings and the equipment used in the process of teaching and learning. School facilities require careful planning in its provision, utilization, and maintenance to meet the increasing demand for education and enhance the maximum realization of the target set in the National Policy on Education. The resource dependency theory propounded by Pfeffer and Salancik in 1978 was used as the framework for the study. As part of the study, an effort was made to examine the state of available school buildings. A survey of 30 secondary schools selected through stratified and simple random sampling technique was carried out. Data were analysed using frequency counts and percentages. The findings revealed that most of the schools did not have adequate school buildings to support the educational programme projected. It was recommended, among others, that emphasis be placed on the provision of functional buildings, laboratories, and studios for the teaching of science subjects, introductory technology and other practical subjects like music, fine art, among others.

Obi&Ezemba (2019) examined the involvement of missions and government in education administration of secondary schools in Anambra State, Nigeria. The study aimed to examine the involvement of the missions and government in education administration in Anambra State secondary schools. As a result of this, four research questions were formulated to guide the study. The questionnaire was constructed by the researchers in line with the research questions. A sample of twenty four (24) government owned schools and six (6) mission schools within Anambra State were used for the study. The population for the study included all teachers in Mission and Government owned secondary schools within Anambra state and there are twenty-seven (27) Mission and 257 Government Secondary schools in Anambra state. The data collected were analyzed and presented using mean. Finally, the following results were exposed: mission owned schools'administration instil higher discipline and promote good habits among the students. School fees are high and increase in fees and levies

are not regulated in mission schools. Government administration establishes and provides good welfare for teachers, provides adequate polices and have more qualified teachers. Government administration ensures no favouritism in enrolment. Mission and government should improve on the pay packages for the teachers and administrators. Mission and government should improve on proper assessment in the schools, planning, reviews of achievements and failures. Mission and government should improve on budgeting and finance management to enhance administration of education in Anambra State secondary schools.

Much of the existing works on the return of schools to missions and management of the schools seem to be concentrated on the functions of management. The present study covers variables on provision of infrastructure, moral formation and academic formation. The study therefore tends to fill the gap.

Methodology

The study was carried out in Catholic Owned Secondary Schools in Enugu State. The study used the survey approach. The primary source was administration of questionnaire to the teachers and principals of the selected schools. Out of a population of two thousand nine hundred and eighty nine (2989), 400 staff was sampled. The sample size of 400 was chosen after applying the Freund and William's formula for the determination of adequate sample size. Out of 400 teachers and principals sampled, 375 returned the questionnaire and accurately filled. The criterion mean was 2.50. Any grand mean of 2.50 or above on the 4-point scale was considered as high level of competence, while the same below 2.50 was considered low level of competence. The hypotheses were tested using z-test.

Data presentation and analyses.

Table one: Descriptive Statistics on the impact of the return of mission schools on the provision of infrastructure by the management of Catholic Owned Secondary Schools in Enugu State

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Provisions of facilities such as laboratories, art and crafts workshops, multimedia room, school office, etc. enhances a proper management of our school	375	1	4	1197	3.19	.696
The ambience of our school is be calm, spacious	375	1	4	1197	3.19	.858
There are adequate classrooms	375	1	4	1187	3.17	.892
The church significantly contribute to the development of infrastructures in our school	375	1	4	1097	2.93	1.008

Source: Field Survey, 2020

From table one, the mean for the items shows that the mean score is above 2.5 on a 4-point calibrated scale. With the mean score of 3.19 and the deviation of .696 showing that provisions of facilities such as laboratories, art and crafts workshops, multimedia room, school office, etc. enhances a proper management of schools. The ambience of our school is be calm, spacious with a mean score of 3.19 and standard deviation of .858, There are adequate classrooms with a mean score of 3.17 and standard deviation of .892 and as shown by the data, the high mean score of 2.93, it is obvious that the church significantly contribute to the development of infrastructures in our school.

Table Two: Descriptive Statistics on the effects of the return of mission schools on the moral training of students by the management of Catholic Owned Secondary Schools in Enugu State

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Basic human values, such as honesty, kindness, generosity, courage, freedom, equality, and respect are being taught in my school.	375	1	4	1190	3.17	.832
Every element of the school day promotes Christ-centered learning and living	374	1	4	1229	3.29	.782
Students are given more individualized attention	375	1	4	1200	3.20	.692
My school impact necessary value based teachings which result in character building and social improvement of students	375	1	4	1184	3.16	.850

Source: Field Survey, 2020

From table two, the mean score of 3.17 and the deviation of .832 shows that basic human values, such as honesty, kindness, generosity, courage, freedom, equality, and respect are being taught in my school, Every element of the school day promotes Christ-centered learning and living with a mean score of 3.29 and standard deviation of .782, Students are given more individualized attention with a mean score of 3.20 and standard deviation of .692 and as shown by the data, the high mean score of 3.16, supports that mission schools impact necessary value based teachings which result in character building and social improvement of students.

Table three: Descriptive Statistics on the the extent to which student academic performance has increased since the Catholic Church regained the management of catholic secondary schools in Enugu State

	N	Minimu m	Maximu m	Su m	Mean	Std. Devi ation
Our students demonstrate proficiency in subjects taught	37 5	1	4	1211	3.23	.733
The management maintained a broad-based vision for the successful academic achievement and readiness for all students.	37 5	1	4	1167	3.11	.496
There are fresh managerial strategies which appear to have provided the impetus for the turn around	37 5	1	4	1081	2.88	.990
There are laudable performances of our candidates in external examinations such as the West African Senior Secondary School Certificate Examination.	37 5	1	4	1020	2.72	.998

Source: Field Survey, 2020

Table three shows that the mean score is above 2.5 on a 4-point scale. With the mean score of 3.23 and the deviation of .733 showing that our student demonstrate proficiency in subjects taught, the management maintained a broad-based vision for the successful academic achievement and readiness for all students. with a mean score of 3.11 and standard deviation of .496, The management maintained a broad-based vision for the successful academic achievement and readiness for all students with a mean score of 2.88 and standard deviation of .990 and as shown by the data, the high mean score of 2.72, it is evident that the respondents agreed that there are laudable performance of our candidates in external examinations such as the West African Senior Secondary School Certificate Examination.

Test of Hypotheses

Hypothesis One: The return of mission schools has no significant impact on the provision of infrastructure by the management of Catholic Owned Secondary Schools in Enugu State

Z-test on return of mission schools has no significant impact on the provision of infrastructure by the management of Catholic Owned Secondary Schools in Enugu State

			Return of mission schools has no significant impact on the provision of infrastructure by the management of Catholic Owned Secondary Schools in Enugu State.
N			375
Normal Parameters	Mean		3.12
	Std Deviation		0.8635
Most Extreme	Absolute		0.2215
Most Extreme	Positive		0.1535
Differences	Negative		-0.2215
Kolmogorov-Smirnon Z			4.2895
Asymp. Sig.(2-tailed)			.000
a. Test distribution is Normal			
b. Calculated from data			

Decision Rule

If the calculated Z-value is greater than the critical Z-value (i.e $Z_{cal} > Z_{critical}$), reject the null hypothesis and accept the alternative hypothesis accordingly.

Result

With Kolmogorov-Smirnon Z – value of 4.2895 and on Asymp. Significance of 0.000, the responses from the respondents as display in the table is normally distributed. This affirms the assertion of the most of the respondents that return of mission schools had significant impact on the provision of infrastructure by the management of Catholic Owned Secondary Schools in Enugu State. Furthermore, comparing the calculated Z- value of 4.2895 against the critical Z- value of 2.18 (2-tailed test at 97% level of confidence) the null hypothesis was rejected. Thus the alternative hypothesis was accepted which states that the return of mission schools had significant impact on the provision of infrastructure by the management of Catholic Owned Secondary Schools in Enugu State.

Hypothesis Two: The return of mission schools has not produced any significant effects on the moral training of students in Catholic Owned Secondary Schools in Enugu State

Z-test on the return of mission schools has not produced any significant effects on the moral training of students in Catholic Owned Secondary Schools in Enugu State

			The return of mission schools has not produced any significant effects on the moral training of students in Catholic Owned Secondary Schools in Enugu State
N			375
Normal Parameters	Mean		3.205
	Std Deviation		0.789
Most Extreme	Absolute		0.212
Most Extreme	Positive		0.16125
Differences	Negative		0.212
Kolmogorov-Smirnon Z			4.1025
Asymp. Sig.(2-tailed)			.000
a. Test distribution is Normal			
b. Calculated from data			

Decision Rule

If the calculated Z-value is greater than the critical Z-value (i.e $Z_{cal} > Z_{critical}$), reject the null hypothesis and accept the alternative hypothesis accordingly.

Result

With Kolmogorov-Smirnon Z – value of 4.1025 and on Asymp. Significance of 0.000, the responses from the respondents as display in the table is normally distributed. This affirms the assertion of the most of the respondents that the return of mission schools has produced significant effects on the moral training of students in Catholic Owned Secondary Schools in Enugu State. Furthermore, comparing the calculated Z- value of 4.1025 against the critical Z- value of 2.18 (2-tailed test at 97% level of confidence) the null hypothesis were rejected. Thus the alternative hypothesis was accepted which stated that the return of mission schools had produced significant effects on the moral training of students in Catholic Owned Secondary Schools in Enugu State.

Hypothesis Three: There has been no significant increase in student performance since the Church regained the management of her schools in Enugu State.

Z-Test on There has been no significant increase in student performance since the Church regained the management of her schools in Enugu State.

		There has been no significant increase in student performance since the Church regained the management of her schools in Enugu State.
N		375
Normal Parameters	Mean	2.985
	Std Deviation	0.80425
Most Extreme	Absolute	0.17925
Most Extreme	Positive	0.128
Differences	Negative	-0.17925
Kolmogorov-Smirnon Z		3.4725
Asymp. Sig.(2-tailed)		.000
a. Test distribution is Normal		
b. Calculated from data		

Decision Rule

If the calculated Z-value is greater than the critical Z-value (i.e. $Z_{cal} > Z_{critical}$), reject the null hypothesis and accept the alternative hypothesis accordingly.

Result

With Kolmogorov-Smirnon Z – value of 3.4725 and on Asymp. Significance of 0.000, the responses from the respondents as display in the table is normally distributed. This affirms the assertion of the most of the respondents that there has been significant increase in student performance since the church regained the management of her schools in Enugu State. Furthermore, comparing the calculated Z- value of 3.4725 against the critical Z- value of 2.18 (2-tailed test at 97% level of confidence) the null hypothesis was rejected. Thus the alternative hypothesis was accepted which states that there has been significant increase in student performance since the church regained the management of her schools in Enugu State.

4.3 Discussion of Findings

From hypotheses one, the null hypothesis was dismissed by contrasting the measured Z- value of 4.2895 to the critical Z- value of 2.18 (2-tailed check at 97 percent confidence level). This acknowledged the alternative hypothesis that return of mission schools had significant impact on the provision of infrastructure by the management of Catholic Owned Secondary Schools in Enugu State. Supporting the above assertion, Aruoriwo& Anselm (2018) revealed that most of the schools did not have adequate school buildings to support the educational programme, emphasis be placed on the provision of functional buildings, laboratories, and studios for teaching. Buildings, classrooms, laboratories, and equipment- education infrastructure - are crucial elements of learning environments in schools and universities. There is strong evidence that high-quality infrastructure facilitates better instruction, improves student outcomes, and reduces dropout rates, among other benefits. The church

significantly contribute to the development of infrastructures in schools, this gives the students an ambience of that is calm for learning.

Hypothesis two revealed the calculated Z- value of 4.1025 against the critical Z- value of 2.18 (2-tailed test at 97% level of confidence) the null hypothesis was rejected. Thus the alternative hypothesis was accepted which stated that the return of mission schools has produced significant effects on the moral training of students in Catholic Owned Secondary Schools in Enugu State. In tandem with the result of hypothesis two, Asaju, (2007) in his study on the effect of government takeover of missionary schools on students' discipline in Kaduna State revealed that the high rate of students' indiscipline and moral decadence witness today was not like that during the missionary days. The inadequate and total collapse of existing infrastructures, institutional facilities as well as the lack of good qualitative teachers as witnessed today was not like that during the missionary days. Factors attributed to this menace included the collapse of family and society values in the schools, and the failure of the various agents of socialisation to perform their roles. Mission schools have provided godly and moral examples, through teachers, in the lives of children who do not have godly examples in their home.

Comparing the calculated Z- value of 3.4725 against the critical Z- value of 2.18 from the third hypothesis, the null hypothesis was rejected. Thus the alternative hypothesis was accepted which states that there has been significant increase in student performance since the church regained the management of her schools in Enugu State. In line with the result, Mission schools often offer higher quality academics. Many mission schools offer a dual-curriculum where students have a rigorous general studies schedule as well as time or classes for religious instruction and prayer. Highly rated general academics, a community of friends, teachers and clergy with the same moral base, and a stable environment in which to learn, grow and thrive all make for a positive and inspiring school experience and increased performance of students.

The study has shown that provision of infrastructure and moral training had positive impact on the management of Catholic owned secondary schools in Enugu State, and there was significant increase in student performance since the church regained the management of her schools in Enugu State.

Recommendations and Conclusion

With the return of mission schools to their original owners, there is today a deep conviction that things will change for the better. People are on record as saying that only the missions will salvage education in Nigeria. The missions have a name for discipline and management and the general public have faith in them-in their ability to deliver the goods. To ensure better management, the missions are expected to harvest all their skills and plough them back in their work. They have to demonstrate adequate understanding of the meaning and purposes of education.

When deciding how best to address the question of management, catholic missions should consider the role of teachers. Indeed the teachers are the most important factor for success. In the circumstances of today, finding the right crop of teachers is a major headache. Being product of the present decay, many teachers are ill-equipped for the job. Many as indicated before are out of tune with their cherished value. There is therefore need to cultivate a new

breed of teachers who will inspire confidence and instil hope in the young. Formation sessions in form of periodic workshops and seminars should be organized for them to train them in the skills that are required.

It is important to observe that the effectiveness of management is influenced by how much money is available. For instance, it takes money to ensure job security of staff and guarantee their loyalty. Money, by way of regular and adequate salaries coupled with occasional incentives, motivates workers and keeps their morale high. In short, it takes money to provide all the factor resources. It is when one takes into the problems created by lack of fund that one will appreciate the need for money. With the high cost of fees that many parents could not afford, many children have dropped out of school. There is also the problem of accommodation as many catholic schools have no residential houses for the children. Infrastructure is also a key factor for successful learning and education. Among other benefits, infrastructure facilitates instruction, improves student outcomes and reduces dropout rates (Likoko, 2013).

Here we see the importance of cooperation and team work. Now is the time to pool resources for more effective management. In particular, the government is invited to a new appreciation of this fact by lending its financial weight to the missions. It is clear that the missions lack the wherewithal for the massive investment of resources that is needed. The support of the government can come by way of subsidies and increase of budgetary allocations.

Speaking of the need for cooperation, it is important to note that responsibility for education rests not with the missions and the government alone, but with all Nigerians who have stakes in the fortunes of the country. What must be recognized and emphasized is that since education is for all, the work of rebuilding education will be achieved through the sweat and sacrifice of all of us. Team work, they say, makes the dream work.

Since the advent of schooling, adults have expected the schools to contribute positively to the moral education of children (Ashley, 2020). If this is expected of every school, what can be said of schools manned by those regarded as reference points and last bastions of discipline and morals? Now that the torch has been given to the church to improve the fortunes of education, it is expected that missionary school administrators should naturally play a leading role in the field of morals and excel where others failed.

This paper has sought to show that although the baton has been returned to the mission, it will serve no useful purpose unless the mechanics of management are fully deployed and all who are involved in school management are ready to play their roles. It is hoped that the general public may appreciate the effort as a modest addition to the existing contributions towards the subject. When that is done the common knowledge that things have fallen apart in Nigerian education will then be a thing of the past.

References

- Asadu, G.C. (2018). Mission schools in Nigeria: Past and present. *Sapientia Global Journal of Arts, Humanities and Development Studies* www.sgojahds.com 1(1), Pp. 94-104
- Aruoriwo O.M. & Anselm A. (2018). Education infrastructure in Nigeria: an analysis of provision of school building facility in secondary schools in Delta State Nigeria. *Journal of Education and Entrepreneurship*, 5(3), 49 - 60
- Arveseth, Lucinda G., (2014). "Friedman's School Choice Theory: The Chilean Education System". All Graduate Plan B and other Reports. 386
- Asaju, K. (2007). The effect of government takeover of missionary schools on students' discipline in Kaduna State. *Journal of Education Management and Planning (JEMAP)*. 7. 106-115.
- Ashley C. (2020). *Understanding Functionalist Theory*. Retrieved from <https://www.thoughtco.com/functionalist-perspective-3026625>
- Connolly, M., James, C. & Fertig, M. (2017). "The difference between educational management and educational leadership and the importance of educational responsibility". *Educational Management Administration & Leadership*. 47 (4): 504–519.
- Fredericksburg, E. (2018). *What Is the Christian Philosophy of Education?* Retrieved from <https://online.mc.edu/articles/education/christian-philosophy-of-education.aspx>
- Heredia, R (2005). "Education and Mission: School as Agent of Evangelisation". *Economic and Political Weekly*. 30: 2332–2340.
- Iprojectng (n.d). Influence of government return of mission schools in Enugu State on students' academic performance in senior school certificate examinations retrieved <https://iproject.com.ng/education/influence-of-government-return-of-mission-schools-in-enugu-state-on-students-academic-performance-in-senior-school-certificate-examinations/index.html>
- Jacob O. (2017). A historical perspective of mission school in Nigeria and its psycho-social and spiritual implications. *European Journal of Education Studies*.
- Likoko, S. et al (2013) The Adequacy of Instructional Materials and Physical Facilities and their Effects on Quality of Teacher Preparation in Emerging Private Primary Teacher Training Colleges in Bungoma County, Kenya. *International Journal of Science and Research (IJSR)*, 2319-7064.
- Mogekwu, J. (n.d). *Return Of Schools To The Mission*. Retrieved from <https://thepointernews.com/?p=11125>
- Obi, Z. C. & Ezemba, C. (2019). *Involvement of missions and government in education administration of secondary schools in Anambra State, Nigeria*. *Online Journal of Arts, Management and Social Sciences*, 4(1), 225 – 232.
- Obi, Z. C. & Ezemba, C. (2019). Involvement of missions and government in education administration of secondary schools in Anambra State, Nigeria. *AI & Society*. 4. 214-224.
- Obuna, E., "Moral Dimensions of the Third Republic" in *Shalom*, Vol. X, no. 2, 1993, pp. 24-25.
- Stumm, S. Hell, B.; Chamorro-P., T. (2011). "The Hungry Mind: Intellectual Curiosity Is the Third Pillar of Academic Performance". *Perspectives on Psychological Science*. 6 (6): 574–588.
- Umuchinemere Micro Bank, (2009). Chime Returns 655 Schools To The Catholic Church. Retrieved from <https://www.umuchinemerebank.com/news2010-4.html#:~:text=The%20umuchinemere>.