

Hand-Over of Public Secondary Schools to the Missions in Rivers State: Implications for Functional Secondary Education

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ABSTRACT

The study investigated the incidence of the hand-over of public secondary schools to the missions in Rivers State and the implications for functional secondary education, the three objectives of the study include to determine the level of provision of modern infrastructural facilities and instructional materials, to ascertain the level of motivations of the staff, and the standard of moral discipline for functional education in the public secondary schools handed-over to the missions in Rivers State. Three research questions and three corresponding hypotheses were formulated to guide the study. The population of the study consist of 820 teachers and 20 public secondary schools handed-over to the missions. The sample of the study consist of 240 male and female teachers in the schools handed-over to the missions. The questionnaire was titled “Functional Education in the Public Secondary Schools Handed-over to the Missions Questionnaire (FEPSSHMQ).” Mean score was used to analyze the research questions, while z-test was used to test the hypotheses at 0.05 alpha level and tables were used to organize the data. The results of the study indicated that in the schools handed-over to the missions in Rivers State, the level of provisions of modern infrastructural facilities and instructional materials have improved, the motivational strategies put in place for staff of the mission schools is insufficient, and the standard of moral discipline of the students has improved teaching and learning in the mission schools. Also, it was indicated that the null hypothesis 1 and 3 were accepted, while their alternate hypotheses were rejected. On the other hand, while the null hypothesis 2 was rejected, the alternate hypothesis was accepted. Based on the findings of the study, conclusion and suggestions were made.

Keywords: Handover of schools, missions, functional education, Rivers State.

INTRODUCTION

Secondary school is one of the three levels of education in Nigeria. Federal Republic of Nigeria (2013) provided for secondary education with the broad goods to prepare individuals for useful living within the society and for higher education.

The origin of secondary school in Rivers State can be traced back to the efforts of the various Christian missionaries in Nigeria with the help of voluntary agencies. However, government finally took over schools from the missionaries under the Public Education Edict No. 2 of 1970 after various interventionary efforts. The perceived ills in the education provided by the missionaries led government to take over schools from the missionaries. Regrettably, from early 1990, a period of less than two decades after government takeover of schools from the missionaries, the quality and functionality of secondary education dive nosed. Thus, apart from examination malpractices, other negative features of secondary school education include over crowded classroom, unqualified teachers, immorality as well as inadequate teaching and learning.

Ejizu (2010) espoused that the country as a whole is educationally very sick, labouring under the burden of the most debilitating social ailments and vices. Similarly, the then governor of Rivers State, Rt. Hon. Rotimi Chibuike Amaechi lamented over the fallen quality and functionality of education by admitting publicly of the proliferation of schools, over-crowded classrooms, absence of desks, the delimma of funding, low quality of school products, low performance of the teachers, high incidence of school drop-out rate, moral decay, and unsanitary environment that can make functional education doubtful.

It was in an attempt to correct these ills that Rivers State government passed a law in 2005 that returned 20 public secondary schools back to four church missions. Based on the fore-going, the burden of the study is to investigate the level of functional education provided in the public secondary schools handed-over to the missions in Rivers State.

Statement of the Problem

The perceived ills in the school system and the realization of the roles education plays in national development influenced government's decision to provide functional education and the search for the appropriate institution that will sincerely provide it for her citizens. This was the reason why government took-over schools from the church missions and the reversal of the same action by Rivers State government on the downward trend in the quality and functionality of education in Nigeria which has become a major concern to the stakeholders in education. Thus, Adeyanju (2006) noted that the true position is that educators, teachers, curriculum specialists, parents and other interested observers have expressed dissatisfaction with the attainment of both pupils and students in public examinations over the years. This negative trend is attributed to poor provision of modern infrastructural facilities and instructional materials, poor motivations of staff, and the poor standard of students' moral discipline. To this end, the adequate provisions of infrastructural facilities and instructional materials, adequate motivation of staff, and standard moral discipline of students will bring about functional education in public secondary schools handed over to the missions in Rivers State.

Purpose of the Study

The purpose of the study is to investigate the incidence of hand-over of public secondary schools to the missions in Rivers State and the implications for functional secondary education. Specifically, the objectives of this study include:

1. To determine the level of provision of modern infrastructural facilities and instructional materials for functional education in the Public Secondary Schools handed-over to the missions in Rivers State;
2. To ascertain the level of motivations of the staff for functional education in the public secondary schools handed-over to the missions in Rivers State; and
3. To investigate the standard of the students' moral discipline for functional education in the public secondary schools handed-over to the missions in Rivers State.

Research Questions

In addressing the problems of this study, the following research questions were formulated to guide the study:

1. What is the level of provision of modern infrastructural facilities and instructional materials for functional education in the public secondary schools handed-over to the missions in Rivers State?
2. What is the level of motivations of the staff for functional education in the public secondary schools handed-over to the missions in Rivers State? and
3. What is the standard of the students' moral discipline for functional education in the public secondary schools handed-over to the missions in Rivers State?

Hypotheses

The study was guided by the following null hypotheses:

1. There is no significant difference between the responses of the male and female teachers on the level of provision of modern infrastructural facilities and instructional materials for functional education in the public secondary schools handed-over to the missions in Rivers State.

2. There is no significant difference between the responses of the male and female teachers on the level of motivations of the staff for functional education in the public secondary schools handed-over to the missions in Rivers State; and
3. There is no significant difference between the opinions of the male and female teachers on the standard of the students' moral discipline for functional education in the public secondary schools handed-over to the missions in Rivers State.

REVIEW OF LITERATURE

Theoretical Concept

This study adopted the functionalist theory of education which focuses on theories of Emile Durkheim and Talcott Parsons. Durkheim saw the major function of education as the transmission of societal norms and values. He noted that the society can survive only if there exists amongst its members a sufficient degree of homogeneity and that education perpetuates and reinforces this homogeneity by fixing in the child from the beginning the essential similarities which collective life demands. In school, the child interacts with other members of the school community in terms of fixed set of rules. This experience prepares him or her to interact with members of the society as a whole in terms of societal rules. The argument of Durkheim is that by respecting the school rules, the child learns to respect rules in general and develops the habit of self-control and restraint. In addition, he argued that education teaches the individual specific skills necessary for his future occupation. The summary of Durkheim's functionalist theory is that the school transmits general values which provide the necessary diversity for social co-operation.

Drawing from Durkheim, Talcott Parsons came up with what has become the acceptable functionalist view of education. Parsons argued that after primary socialization within the family, the school takes over as the focal socializing agency and acts as a bridge between the family and society as a whole and prepares the child for his adult roles. As part of this process, school socializes the young people into the basic value consciousness which is essential for society to operate effectively.

Conceptual Review

The relevance of infrastructural facilities and instructional materials in teaching and learning cannot be overemphasized. Nzeneri (2008) explained that instructional materials are often associated with such terms as educational devices, media techniques, tools and technology. Ajoku (2009) noted that infrastructural facilities refer to more durable resources used in teaching and learning which stimulates the learning environments such as school building, laboratory and library. Maduako (2010) opined that in most of the secondary schools in

Rivers State, these infrastructural facilities and materials are not in existence or functional to facilitate teaching and learning. Arugu (2010) espoused that in most public secondary schools, there is virtually no functional library and laboratory facilities, and it hampers the effective teaching and learning of science subjects. Akpan (2010) said that the missions planned to make infrastructural facilities, equipment, and instructional materials available in the schools handed over to them in order to make a difference in what secondary education was before the hand-over. Worlu (2011) asserted that with the hand-over of schools to the missions, the era of studying under the trees and dilapidated buildings will be a thing of the past.

Teacher motivation is very important in teaching and learning because it provides a favourable climate that engenders relaxed mind and helps to boost the performance of teachers in order to bring out the best in the learners. Okeke (2004) noted that incentives and benefits bring about some form of physical and psychological need satisfaction as well as motivate teachers to a high level of performance. Anero (2011) observed that the nonchalant attitude of public school teachers will continue for a long time because of the disconnect between the teachers and their principals on one hand and the teachers and government on the other hand.

Working tools in the workplace are facilities and equipment such as reference materials, laboratories, libraries, technical workshop, office and incentives. The availability of these tools create excellent atmosphere for

realization of teaching and learning. Okoroma (2010) asserted that teachers who work in environment that is devoid of these tools remain constrained, handicapped and jeopardized technically in work procedure. Agi (2010) explained that teachers in the public secondary schools handed-over to the missions may not likely be paid as much as their counterparts in the public schools.

Discipline among the workforce and the products is an important yardstick for measuring the success of the educational system in place. This is because education is expected to transform the students or mould them to acquire skills and the right attitude for the benefit of the society. To this end, discipline refers to the kind of moral uprightness or a devotional level, whereby some basic elements of law and order are being enforced (Akpa, 1992). Moral discipline on the other hand, is the training of the mind and character to produce self-control and habit of obedience.

Worlu (2011) observed that the most cited reason for the hand-over of public secondary schools to the missions was the problem of indiscipline in the system. Appiah (2011) pointed out that the indiscipline and moral decadence among secondary schools students were compounded by the negative programmes on television and poverty. Okachiku-Agbardake (2014) asserted that Peter Odili, the former executive Governor of Rivers State, while handing over public secondary schools to the church missions and voluntary organizations in 2005 explained that the collapse of education in Rivers State is directly connected with the take-over of schools originally owned by church missionaries and voluntary organizations in 1970 and this signaled the disappearance of moral discipline and character building among the students.

Welekwe (2008) explained that before the hand-over of the schools, it was common to see students loitering around the roads leading to the schools. But after the hand-over of the schools, sanity has returned to the school system. Similarly, Nwaogu (2004) observed that since the hand-over of the public secondary schools to the church missions and voluntary organization the violent, protest, rioting, truancy, and other forms of indiscipline has reduced drastically. The effective enforcement of discipline by teachers who are themselves disciplined has turned schools handed-over to the missions and voluntary organizations into centres of academic excellence. It was therefore, hoped that by the hand-over of schools to their owners, there is a progressive cleansing of that sector of education.

Functional education is that education that equips the students with the skills with which they can adapt to any situation. It is an education that emphasizes more on the ability to perform productive tasks than the education that aims at producing ideological conformity. Abdu (2005) saw functional education as the wholesome training of an individual that makes him useful to himself, the community, and nation as a whole. It is education that is alive and works for the benefit of all.

Functional education can translate into establishment and improvement of infrastructures such as electricity, road, health, education, water supply, integrated rural development, poverty reduction, improvement in standard of living, reduction in crime, increased economic growth, increase in agricultural production, positive attitude to work, political stability, and patriotism. Fuandai, Shiaki and Gbari (2007) maintained that there is a positive relationship between functional education and national development because the education promotes economic sufficiency for the beneficiaries. Obanya (2004) agreed that functional education is directed at developing a whole person for personal and societal good. Okachiku-Agbaraeke and Alikor (2025) stated that functional education is targeted at skillful development of the individual persons and the society at large. However, functional education is not peculiar to practical subjects or the acquisition of practical skills alone, rather with the ability to apply the acquired skills in any situation the individual finds himself to better himself and the society at large. For this reason, FRN (2013) stated that the need for functional education is to promote a progressive and united Nigeria and to make school programmes relevant, practical, and comprehensive.

METHODOLOGY

The study was carried out in Rivers State, one of the 36 states of Nigeria which was created from the eastern region on May 27, 1967 by General Yakubu Gowon. Rivers State hosts four universities, three polytechnics, one college, many secondary and primary schools including the secondary schools handed-over to the church missions. The study adopted descriptive survey design method. An instrument was designed to collect data from

a cross-section of the representatives of the teachers in the public secondary schools handed-over to the missions. The data collected were used to analyze the research questions and testing the hypotheses among these strata of the population.

The population of the study is 820 teachers, being the total number of the teaching staff in the 20 public secondary schools handed-over to the missions in Rivers State. The study adopted random sampling techniques and made use of 240 sample size out of the total population studied. The 20 public secondary schools studied were stratified into four schools. By this procedure, one secondary school was randomly chosen to represent the number of secondary schools handed-over to each of the four church missions in Rivers State.

The research instrument used for data collection for the study was designed by the researchers titled “Functional Education in the Public Secondary Schools Handed-over to the Missions Questionnaire (FEPSSHMQ).” The content of the questionnaire covered all the areas of concern of the study. The instrument was divided into two sections. Section “A” sought information on the personal data of the respondents, while section “B” dealt with the substantive issues of the study. This section also featured the four points rating scale of strongly agreed (S.A), Agreed (A), Disagreed (D), and Strongly Disagreed (S.D).

The designed instrument was validated by two measurement and evaluation lecturers in the Department of Educational Foundations of Rivers State University through vetting and expertise. The reliability of the instrument was determined through test-retest method. Copies of the questionnaire were administered to 20 teachers outside the sample of the study and the results were collected. Two weeks later, the items were administered to the same teachers for the second time and the results were also collected. Thereafter, the results of the two sets of scores were analyzed and computed using Parson Product moment correlation coefficient and the reliability index of 0.73 was obtained which was considered adequate for the study. The research questions were analyzed using mean, while z-test statistical tool was used to test the hypotheses at 0.05 alpha level, and tables were used to organize the data.

Data Presentations and Analyses

Research Question 1: What is the level of provision of modern infrastructural facilities and instructional materials for functional education in the public secondary schools handed-over to the missions in Rivers State?

Table One: Mean score responses of the male and female teachers on the provision of modern infrastructural facilities and instructional materials for functional education in the public secondary schools handed-over to the missions in Rivers State.

S/No	Items	Male teachers' responses			Female teachers' responses			Criterion mean
		N	\bar{x}	SD	N	\bar{x}	SD	CM
1	New classroom blocks are constructed in the mission schools	200	2.35	0.38	40	2.31	0.32	2.5
2	school buildings have been renovated in the mission schools.	200	2.61	0.57	40	2.55	0.47	2.5
3	Environment for teaching and learning is conducive in the mission schools.	200	3.52	0.46	40	2.51	0.44	2.5
4	Equipped laboratories are provided for each science subject in the mission schools.	200	2.68	0.61	40	2.50	0.43	2.5

5	The libraries are well equipped in the mission schools.	200	2.56	0.51	40	2.52	0.46	2.5
6	instructional materials for the teaching of various subjects are provided in the mission schools.	200	2.53	0.47	40	2.56	0.52	2.5
7	The mission schools have equipped technical workshops.	200	2.48	0.41	40	2.46	0.40	2.5
8	The mission schools have devotion or assembly halls.	200	2.74	0.66	40	2.64	0.55	2.5
9	The mission schools operate boarding system.	200	2.54	0.48	40	2.51	0.45	2.5
10	The mission schools have recreational facilities.	200	2.58	0.53	40	2.53	0.49	2.5
	Grand mean	200	2.56	0.51	40	2.51	0.45	2.5

Data on table one is an indication of the mean score responses of the male and female teachers on the level of provision of modern infrastructural facilities and instructional materials for functional education in the public secondary schools handed-over to the missions in Rivers State. The grand mean score responses of the male teachers is ($\bar{x} = 2.56$), while the grand mean score responses of the female teachers is ($\bar{x} = 2.51$). These grand mean score responses are higher than the criterion mean (2.5). Again, the mean score responses of the male and female teachers on the various items are higher than the criterion mean (2.5) except the mean score responses of the male and female teachers on items 1 and 7 which are below the criterion mean (2.5). This reveals that new classroom blocks are not constructed and equipped technical workshops are not available in the schools handed over to the missions in Rivers State. But the general indication is that the schools handed-over to the missions in Rivers State have tried in the areas of provision of modern infrastructural facilities for teaching and learning.

Research Question 2: What is the level of motivation of the staff for functional education in the public secondary schools handed-over to the missions in Rivers State?

Table Two: Mean score responses of the male and female teachers on the level of motivation of the staff for functional education in the public secondary schools handed-over to the missions in Rivers State.

S/No	Items	Male teachers' responses			Female teachers' responses			Criterion mean
		N	\bar{x}	SD	N	\bar{x}	SD	
1	In the mission schools, teachers' salaries are paid regularly.	200	2.52	0.50	40	2.50	0.48	2.5
2	There is better condition of service for staff of the mission schools.	200	2.40	0.38	40	2.48	0.46	2.5
3	Special welfare packages are arranged for teachers in the mission schools.	200	2.49	0.45	40	2.47	0.42	2.5
4	In the mission schools, incentives are attained on specific tasks.	200	2.50	0.49	40	2.50	0.48	2.5

5	Health and educational needs of staff's immediate families are taken care of in the mission schools.	200	2.44	0.38	40	2.31	0.28	2.5
6	Management always verbally appreciates hardworking teachers in the mission schools.	200	2.61	0.60	40	2.52	0.48	2.5
7	Staff of the mission schools are paid as much as their public school counterparts.	200	2.48	0.41	40	2.46	0.40	2.5
8	Responsibilities in the mission schools are assigned to staff based on diligence and ability.	200	2.51	0.50	40	2.53	0.47	2.5
	Grand mean	200	2.49	0.47	40	2.47	0.43	2.5

Data on table two showed the mean score responses of male and female teachers on the level of motivation of the staff for functional education in the public secondary schools handed-over to the missions in Rivers State. The mean score responses of the male teachers ($\bar{x} = 2.40$) and the female teachers ($\bar{x} = 2.48$) on item 2 showed that there is no better condition of service for staff in the mission schools. Also, the mean score responses of the male teachers ($\bar{x} = 2.49$) and female teachers ($\bar{x} = 2.47$) on item 3 showed that there is no special welfare package arranged for teachers in the mission schools. Again, the mean score responses of the male teachers ($\bar{x} = 2.44$) and the female teachers ($\bar{x} = 2.31$) on item 5 showed that health and educational needs of the staff's immediate families are not taken care of in the mission schools. Furthermore, the mean score responses of the male teachers ($\bar{x} = 2.48$) and the female teachers ($\bar{x} = 2.46$) on item 7 showed that the staff of the mission schools are not paid as much as their counterparts in the public schools. However, the grand mean score responses of the male teachers ($\bar{x} = 2.49$) and female teachers ($\bar{x} = 2.47$) showed that the level of motivation of the staff for functional education in the public secondary schools handed-over to the missions in Rivers State is not satisfactory because these grand mean score responses are lower than the criterion mean (2.5).

Research Question 3: What is the standard of the students' moral discipline for functional education in the public secondary schools hand-over to the missions in Rivers State?

Table Three: Mean score responses of the male and female teachers on the standard of the students' moral discipline for functional education in the public secondary schools handed-over to the missions in Rivers State.

S/No	Items	Male teachers' responses			Female teachers' responses			Criterion mean
		N	\bar{x}	SD	N	\bar{x}	SD	
1	Moral disciplinary measures are well spelt out in the mission schools.	200	2.83	0.78	40	2.85	0.81	2.5
2	There is a disciplinary committee that takes care of moral discipline in the mission schools.	200	2.79	0.74	40	2.81	0.75	2.5
3	The disciplinary committee is made up of individuals with integrity.	200	2.69	0.65	40	2.72	0.69	2.5
4	In the mission schools, teachers and students are punctual to school.	200	2.66	0.63	40	2.69	0.65	2.5

5	In the mission schools, teachers and students are regular to school.	200	2.64	0.61	40	2.68	0.63	2.5
6	School code of conducts and requirements are strictly obeyed by students in the mission schools.	200	2.71	0.67	40	2.77	0.69	2.5
7	In the mission schools, any act of moral indiscipline is punished accordingly.	200	2.82	0.79	40	2.89	0.82	2.5
	Grand mean	200	2.73	0.69	40	2.87	0.74	2.5

Data on Table Three (3) showed the mean score responses of the male and female teachers on the standard of students' moral discipline for functional education in the Public Secondary Schools handed-over to the missions in Rivers State. A close observation of the table showed that the mean score responses of each item is higher than the criterion mean (2.5). Also, the grand mean score responses of the male teachers ($\bar{x} = 2.73$) and female teachers ($\bar{x} = 2.87$) are higher than the criterion (2.5) which revealed the level of standard of the students' moral discipline for functional education in the Public Secondary Schools handed-over to the missions in Rivers State.

Hypothesis 1: There is no significant difference between the responses of the male and female teachers on the provisions of modern infrastructural facilities and instructional materials for functional education in the public secondary schools handed-over to the missions in Rivers State.

Table Four: Z-test analysis of the mean score difference in the responses of the male and female teachers on the provisions of modern infrastructural facilities and instructional materials for functional education in the public secondary schools handed-over to the missions in Rivers State.

Variables	N	\bar{x}	SD	DF	Standard Error	Calculated z	Critical z	Rmks
Male teachers	200	2.56	0.51	238	0.077	0.649	1.960	Not significant
Female Teachers	40	2.51	0.45					

Data on table four showed that the degree of freedom (df) is 238, standard error is 0.077, calculated z - value is 0.649 and critical z - value is 1.960 at 0.05 level of significance. Since the calculated z - value (0.649) is less than the critical z - value (1.960) at 0.05 level of significance, the null hypothesis is accepted, while the alternate hypothesis is rejected. The result is that the responses of the male and female teachers on the level of the provisions of modern infrastructural facilities and instructional materials for functional education in the public secondary schools handed-over to the missions in Rivers State does not show any significant mean difference.

Hypothesis 2: There is no significant difference between the responses of the male and female teachers on the level of motivations of the staff for functional education in the public secondary schools handed-over to the missions in Rivers State.

Table Five: Z-test analysis of the mean score difference in the responses of the male and female teachers on the level of motivations of the staff for functional education in the public secondary schools handed-over to the missions in Rivers State.

Variables	N	\bar{x}	SD	DF	Standard Error	Calculated z	Critical z	Rmks
Male teachers	200	2.59	0.54	238	0.145	1.970	1.960	Significant

Female Teachers	40	2.51	0.45					
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Data on table five showed that the degree of freedom (df) is 238, standard error is 0.145, calculated z – value is 1.970 and the critical z – value is 1.960 at 0.05 level of significance. Since the calculated z – value (1.970) is higher than the critical z – value (1.960) at 0.05 level of significance, the null hypothesis is rejected, while the alternate hypothesis is accepted. The result is that the level of motivations of the staff in the public secondary schools handed-over to the missions in Rivers State showed significant mean difference.

Hypothesis 3: There is no significant difference between the opinions of the male and female teachers on the standard of moral discipline of the students for functional education in the public secondary schools handedover to the missions in Rivers State.

Table Six: Z-test analysis of the mean score difference in the responses of the male and female teachers on the standard of moral discipline of the students for functional education in the public secondary schools handedover to the missions in Rivers State.

Variables	N	\bar{x}	SD	DF	Standard Error	Calculated z	Critical z	Rmks
Male teachers	200	2.73	0.69	238	0.173	0.809	1.960	Not significant
Female Teachers	40	2.87	0.74					

Data on table six showed that the degree of freedom (df) is 238, standard error is 0.173, calculated z – value is 0.809, critical z – value is 1.960 at 0.05 level of significance. Since the calculated z – value (0.809) is less than the criterion z – value (1.960) at 0.05 level of significance, the null hypothesis is accepted, while the alternate hypothesis is rejected. The result therefore, is that there is no significant mean difference between the responses of the male and female teachers on the standard of moral discipline of the students in the public secondary schools handed-over to the missions in Rivers State.

DISCUSSION OF FINDINGS

The result of the study on the level of provision of modern infrastructural facilities and instructional materials for functional education in the public secondary schools handed-over to the missions in Rivers State is satisfactory. This is because the grand mean score responses of the male teachers ($\bar{x} = 2.56$) and the female teachers ($\bar{x} = 2.51$) are higher than the criterion mean (2.5). However, the responses of the male and female teachers indicate that the mission schools do not have equipped technical workshops and are not constructing new classroom blocks. This agreed with the stand of Maduako (2010) and Arugu (2010) that in most secondary schools in Rivers State, functional infrastructural facilities and materials are non-existent.

When the responses between the male and female teachers were subjected to independent z-test, the calculated z – value (0.649) was obtained, this value is less than the critical z – value (1.960) at 0.05 level of significance. This means that the null hypothesis was accepted, while the alternate hypothesis is rejected. The explanation is that both the male and female teachers considered modern infrastructural facilities and instructional materials provided in the public secondary schools handed-over to the missions in Rivers State as satisfactory. This is because school buildings are renovated, there is improved teaching and learning, equipped laboratories are provided, libraries are better equipped, devotion hall and recreational facilities are provided. The findings are in agreement with Akpan (2011) that infrastructural facilities are better provided in the public secondary schools handed-over to the missions in Rivers State.

Again, it was found that the level of motivation of the staff in the public secondary schools handed-over to the missions in Rivers State is not satisfactory. This is because the grand mean score responses of the male teachers ($\bar{x} = 2.49$) and female teachers ($\bar{x} = 2.47$) are lower than the criterion mean (2.5).

When independent z – test statistic was applied, a calculated z – value (1.970) was obtained. This value is higher than the critical z value (1.960) at 0.05 level of significance. This revealed that the null hypothesis was rejected, while the alternate hypothesis is accepted. This is because there is no better conditions of service for the staff of the missions schools, welfare packages are not arranged, staff do not benefit from health and educational needs of their immediate families, and staff of the mission schools are not paid as much as their public school counterparts. This confirmed the stand of Agi (2010) that teachers in the mission schools may not be well motivated with good salaries like their counterparts in the public schools.

Finally, the study found that the standard of moral discipline of the students for functional education in the public secondary schools handed-over to the missions in Rivers State is appropriate and effective because the grand mean score responses of the male teachers ($\bar{x} = 2.73$) and female teachers ($\bar{x} = 2.87$) are higher than the criterion mean (2.5).

When independent z-test statistic was applied, a calculated z-value (0.809) was obtained. This value is less than the critical z-value (1.960) at 0.05 level of significance. This revealed that the null hypothesis was accepted, while the alternate hypothesis is rejected. This is because the standard of moral discipline of the students are well spelt out, there is a disciplinary committee of high integrity, rules and regulations are strictly obeyed, and any act of moral indiscipline was sanctioned accordingly. The findings are in agreement with Worlu (2011) and Nwaogu (2004) that the reason for the hand-over of public secondary schools to the missions is the problem of moral indiscipline and that the hand-over of schools to the missions in Rivers State has helped to reduce the problem.

Implications of the Study

The findings of the study have implications of prospects for the public secondary schools handed-over to the missions in Rivers State. This is because the study revealed that the various missions have taken appropriate steps to reposition the schools handed-over to them by Rivers State government for effective service delivery because of the infrastructural development and inculcation of moral discipline in the students.

Another implication of the study is that the hand-over of schools to the missions has given parents another alternative in the quest for functional secondary education for their children. For the students, this is a dream come true as they are better equipped to acquire knowledge and skills necessary to fit in and contribute meaningfully towards the development of the state and nation as a whole.

The greatest implication of the study is the re-orientation of the students and the inculcation of moral values in the students because before the hand-over of the schools to the missions, citizens have decried the prevalence of social vices amongst the young ones in schools.

CONCLUSION

Based on the findings of the study, the researchers concluded that:

1. The level of provisions of modern infrastructural facilities and instructional materials have improved in the schools handed-over to the missions in Rivers State;
2. Efficient motivational strategies are not put in place for the staff of the public secondary schools handedover to the missions in Rivers State; and
3. The standard of moral discipline of the students in the public secondary schools handed-over to the missions in Rivers State has improved teaching and learning.

Suggestions

Based on the findings of the study, the researchers suggested the following:

1. That the management of the mission schools should improve in staff motivations, especially implementation of a good salary pay packages that will be commensurate with their staff's counterparts in the public schools
2. That the mission secondary schools should provide equipped technical workshops for the teaching and learning of subjects such as introductory technology, technical drawing etc to further enrich the curriculum of the schools.
3. That the mission secondary schools should endeavour to construct new classroom blocks that will accommodate the installation of modern instructional materials as well as allow free movement of the teacher while teaching.
4. That the mission secondary schools should endeavour to employ professional teachers or rather allow for in-service training of their teachers who are not professionals.
5. That welfare packages that will take care of the health and educational needs of the staff's immediate families should be introduced.
6. Finally, that the mission schools should endeavour to adopt the UNESCO's standard of teacher – students ratio of 1:25 class standard.

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