

日本とナイジェリアにおける 初等・中等教育機関の増加

Proliferation of Private Primary and Secondary School Institutions in Japan and Nigeria

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ABSTRACT

本稿では、日本とナイジェリアにおける全般的な教育の発展のために必要な要素として、私立教育機関の増加をあげている。私立教育機関の存在は、現在に至るまで両国の教育水準の向上に貢献してきた。一方、私立教育機関は経営者の営利目的のために設立される側面がある。教育の質、生徒の学力、そして規律は両国の私立教育機関の増加を語る上で避けられない重要な要因である。塾や予備校が示す「私立教育機関の優位性」は公立の学校教育システムにとって刺激となり、私学経営にとってプラスに働く。公立学校が多数のニーズにこたえない限り、それに代わる存在として私立教育機関は引き続き人々に求められるだろう。

1. 0 Introduction

Background:

Japan is an island nation with one of the highest population densities in the world and a nearly homogeneous population except for about five percent mostly Koreans according to Para (2001). Japan has become a household name to many nations of the world because of its remarkable development since the end of the Second World War. Lacking significant mineral wealth, Japan meets most of her energy and raw material needs through importation from other countries.

Rising from the ruins of the Second World War, Japan became one of the major industrial giants of the world. Despite the collapse of the bubble economy in the early 1990s, Japan remains the second largest economy in the world after the United States. Japan's industrial and economic powers cannot exist in isolation from the educational attainments of its citizens. The modernization of Japan and the accompanying technological advancements are success stories which cannot be told without reference to the educational infrastructure in the country.

Private educational institutions in Japan are not a new development as they dominated the Japanese educational system before the Meiji restoration in 1868 and offered an elitist type of education. There were private schools for commoners, Buddhist schools established by Buddhist missionaries and schools established by other missionary organisations. Bakufu and Fief schools were established as training grounds for the ruling elites before the Meiji restoration in 1868. The schools numbered between 1,000 and 3,000 according to Benjamin and James (1988). In the port city

of Kobe, for instance, there are still many of these prestigious private schools in existence such as Otani, Nada, Sakura, etc. Private ownership of educational institutions in Japan arose "to fill the pre-war gap in public schools" (Benjamin and James, p. 10) and the demand for private education in Japan derived from the desire for access to jobs and higher education as Benjamin and James (1993) have pointed out.

Within the past two decades in Japan, public school education has been under pressure from parents and critics of education because of rising social problems within the educational system such as suicide among students, stress problems and violence in the schools. Specifically, the rigid examination policy in the public schools and the growing number of cases of poor discipline among public school students are posing many problems for society, leading students and their parents to look in the direction of private schools as a better educational alternative. As a result, parents have called, and are still calling, for reform of the public school system, but the response of the government, on the other hand, seems to be very slow in coming.

Although private educational institutions are not a new phenomenon in Japan, what may be new about the present situation is the motivation leading proprietors to establish such schools. As Benjamin and James (1993) pointed out, education for commoners in Japan developed totally out of private initiatives and a desire for education "practical and elegant." (Benjamin and James, 1993, p. 9).

In the past twenty years or more, private educational institutions known as juku, yobiko, Lab-schools, prep-schools, and cram schools of all kinds, have added color to tradi-

tional elementary and secondary school education in Japan. Their numbers have increased tremendously. Authentic records to determine their exact numbers are difficult to find, but what is very certain is that they have many students attending them and these students pay money for their "education." According to Russell (2002), the number of juku nation-wide in Japan was estimated to be 50,000, and when the smaller tutorial houses are added, the number may likely jump to 150,000. Because of the way and manner these institutions are organised by their owners and the way they spring up, it has become very difficult to know when they open and become operational. But scholars like Ishizaka (1987), Russell (2002) and Rohlen (1983) agree that there is a proliferation of these educational institutions in Japan.

At Nada, one of the prestigious private high schools in Kobe, it is said that many high school students attend cram schools in summer in order to pass their competitive examinations for admission to the elite universities (Rohlen, 1983). The worry now is this "school upon schools posture" which characterizes the contemporary Japanese educational landscape. The "imposition or institution" of these private schools over the public schools, which are supported with public funds, has left many wondering what is happening to the public education system in Japan. To show how serious the situation has become, about 40% of freshman students in a good university each year have spent at least one to three years or more in full-time study at a private cram school after completing their public high school (James and Benjamin, 1988).

On the other side of the coin, we have Nigeria which is the largest country in Africa

with natural, human and material resources in abundance. Nigeria is made up of three major ethnic groups with three distinct languages-Igbo, Hausa, Yoruba -in addition to English, as the official language of the country, plus 250 local dialects. It is obvious that the country requires a strong educational base to be able to tap these resources.

The Christian and Muslim missionaries who visited the country in the 18th and 19th centuries brought formal education into Nigeria. In fact, more than 75% of elementary and secondary schools in Nigeria before its independence in 1960 were private schools. In essence, most of the educational institutions then were private schools established by the missionaries. It was much later after independence that a few individuals and governments in Nigeria developed an interest in an educational establishment.

Although there were very few government schools at the time, the majority of the schools before the Nigerian civil war in 1967 were owned and administered by the missionaries. Prominent among the missions were those of the Church Missionary Society (C.M.S.), Roman Catholic Mission (R.C.M.), Baptist Mission, Seventh Day Adventist Mission (S.D.A.), and a few others.

Private interest and investment in education in Nigeria have been on the increase within the past two or more decades. The increase stems from the popular demand by the teeming population of Nigerians who now see education as an instrument for national development. The demand for education has become greater in southern Nigeria so that anything of an educational nature is patronized by the population according to Ocho (1972). As a result, government in its wisdom

put up a blueprint in 1979 giving some guidelines for the operation of private schools. Among the guidelines were: (a) the ability of the proprietors to be financially capable of running a school; (b) the ability to recruit and pay workers; and (c) the ability to recruit and maintain staff including qualified graduate teachers. By the end of 1946 according to Ogunsola (1974), there were about 23,873 Nigerian students in the private elementary schools in southern Nigeria.

It was the 1953 constitution in the then regional governments of Nigeria that gave greater impetus to the enactment of education laws for the regions. This enabled the Eastern regional government of Nigeria then, to formulate new policy on education for the region. The policy stated government's determination to encourage African school proprietors to ensure that "their schools reached the standard of approval as soon as possible because emphasis was going to be laid on vesting property rights to such schools by the registered board of governors and trustees." (Ubakanwa, 2001, p.11). This gave hope to proprietors of private schools and created the desire for more new schools for those who had the capital to invest in private schools.

It was this government magnanimity according to Ocho (1972) that led to the opening of some schools like St. Paul's Commercial College Aba, Abia State of Nigeria, Obiakor Memorial Secondary School, and Agrrey Memorial College in Arochukwu established in memory of the great Agrrey of Africa as he was popularly known. There are many of these private schools in different parts of Nigeria even today. Igbo National High School in Aba (Abia state) Ibibio State College in Ikot-Ekpene (Akwa-Ibom State),

Enitonia High School in Port Harcourt (Rivers State), Archdeacon Crowther Memorial Girls Secondary School in Eelenwo (Rivers State), Priscilla Memorial Secondary School in Oguta (Imo State), C.M.S., Grammar School in Lagos, the Baptist High School in Oyo, King's College, Lagos, and Queen's College, Lagos are among the most famous of the privately established schools that existed in Nigeria before the Civil War in 1967. There are still many more of these schools in Nigeria at both the elementary and secondary levels.

Apart from providing the needed education, these schools also had other missions or objectives to accomplish. For instance, the Igbo National High School in Aba mentioned earlier and the Ibibio State College in Ikot-Ekpene were established to create ethnic and educational awareness among the people in these local areas. Similarly, Priscilla Memorial Secondary School in Oguta was established in memory of the late Priscilla who died in her quest to improve educational opportunities in her area. Across Nigeria, there are thousands of such private schools. Country Grammar School in Ikwerre-Etche (Rivers State) was established in 1958 by the old Ahoada division (local government) to remind the two ethnic groups, Etche and Ikwerre, of their joint efforts in the educational development of their people and the relationship that exists between them. There are a lot of cases like these all over Nigeria. The present day school ownership, and the way and manner in which private schools have sprung up, raise the question of what the proprietors of the present day private schools had in mind when they established them.

For a better understanding of educational development in Nigeria, Maduagwu (1998) has divided the chronological sequence into three periods: (1) Before Nigerian independence in 1960; (2) from 1960 to 1969; and (3) from 1970 to the present. In 1960, Nigeria gained its independence from Great Britain and this precipitated a period of great educational awareness in the country. Before independence, schools were mainly in the hands of the missionaries as noted above. The great majority of schools at the time were owned by the missionaries with just a few belonging to the government or individuals.

The Nigerian civil war in 1967, and the end of the war in 1970, set a new stage in the nation's educational development. First of all, the civil war was a period of great destruction to many school buildings. Many schools in the eastern parts of Nigeria were destroyed as most of the buildings were used as refugee camps. Secondly, after the war ended in 1970, efforts were made to reconstruct the damaged school buildings. Many state governments at the time decided to take over schools that were formerly established by the missionaries and other private organisations for the stated purpose of uniformity in the management of the schools, among other reasons. Moreover, many of these private school owners were not able to pay the regular salaries of their workers immediately after the civil war.

The action of the government at this time was an attempt to stop the growth of private schools. It was not too long before the load became too heavy for some state governments in Nigeria to carry because they could not bear the cost of managing all the schools they inherited in addition to the few government schools already under their control. To

complicate the matter, the military regime under the leadership of President Obasanjo initiated the idea of Universal Primary Education (UPE) in 1976. The idea was to provide education to all primary school age children in response to UNESCO's clarion call for "education for all by the year 2000." The UPE program was poorly planned and many problems were not anticipated, resulting in over-crowding in primary schools all over the country. The program took off without enough money, enough trained teachers, equipment, buildings and many other necessities. As a result, the UPE did not accomplish most of the goals it was intended to achieve; rather, it created many problems, including the over-crowding mentioned above.

Not long after the introduction of the UPE program in 1980, some state governments in Nigeria discussed and, in fact, introduced the idea of community schools. The idea was to bring about community involvement in educational processes on the one hand, and to provide schools close to students' homes to minimize transportation costs for students. Communities were therefore encouraged to build their own community schools. There was also encouragement for private ownership of schools by capable individuals. Many communities and individuals utilized this opportunity to build their own community schools. There are many of these community schools throughout Nigeria today, but the irony of the whole idea now is that the government pays the workers in all these community schools.

In the past ten years in Nigeria, many state governments have been wanting to hand back schools to their original owners, but teachers and other workers within the education

industry are vehemently opposed to the idea because many of the workers believe private school owners will not be able to pay their salaries and other entitlements which they are enjoying now. Caught in the web of financial difficulties to sustain education in Nigeria, federal, state and local governments are now strapped for funds.

Some state governments in the year 2002 alone owed their teachers and other workers nearly nine months of their salaries. This resulted in a prolonged strike action that left public schools closed for that period. This happens every year. Private schools have, therefore, capitalized on this situation to draw away students from public schools which they would attend under normal circumstances. But these private schools charge extremely high fees, and as a result, business is booming for the private school owners.

In Nigeria, some of these private schools claim to have the solution to the problem of students not passing all their examinations like the General Certificate Education (GCE), the Senior School Certificate (SSC) and the Joint Admission and Matriculation Board (JAMB) through which admission to universities is gained. Due to a variety of problems such as cultism, examination malpractices, and drug abuse in public schools, many parents now see private schools as an alternative place for their children's education. The government's inability to regulate the activities of private schools has resulted in the continued growth of private educational institutions while public schools continue to be seen as places for low quality education. Ministers, commissioners and other top government workers now prefer to send their children to private schools or overseas coun-

tries for their education.

1. 1 Statement of the Problem:

In recent years in Japan, some of the private educational institutions like *juku*, *yobiko*, and prep-schools, have added variety to the entire educational system in Japan. The presence of these private schools has raised the issue of standards and the issue of who is in control, the government or a private educational service? Japan has also witnessed vertical integration of schools from the elementary to the tertiary level. The growth of cram schools like *juku* and *yobiko* have also raised the issue of "school upon school." The national curriculum is supposed to establish and maintain the standard for the nation but the presence of these educational institutions such as the *juku* seem to be over-taking the public school system under government control.

Similarly in Nigeria, the movement of students from the public school system to private schools has left many taxpayers wondering about the standard and quality of education now in the public schools. Moreover, the presence of social problems like cultism, examination malpractices, violence, and poor academic performance in public schools has become worrisome to the Nigerian public. These schools range from private elementary and secondary schools established by individuals, church organisations, and company schools, to private schools that prepare students for evening lessons or that help students to gain admission into university or help them pass their exams (five credits required for admission).

In Japan, the average monthly household spending on private school tutorial fees alone was put at ¥27,163 or \$233 USD. The popu-

larity of private schools in meeting the desires of Japanese students and their parents can be seen in a government survey which showed that nearly 70% of students in Japan enrol in private school tutoring classes by the time they leave ninth grade (Russell, 2002). The “Schools upon schools” posture, which private educational institutions like *juku* and *yobiko* have created, is causing people to question the existing standards of the public school system. What factors motivate private school owners in Japan and Nigeria to establish private schools? Is quality of education being affected in Japan and Nigeria due to the proliferation of such educational institutions?

1. 2 The Purpose of the Study:

The purpose of the study was to identify factors responsible for proliferation of educational institutions in Japan and Nigeria with a view to assessing if such factors are healthy for the survival of quality education in the two countries.

Significance of the Study :

The study would likely throw more light on the factors identified as responsible for the proliferation of private educational institutions in Japan and Nigeria.

1. 3 Scope of the Study:

The study covered the educational institutions of elementary and secondary school types that prepare students for admission into high schools or into colleges and universities such as *juku*, *yobiko*, lab-schools, and prep-schools in addition to the conventional private elementary, junior and senior high schools in Japan. In Nigeria, the study covered all private educational institutions that prepare students for the Senior School

Certificate Examination (SSCE), the General Certificate of Education (GCE) and the Joint Admission and Matriculation Board (JAMB) examinations.

1. 4 Definition of Terms:

Proliferation here means growth in the number and kind of educational institutions at the elementary and secondary school levels. Private primary and secondary school institutions here include schools like *juku*, *yobiko*, prep-schools, and lab-schools in addition to the conventional primary and secondary schools established by individuals, Christian organisations, families, and other non-governmental groups.

2. 0 Review of Related Literature:

2. 1 Introduction:

Proliferation of private educational institutions in Japan and Nigeria amounts to the belief that there are increases in the number and kind of educational institutions at the elementary and high school levels in recent times in Japan and Nigeria. Private schools have been part of the process of educational development in many nations of the world; the rising profile of private schools in the over-all development of education in many countries, including Japan and Nigeria, has led scholars to look very closely for the factors responsible for this rise. This literature review was anchored, therefore, around the following factors :

- Policy and practice of education by governments towards private schools
- Profit motives
- Searching for quality in education
- Discipline and moral standards in schools

– Academic performances of schools

2. 2 Policy and Practice of Education by Governments towards Private Schools

Private schools have been studied by scholars in different parts of the globe and their characteristics noted. In a study by Walford, et al. (1989) of public policy and practice of private schools in ten countries of the world—America, Canada, France, England and Wales, Japan, Scotland, Germany, Netherlands and Australia—the importance that these governments attach to private educational development was revealed. Little difference was revealed among the characteristics of the private schools investigated in these studies.

For instance, in England and Wales, it was found that private schools had the potential to develop character and leadership skills and to maintain high academic standards (Whitty, et al., 1989).

In the United States of America, the study by Cooker (1989) showed a lack of discipline, drug problems, and poor academic standards in the public schools and a swing in the political pendulum as responsible for the growth of private schools in that country. However, the study was quick to recognise some of the inequalities of private school education, such as the ability to purchase education, college destination and reproduction of knowledge, but it is clear that private schools will continue to provide an alternative to public schools (Walford, 1989, p. 204).

In his study of private school education in Canada, Bergen (1989) points out that because of the different religious and ethnic composition of the country, each of these groups tended to establish its own schools. While the great majority of students in

Canada attend publicly funded schools, the inability of public schools to provide satisfactory instructional programs for some segments of the population has resulted in the growth of private schools. Private schools in Canada reflect the linguistic and ethnic and religious diversity of the country. As Begen observes, private schools in Canada are referred to as “schools of the privileged” and “schools of necessity”.

In Australia, the study by Dudley (1989) identified high academic standards, moral and religious values, discipline and pastoral care as among the reasons people drift away from public schools to private schools. According to Dudley, private schools have “political clout with small group of wealthy people” (Dudley, 1989, p. 213).

In Japan, growth in private educational institutions has been attributed to “examination hell”, the fierce competitive examination system which students seeking a better educational background are required to undergo. This has produced a great many students who are unable to keep up with classroom lessons; hence, they look to private schools like *juku* and *yobiko* for a solution to their problems (Holmes, 1989; Ishizaka, 1987).

In the Netherlands, the study by James (1989) shows there is no relationship between private schools and elitism as public and private schools are treated equally by the government.

In Scotland, the official name for private school is “independent school”. The study by Walford (1989) revealed a great deal of government support for private schools because their teachers are less inclined to embark on industrial action compared to teachers in public schools. This has allowed

private schools to flourish in Scotland.

In all the ten countries studied, there seems to be a consensus about increases in the number and proportion of pupils attending private schools; On the whole, the level of government support for private sector education has been on the rise (Walford, 1989).

2.3 The Concept of Profit Making and Proliferation of Educational Institutions in Nigeria and Japan:

Businessmen desire to make maximum profit on their outlay but profit maximization is not the only factor that influences their business activities. School organisations are supposed to be non-profit making; however, a theory which neglects the principle of profit maximization may not reflect accurately the true situation in the private school sector. For instance, Okezie (1981) was of the view that profit motive was the overriding aim of school proprietors' opening of private schools in Nigeria. Similarly, a study by Ubakanwa (2001) on the proliferation of private primary schools in Abia State of Nigeria showed profit motive as one of the reasons private school owners embark on the establishment of schools in Abia State.

While educational institutions are assumed to be non-profit organisations, it has become a known fact in Japan that some of the capital for development of new schools comes from retained earnings from profitable old schools (Benjamin and James, 1993). This has helped to foster the vertical integration of schools which is quite common in Japan. As founders and school managers have been accused of disguised profit-taking, the profit motive may not be completely ruled out here. Expensive gifts are also known to have been given to

founders and school managers according to Benjamin and James (1993). According to Russell (2002), the largest juku companies are traded on Japan's stock exchange and juku industries are known to be generating 1.4 trillion yen or about 12 billion US dollars in revenue annually. A proprietor of a private school is like any other businessman looking for profit. Profit making, therefore, may be in the form of monetary rewards above his/her outlay or whatever spurs-up the spirit of the investor.

2.4 Searching for Quality in Education:

Quality education does not just happen. It requires conscious and systematic efforts by the school proprietor. Holmes (1983) opened the introduction to his book "Japan's High Schools" with the following statements: The ultimate foundation of a nation is the quality of its people and education. Gbenedio (1993), Imogie (1993) and Okoh (1993) are all of the opinion that staff, students, indiscipline, truancy, lack of qualified staff, poor funding, and lack of facilities are indices of quality decline in a school organization. An attractive school plant stimulates learning.

Quality ranges from suitability of classroom instruction to all the activities that bring about teaching and learning outcomes. The quality of education in Nigeria is sometimes judged by the quality of the buildings and other aspects of the infrastructure within the school. Ukeje, et al. (1993) agree with this statement by saying that "... often, infrastructure forms the basis for evaluation of schools." (p.93). Quality is also judged in terms of the caliber of teachers and programs.

The performance of students in examinations also reveals the quality of education

students receive in a school. In Japan, most private high schools now are more popular than some of the old prestigious public schools because of the number and quality of their students gaining admission to some of the most prestigious universities in the country (Russell, 2002). Most private elementary and high schools in Japan that are known to have helped students actualize their desire for higher education are able to attract quality students because of the quality programs they provide.

In order to maintain quality, most public Japanese elementary and secondary schools maintain uniformity in their school programs. In other words, teaching facilities that make teaching and learning possible are provided in the same manner throughout the system.

The same is true as much as possible for public schools in Nigeria. However, studies carried out on private schools in Nigeria indicate that the quality of teachers is not uniform throughout the private school system. Proprietors of private schools in Nigeria have a free hand in hiring, selecting and recruiting teachers to their schools. Equally, they also have the freedom to dismiss teachers when they wish to do so.

In Japan, studies have revealed that most women who teach in juku schools are not licensed instructors (Decoker, 2002). Only about 15% of juku teachers are professionals with teaching experience and most of these are moonlighting public school teachers hoping to make extra money. As Holmes (1989) puts it, "The demand for private education is closely related to the success private senior high schools have in preparing students successfully for admission to well known universities." (p. 19). According to

Holmes (1989), the quality of education in Japan is excellent as seen by the country's high ranking position in science and mathematics among thirteen industrialized nations of the world.

2. 5 Academic Performance in Private Schools and Proliferation:

The academic performance of private school students has been a major reason parents send their children to private schools. This, in turn, has resulted in an increased demand for private schools.

In their study of private education in England and Wales, Whitty, et al. (1989) observed that over half the couples interviewed by Irene Fox, a major TV and newscaster in Great Britain gave better academic results as their main reason for choosing private schools. Also, good examination results and a high rate of entry to the Universities of Oxford and Cambridge were also cited as reasons parents in England and Wales want their children to attend private schools.

In Nigeria, a study by Ubakanwa (2001) on the proliferation of private schools in Abia State showed that an important reason why parents want their children to attend private schools was that students in private schools perform better than their counterparts in public schools. This study also revealed discipline and good moral standards as some of the other reasons why parents choose private schools.

In 1964, of the top 20 high schools in Japan that sent students to Tokyo University, 5 were private. In 1979, private schools accounted for 11 of the top 20 schools. By 1989, the figure had risen to 15 private schools with only 5 of

the top 20 being public schools (Russell, 2002). In other words, there has been a steady increase in the performance of private schools over the years and this is seen as a major reason parents want to send their children to private schools. In 1975, private high schools and lab-schools had taken over nearly all of the ten positions meant for entry into the top universities in the country (Rohlen, 1983), a measure which the Japanese themselves consider very important in deciding what school they want their children to attend. In 1982, 48% of the freshman class at Tokyo University came from private high schools. Generally speaking, parents and students want their children to attend schools that perform better in both the academic and extra-curricular realms.

2.6 Discipline:

Of great importance in school administration and to parents is the issue of discipline. Student discipline in many Nigerian schools has become a topical issue and of great concern to observers of the educational situation in Nigeria. An indiscipline problem has become rampant, the results of which are cultism and violence in many public schools across the country. No week passes without stories of one violent act or another being reported in the school system. Associated with cultism are examination malpractices. Students want to pass examinations even if they have not prepared for them. They go as far as copying from textbooks and with pieces of paper. They hire “mercenaries”, as they are called, to write examinations for them. These acts are very common among the public school students in Nigeria with the result that many parents withdraw their children from

public schools to private schools. Parents now see public schools as a breeding ground for violence and as a place for students with low morals.

According to Beauchamp (1998), Japanese education experts and the Japanese public at large are very much concerned about the problems of bullying and violence toward teachers which are linked with pressure exerted by the “Examination Hell” described earlier.

2.7 Summary of Literature Review:

There are private educational institutions in Japan and Nigeria and private schools are part of the over-all educational development of these two nations. Private educational development is worldwide as revealed by the study of ten industrialized nations of the world. Some countries have identifiable policies toward the development of private school education in their regions.

Individuals, families, Christian organizations, companies groups and school organizations are known to play a part in the development of private educational institutions in Japan and Nigeria. In Japan, the presence of juku, yobiko, prep-schools, and lab-schools have added another dimension to the whole idea of proliferation of elementary and secondary schools in Japan. Similarly in Nigeria, the growth in the number of private educational institutions of the elementary and secondary school type has attracted the attention of educational enthusiasts there.

Those who embark on the establishment of private educational institutions in Japan and Nigeria are known to be motivated by a variety of factors. Equally, private educational institutions in Japan and Nigeria are known

to have been contributing toward the over-all educational development of these countries. The reasons for the establishment of private educational institutions in Japan and Nigeria seem to relate to a variety of factors, including the promotion of quality education resulting in good academic performance, sound disciplinary and moral practices, and profit-making by school proprietors.

3. 0 Methodology:

This study relied very much on document analysis. Information was collected from texts and from available government documents and records.

3. 1 Findings:

From the document analysis in this study, it has become very clear that there is a proliferation of private educational institutions at the elementary and high school levels in Japan and Nigeria. In Japan, the growth in the number of private *juku*, *yobiko*, prep-schools and lab-schools has added a new dimension to the entire educational system in Japan. The “examination hell” in Japan has been identified as one of the factors responsible for this proliferation. The examination pressure on Japanese school children, especially junior and upper level high school students, has driven children and their parents to look for alternative schools that will better meet their needs.

Although schools and educational institutions in general are generally assumed to be non-profit organizations, there are indications that the profit motive does play a significant role in the establishment of such schools. Some school founders and school managers are known to benefit from disguised profit-

taking in Japan. Profits realized from profitable old schools are used in developing new schools, giving rise to a vertical integration of schools. Private educational institutions like *juku* and *yobiko* are traded on the Tokyo Stock Exchange market and generate a net profit of about 1.4 trillion yen (12 billion US dollars) annually. The greatest cost saving for private schools in Japan has been in their use of lower salaried teaching staff. Private educational institutions have been rated higher in academic performance than their public school counterparts, and this was seen as important reason students choose private schools and has given rise to the proliferation of private schools. Profit motives have also been identified in Nigeria as one reason proprietors embark on the establishment of private schools.

Private educational institutions have been criticized for being elitist in nature. The quality of education in private institutions was judged on the basis of programs offered, performance of students, qualifications of teaching staff, and the school infrastructure. In Japan, private cram schools like *juku* and *yobiko* have gone further in designing their programs to meet students’ needs by integrating the government sponsored curriculum with their own curriculum. While the presence of private schools seems to be helping to strengthen the standard in Japan, the presence of private schools in Nigeria seems to be weakening the standard of the public schools as many wealthy parents, and even parents with limited financial resources, withdraw their children from public schools to private schools.

Measurement of the quality of education was seen as a combination of factors in both

Japan and Nigeria. Based on the literature review, the perceived quality of education in private schools in Japan also seems to be determined by the number of students from private schools entering top ranking universities and the number of junior high school students entering prestigious high schools. In the case of Nigeria, school quality is looked at from the point of view of the physical infrastructure, number of students passing the school examinations successfully, and the quality of programs and teachers in a school.

In the area of discipline, the literature reveals that Nigerian public schools are characterized by violence, indiscipline, examination malpractices, cultism and other shortcomings. The indiscipline situation among students is seen as getting out of hand, as teachers and weak students fall victim to these acts on a daily basis.

In Japan, although the “examination hell” has created pressure for school children, only a small minority are likely to get involved in bullying and violence against teachers. The low level of violence in schools in Japan can be attributed in part to nurtured friendships and moral values which students have imbibed from parents and peer groups. The effect of this relatively low level of violence in Japan leads some to describe Japan as being almost a crime free society. However, this may be changing as a result of economic and demographic changes in the country such as the bursting of the “bubble economy” in the early 1990s, leading to increased levels of unemployment, and the rapid aging of the Japanese population associated with one of the world’s lowest birth rates. The increase in the suicide rate among Japanese students is seen as a result of a complex combination of

these factors and it is one reason why private schools have become an alternative to public education.

Information available from the literature reviewed suggests that governments of countries other than Japan and Nigeria seem to be getting more involved in the affairs of private schools because they see these schools as making a positive contribution to society. In Japan, the attitude of the government seems to be that private schools are helping to strengthen the standard of the public school system, while in Nigeria the federal, state and local governments seem to be doing nothing about the problems created by public schools. Rather, many government officials are patronizing the private schools at the expense of the public school system.

3. 2 Conclusion:

Private educational institutions in Japan and Nigeria will continue to be an alternative to public school education in these two countries. Private educational institutions will continue to contribute toward the over-all educational development of Japan and Nigeria. However, proper government regulations and interventions are needed to harmonize their activities, given the “school upon school posture” which private educational institutions like *juku* and *yobiko* seem to present in the over-all educational set-up in Japan.

Disguised profit-taking in the form of inflated salaries and gifts will continue to be part of the motive for private school development motives because every business person expects a financial return on their investment.

Private schools will continue to challenge public schools as far as quality of their

programs is concerned. Parents, students and all proponents of education will continue to look at quality in making a choice of schools. As long as public schools and governments continue to ignore calls for reform in the educational system, private schools will continue to proliferate and play an ever stronger role in the educational system.

In Nigeria, the government's negative attitude toward education in general has to be replaced with a positive attitude. Education at the elementary and secondary school levels should be taken very seriously in Nigeria. Related to quality education is the issue of performance. Educational institutions that perform better than others attract good students and this is what private schools are doing. Even in Nigeria, parents withdraw their wards from public schools to private schools that have records of better performance in examinations.

Discipline is one of the indices of a good school. Schools whose discipline standards are low are rejected by the public while schools with records of good and high discipline standards attract parents and students. The level of discipline in many Nigerian public schools needs to be re-examined by government to find solutions to such ugly situations as exam malpractices and cultism. These are hydra-headed problems that can easily affect society at large so a viable solution is urgently needed. Proliferation of private educational institutions may not be a bad idea when an understanding exists regarding the respective roles of the public and private educational sectors. In such circumstances, healthy competition from private schools may actually strengthen the public education sector. On the other hand, the proliferation of educa-

tional institutions can be dangerous where the sole aim is profit making and the creation of an elite class within the system. On the whole, private educational institutions will continue to be an alternative to public school education in Japan and Nigeria as far as the educational development of these two countries is concerned.

3. 3 Recommendations:

Based on the findings of this study, the following recommendations are offered.

Government regulations and interventions are needed to harmonize the activities of private educational institutions in both Japan and Nigeria to avoid creating elitism in the system and to regulate an overzealous devotion to profit making. Private schools like *juku*, *yobiko*, lab-schools and prep-schools should be seen, and made a part of, the overall educational development objectives by integrating the private schools into the curriculum of studies to avoid a 'school upon school posture' which these schools seem to be presenting.

3. 4 Suggestions:

Further studies are suggested using empirical methods to determine factors responsible for the proliferation of private schools in Japan and Nigeria and to confirm the findings of this current study. Efforts should also be directed toward determining which factor, or combination of factors, plays the greatest role in the proliferation of private schools in these two countries.

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