



Influence of partisan politics on the management of secondary schools in Onueke Education Zone of Ebonyi State, Nigeria

Nweke Johnson Dede

Department of Educational Foundations, Faculty of Education, Ebonyi State University, Abakaliki, Nigeria

Abstract

This study investigated the Influence of Partisan Politics on the Management of Secondary Schools in Onueke Education Zone of Ebonyi State. Two specific purposes with two research questions and two null hypotheses were formulated to guide the study. Descriptive research design was adopted for the study. The population of the study consisted of eight hundred and fifteen (815) male and female educational personnel, while Taro Yamane Sampling Technique was used to determine the sample size of 268 as the bench while stratified random sampling was used to make-up the sample size of 557 representing 68.3 percent of the total population. Researcher structured questionnaire tagged Questionnaire on Influence of Partisan Politics on the Management of Secondary Schools (QIPPMOSS) was used as instrument for data collection. The reliability of the instruments was determined using Cronbach Alpha technique, which yielded a reliable coefficient of 0.74, Mean (x) and standard deviation (SD) with rating scale of 2.5 was accepted and t-test to test the null hypothesis at 0.05 level of significance. From the findings of the study, analysis showed that: partisan politics to a high extent influences funding of secondary schools, provision of basic infrastructures, staff personnel administration and school community relations of secondary schools in Onueke Education Zone of Ebonyi State.

Keywords: Influence, partisan politics, management, secondary schools

Introduction

Nigeria is a nation with diverse geopolitical and religious ethnic groups that are highly politicized with individual and group political interests. The era of democracy has really empowered various political activities in all social, economic and developmental spheres. Osuji, (2016) noted that politics influences, the management of Schools in Nigeria through government interferences and policies politicization because politics and school management are inseparable for quality implementation of educational goals in our society. The objectives of education are achieved through the control, coordination; management, financial and the mode of allocation of facilities, which are inseparably from government policies, politics activities and functions for social development. Politics, as pointed Okeke, (2019) ^[13, 14] is not only restricted to political parties as practiced in Nigeria society but also to the appointment of officers for the management of educational institutions for human and social development. Ogbonnaya, (2019) also viewed politics as a subject concerned with attracting, securing and maintaining the wellbeing of the individual, community, state and the national security and prosperity. Okeke, (2019) ^[13, 14] also noted that politics is a device established for finding solutions to social, economic, leadership and developmental problems of humanity in our society. Adegboyega, (2010) ^[1] further viewed politics as the science of administration of human society, practiced to enhance peace, social order, stability, growth and development of individuals and group in all nations and states; it provides the science and act of securing, advancing and maintaining the welfare of members of the society from generation to generation. Societies cannot think of having an established government without politics, as inseparable factor of leadership and development in our society and for

creation of awareness to the citizenry and of the state. Ogbonnaya, (2019) observed that politics in all society influences policies on funding, staff-personnel, provision of basic infrastructure and equipment with cordial school-community relations. This undue influence results in deviations from normal administrative principles and guidelines in the management of public services. Hence, the management of secondary schools are influence by government interferences and party illusions. Even so, partisan politics is the application of political interest, powers and orientation of party ideology by those in public or government offices to make or mar social order. Management as an organizational principle for goal attainment, is described by academics experts in various ways, also according to Stewart, (2021) the activity of using resources in an efficient and effective way to ensure that production is worthwhile than the initial resourcefulness. This focuses on the crucial role of male and female principal capacities for management in transforming inputs to quality outputs of greater capacities and values. Omebe, (2022) ^[16] further described management as the use of material and human resources in an organization to achieve predetermined goals of the school as organized place with rules and regulations guiding the ongoing activities in order to achieve the desired objectives of education. Charles, (2018) revealed that school management is the systematic process of planning and formulation of educational policies or programme with a view to achieving the educational goals. Therefore, the importance of school management is for effective utilization of materials and human resources to achieve predetermined educational goals. These functions include planning, organizing, controlling, directing, staffing, leading, supervising, decision-making, coordinating,

reporting, evaluating, programming and budgeting of the school activities to achieve the goals of education.

Osuji, (2019) pointed out that the problem with school management lies in the fact that secondary schools' management has multiple link with the society and government, which tries to influence the management of education to suit their political interest. Within the school management system, various agencies, external and internal forces influence the state government desired policies for the school system as well as the standing rules and regulation of the school activities. However, interferences from politics as a tool for social governance has significantly affected the smooth running of schools in the area of funding, staff personnel, provision of basic infrastructures and school community relations. Which this study is concerned with on how government policies affect school management in the areas of funding, staff personnel, provision of basic infrastructures and equipment and school-community relations as subjects for debate among politicians in government authority. Authorities in school management need specialized and experienced personnel who can manage the resources and funds in order to achieve the goals and aims of education.

Funding as observed by Ogbonnaya, (2019) is concerned with the provision of financial resources for procuring, expending, accounting and maintaining the financial resources of an educational institution efficiently to achieve educational objectives. The achievements of educational goals depend on adequate financial support from government, organizations, individuals and even communities, because adequate financial supply and maintenance makes the school to attain its goals. In order to achieve the stated objectives of school management, Enyi, (2022) ^[5] noted that educational finance is not only limited to monetary inputs into education alone, but also to such other no-monetary input as land, labour and skills which would have been bought with money, if not provided. Thus, there is the need for adequate financial or fund management for quality education in the society. Thus, the issue of politics in the transfer of teachers and principals are alarming to the extent that some posted to urban area if he/she has a Godfather. Therefore, this study seeks to determine the impact of partisan politics on the management of secondary schools in the Onueke Education Zone of Ebonyi state of Nigeria. Thus, this study is delimited to Ebonyi State of Nigeria, with Onueke Education Zone as a direct study area. In terms of the content scope, the study is delimited to influence of partisan politics on the management of secondary schools as refers the funding, personnel management, provision of basic infrastructures, and school-community relation. With secondary school male and female principal and teacher as well as educational personnel in ministry of education and Secondary Education Board.

This study aims to investigate the influence of partisan politics on the management of Secondary Schools in Onueke Education Zone of Ebonyi State. Specifically, the study set out to:

1. Investigate the influence of partisan politics on funding of secondary schools in Onueke Education Zone.
2. Examine the influence of partisan politics on the provision of basic infrastructures in secondary schools in Onueke Education Zone.

Research Questions

The following research questions guided this study:

1. To what extent does partisan politics influence funding of secondary schools in Onueke Education Zone?
2. To what extent does partisan politics influence provision of basic infrastructures to secondary schools in Onueke Education Zone?

Hypotheses

The following null hypotheses formulated for this study were tested at 0.05 level of significance.

Ho₁: There will be no significant difference in the mean ratings of male and female respondents on the extent partisan politics influences funding of secondary schools in Onueke Education Zone.

Ho₂: There will be no significant difference in the mean ratings of male and female respondents on the extent partisan politics influence provision of basic infrastructures for secondary schools in Onueke Education Zone.

Method

This study adopted a descriptive survey design. This design was adopted based on its convenience and access to information from the categories of respondents used for the study. This study focused on Influence of Partisan Politics on the Management of Secondary Schools in Ebonyi State Central Educational Zone. The population of the study consisted of eight hundred and fifteen (815) education personnel of Ministry of Education, Ebonyi State, HOD PRS Secondary Education Board (SEB) Ebonyi State Government and the sample size randomly selected and free from biasness, Taro Yamane Sampling Technique was used to determine the sample of 268 as the bench while stratified random sampling was used to make-up the sample size of 557 used for the study. Thus, five hundred and fifty-seven (557) education personnel, representing 68.3 percent of the total population. The instrument for data collection is a questionnaire titled; Questionnaire on Influence of Partisan Politics on the Management of Secondary Schools (QIPPMOSS). With a structured self-reporting questionnaire consisting of (A) personal data and (B) five other sub-sections with varying number of items arranged in clusters. Section B comprised 16 items in two (4) clusters. Section B of the questionnaire is a four-point scale response format of Very High Extent (VHE), High Extent (HE), Low Extent (LE) And Very Low Extent (VLE) for indicating the impact of politics on the management of secondary schools in Ebonyi State, Onueke Education Zone. Cluster A, of Section B, contains nine (9) items on the impact of politics on funding of the school management. Cluster B contains seven (7) items on the impact of politics on the provision of basic infrastructures. Three experts ascertain the face and content validity of the Questionnaire, one from Measurement and Evaluation and two from Educational Administration and Planning all from Faculty of Education Ebonyi State University. While Cronbach Alpha technique was used for its analysis was used to ascertain the internal consistency of the instrument, with 0.789, and Cluster D: 0.643, reliable coefficient of the clusters. While Mean and standard deviation were used to analyze the research questions. The benchmark for acceptance for any item was be 2.50 and above, while item with mean score below 2.50

was rejected. On the other hand: a mean 1-1.4 was regarded as very low extent (VLE), a mean of 1.5-2.49 was regarded as low extent (LE), a mean of 2.5-3.49 was regarded as high extent (HE), while a mean of 3.5-4.0 was regarded as very high extent (VHE), and t-test statistics was used to test the hypothesis at 0.05 significant level. Where t-calculated was less than the t-critical, the null hypothesis rejected, but acceptable where the t-calculated was greater than the t-critical.

Results

Research Question 1

To what extent does Partisan Politics Influence Funding of Secondary schools in Onueke Education Zone Education Zone of Ebonyi State?

Data collected from items 1 to 9 in cluster A of the research instrument were used to answer this research question one. Summary of result of data analysis presented in Table 1.

Table 1: Mean and standard deviation of the respondents on the extent Partisan Politics Influence Funding of Secondary schools in Onueke Education Zone Education Zone of Ebonyi State.

S/N	Item Statement	N	X	SD	Dec
1	The political climate created in secondary schools is such that the management board depending on who is involved overlooks embezzlement of funds.	557	3.76	0.56	VHE
2	Favoritism in the disbursement of funds by government officials leads to conflict in secondary school management.	557	3.21	0.64	HE
3	Politicians often misappropriate funds meant for the payment of teachers' salaries.	557	3.43	0.71	HE
4	Appointment of inexperienced teachers as principals' makes it difficult for them to generate funds for the progress of the school.	557	3.68	0.63	VHE
5	Appointment of bursars/finance officers of schools based on political favoritism leading to ineffectiveness.	557	3.46	0.76	HE
6	Schools who have Godfathers usually do not have their account audited regularly, leading to corruption in financial management.	557	3.42	0.71	HE
7	Funds not released on time for the principals to carry out their duties leading to poor maintenance of school-facilities.	557	3.40	0.81	HE
8	Principals are appointed based on political affiliation with Government-in-power adopt carefree attitude in management of funds.	557	3.27	0.70	HE
9	Bursars that are appointed based on political affiliation with Government-in-power often mismanagement funds allocated to them.	557	3.70	0.79	VHE
	Grand Mean		3.48	0.70	HE

Key: Total Number (N), Mean (X), Standard Deviation (SD), Decision (Dec), High Extent (HE)

Results of data analysis as shown in Table1 indicated that the mean and standard deviation of all the nine items illustrates the extent Partisan Politics Influence Funding of Secondary schools. The analysis revealed that nine items have mean scores of 3.21 to 3.79, which are greater than the criterion mean of 2.50 as established. While the grand mean of 3.48 as seen in the table indicate, that the respondents agreed that Partisan Politics influence the funding of secondary schools in Onueke Education Zone Education Zone of Ebonyi State to high extent.

Research Question 2

To what extent does extent Partisan Politics Influence Provision of Basic Infrastructures to Secondary Schools in Onueke Education Zone Education Zone of Ebonyi State?

Data collected from items 10 to 16 in cluster B of the research instrument were used to answer this research question. Summary of result of data analysis presented in Table 2:

Table 2: Mean and standard deviation of the respondents on the extent Partisan Politics Influence Provision of Basic Infrastructures to Secondary Schools in Onueke Education Zone Education Zone of Ebonyi State.

S/N	Item Statement	N	X	SD	Dec
10	Government interest in determining where secondary schools are sited leads to low academic standard.	557	3.79	0.49	VHE
11	Government bias in the provision of sports equipment in schools leads to differences in students' performance in athletes.	557	3.24	0.65	HE
12	Uneven distribution of facilities due to the interest of party in power majorly leads to poor learning environment.	557	3.45	0.71	HE
13	Influential community members insist the allocation of science equipment to schools sited in their communities to the detriment of other schools resulting to poor academic performance in the affected schools.	557	3.63	0.71	VHE
14	Influential community members insist the allocation of science equipment to schools sited in their communities to the detriment of other schools resulting to poor academic performance in the affected schools.	557	3.47	0.76	HE
15	Some schools sited because of political interest leading to unequal distribution of resources.	557	3.43	0.71	HE
16	Many school equipment are diverted to personal uses by prominent members of the school community resulting to scarcity of equipment in such schools.	557	3.38	0.86	HE
	Grand Mean		3.48	0.70	HE

Key: Total Number (N), Mean (X), Standard Deviation (SD), Decision (Dec), High Extent (HE)

Table 2 presented the analysis of items 10 to 16 which indicates that all the seven items have mean of 3.24 to 3.79 and standard deviation scores that are greater than the

criterion mean of 2.50 as established, which indicated high extent. While the grand mean of 3.48 as seen in the table indicate, that the respondents agreed that Partisan Politics

influences Provision of Basic Infrastructures to secondary schools in Onueke Education Zone Education Zone of Ebonyi State to a high extent.

Test of Hypotheses

Table 5: t-test of difference in the mean responses of male and female respondents on the extent partisan politics influence funding of secondary schools in Onueke Education Zone.

Items	Category of Respondents	N	X	SD	Df	T-cal	P-Value	Decision
1	Male	279	3.78	0.59	557	0.544	0.586	Not Upheld
	Female	278	3.75	0.54				
2	Male	279	3.19	0.62	557	-0.607	0.544	Upheld
	Female	278	3.23	0.67				
3	Male	279	3.43	0.69	557	0.325	0.745	Not Upheld
	Female	278	3.45	0.72				
4	Male	279	3.68	0.60	557	0.156	0.876	Not Upheld
	Female	278	3.67	0.66				
5	Male	279	3.50	0.74	557	1.251	0.212	Upheld
	Female	278	3.42	0.78				
6	Male	279	3.42	0.73	557	-0.324	0.746	Not Upheld
	Female	278	3.43	0.68				
7	Male	279	3.39	0.81	557	0.23	0.818	Not Upheld
	Female	278	3.41	0.80				
8	Male	279	3.23	0.69	557	-1.284	0.2	Upheld
	Female	278	3.30	0.70				
9	Male	279	3.70	0.79	557	0.124	0.902	Not Upheld
	Female	278	3.70	0.78				
	Overall	278.5	3.50	0.702	557	-0.077	0.63	Not Upheld

Table 5 show that the mean values of male and female respondents have no significant difference in all items, from 1 to 9 respectively. With its overall t-calculated value of -0.077 and P-value of 0.63, which is greater than standard with the established 0.05 level of significance. Therefore, the null hypothesis, which stated that there would be no significant difference in the mean ratings of male and female respondents on the extent partisan politics influence

Ho1: There will be no significant difference in the mean ratings of male and female respondents on the extent partisan politics influence funding of secondary schools in Onueke Education Zone.

funding of secondary schools in Onueke Education Zone stands rejected. While the alternative hypothesis of significant difference is upheld.

Ho2: There will be no significant difference in the mean ratings of male and female respondents on the extent partisan politics influence provision of basic infrastructures for secondary schools in Onueke Education Zone.

Table 6: t-test of difference in the mean responses of male and female respondents on the extent partisan politics influence provision of basic infrastructures for secondary schools in Onueke Education Zone.

Items	Category of Respondents	N	X	SD	Df	T-cal	P-Value	Decision
10	Male	279	3.7742	0.47519	557	0.358	0.721	Not Upheld
	Female	278	3.7518	0.48766				
11	Male	279	3.19	0.6202	557	-0.339	0.734	Not Upheld
	Female	278	3.1079	0.69231				
12	Male	279	3.3763	0.72837	557	0.507	0.613	Not Upheld
	Female	278	3.2878	0.78565				
13	Male	279	3.4444	0.90738	557	1.102	0.271	Upheld
	Female	278	3.4604	0.92511				
14	Male	279	3.3118	0.94426	557	2.143	0.033	Upheld
	Female	278	3.2194	0.95308				
15	Male	279	3.3728	0.76627	557	0.806	0.421	Upheld
	Female	278	3.3165	0.73131				
16	Male	279	3.3369	0.81869	557	0.864	0.388	Upheld
	Female	278	3.2626	0.96103				
	Overall	278.5	3.14	0.70	557	0.78	0.45	Upheld

The result presented in Table 6 indicates that there is significant difference in the mean ratings of male and female respondents only in item 14, with no significant difference in the mean ratings of male and female respondents in item 10, 11, 12, 13, 15 and 16. With its

overall t-calculated value of 0.78 and P-value of 0.45, which is greater than the established standard with 0.05 level of significance. Therefore, the null hypothesis, which stated that there is no significant difference in the mean ratings of male and female respondents on the extent partisan politics

influence provision of basic infrastructures for secondary schools in Onueke Education Zone stands upheld.

Discussion

Extent partisan politics influence funding of Secondary Schools.

The data analysis as presented in Table 1 revealed that all the items of serial number 1 to 9 have mean scores ranging from 3.21 to 3.76 that are greater than the criterion mean of 2.50 as was established. The table also has a grand mean average score of 3.48, which is greater than the criterion mean of 2.50. These scores imply that, the respondents were of the opinion that partisan politics to a high extent influences the funding of secondary schools in Onueke Educational Zone. Thus, this finding agrees with that of Aguokogbue (2020) who investigated the impact of politics in tertiary institutions of South-East States and found-out that politics influenced the funding of tertiary institution in these states. The findings of this study are also of one accord with the statement of Ezeocha (2020) and Mgbodile (2022) who reported that improper disbursement of fund leads to conflicts as well as inadequate provision of equipment in schools. Therefore, the researcher noted based of the findings that political interests applied in the provision and management funds to secondary schools, has greatly hampered the quality administration and implementation of education in our society especially in Onueke Education Zone of Ebonyi State.

Extent partisan politics influence Provision of Basic Infrastructures of Secondary Schools.

The data analysis as presented in Table 2 revealed that all the items 10 – 16 which indicates that all the seven items have mean and standard deviation scores that are greater than the criterion mean of 2.50 as established, which indicated high extent. While the grand mean of 3.49 as seen in the table indicate, that the respondents agreed that partisan politics influences provision of basic infrastructures to secondary schools in Onueke Education Zone Education Zone of Ebonyi State to a high extent. Thus, the School management acknowledges to high extent the influence of Partisan Politics on Provision of Basic Infrastructures to secondary schools. Because of inadequacies in the quota-system in the provision of computers to School, leading to denial of most rural schools from access to such equipment, causing uneven distribution of facilities to the interest of the party in power. Therefore, the findings of this study support Ogonnaya (2019) who stated that politics influences the provision of basic infrastructures in schools, he further reported that there is a quota system in the provision of computer equipment and that government determines the siting of schools. Okeke (2019)^[13, 14] also stated that politics influences the provision of sports equipment as federal government colleges and schools in the urban areas, particularly state capitals are more favoured to those in the rural areas. These respondents believe, to high a extent that politics affected the provision, development, procurement and maintenance of infrastructural facilities in Onueke Education Zone Education Zone of Ebonyi State of Nigeria. The researcher therefore, states based on the findings that partisan political interests applied in the allocation, procurement and utilization of school infrastructure or facilities greatly affect quality teaching and leading

processes in secondary schools as agent of social and human development in our society.

Conclusion and Recommendations

This study was designed to investigate the influence of partisan politics on the management of Secondary Schools in Onueke Education Zone of Ebonyi State. To achieve this, the study was guided by four specific objectives, four research questions, and four corresponding null and alternative hypotheses. The review of related literature explored factors of funding, Provision of Basic Infrastructures, Influence Personnel Management, for quality management of Secondary Schools in Onueke Education Zone Education Zone of Ebonyi State.

Ayogu (2002) carried out a research on the influence of politics on administration of primary education in Ebonyi State. The study investigated the influence of politics on the administration of primary education in Ebonyi State. The researcher used descriptive survey and 627 as the sample of the study. Questionnaire is the major instrument for the study. In the analysis of data, the researcher used mean scores to analyze the research questions and t-test to test the null hypothesis. The findings of the study show that politics affect administration of primary education, staff personnel administration, and maintenance of physical facilities and equipment. The study is related to this study because the findings of the studies helps administrators and government officers to know the areas in which politics affect the administration of schools and develop strategies on how to achieve the goals of education.

Based on the findings of this study, the following recommendations were made:

1. Government should take full responsibility of Funding secondary without partisan political influences and powers.
2. The states governments should avoid quota system in the provision of basic infrastructures, facilities and equipment to secondary schools, as it leads to differentials in the quality implementation of teaching and learning processes in schools.
3. Government should not apply partisan politics influences that affect quality management of Secondary Schools as the panacea for development and in the society.

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