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Relationship among Funding, Staffing and Politics of Education in Public Senior Secondary Schools in Sokoto State

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Abstract

The paper investigated the existing relationship among finding, staffing and politics of education in public Senior Secondary School in Sokoto State. The study was guided by two research objectives, two research questions and two research hypothesis. Among the objectives include what is the extent of relationship between politics of education and funding among public Senior Secondary Schools in Sokoto State. The research hypothesis of this study to find out if there is existing relationship between Politics of education and funding among Public Senior Secondary Schools in Sokoto State. The study adopted a descriptive study of correlation type with population 134 public Senior Secondary Schools with total population 3736 teachers. A sample of 436 teachers was selected from 15 public Senior Secondary Schools. The instrument used for data analysis was Pearson Product Moment Correlation Coefficient (PPMC). All the two hypothesis was tested at 0.5 level significant. The finding indicates that there is significant positive relationship between funding and politics of education in Public Senior Secondary Schools in Sokoto State. The study recommended that appropriate funding strategies should be provided by political class in order to improved public Senior Secondary Schools in Sokoto State.

Keywords: Funding, Politics of Education, Staffing, Public, Secondary Schools.

Introduction

Education is undoubtedly a major instrument for promoting socio-economic, political and cultural development in any society: advanced, developing or under developed. The standard of any economy is determined by its literacy rate as well as the level of its human capital development. It is therefore, inarguably, a determinant of our collective and individual survival, growth and prosperity, Oguntoye and Alani (2018) described education as a process of training and developing the knowledge, skills, mind and character of people. It involves investing in human capital which is a key determinant of economic growth (Bungei, 2022). It is imminent that sustainable development can only be accomplished if there is adequate quantity and quality of skilled human resources. Beside, it is through functional education that the wealth of any nation can be distributed equally among her citizens. This is obviously the reason why education is regarded as government's investment as well as private and social investments, since government subsidizes education and in return, derives higher tax revenues from the educated (Psacharoponlos & Woodhall, 2015). Thus, the provision of education and training of the citizens are fundamental to the success of government overall development strategies. It involves getting and using power in public life and being able to influence decisions that affect a country or a society (Igbinewcka, 2022). This includes matters concerned with getting or using power within a particular group or organization. Be that as it may, the management and control of secondary school education in Nigeria in the pre-independence, independence and post-independence era has deeply involved the government.

Government plays a major role in the management of secondary education not only because of the place of secondary education in the national educational system but also the socio-political and economic development of the nation. Secondary education is significant because it has both consumer and producer status. It absorbs the product of primary schools and also produce candidates for higher education: hence, its relevance in the educational system. The role of government is also assumed to be imperative for equity, quality and even distribution of developmental resources. This therefore brings about politicization of education.

The introduction of politics into educational management glaringly emanated from the provisions of the 1952 constitution, which gave power to the regional governments to promulgate educational policies. This encouraged the regional governments and politicians to inject their ideologies into the provision and management of education. Politics played vital role in allocation of resources, location of schools, recruitment of teachers, appointment of administrators/school heads, curriculum design and implementation strategies among others. These, consequently are assumed to impact on effectiveness of the education system.

The emergence of the politics of education as a field of inquiry is associated more with developments in educational policy than with distinctive research techniques, methods or theories. In the past, research was retarded by

practicing educators who posited that public education should be a unique non-political function with a separate and independent governmental structure. This isolationist stance led researchers studying school operations to ignore their political environments. In the past decades, social forces affecting the schools have changed this situation and created a more open system of educational politics. Researchers now examine both the interchanges between the government of education and its administration, and the intra-system networks for influence. There is wide spread consensus worldwide that improving the performance of education system is necessary to advance socio-economic development, reduce inequality, enhance the economic competitiveness of nations and possibly fortify government main institutions. Nevertheless, meaningful education reform often fails to get approved or implemented mostly for political reasons.

Statement of the Problems

Politics can be a vital factor that influences decisions in the management of secondary schools in various situations. Since the government has taken over the control and management of secondary schools, political issues, societal interest and environmental influences on the management of secondary schools have come to the fore. Secondary education has a link with society; hence each segment of society tries to interfere with the management of secondary schools to suit their roles in the society. The belief that politics influences the allocation of funds, staff management, provision of basic infrastructure/equipment and school community relation is common among the people of South East of Nigeria. Political influences have positive and negative impact on teaching and learning in schools. In the society, it seems that the management of secondary schools is a fertile ground for politicking and politicians influence the management of secondary education while the principals, teachers, school board members and board of governors of each school obey them to a fault. This servile attitude makes it impossible for principals and teachers to stand their grounds to make demands for their salaries, allowances, promotions, car loans and conducive teaching environment. They embark on strike actions that often yield nothing worthwhile. Teachers, board of governors of schools, secondary school management boards, staff and principals observe that politics influence secondary school management in areas such as in transfer of teachers, promotion of principals, fund allocation, distribution of facilities, upgrading of schools and conduct of examinations. These observations have no empirical backing so far. Some secondary schools in the south east on Nigeria is known to 8 be doing well with good equipment and adequate infrastructure while others unfortunately suffer serious deprivations. Can the popular belief that there is a significant political interference in the running of secondary schools be substantiated? Although, there are a number of researches directed at politics and its consequences in relation to educational policies and National development, none so far has been specific on the relationship among funding staffing and politics of education in Public Senior Secondary Schools in Sokoto State.

Research Objectives

The objectives of the study include;

1. To find out the extent to which politics affect funding of Public Senior Secondary Schools in Sokoto State.
2. To determine the influence of politics on the staffing of public Senior Secondary Schools in Sokoto State.

Research Question

1. To what extent does politics affects funding in Public Senior Secondary Schools in Sokoto State?
2. What are the influence of politics on the staffing of public Senior Secondary Schools in Sokoto State?

Research Hypothesis

The following research hypotheses are formulated to guide the conduct of the study.

1. H_{O1} There is no significant relationship between politics and funding of Public Senior Secondary Schools in Sokoto State.
2. H_{O2} There is no significant relationship between politics and the staffing of public Senior Secondary Schools in Sokoto State.

Literature Related Review

Politics of education is both a study and skill as to how power exercised, by whom and for whose benefit. It is an integral part of the operation of public education (Target Study, 2019). Politics in education is not just about the ways of election of school board members or local school councils but it is an integral part of day-to-day life. Politics is about negotiations over the allocation of scarce resources and about deciding who gets what (Ewuyemi, 2023). The emergence of the politics of education as a field of inquiry is associated more with developments in educational policy than with distinctive research techniques, methods, or theories. In the past research was retarded by practicing educators who posited that public education should be a unique non-political function with a separate and independent governmental structure. Because so many of the top appointments are political in nature, even to positions which require technical considerations seem to predominate with promotion through strict civil service procedures. Ewuyemi (2023) observed that technical decisions are frequently differed in order to make the correct political decisions. In some instances, of course, decisions based on technical and political grounds correspond, but in other instances, political decisions are not supported and are perhaps even contradicted by technical evidence. Research such as Adeyemi (2010); Fabunmi, Akinwumiju and Uyanya (2012) and Ijaduola (2018) have drawn a distinction between two types of politics in schools. They include micro and macro polities. The term micro politics refers to the use of formal and informal power by individuals and groups to achieve their goals in organizations. Cooperative and conflictive

processes are integral components of micro politics. Conversely, macro-politics refers to how power is used and decision making is conducted at District, State and Federal levels. Macro-politics is generally considered to have noted that micro and macro politics may exist at any level of school systems, depending on circumstance. In a highly politicized atmosphere, the reaction of decision-makers to evidence objectively determined may be to accept or reject such evidence on political grounds. It is quite clear that the bureaucracy, which permeates the education services in Nigeria, has been the same instrument for making political and education decisions.

Ideally, politics influences education through the politics and decision that are made by the political leadership to ensure the realization of the National, State or political party objectives through which they preach what they believe.

The multitude of developing nations that gained their independence after the second world war, according to ljaduola (2018), were affected by the immediate necessity of establishing governments, complete with civil services of every kind. Since most of them were also intent on industrializing as rapidly as possible and since education is regarded as indispensable to industrialization; they were forced to expand their educational systems as fast as they could. Moreover, public education is by necessity an extension of the political system, resulting in schools being reduced to vehicles for implementing political mandates. For instance, during the past thirty years, education has become federalized through dynamics, both indirect and direct. As government policy and practice, bureaucracy is that politics prefers leadership characteristic above expertise.

The first and perhaps the greatest challenges facing Nigeria and making it difficult for good quality education that is capable of bringing about sustainable development is inadequate funding by Federal, State and Local governments to the extent that funding has been in response to conditional ties imposed by International Financial Institutions (IFTs). In 1997 up to 2020 statistics until recently, show that Federal Government expenditure on education was below 10% of overall expenditure as against the UNESCO recommendation of 26% of national budgets (Mahmoud, 2023).

School districts receive funding from State, Federal and Local sources. The Federal Government adds moneys to State and Local funds, but it doesn't mandate fiscal equality between schools within a district. Administrators have some discretion over how funds are allocated for staffing at their schools. Since they are accountable to the district for standards-based learning, they must choose their staff wisely interns of quality and quantity, in order to accomplish that goals.

In Nigerian schools today, teaching appointments are sometimes guided by politicians, not the qualification and performance of the applicants at the interview. Ministry officials and administrators used their political offices or influences for the education of their children. A sensitive issue that crippled the development of education is the ways and manner Politician influence the recruitment exercise of teachers (Ewuyemi, 2023).

According to Ogunsola and Oyekale (2023), many people today are after securing job for their wards, because of the high rate of unemployment, not bothering whether their wards are qualified or not. This has contributed to recruitment of many unqualified teachers in our schools (Mahmud, 2013). The problem of poor teachers' recruitment practices. Recruitment of academic staff into quality of teachers in the system can also be traced to inappropriate public institutions at all levels is no longer based on merit and honoured rigorous process. In higher institutions for instance, Departments and Faculties no longer have a say in the recruitment of staff. Heads of Departments are now directed to "admit or appoint bearer'. The situation is worse in Secondary Schools, Colleges of Education and Polytechnics, where the Ministries of Education direct Principals, Provosts and Rectors to "admit or appoint bearer'.

Haphazard planning and over politicization of the educational enterprise has been the bane of Nigeria's education sector. In the past, programmes were hastily designed and implemented without calculating their long-term cost and implications. As observed earlier, the Nigerian Government went into the UPE programmes without calculating the cost implications and the burden of managing the hundreds of schools and paying for or maintaining the tens of thousands of teachers and physical structures that would be involved. The 6-3-3-4 policy is another case of a hastily designed and implemented programme. It was a brainwave that was supposed to produce junior high school graduates who could option out of the regular high school curriculum for science, technical and agricultural specializations. Of course, no sooner had the policy began than all the operators abandoned its bogus and meaningful intensions.

Onyeachu (2008) viewed curriculum implementation as the process of putting all that have been planned as a curriculum document into practice in the classroom through the combined effort of the teachers, learners, school administrators, parent as well as interaction with physical facilities, instructional materials, psychological and social environment. All these show that curriculum implementation is the interaction between the teachers, learners and other stake holders in education geared towards achieving the objectives of education. However, there are so many implementation issues in secondary education curriculum. They include:-

Provision of facilities: provision of instructional materials; teachers' participation in decision-making and curriculum planning; adequacy of qualified teachers; funding; application of Information and Communication Technology; motivation of teachers which were the resultant effect of policization of education.

Research Methodology

The type of research adopted for this study is descriptive research of correlational design.

Descriptive design are research strategies that enable the investigator to describe the occurrence of variable or the relationship between or among variables (Kola, 2016). It is appropriate to the research because it has to existing variables i.e politics of Education and administrative. The effectiveness population of this is all Public Senior Secondary Schools in Sokoto State under Ministry of Basic and Secondary Education, Ministry of Science and

technology as well as Arabic and Islamic education Boards. The population of schools are 134 Public Senior Secondary Schools with population of 3736 which comprises, Principals, Vice Principals and teachers as the target population of the study by the used of research advisor (2006).

A simple random sampling techniques was use in selecting a sample 15 Public Senior Secondary schools as the sample schools across Ministry for Basic and Secondary Education, science and technology as well as Arabic and Islamic Education Boards across three senatorial zones in Sokoto state. Stratified random sampling techniques was be use in selecting a sample 436 respondents for the study. The data was analysed by the use of Pearson product moment correlation Co-efficient (PPMC).

Findings of the Study

The finding are presented based on hypothesis testing at 0.5 level of significance which include:

Hypothesis Testing

H_{01}: There is no significant relationship between politics of education and funding of public secondary schools in Sokoto State.

Table 1: Relationship between Politics of Education and Funding of Public Senior Secondary Schools in Sokoto State.

Variables	No	X	SD	df	Calculated r-value	Critical r-value	Decision
Politics	436	34.77	18.31	414	.72	.195	H_{01} rejected
Funding of Secondary	436	14.32	12.12				

Significant, P< .05, fd 214

Table 1 above shows that the calculated r- value (.72) is greater than the critical r- value of (.192), at 0.05 level of significance with degree of freedom 214. In view of this, the null hypothesis which states that there is no significant relationship between politics of education and funding of public senior secondary schools in Sokoto State was rejected. Hence, significant relationship exists between politics of education and funding pattern of public senior secondary schools in Sokoto State.

H_{02}: There is no significant relationship between politics of education and staffing pattern of public senior secondary schools in Sokoto State.

Table 2: Relationship between politics of education and staffing pattern of public Senior Secondary Schools in Sokoto State

Variables	No	X	SD	df	Calculated r-value	Critical r-value	Decision
Politics of Education	436	34.77	18.31			195	**H_{02}**
Staffing Pattern	436	46.38	24.12	214	64		Rejected

Significant, P<. 05, df = 214

Table 2 above shows that there is significant relationship between politics of education and staffing pattern of public senior secondary schools in Sokoto State. This is because the table r-value (.64) is greater than the r- critical which was .195. Therefore, the null hypothesis which states that there is no significant relationship between politics and staffing pattern of public senior secondary schools in Sokoto State was rejected. Hence, there exists a significant relationship.

Summary of Findings

1. There is significant relationship exist between politics of education and funding among public Senior Secondary Schools in Sokoto State.
2. There positive significant relationship between Politics of education and staffing pattern in public Senior Secondary Schools in Sokoto state.

Discussions of Findings

The findings indicated that there is positive significant relationship between funding and staffing in public senior secondary schools has significant implications:

1. **Improved teacher quality:** Adequate funding enables schools to attract and retain top talent, leading to better academic outcomes.
2. **Reduced teacher turnover**: Sufficient funding can reduce teacher burnout and turnover, ensuring stability and continuity for students.
3. **Enhanced student experience:** Well-funded schools can provide resources, facilities, and programs that enrich students' learning experiences.

To build on this, policymakers and educators might consider the following:-

1. Allocating sufficient funds to support staffing and teacher development.
2. Implementing strategic hiring and retention practices.
3. Providing ongoing professional development opportunities.

Conclusion

The paper concludes that, politics of education play a significant vital role in term of funding, without commitment from the political class funding of public senior secondary Schools can not be possible which resulted in creating some many challenges which include inadequate

teaching and learning materials poor remuneration of teachers among others. The paper concluded that there is positive significant relationship among funding, staffing pattern and politics of education in pubic Senior Secondary Schools in Sokoto State.

Recommendations

1. The paper recommended that appropriate funding strategies should provided by political class in order to have adequate funding in public Senior Secondary Schools in Sokoto state.
2. Recruitment, appointment and promotion should be given priority by policy maters, political officer holders and school administrator in order to improve more staff pattern among publics Senior Secondary Schools in Sokoto State.

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