



INFLUENCE OF PARTISAN POLITICS ON THE MANAGEMENT OF SECONDARY SCHOOLS IN ONUEKE EDUCATION ZONE OF EBONYI STATE, NIGERIA

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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 four null hypotheses were formulated to guide the study. Comprehensive related literatures were reviewed. 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. Mean (\bar{x}) and standard deviation (SD) with rating scale of 2.50 was accepted and ttest to test the null hypothesis at 0.05 level of significance. From the findings of the data, analysis showed that: partisan politics to a high extent influences funding of secondary schools, staff personnel administration in public secondary schools in Onueke Education Zone of Ebonyi State. Hypotheses revealed that, there is no significant difference in the mean ratings of male and female respondents from secondary schools in Onueke Education Zone of Ebonyi State. Based on the findings, it was recommended that government should take full responsibility of funding secondary schools without partisan political influences. State Education Board and Ministry of Education should effectively administer the provision and management of staff Personnel in secondary schools without political favoritism and manipulations.

Keywords: Influence, Partisan Politics, Management, Principals, Teachers, Public Secondary Schools,

INTRODUCTION

1.1 Background to the Study

Nigeria is a nation with diverse, geopolitical and religious ethnic groups, which 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 management of Schools in Nigeria, through government interferences and policies, because politics and school management are inseparable for quality implementation of education goals in our society. The objectives of education are achieved through the control, coordination; management, financial and mode of allocation of facilities are inseparably with government policies, politics activities and functions for social development.

Politics as pointed out by Okeke (2019) are not only restricted to political parties as practiced in Nigeria society but also for the appointment of officers for the management of educational institutions for human and social development. Ogbonnaya (2013) 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) 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) 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. It is an instrument for finding solutions to social, economic, scientific, technological and

educational problems of a nation and welfare of communities, local and state government. The business of politics, therefore, involves both the laying down of general principles and application of concrete solutions for the development of the individual and society. These implies that politics is concerned with attracting, securing and maintaining the wellbeing of the society, which suggest that politics is an instrument for finding solutions to social, economic, scientific, technological and educational problems of a nation or state. The implication of the above is that politics is an unavoidable phenomenon in every human society for leadership, empowerment and overall development of man. It is all-embracing factor for leadership, with powers for decision-making, allocating of resources, and settlement of conflicts, provision of social amenities as well as the provision and management of education, its facilities and personnel administration.

Societies cannot think of having an established government without politics, as inseparable factor for leadership and development in our society and for creation of awareness to the citizenry and of the state. It is on this background that Okeke (2019) stated emphatically, that politics plays important role in decision-making, control, establishment and governance of secondary schools' with process of control, decision-making, management, implementation strategies, method of resources allocation to different communities to achieve desired quality educational goals. As such, political order ensures provision of developmental plans, quality education as well as capable of influences in the management and policies that guide education and development of the society. Ogbonnaya, (2017) observed that politics in all society influences policies on funding, staffpersonnel, provision of basic infrastructure and equipment with cordial school-community relations. When the political influences are favorable to

management and the development of education, it is regarded as positive, but when the interference of government is inimical to the rules and regulations of the school management, it is negative because of the objectives of secondary education are hampered, thus, teaching and learning will be ineffective.

Thus, politics in this study is a situation and application of political powers by those in government offices to influence the smooth running of social affairs rather than by the established guidelines for the development of the society. In other words, it is a situation where groups of individuals in positions of authority do not follow due processes in the appointment and allocation of social amenities for social services and development of the society. 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 are described by academics experts in various ways, According to Charles (2018), is viewed as 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.

Male and female principals' demonstration of capacities for management has been of great concern to the people in the society, with the insightful observation of women doing better to men because of their natural abilities in the management of the home and children. Women by nature has outstanding qualities in educational administrative

abilities because of their caregiving skills, abilities and capacities than men. This highlights the obvious impact of Okoroma (2016) studies on administrative abilities of male and female principals and goals achievement. Even so, Aja-Okorie (2022) assert that management is a set of activities classified by concern, with the process of planning, organizing, controlling, directing and staffing of personnel and resources, towards attainment of organizational goals and objectives. Hence, it is a professional way of guiding, leading, controlling and directing the efforts of people towards realization of their common goals and objectives.

Omebe (2014) 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. In agreement with the above, Charles (2018) opined that management is the administration of the educational system in which a group combines human and material resources to plan, strategize, supervise and implement structures to execute an education programme. 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. Charles further stated categorically that, school management is the application of the systematic process of planning, organizing, coordinating, controlling and evaluating human and material resources in an organization. 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, decisionmaking, coordinating, reporting, evaluating, programming and budgeting of the school activities to achieve the goals of education.

Osuji (2016) 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 school in areas 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 (2017) 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 make the school to attain its goals. In order to achieve the stated objectives of school management, Enyi (2022) 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.

1.2 Statement of the Problem

It has been observed that politicians and political parties as campaign officers are using school principals who were expected to carry out official management and oversight function of secondary schools in Onueke Education Zone. Thus, negating the main role of their functions at various schools. As such, the schools facilities used as campaign camps for political activities and other political events to show support for ruling political parties. Even so, partisan politics has greatly influenced secondary school management in Onueke Education Zone in the following points

Inadequate funds hinders promotion of quality administration of secondary schools in the society, it was also observed that funds provided to local education authorities by government in power are insufficient for quality administrators, smooth running and implementation of education programmes in Onueke Education Zone of Ebonyi State. Abuse of school infrastructural facilities, and its use for political activities. As school administrators were used as instruments to promote political parties with ambitious movement from one political meetings to another, thereby negating their professional roles in the management of schools for quality education in the society. This attitude endanger schools from one risk of attacked to another by other political opponents who are aware of the principals' involvements in politicking and therefore, hamper peaceful and conducive nature of school environment, thereby affecting the teachers, principals or lead to the closure of the schools. Politicizing school personnel management by politicians has been the problem of politician interest in the employment of personnel for civil and public service has greatly influence quality services in the secondary schools in Onueke Education zone,

wherein unqualified personnel both by employed and or posted to schools without professional standard followed in the recruitment or appointment of teachers and principals. Also, Political thuggery, insecurity and uncondusive atmosphere, hampers cordial relationship between the school and the community, wherein, many youths in Onueke education zone act as thugs for political mercenary to kill and cause evil in the school community. Sometime, dead bodies are found in classrooms or around the school-community, which disrupts peaceful atmosphere for teaching and learning over a period of time. Indeed, political manipulations and political interest has greatly influenced quality secondary education in Onueke education zone, which motivated the conduct of the research work.

Some secondary schools in Onueke Education Zone of Ebonyi State were observed to be good condition by the provision of good equipment and adequate infrastructure while others unfortunately suffer severe deprivations as a resultant effect of partisan political influence in the management of Secondary schools in the state. Although, there are other studies directed at politics and its influences in on education and its implementation, none was specific on the influence of partisan politics and its influences on educational management. Hence, this study on the influence of partisan politics on the management of secondary schools in the Onueke Education Zone of Ebonyi State of Nigeria deemed worthy of empirical investigation.

1.3 Purpose of the Study

The main purpose of this study was 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) ascertain the influence of partisan politics on personnel management of secondary schools in Onueke Education Zone.

1.4 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) ascertain the influence of partisan politics on personnel management of secondary schools in Onueke Education Zone.

1.7 Hypotheses

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

H₀₁: 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. **H₀₂:** There will be no significant difference in the mean ratings of male and female respondents on the extent partisan politics influence staff personnel administration of secondary schools in Onueke Education Zone.

Conceptual clarification/ framework

2.1.1. Educational Management

Management as described in various ways as organizational administration. Ogunu, (2015) defined management as the effective coordination

and utilization of human and material resources of an organization for the attainment of specific objectives. UNESCO, (2019) highlighted it as a social process designed to ensure the cooperation, participation, intervention and involvement of others in the effective achievement of a given or predetermined objective.

Management, according to Akuma (2022) simply means the process by which a group of people in authority plans organizes, communicate, coordinate, control and directs the actions and activities of an organization orderly to achieve the stated objectives of the organization. In addition, Ogbodo (2014) opined that management is a social or interactive process involving a sequence of coordinated events such as, planning, organizing, coordinating and controlling or leading in order to use available resources to achieve a desired outcome in the fastest and most efficient way. Again, Nwachukwu (2018) saw management as the coordination of all the resources of an organization through the process of planning, organizing, directing and controlling in order to attain organizational objectives. Obi (2013) explained that management involves the strategy of innovation, initiating change, creative problem solving, and decision making. It also involves actively seeking out alternatives and opportunities, reformulating goals, and priorities, redeploying resources, negotiating and resolving conflicts. It involves dynamic or active leadership, diplomacy, and a high degree of risk taking and entrepreneurship. The above definitions imply that management is a social process, which is dynamic in nature and has goals to achieve. It does not consist of formula of fixed pattern; hence, management involves planning, organizing, staffing, directing, controlling and coordinating all the efforts of people towards the achievement of goals.

In summary, management is considered as the process through which human and material

resources effectively and efficiently utilized to achieve the set goals of an organization or institution like schools. There are such types as education management; business management and hospital are management. In his view, Obi (2003) sees secondary school management as the process of achieving educational objectives through efficient utilization of available human and material resources. This definition also implies that educational management involves planning, organizing, controlling, coordinating and evaluation of human and material resources. The importance of management in secondary schools cannot be overemphasized. It is with an efficient management that an institution like secondary school can plan, organize, staff, control, direct and coordinate its activities to achieve predetermined goals. The task of the administrator is to establish the environment for group efforts for individual contribution to group objectives with the least amount of input as money, time, effort, comfort and materials.

Osuji (2016) pointed out that secondary education system of Nigeria aims at developing individuals to their fullest capacity so that in turn, they would contribute to the achievement of the ideals of their governments. It is an accepted fact that each nation, through its educational process, brings up its youth for the achievement of the nation's goals. These are essential duties for every government in power to bring their youth to the fullest capacities to manage their scarce resource. There is no wise government without the interest of its people at heart, which cares for the society, solving their national and domestic problems, safeguarding their rights as citizens, and giving them adequate education to make them be independent. Laws guide Nigerian secondary education system from the early times on how to manage secondary schools to achieve the national objectives. In Nigeria, the constitution pointed out the role of the federal, state and local governments in the management of secondary school system. This was

evident in traditional Nigeria society, as the roles of the town; village and family defined to achieve their aims.

2.1.2. Funding of schools

Funding is a term in management of affairs; this does not exclude the management of educational institutions, which indicates that funding is a necessity for the implementation of any educational policy. Madumere-Obike, (2013) Fund are appropriately used in the day to day running of the educational institution, which span over transportation cost, erection of new building and maintenance of existing one.

Education funding strategies: Education as an industry with its peculiarity requires lots of input in form of funding for survival with functional form of operations. However, this peculiarity stands as militating factors affecting education sectors from raising funds as is expected to due to large capital outlay Nwakudu, G.N (2014). The federal government in the National Policy on Education (NPE: 2016) stated that the success of any system of education is hinged on proper planning, efficient administration and adequate financing. Yet funds meant from education often diverted to other sector by the government (Jaja, 2014). Financing education in recent times seen as a sole responsibility of the different level of government. Financing education is therefore the responsibility of all the stakeholders, such responsibility ranges from external aid, school fees, levies, school fund raising ceremonies, allied school business, sales of students' arts and craft Nwakudu, (2014). In recent times, the incidence and willingness for international bodies to give out grant and aid have recorded downward trend. Their assumptions and excuses ranges from the fact that most of the countries seeking this grants and aids are very capable to sponsor its education (Nwagwu, 2019). In this notion, the floor of funding school made all embracing due to the increasing need of

educational services by all sundry. Even the communities have served in terms of provision of food, land, and examination fees. However, some revenue is generated in terms of revenue allocation from the consolidated funds (otherwise known as Federation Account), A higher education tax (2 per cent) imposed by the government on all profit declared by companies operating in Nigeria.

Annual budgeting allocations to education by federal and state governments from which higher education will receive its share; internal institutional revenue generated through business ventures, partial recovery of academic cost through fees etc., funds from alumni associations, private sector contribution. Voluntary Agency contributions and donations from philanthropic individuals Obasi (2017) further suggested that other strategies might include School fees, Levies and School fund raising ceremony, making it compulsory for students to use materials sold by the school. In fact, in some schools, students are not allowed to buy anything outside the school, including things as pen, pencil, eraser, crayon, sharpener, ruler, etc. another way is sales of students' art and craft materials, even in the process of teaching. Thus, encourage the provision of some cultural art materials, these materials used for their assessment offered for sale to the public. Other approaches also include: School farm proceeds, school cultural dance troop and choir, Bob-ajob, alumni association and aids, school sport team, exhibitions, free will donations, inter-house sport sponsors, prizes won from inter-school competition, school stock and trading activities etc.

2.1.3. Personnel Management

Personnel Management is, also called personnel administration. It is the development of the people and not the direction of things. Managing people is the heart and essence of being a manager. Thus, a Personnel Manager is a manager and as such, he must perform the basic functions of management. He

exercises authority and leadership over other personnel. Its functions involve the use of POSDCORB, i.e., planning, organizing, staffing, directing, coordinating, reporting and budgeting of according to Luther Gullick in MBA Skool (2021) the work of those who are entrusted with the performance of operative functions. In other words, managers procure process and peddle, find and employ resources, develop services, and find markets for their output. MBA School Team, (2021), explained POSDCORB as an acronym means Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting coined in a paper on administrative management that of the Brownlow Committee by Luther Gulick and Lyndall Urwick. POSDCORB used as a systematic framework for efficiently executing business processes in a company or by an individual. They identified Steps of POSDCORB. As we have already understood that POSDCORB is a series of steps for management, we need to understand these steps. These are various steps or stages involved in a typical administrative process. POSDCORB explained sequentially in detail below:

1. Planning: This essentially refers to establishing a broad sketch of the work to be completed and the procedures incorporated to implement them. Planning is the first and most important step in POSDCORB as it sets the overall structure of the process with activities and timelines.
2. Organizing: Organizing involves formally classifying, defining and synthesizing of functions at various work subdivisions for maximum productivity. It makes sure that the activities and timelines in the first step of planning are refined and organized further so that right people staffed to execute these tasks.
3. Staffing: This involves recruiting and selecting the right candidates for the job and

facilitating their orientation and training while maintaining a favorable work environment.

4. Directing: This entails decision making and delegating structured instructions and orders to execute them.
5. Coordinating: This refers to orchestrating and interlinking the various components of the work.
6. Reporting: Reporting involves regularly updating the superior about the progress or the work related activities. The information dissemination can be through records or inspection.
7. Budgeting: Budgeting involves all the activities that under Auditing, Accounting, Fiscal Planning and Control.

2.1.5. Partisan Politics:

Education is a battle for the National development in Nigeria and the relationships between education, development and politics are complex with dividing lines sharpened when closely examined. Essentially, the decisions about education management are tied up with wealth and power. Okeke further said that a proper understanding of the policy trends in respect of the provisions and management of education, to illuminate the political and economic issues of the country at any given period. There is no gainsaying the fact that generally, education has tremendous political and economic significance in Nigeria as well as several interests, which focused on it. Nevertheless, the country's educational problems are more political than legal.

In Nigeria, the problem of the national education system provides abundant material for national conflict. Education plans has continuous to been influenced negatively by politics (Okeke, 2019). Management of education is not an exception. The national aims of and positive attempts at massive democratization of secondary education in Onueke (Nigeria) readily illustrated the

fact that secondary education had remained a necessary function of politics (Awogemi, 2014). The author stated further that the politics of secondary education, the national aims of making secondary education available for every child, the idea of using secondary education to wipe out hunger, illiteracy, ignorance and disease are on the whole less education than political. Secondary education had been a necessary function of politics. The methods that are to be adopted and the likely solutions to problems that may arise from government attempts to regulate the aspirations of the peoples are related to politics which in turn determines the type of secondary education. From this point, Osuji (2016) projected Aristotle's view that man primarily as "a political animal" and maintained that economic and social relations of man as coordinated by politics.

On this premise, politics was broadly defined as a "comprehensive study of man in his moral and social relations. In another aspect, politics connotes making decision by public means, the activity by which issues settled, an activity that geared towards ensuring the welfare of the people, an activity that touches the life and determines the future of all aspects dealing with the community. Politics in part involves action and cooperation with others for common ends.

A. Influence of Politics on Secondary Education in Nigeria

Educational system is a complex organization of relationship and interactions between dependent and interdependent bodies, groups and individuals; aimed at achievement of educational goals. The bodies, groups' and individuals are usually government, religious groups, voluntary bodies, teachers' associations, parents, board members and the public. The educational functionaries are interdependent and may often belong to two or more functionaries, which adds to the complexity of the relationship and interactions. A teacher may be a parent and a member of political party and of the government (Taiwo,

2020). The public includes employers, some of whom might be parents. The interactions aimed at achieving educational goals, about which there is usually no complete agreement because of politics. One nation sees education as a privilege of the growing generation and another sees it as a duty to the children in preparing them for service to the nations. These views are bound to influence the interactions and the activities concerned with the achievement of national educational goals. Nigeria is a highly politicized society amidst the diversity of ethnic linguistic, geographical and religious interest and all these affect the management of secondary schools in the Onueke Education Zone.

The political process in the educational policy formulation and implementations, the link between societal concerns and government actions, laws and policies permeate and affect the management functions of secondary schools (Okeke, 2019). Conflicts arise out of frequent changes in government, political instability and inconsistency in the overall national development and implementation of educational policy. Education, seen by many as an opportunity to control and direct the thought and destiny of the people within the community. Okeke, (2019) observed that political, economic has cultural significance on secondary education administration which explains the reasons for the continuing competition for power, influence and authority in the educational enterprise between the educationalists, administrators, economists, politicians parents, the civil servants, the businessman, the churches and religious organizations, the educational interest groups, political parties and other organizations and the governments. Thus, Okeke further explains that education has become an arena for struggle among actors pursuing conflicting desires on public issue. The system witnessed augment roles of the federal and state government as well as public and private agencies. There were towards increased national influence, on the one hand, and the resultant counter

thrust of the resurgence of state and local influence on the other hand, through a great measure of autonomy prevailing at the local level. The establishment and activities of education commissions, no doubt, enabled one to sense the aspirations, thrust and frustrations at the state level. Those who control the vital resources of power invariably control public policy.

Professional bureaucracy, boards of education and the teacher's organization are known to hold tightly to power. The legislature and intergovernment relationships also influence secondary schools. In developing nations of the world, educational systems based essentially on the check and balances of power and on the processes of consultation and negotiation. The phenomenon has tremendous political influence and several types of interests focused on it. According to Taiwo (2020) the governance of secondary education has become inextricably connected with the politics of the state and the federal governments.

B. Politics and School Management The concept of politics has become the problem of the socio-cultural, human and educational development and progress in our society, which has raised a concern amongst patriotic citizen, educators and social scientist on the subject. Both agreed that politics is not restricted to political parties but is also there in the Nigeria markets, banks, the ministries, educational institutions, military establishments, churches, sports, business, commercial and industrial factors of our economy (Ogbonnaya, 2013). This is because educational planning in the final analysis is a political process of give and take hence it is a central policy issue. The objective of education; the control, production process variables, financial and accreditation systems are tied inescapably to politics.

Any government in power pounces on education promising support and control. It is used as a vote weapon with unrealistic promise (Ogbonnaya,

2013) because education is a public good, government of all ages in Nigeria see it as a gift to the people rather than an outgrowth from their needs and values. Education sector depends on some authorities for its supply, and maintenance by way of fiscal support. It "cannot" generate enough funds for itself demanding politics experts, school management, educational policies and practices are different in many states of Nigeria. The management is highly interfered by the government without genuine commitment. The technocracy of school management only operates within the political ideology framework of the government in power without any regard to the socio-economic realities of the day. There is politics of education and politics in school management. Government quota system, admission in unity schools, in the appointment of principals, promotion, giving of grant to run the school, welfare of the principals, in providing funds equipment and even government interference in school community relation. All these affect the management of secondary schools and the smooth running of the schools.

RESEARCH METHOD

This chapter presents the method and procedures adopted for the study. It discussed the following; design of the study, area of the study, population of the study, sample and sampling techniques, instrument for data collection, validation of the instrument, reliability of the instrument, methods of data collection and data analysis.

3.1. Design of the Study

The Design adopted for the study is descriptive survey. According to Abonyi, Omebe, Okereke, Anugwo & Nnachi (2022) a descriptive survey studies a group of elements or items by collecting and analyzing data from only a few people or items considered as representatives of the entire group. Descriptive survey aims at systematic description of the characteristics and facts about groups of people,

items or areas. This design is appropriate because it seeks to collect data from respondents on Influence of Partisan Politics on the Management of Secondary Schools in Ebonyi State Central Educational Zone.

3.2. Area of the Study

The study was carried out in Onueke Education Zone of Ebonyi State of Nigeria. Ebonyi state is made-up of three educational zones namely Afikpo Education Zone, Onueke Education Zone and Abakaliki Education Zone. Ebonyi state is one of the South-East States of Nigeria, and the inhabitants of the area are of Igbo speaking. Ebonyi shares boundaries with Cross River in the East, Abia State in the South, Enugu State in the West and Benue State in the North. Onueke Education Zone was chosen because of the people observed nature of political interest and involvements and with some observed inadequacies in the provision and management of Secondary Schools in the area, amidst their people to be much interested in education.

3.3. Population of the Study

The population of the study consisted of eight hundred and fifteen (815) education personnel, and made up of 66 male and female Principals, 538 male and female Teachers, 134 male and female Officials of Secondary Education Board, and 77 male and female Officials of Ministry of Education, Ebonyi State, HOD PRS Secondary Education Board (SEB) Ebonyi State

3.4. Sample and Sampling Technique

In order to ensure that samples are 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. Which was made up of 30 male, and 30 female Principals, 200 female 200 male Teachers, 30 female 30 male Officials of Secondary

Education Board, and 20 female 17 male Officials of Ministry of Education Ebonyi State.

3.5. Instrument for Data Collection The instrument for data collection is a questionnaire titled; Questionnaire on Influence of Partisan Politics on the Management of Secondary Schools (QIPPMOSS). The researcher from the review of related literatures developed the items. It is a structured self-reporting questionnaire consisting of (A) personal data and (B) five other sub-sections with varying number of items arranged in clusters. The personal data section of the instrument designed to elicit personal information about each respondent such as state, name of the school and status. Section B comprised 18 items in two (2) 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 (9) items on the impact of politics on the provision of basic infrastructures.

3.6. Method of Data Collection

The researcher administered the questionnaire to the respondents; he allows them to respond and then retrieved the instruments directly them. The researcher employed direct delivery method in the administration of the instrument, which was collected same day as time permitted. This enabled positive responds from the respondents for whom the instrument was meant to get feedback from, through the questionnaire instrument.

3.7. Methods of Data Analysis

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, 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 $t_{critical}$.

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RESULTS

The results of this study are presented in tables, corresponding to the research questions and hypotheses that were formulated for the study as follows:

4. 1. Research Question

Research Question 1. To what extent does Partisan Politics Influence Funding of Secondary schools in Onueke Education Zone Education Zone of Ebonyi State?

Table1: 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	HE
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	3.44	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	HE
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	3.43	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	3.71	0.79	HE
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 Personnel Management in Secondary Schools in Onueke Education Zone Education Zone of Ebonyi State?

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

S/N	ITEM STATEMENT	N	X	SD	DEC
10	Preferential treatment on principal by Government in power, 557 3.74 0.66 HE usually generate conflicts.				
11	Recruitment of unqualified teachers into secondary schools shows bias in employment of academic personnel leading to 557 3.17 0.66 HE low quality lessons delivery.				
12	Principals' victimization of teachers who are not from the same 557 3.42 0.74 HE location leads to rancor in school.				
13	Government interference in the appointment of secondary 557 3.60 0.75 HE school principal causes bitterness among teachers.				
14	Favoritism often employed in the promotion of staff leads to 557 3.45 0.80 HE poor school management.				
15	Bias in the appointment of personnel to carryout duties leads 557 3.45 0.72 HE to inefficiency.				
16	The issue of favoritism in the appointment of staff to key positions in the school system leads to conflict among teachers 557 3.43 0.82 HE and principals.				
17	Government interference in the appointment of principals 557 3.31 0.70 HE makes some principals autocratic in nature.				
18	Inability of government to support the in-service training of 557 3.76 0.69 HE staff affects the competencies of such staff.				
GRAND MEAN			3.48	0.73	HE

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

Table 2 presented the analysis of items 10 to 18. The results state that all items have mean scores of 3.17 to 3.76 and standard deviation scores that are greater than the criterion mean of 2.50 as established, and indicated high extent. While the grand mean of 3.48 as seen on the table show that,

the respondents agreed that Partisan Politics influence Personnel Management in secondary schools in Onueke Education Zone Education Zone of Ebonyi State to a high extent.

4. 2. Research Hypotheses

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.

Table 3: 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	NS
	Female	278	3.75	0.54				
2	Male	279	3.19	0.62	557	-0.607	0.544	NS
	Female	278	3.23	0.67				
3	Male	279	3.43	0.69	557	-0.325	0.745	NS
	Female	278	3.45	0.72				
4	Male	279	3.68	0.60	557	0.156	0.876	NS
	Female	278	3.67	0.66				
5	Male	279	3.50	0.74	557	1.251	0.212	NS
	Female	278	3.42	0.78				
6	Male	279	3.42	0.73	557	-0.324	0.746	NS
	Female	278	3.43	0.68				
7	Male	279	3.39	0.81	557	-0.23	0.818	NS
	Female	278	3.41	0.80				
8	Male	279	3.23	0.69	557	-1.284	0.2	NS

	Female	278	3.30	0.70				
9	Male	279	3.70	0.79	557	0.124	0.902	NS
	Female	278	3.70	0.78				
Overall		278.5	3.50	0.702	557	-0.077	0.63	NS

Key: Significance (S), No Significance (NS)

Table 3 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 funding of secondary schools in Onueke Education Zone stands rejected. While the alternative hypothesis of significant difference is upheld.

H02: There will be no significant difference in the mean ratings of male and female respondents on the extent partisan politics influence staff personnel administration of secondary schools in Onueke Education Zone.

Table 4: t-test of difference in the mean responses of male and female respondents on the extent partisan politics influence staff personnel administration of secondary schools in Onueke Education Zone.

Items	Category of Respondents	N	X	SD	Df	T-cal	P-Value	Decision
10	Male	279	3.7455	0.67037	557	0.21	0.833	NS
	Female	278	3.7338	0.64237				
11	Male	279	3.2079	0.61732	557	1.543	0.123	NS
	Female	278	3.1223	0.6899				
12	Male	279	3.4731	0.71858	557	1.64	0.102	NS
	Female	278	3.3705	0.75725				
13	Male	279	3.6129	0.75435	557	0.135	0.892	NS
	Female	278	3.6043	0.74192				
14	Male	279	3.4946	0.80409	557	1.347	0.179	NS
	Female	278	3.4029	0.8036				
15	Male	279	3.4767	0.74331	557	0.968	0.333	NS
	Female	278	3.4173	0.7048				

16	Male	279	3.4516	0.81155	557	0.495	0.621	NS	Female
	278	3.4173	0.82732						
17	Male	279	3.3262	0.67674	557	0.403	0.687	NS	Female
	278	3.3022	0.72754						
18	Male	279	3.7778	0.68965	557	0.562	0.574	NS	
		278	3.7446						
		278.5	3.27		557	0.81	0.48	NS	
Female				0.70293					
Overall				0.69					

Key: Significance (S), No Significance (NS)

The result presented in Table 4 indicates that there is no significant difference in the mean ratings of male and female respondents in items 17 to 25 respectively. With an overall t-calculated value of 0.81 and P-value of 0.48, 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.

DISCUSSIONS

5.1 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. These influences as observed through misappropriation of funds, disrupts quality education and its functional implementations in various schools, with principals who are not on

the good book of politicians, or those against the party in power do not receive enough imprest from the government and favoritism in the disbursement of fund leads to conflict in schools. 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. Thus, 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.

5.2 Extent partisan politics influence personnel management in secondary schools. The data analysis in Table 2 revealed that all the items 10 to 18 have mean score ranging from 3.17 to 3.76 that are greater than the criterion mean of 2.50 as was established and indicating to a high extent, while the grand mean of 3.48. As seen on table 3 showed that, the respondents agreed that Partisan Politics influences Personnel Management in secondary schools in Onueke Education Zone of Ebonyi State is to a high extent. Therefore, the School management accepted to a high extent that Partisan Politics influence Personnel Management of secondary schools by the observed preferential appointment of principals by government, which generates conflicts in schools, recruitment of unqualified teachers in secondary schools show some bias in favour of a particular community. Thus, this finding is in harmony with the statements of Ogunu (2019) that politics influence the appointment, promotion and transfer of teachers. He further observed that in some school, staff personnel administration forms an important responsibility of the school

administration in achieving the goals of the school and in education in general. Oboegbulem in Mgbodile (2014) stated that political influences the promotion of teachers in schools and influence sponsorship to seminars, workshops and conferences. Therefore, based on the findings, the researcher notes that political interests and powers applied in the provision, appointment, transfer and staff personnel administration has greatly hampered quality education and development of our society especially in Onueke Education Zone of Ebonyi State.

6. 5. Recommendations

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. Government should not apply partisan politics influences that affect quality management of Secondary Schools as the panacea for development and in the society.
3. The state education board and Ministry of Education should effectively administer provision and management of staff Personnel Management in schools without political favoritism and manipulations.

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