

# GOVERNMENT PARTICIPATION IN PUBLIC SECONDARY SCHOOLS ADMINISTRATION IN DELTA STATE.

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## **Abstract**

*The study examined government participation in public secondary schools administration in Delta State. The descriptive research design was adopted for the study, using a questionnaire method of data collection. The population for the study consisted of 414 principals and 14,745 teachers in four hundred and fourteen public secondary schools Delta State. The sample for the study consisted of 50 principals' and 655 teachers using the simple random sampling technique. Test-re-test method of establishing reliability was employed to determine the reliability of the instrument. Cronbach Alpha was used in analyzing it; it gave an alpha value of 0.65. The z-test was used to analyse the data collected. The result of the study showed that there is no significant difference between principals and teachers opinion on the effect of government participation in public secondary schools administration in Delta State; there is no significant difference between principals and teachers opinion on the strategy through which government participation in public secondary schools administration in Delta State; there is no significant difference between principals and teachers opinion on the efforts made by government towards improvement of public schools in Delta State. Based on the findings above, the following recommendations were made among others that The Federal and States government should be more serious and committed to their responsibilities and handle education with the gravity it merits through practical delivery of infrastructures, equipment, human and materials resources, adequate funding, which are vital for educational effectiveness; Both Federal and States government should increase their effort and participation in public schools administration.*

Education in Nigeria is an instrument “par excellence” for effecting national development. It has witnessed active participation by nongovernment agencies, government and individuals as well as government intervention (NPE, 2013). A school is in a sense a small public school consisting of staff and pupils which has its own pattern of rules and regulations and at the same time is an integral part of a much wider government with its pattern of thinking, individuals and social organizations that influence thought and action. In other words, the school does not exist alone. It is a

social institutions, an agency by which desirable social needs may be met therefore a means to an end and not an end in itself. A school derives its existence and life blood from the government and connection which often supports it with materials and human resources (Akpotu and Oghuvbu, 2004).

Education, as the foundation of all societies and the globally competitive economies, is the most efficient way through which a society can face the challenges of today and tomorrow. It is the best instrument for reducing poverty, inequality, improving health, enabling the use of technologies, creating and spreading knowledge (Osokoya, 2012). It is a positive preparation for life and in life (Achumonye, 2006). Suffice it to say that well administered education would equip the individuals with the capacity to understand and adapt to the new problems and the changing situations, awaken intellectual curiosity, encourage their spirit of inquiry and make them inventive, self-reliant and resourceful. Hitherto, Nigeria has recognized that her educational system has deteriorated due to a number of reasons. In order to address this undesirable situation, she has embarked on a reform of the entire educational system in order to provide not only access, but also to improve the quality and efficiency of education in the country through various government participation in the administration of schools.

Education has been identified as a dynamic instrument of change hence, developed countries and those aspiring to development have adopted it as an instrument for excellence for effecting national development. It is against this backdrop that the federal government of Nigeria is committed to the integration of the individual into sound and effective citizen, and in the provision of equal educational opportunities for all citizens of the nation at the primary, secondary and tertiary level, both inside and outside the formal school system (Federal Republic of Nigeria, FRN, 2013).

Secondary education is occupying a vital position in Nigeria education policies programmes. This is based on the belief that secondary education is the earliest education and a foundation upon which other levels of education stand (Grant, 2003). Supporting this, Adler (2008) observed that secondary education is very essential for children growing up atmosphere of poverty in a democratic society like (Nigeria).

In the Nigerian school system, there are changes in the control of schools which have produced corresponding changes in the type of government involved and interest in school activities. To convey some historical insight, one may remember that with the introduction of western education by missionaries in 1884 each mission became a significant member of the government. The participation of the colonial government in the administration of schools programmes beginning from 1886, further increased the size of the government school in 1970, the East Central State Government took over school control and engaged government to build schools, a situation which brought

schools face to face with the political, social, economic and religious life of the government.

In the same vein, the relationship between the government and the school in the funding of education cannot be over emphasized. The government has immense input in the funding of educational projects such as endowment funding, sponsoring of projects and Parents Teachers Association involvement (Ogbonnaya, 2000). All these indicated that the government and the schools exist side by side and always been in existence, as a pre-existing condition for effective school management. Ukeje (2000) and Akubue (2002) described a government as a people obliged to one another not because of place of birth, race, sex, religion but people bound to one another and governed by shared taste, value, specific words for common interest. Throughout history, the relationship of the school to the government it serves has been a matter of major concern. Ozigi (2005) opened that it is important that the school and the government should have mutual relationship to foster cordial existence.

The government where the school is situated form a focus point of assessing the activities of the school and make necessary contributions towards its growth. Activities of the principals, teachers and students are assessed by the government. The government supervision of school is mostly effective in secondary school than tertiary education. A good school government relationship could results into: accommodation of students of different background and ability within the school programmes, building the school foundation on the needs of the government, leading to the growth in all its ramifications for the good of the citizens.

The curriculum and school is usually sensitive to the nature and needs of the government (Ogbebor, 2001). Government in Nigeria participates in the administration of schools through the provision of instructional facilities, protection of school properties, seeking government participations in the provision of facilities (Oghuvbu and Iyeke, 2004). As a result, all the intra-organizations, students, non-teaching staff, intimately connected with the school should be effectively mobilized.

### **Statement of the Problem**

School administrators are responsible for developing and preserving the educational experience of teachers and students. Their duties range from selecting appropriate curriculum models to managing school finances to collaborating with community partners. However, looking at school administration in its assessment Sheehan (2011) asserts that “not all school administrations are effective at what they do. Problems may arise that can lead to a breakdown in the education system and diminish the learning experience of students.

Many times, those who are elected into school administrative positions are faculties who have demonstrated outstanding work over the course of many committed years to the school. However, they may not have leadership experience behind them or understand the fundamental elements involved in academic leadership and the politics that come with it. It is based on this fact that this study was designed to investigate the effect of government participation in public secondary schools' administration in Delta State.

### **Hypotheses**

1. There is no significant difference between the mean ratings of principals and teachers on the effect of government participation in secondary schools administration in Delta State.
2. There is no significant difference between the mean ratings of principals and teachers on the strategy through which government participation in public secondary schools administration in Delta State.
3. There is no significant difference between the mean ratings of principals and teachers on the efforts made by government towards improvement of public secondary schools in Delta State.

### **Methodology**

The study adopted the descriptive research design. The population for the study consisted of 414 principals and 14,745 teachers in four hundred and fourteen public secondary schools Delta State. The sample for the study consisted of 50 principals' and 655 teachers using the simple random sampling technique. The instrument for the study was the questionnaire. The instrument consisted of two sections, section 'A' and 'B'. Section 'A' contained personal information of the respondent. Section 'B' consisted of thirty (20) items. The items in this section were rated on a four point rating scale of Strongly Agreed (SA) 4, Agreed (A) 3, Strongly Disagreed (SD) 2 and Disagreed (D) 1. Test-retest method of establishing reliability was employed to determine the reliability of the instrument. Cronbach Alpha was used in analyzing it; it gave an alpha value of 0.65. The z-test was used to analyse the data collected.

### **Results and Discussion**

#### **Hypothesis 1**

There is no significant difference between the mean ratings of principals and teachers on the effect of government participation in public secondary schools administration in Delta State.

**Table 1: Z-Test Analysis of the Mean Ratings of Principals and Teachers on the Effect of Government Participation in Public Secondary Schools Administration in Delta State.**

Subjects	N	X	SD	df	z-Cal	z-table	Decision
Principals	50	3.02	0.82	703	0.55	2.04	Accepted
Teachers	655	3.02	0.77				

Table 1 shows the z-test analysis of the difference between principals and teachers opinions on the effect of government participation in public secondary schools administration in Delta State. From the table, the calculated z value is 0.55 at 703 degree of freedom at .05 level of significance. Since this calculated t-value of 0.55 is less than the table value of 2.04, the null hypothesis is therefore accepted. Therefore, there is no significant difference between principals and teachers opinion on the effect of government participation in secondary schools administration in Delta State.

**Hypothesis 2**

There is no significant difference between the mean ratings of principals and teachers on the strategy through which government participation in public secondary schools administration in Delta State.

**Table 1: Z-Test Analysis of the Mean Ratings of Principals and Teachers on the Strategy through which Government Participation in Public Secondary Schools Administration in Delta State.**

Subjects	N	X	SD	df	z-Cal	z-table	Decision
Principals	50	2.62	0.94	703	0.94	2.04	Accepted
Teachers	655	2.32	1.02				

Table 1 shows the z-test analysis of the difference between principals and teachers opinions on strategy through which government participation in public secondary schools administration in Delta State. From the table, the calculated z value is 0.94 at 703 degree of freedom at .05 level of significance. Since this calculated t-value of 0.94 is less than the table value of 2.04, the null hypothesis is accepted. Therefore, there is no significant difference between principals and teachers opinion on the strategy through which government participation in public secondary schools administration in Delta State.

**Hypothesis 3**

There is no significant difference between the mean ratings of principals and teachers on the efforts made by government towards improvement of public secondary schools in Delta State.

**Table 1: Z-Test Analysis of the Mean Ratings of Principals and Teachers on the Efforts made by Government towards Improvement of Public Secondary Schools in Delta State.**

Subjects	N	X	SD	df	z-Cal	z-table	Decision
Principals	50	2.40	0.85	703	0.21	2.04	Accepted
Teachers	655	2.43	0.80				

Table 1 shows the z-test analysis of the difference between principals and teachers opinions on the efforts made by government towards improvement of public secondary schools in Delta State. From the table, the calculated z value is 0.21 at 703 degree of freedom at .05 level of significance. Since this calculated t-value of 0.21 is less than the table value of 2.04, the null hypothesis is accepted. Therefore, there is no significant difference between principals and teachers opinion on the efforts made by government towards improvement of public secondary schools in Delta State.

### **Discussion of Results**

Based on the result of hypothesis 1, it revealed that there is no significant difference between principals and teachers opinion on the effect of government participation in public secondary schools administration in Delta State. This finding is in agreement with that of Mgbodile (2000) and Oghuvbu and Iyeke (2004) who reported no significant on the effect of government participation in public secondary schools administration in Delta State. This may not be surprising because it is understood that the government effectively participate in public secondary schools administration.

Result of hypothesis 2 revealed that principals and teachers did not differ in their views on strategy through which government participation in public secondary schools administration in Delta State. This correlates with findings of Torkula (2004), Agee (2005) and Afiammagbon (2007) who discovered that both teachers and principals are unanimous that there are strategies through which government participation in public secondary schools administration. Thus, it may not be wrong to say that government through the Ministry of Education put in place various strategies through which the government participate in the administration of public secondary schools in other to bestow efficiency in nature of its work and bestow efficiency in actual management performance.

Findings from the result of hypothesis three indicated that there was no significant difference between principals and teachers opinions on the efforts made by government towards improvement of public secondary schools in Delta State. This finding is related to findings by Chukwudelelu (1991), Ndiubisi (1998), Ijebulem (2003) and Oghuvbu and Iyeke (2004) which stressed that there are efforts made by government towards

improvement of public secondary schools. These efforts include effective information management, provision of funds, curricula changes, provision of adequate number of modern equipment, materials and facilities, quality and number of infrastructure in the form of buildings, machinery, etc. One of the very vital elements in any attempt to balance the qualitative and the quantitative growth of any educational system is the efforts made by the government towards improvement of public secondary schools.

### **Conclusion**

This study provides empirical evidence that principals and teachers did not differ in their views on government participation in the administration of public secondary schools, strategies through which government participation in school administration and effort by the government towards improvement of public schools.

### **Recommendations**

1. The Federal and States government should be more serious and committed to their responsibilities and handle education with the gravity it merits through practical delivery of infrastructures, equipment, human and materials resources, adequate funding, which are vital for educational effectiveness.
2. Both Federal and States government should increase their effort and participation in public schools administration.
3. The government should review its policy that hinders her effective full participation in public schools administration.
4. Community leaders should assist government in the participation of school administration through community laws.

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