

Influence of Political and Economic Factors on Quality of Secondary Schools in Ibadan, Oyo State, Nigeria

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Abstract- *The study investigated the influence of political and economic factors on quality of secondary schools in Ibadan, Oyo State, Nigeria. Three research questions were raised and answered, two hypotheses were formulated and tested. Descriptive survey research design was adopted for the study. The population consisted of all school principals, vice-principals and students in senior secondary schools II in Ibadan, 667 respondents were drawn all together for the study (the Vice - principals and students). The main instruments used for the study was a self-developed questionnaires titled Political and Economic factors Questionnaire (PEFQ), Student Achievement Test (SAT) and Key Informant Interview. The two instruments yielded 0.78 and 0.83 reliability coefficient. Descriptive statistical tools of frequency counts and simple percentages were used to analyze the demographic data and research question one and two while inferential statistics of multiple regression analysis was used to test the two hypotheses at 0.05 level of significant. The result revealed that there is significant composite contribution of political and economic factors to quality of secondary schools ($F_{(2,665)} = 606.066$ $P = 0.000$) and there is significant relative contribution of political and economic factors to quality of secondary schools $\beta = (0.167)$, $t(667) = 2.002$ $p < 0.05$ and $\beta = (0.164)$, $t(667) = 2.547$ $p < 0.05$. The study concluded that political and economic factors have a significant influence on quality of secondary schools.*

Indexed Terms- *Political factors, economic factors, quality of secondary schools*

I. INTRODUCTION

Quality of schools is a global issue, which attracts the attention of scholars because school quality connotes a degree of academic excellence. Quality of schools, especially, public secondary schools has been the

major concern of the policy makers, educational managers, teachers, parents, students, guardians and the society as a whole. This is projected by the performance of students in public secondary schools both internal and external examinations. The quality of schools in Oyo State has been criticized by its failure to produce good results as expected by the society. The persistent failure of students in examinations has given rise to continuous deliberation among stakeholders on issues relating to academic excellence of students so as to prevent further deterioration in the quality of public secondary schools (Omwirhiren and Ibrahim, 2016). The failure of the students might be as a result of inadequate learning inputs alongside with faulty processes at this level of educational system which results to a decline in quality of schools at the output level.

The quality of a school is a function of the quality and quantity of resources available in the school. It is obvious that most public secondary schools in Oyo State are characterized by shortage of qualified and professional teachers, inadequate infrastructural facilities, student population explosion, deteriorating facilities, poor funding and poor working conditions among others. All these may tend to pose serious threat to the production of quality graduates in public secondary schools in Oyo State. More so, basic educational materials for quality instructions are lacking, such as textbooks, teaching aids, writing materials and conducive classrooms. Also, at this level of technological advancement, most public secondary schools in the state are still making use of crude way 'chalkboard' as medium of instruction. These problems may lead to poor output as reflected in the student academic performance resulting to the decline in quality of public secondary schools in the state.

Secondary education is an important level of the education system. It is the link between the primary and tertiary education, preparing students for useful

living within the society and for higher education. It enables students to acquire necessary knowledge, skills, values, culture and attitudes for the development of individuals and nation building. As the foundational levels for development of human capital in a nation, it is supposed to be sustained in order to compete effectively with the modern world, but it is not so particularly. (Mrunal and Manvinder, 2017). Pupils who transit to secondary schools do not receive quality education which can prepare them for further education and labour market. In this view, poor quality of secondary schools is clearly shown through inability of quite a number of secondary school graduates to read and write effectively. The researcher observed that condition of secondary education has become worrisome, to the extent that many secondary students perform below expectation in external examinations such as, Senior Secondary Certificate Examination (SSCE).

There has been different studies such as (Nwokeoma, 2010; Olajuwon, 2107; Khali, 2015; Garba, 2014 and Francisca, 2019) have been conducted on quality of schools, in which most of these studies focused on the leadership practices, leadership styles, educational formulation and school alternative income without consideration on the combination of the influence of political factors(educational policy implementation and school leadership) and economic factor (institutional income and expenditure) on quality of secondary schools in Ibadan, Oyo State, Nigeria. Therefore, with the above view, this present study intends to fill this gap by investigating the influence of political and economic factors on quality of schools in public secondary schools in Ibadan, Oyo state, Nigeria, because it seems to contribute greatly to the decline in quality of secondary schools in the state.

II. MATERIALS AND METHODS

2.1 Research Design

The design for this study was descriptive survey design. This design was suitable because data were collected to describe the variables of the study in a given population as they are without manipulating any variables as the researcher has no power to manipulate the variables under study. This method was adopted because it is a suitable and efficient way to study a relatively large population. It also allows sample

population that were used to represent the entire population. The fact that the present study deals with a relatively large population of secondary school students made the descriptive design to be most appropriate for this study.

2.2. Population of the Study

The population of the study is made up of 39,405 students, 281 principals and 843 vice principals in 281 senior secondary schools across 11 local governments in Ibadan, Oyo State.

2.3. Sample and Sampling Technique

Simple random sampling technique was used to select 5 Local Government Areas (LGA) in Ibadan senior secondary schools. The proportionate size to sampling technique was used to sample 20% of schools in each LGA selected for the study. Simple random sampling technique was used to select 20 students in each school that was used as respondents. All principals of senior secondary schools was sampled using total enumeration method technique. The total sample size was made up of 580 students and 29 principals in 29 senior secondary schools.

2.4. Research Instruments

For the purpose of this study, three instruments will be used for data collection.

- i. Political and Economic Factors Questionnaire (PEFQ)
- ii. Key Informant Interview (KII)
- iii. Student Achievement Test (SAT)

Political and Economic Factors Questionnaire (PEFQ)
The first instrument was a well-structured and self-designed questionnaire for public secondary school principals and vice-principals. This instrument was used to get response from the vice-principals in public secondary schools in Ibadan, Oyo State. The questionnaire was divided into three sections. Section A contains the demographic data of the respondents such as the name of schools, gender, highest qualification, and teaching experience. Section B consists of the political factors with sub variables of educational policy implementation and school leadership. Educational policy implementation consists of six items while school leadership has six items. Section C consists of economic factors with sub-variables of institutional income and expenditure

has two sub- sections. The first sub- section consists of sixteen items and the second sub- section consists of six items. Four points Likert Scale was used for them.

Key Informant Interview (KII) on Political and Economic Factors on Quality of Schools (KIPEFQS) There was interview to elicit response from the principals on how the school leadership is being practiced, how effective educational policy is being implemented in the school, income and expenditure of the school and its influence on quality of Secondary schools in Ibadan, Oyo State.

Student Achievement Test (SAT)

The third instrument was prepared by the researcher and designed to elicit information on the performance of students in senior secondary II using 2018/2019 session in English Language and Mathematics (SSCE Past Questions). Section A of SAT contained respondents bio-data information such as: gender, and age of the students while the Section B contained 50 questions for both English Language and Mathematics of the senior secondary school students that is, twenty-five (25) questions from each subjects. This was used to determine the quality of secondary schools using their academic performance.

III. RESULTS

This section presents the result of the data analysis. This is carried out in line with the research questions raised and hypotheses formulated to guide the study.

- Analysis of Demographic Data of the Respondents

Table 3.1: Distribution of Respondents based on Gender

| Items | Frequency | Percentage |
|--------|-----------|------------|
| Male | 438 | 65.8 |
| Female | 229 | 34.2 |
| Total | 667 | 100.0 |

Table 3.1 shows that 438 (65.8%) of the respondents were male while 229 (34.2%) of the respondents are female. This implies that both Male and female were adequately represented, also, there are more male in the study area than female.

Table 3.2: Distribution of Respondents base Educational Qualification

| Items | Frequency | Percentage |
|--------|-----------|------------|
| PGDE | 1 | 1.1 |
| DEGREE | 82 | 94.3 |
| M.ED | 4 | 4.6 |
| Total | 87 | 100.0 |

Table 3.2 shows that 82 (94.3%) of the respondents have degree certificate, 4 (4.6%) have M.Ed certificate while 1 (1.1%) has PGDE .This implies that majority of the respondents have required certificate for teaching profession

Table 3.3: Distribution of Respondents based Teaching Experience

| Items | Frequency | Percentage |
|--------------------|-----------|------------|
| 1-10 Years | 18 | 20.5 |
| 11-20 Years | 17 | 19.5 |
| 21 Years And Above | 52 | 60.0 |
| Total | 87 | 100.0 |

Table 3.3 reveals that 52 (60.0%) of the respondents had teaching experience of 21 years and above, 18 (20.5%) had teaching experience of 1-10 years while 17 (19.5%) of the respondents had 11-20 years of teaching experience. This shows that majority of the respondents had 21years and above teaching experience.

Research question 1: What is the level of quality of public secondary schools in Ibadan, Oyo state?

Table 3.4: Descriptive analysis on quality of secondary schools (academic performance)

| Subject | Very High (>70) | | High (60-69) | | Moderate (50-59) | | Low (40-49) | | Very low (<40) | | Mean |
|---------|-----------------|----|--------------|-----|------------------|-----|-------------|-----|----------------|----|------|
| | 1 | 0. | 1 | 20. | 2 | 40. | 1 | 28. | 5 | 9. | |
| Maths | | 2 | 2 | 7% | 4 | 3% | 7 | 9% | 9 | 9 | 2.4 |
| English | 2 | 0. | 1 | 28. | 2 | 46. | 1 | 19. | 3 | 6. | 2.6 |
| | | 3 | 6 | 1% | 7 | 4% | 1 | 0% | 7 | 2 | 6 |
| | | % | 7 | | 6 | | 3 | | % | 9 | |

Table 3.4 shows the quality of secondary schools in Oyo state. The output quality in terms of student quality of secondary schools of students revealed that that 240 (40.3%) of the respondents score 50-59% marks, it shows that they have moderate performance in mathematics while 1 0.2% of the respondent have very high performance as they scored above 70%. The average performance of the students is 2.94 which is greater than criterion mean of 2.50. It could be depicted that students' performance in mathematics is moderate in public secondary schools. Also, in English Language, 276 (46.4%) of the respondents score 50-59% which was moderate performance while 2 (0.3%) of the respondents score above 70 in English language. The average performance of the respondents is 2.69 which is greater than 2.50 criterion mean of 2.50. This implies that quality of public secondary schools in Oyo State is moderate

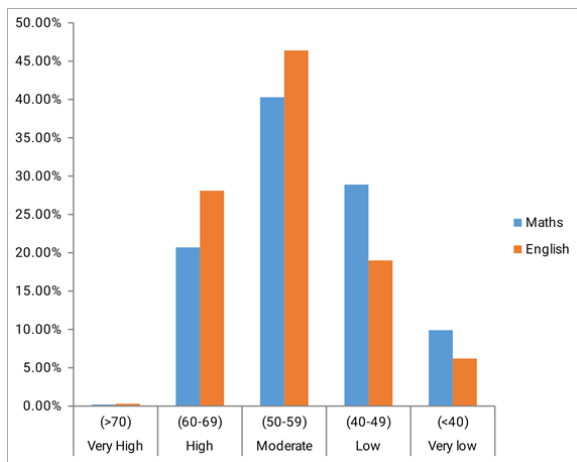


Figure 3.1 Bar chat on the level of quality of instruction in public secondary schools

Research question 2: What is the status of political factors (educational policy implementation and school leadership) in public secondary schools in Ibadan, Oyo State?

Table 3.5: Status of political factors (educational policy implementation and school leadership) in public secondary schools

| ITEMS | | | | | | |
|--------------------|-------|------------|--------|-------|------|--------|
| Educational policy | Often | Some times | Rarely | Never | Mean | Std. D |

| | implem entation | | | | | | |
|---|---|------------|------------|----------|--------|------|------|
| 1 | In the last five years, the school have been able to comply to the policy for effective teaching and learning process | 67 (77.0%) | 19 (21%) | 1 (1%) | 0 (0%) | 3.76 | .457 |
| 2 | In the last five years, there has been management of human resources in order to achieve the school goals | 51 (58.6%) | 34 (39.1%) | 2 (2.3%) | 0 (0%) | 3.56 | .543 |
| 3 | In the last five years, facilitation of all procedures to allow teachers to | 50 (57.5%) | 35 (40.2%) | 2 (2.3%) | 0 (0%) | 3.55 | .545 |

| | | | | | | | |
|---|---|------------|------------|----------|----------|--|-----------|
| | participate in carrying out the educational policies implementation process improve quality schools. | | | | | | |
| 4 | In the last five years, there has been proper implementation of educational policies in the teaching and learning process in the school | 55 (63.2%) | 29 (33.3%) | 3 (3.4%) | 0 (0.0%) | | 3.60 .559 |
| 5 | In the last five years, the school leaders are being updated on the new method | 51 (58.6%) | 28 (32.2%) | 8 (9.2%) | 0 (0.0%) | | 3.49 .663 |

| | | | | | | | |
|---|--|------------|------------|----------|----------|------|-----------|
| | ologies as stated in the policy on education. | | | | | | |
| 6 | In the last five years, there has been maintenance of rules and regulations guiding the school activities in accordance to the policy on education | 61 (70.1%) | 24 (27.6%) | 2 (2.3%) | 0 (0.0%) | | 3.68 .517 |
| | Weighted mean | | | | | | 3.60 .547 |
| | Status of School Leadership | Often | Some times | Rarely | Never | Mean | Std. D |
| 1 | In the last five years, selection of school leaders is based | 52 (59.8%) | 33 (37.9%) | 2 (2.3%) | 0 (0.0%) | | 3.57 .542 |

| | | | | | | | |
|---|---|------------|------------|----------|----------|--|-----------|
| | on merit not on political affiliation | | | | | | |
| 2 | In the last five years, promotion to the position of a school leader is based on qualification. | 48 (55.2%) | 36 (41.4%) | 3 (3.4%) | | | 3.52 .568 |
| 3 | For the past five years, training development programmes are designed for newly appointed school leader in order to carry out effective implementation of educational | 50 (57.5%) | 34 (39.1%) | 2 (2.3%) | 1 (1.1%) | | 3.53 .607 |

| | | | | | | | |
|---|---|------------|------------|----------|----------|--|-----------|
| | policies in the school. | | | | | | |
| 4 | In the last five years, the in-service training organised for the school leader has effect on the leadership styles adopted in the school | 54 (62.1%) | 30 (34.5%) | 2 (2.3%) | 1 (1.1%) | | 3.57 .603 |
| 5 | In the last five years, exposure of the school leader to different leadership styles improves the quality of secondary school. | 52 (59.8%) | 34 (39.1%) | 1 (1.1%) | 0 (0.0%) | | 3.57 .663 |
| 6 | In the last five years, activeness of | 57 (65.5%) | 30 (34.5%) | 0 (0.0%) | 0 (0.0%) | | 3.66 .478 |

| | | | | | | |
|--|--|--|--|--|------|------|
| the school leader has greatly influence the quality of secondary school. | | | | | | |
| Weighted mean | | | | | 3.57 | .560 |
| Grand mean | | | | | 3.63 | |

Table 3.5 revealed that 67(77.0%), 61 (70.1%) and 55 (63.2%) of the respondents indicated that often in the last five years, the school have been able to comply to the policy for effective teaching and learning process, there has been maintenance of rules and regulations guiding the school activities in accordance to the policy on education and there has been proper implementation of educational policies in the teaching and learning process in the school. Also, 51 (58.6%) and 50 (57.5%) of the respondents indicated that often in the last five years, there has been management of human resources in order to achieve the school goals, the school leaders are being updated on the new methodologies as stated in the policy on education and often facilitation of all procedures to allow teachers to participate in carrying out the educational policies implementation process to improve quality schools with weighted mean value of 3.60 which is greater than criterion mean of 2.50. this implies that education policies are often implemented in secondary school.

On the status of school leadership, 57 (65.5%), 54 (62.1%), 52 (59.8%) of the respondents indicated that often in the last five years, activeness of the school leader has greatly influence the quality of secondary school, the in-service training organised for the school leader has effect on the leadership styles adopted in the school, selection of school leaders is based on merit not on political affiliation and exposure of the school leader to different leadership styles improves the

quality of secondary school with weighted mean value of 3.57 which is greater than criterion mean of 2.5. this implies that school leadership is practice often in secondary schools.

To answer the research question, the grand mean for all the items is 3.63 which is greater than criterion mean value of 2.5, this shows that political factors (educational policy implementation and school leadership) were often practiced in public secondary schools.

Research question 3: What is the status of economic factors (institutional income and expenditure) of public secondary school?

Table 3.6: Status of economic factors (institutional income and expenditure) of public secondary school

| | ITEMS | | | | | | |
|---|---|-------------|---------------|---------------|---------------|------|---------|
| | School Income | VH | H | L | VL | Mean | St d. D |
| 1 | Contributions from Parent Teachers Association(PTA) | 2 (2.3%) | 4 (4.6%) | 63 (72.4%) | 18 (20.7%) | 1.89 | .579 |
| 2 | Financial aids from old students or alumni | 0 (0.0%) | 11 (12.6%) | 72 (82.8%) | 4 (4.6%) | 2.08 | .410 |
| 3 | Subvention from government | 0 (0.0%) | 83 (95.4%) | 2 (2.3%) | 2 (2.3%) | 2.93 | .334 |
| 4 | Assistance from philanthropists | 0 (0.0%) | 16 (18.8%) | 68 (79.3%) | 2 (2.3%) | 2.16 | .428 |
| 5 | Assistance from Non - Govern | 0 (0.0%) | 12 (13.8%) | 72 (82.8%) | 3 (3.4%) | 2.10 | .404 |

| | | | | | | | |
|----|--|-------------------|-----------------------|-----------------------|-----------------------|----------|----------|
| | ment Organiza tion(NG O) | | | | | | |
| 6 | Penalty for disobedi ence | 0 (0.0 %) | 20 (23 .0 %) | 26 (29 .9 %) | 41 (47 .1 %) | 1. 76 | .8 06 |
| | Weighte d mean | | | | | 2. 15 | .4 93 |
| | School Expendit ure | VH | H | L | VL | | |
| 7 | Expense s on sport facilities | 5 (5.7 %) | 61 (70 .1 %) | 18 (20 .7 %) | 3 3.4 (%) | 2. 78 | .5 99 |
| 8 | Expense s on Stationer ies | 61 (70. 1%) | 22 (25 .3 %) | 4 (4. 6%) | 0 (0. 0%) | 3. 66 | .5 67 |
| 9 | Expense s on electroni c gadget | 10 (11. 5%) | 23 (26 .4 %) | 54 (62 .1 %) | 0 (0. 0%) | 2. 49 | .6 97 |
| 10 | Expense s on school furniture | 58(6 6.7 %) | 25 (28 .7 %) | 4 (4. 6%) | 0 (0. 0%) | 3. 62 | .5 75 |
| 11 | Expense s on office maintena nce | 56 (64. 4%) | 26 (29 .9 %) | 5 (5. 7%) | 0 (0. 0%) | 3. 59 | .6 01 |
| 12 | Expense s on informati on commun ication technolo gy(ICT) | 11 (12. 6%) | 32 (36 .8 %) | 44 (50 .6 %) | 0 (0. 0%) | 2. 62 | .7 03 |
| 13 | Expense s on student registry | 63 (72. 4%) | 22 (25 .3 %) | 2 (2. 3%) | 0 (0. 0%) | 3. 70 | .5 08 |

| | | | | | | | |
|----|--|-------------------|-----------------------|-----------------------|-----------------------|----------|----------|
| 14 | Expense s on school library | 55 (63. 2%) | 28 (32 .2 %) | 4 (4. 6%) | 0 (0. 0%) | 3. 59 | .5 82 |
| 15 | Expense s on school laborator y | 43 (49. 4%) | 32 (36 .8 %) | 11 (12 .6 %) | 1 (1. 1%) | 3. 34 | .7 44 |
| 16 | Various incomes generate d in the school meet the school expenses | 2 (2.3 %) | 18 (20 .7 %) | 37 (42 .5 %) | 30 (34 .5 %) | 1. 91 | .8 02 |
| | Weighte d mean | | | | | 3. 13 | .6 53 |
| | Grand mean | | | | | 2. 64 | |

Table 3.6 shows the status of economic factors (institutional income and expenditure) of public secondary school. It was revealed that 83 (95.4 %) of the respondents indicated that subvention from government is the highest school income, also 72 (82.8%), 68 (79.3%) and 63 (72.4%) of the respondents shows that school income generated form financial aids from old students or alumni, assistance from Non -Government Organization (NGO, contributions from Parent Teachers’ Association (PTA) are low while 41 (47.1%) of the respondents reported that school income they generated from penalty for disobedience was very low. The weighted mean value for all the items is 2.15 which less than 2.50 criterion mean. This shows that the school income is low in public secondary.

On the school expenditure, 63 (72.4%), 61 (70.1%), 56 (64.4%), 55 (63.2%) and 43 (49.4%) of the respondent indicated that they incur very high expenses on student registry, stationeries, office maintenance, school library and expenses on school laboratory. Also 61 (70.1%) of the respondents revealed that they incur high expenses on sport facilities while 54 (62.1%) and 44 (50.6%) of the respondents indicated that expenses

on electronic gadget information communication technology (ICT) is low. The weighted mean for the items was 3.13 which is greater than criterion mean of 2.5 which implies that school expenditure is high in public secondary. To answer the research question three, the grand mean for the two indicators was 2.64 which is greater than criterion mean value of 2.50. This is an indication that the economic status of public secondary schools is high.

Testing of Hypotheses

Hypothesis 1: There will be no composite contributions of political (educational policy implementation and school leadership) and economic factors (institutional income and expenditure) to quality of secondary school (measured by educational output of students) in public secondary schools in Ibadan, Oyo State.

Table 3.7: Regression Analysis on Composite Contribution of political and economic factors to quality of secondary schools

| Model | | Sum of squares | Df | Mean Square | F | Sig. |
|----------------------------|------------|----------------|-----|-------------------|---------|-------------------|
| 1 | Regression | 47599.059 | 2 | 23799.529 | 606.066 | .000 ^b |
| | Residual | 26074.543 | 664 | 39.269 | | |
| | Total | 73673.601 | 666 | | | |
| Model Summary | | | | | | |
| Model | | | | 1 | | |
| R | | | | .804 ^a | | |
| R-square | | | | .646 | | |
| Adjusted R Square | | | | .645 | | |
| Std. Error of the Estimate | | | | 6.26649 | | |

a. Dependent Variable: quality of secondary schools

b. Predictors: (Constant), political, economic factors

Table 3.7 shows the contributions of political and economic factors to quality of secondary schools. The result presents the value of R, R² (model summary) and ANOVA Table. The result from the table a revealed multiple correlation of R= 0.804 between

independent (political and economic factors) and dependent variable (Quality of secondary schools), this implies that independent variables could influence quality of secondary schools to some extent and R² of 0.646 which is an indication that independent variables (political and economic factors) accounted for 64.6% of the total variance observed in the dependent variable (quality of secondary schools) leaving the remaining 35.4% to other factors that was not considered in the study. Table 4.7 equally showed that the combination of all the independent variables also allowed reliable prediction of quality of secondary school ($F_{(2,665)} = 606.066$ $P = 0.000$). Hence there is significant contribution of political and economic factors to quality of secondary schools. The null hypothesis which says there is no significant composite contribution of political and economic factors to quality of secondary schools was hereby rejected at 0.05 level of significant.

Hypothesis 2: There will be no relative contributions of political (educational policy implementation and school leadership) and economic factors (institutional income and expenditure) to quality of school (measured by educational output of students) in public secondary schools in Ibadan, Oyo State.

Table 3.8: Multiple Regression Analysis on Relative Contributions of political factors and economic factors to Quality of secondary schools

| Model | Coefficients ^a | | | | T | Sig. |
|-------|-----------------------------|------------|---------------------------|------|--------|------|
| | Unstandardized Coefficients | | Standardized Coefficients | | | |
| | B | Std. Error | | | | |
| 1 | (Constant) | 25.119 | .260 | | 96.559 | .000 |
| | Political factors | .253 | .164 | .351 | 2.547 | .006 |
| | Economic Factor | .334 | .167 | .454 | 2.002 | .000 |

a. Dependent Variable: quality of secondary schools

Table 3.8 Reports the Unstandardized Coefficients (B) and Standardized Coefficient (beta weight), t, and p

values of each independent variable. The result revealed that all the independent variables, economic factors made the highest contribution to quality of secondary schools $\beta = (0.167)$, $t(667) = 2.002$ $p < 0.05$ which was significant, followed by political factors $\beta = (0.164)$, $t(667) = 2.547$ $p < 0.05$ which was also significant. The result revealed that for a unit change in political and economic factors there are corresponding increase of 0.167, and 0.164 increases in quality of secondary schools. To determine the predictors that may not be useful in the model, the t-values of Table 4.8 that are less than 2.0 in magnitude indicated that the predictor is not significant. The two predictor variables (political and economic factors) have their t-values greater than 2 (2.547 and 2.002). This shows that the two variables are strong predictor of quality public secondary schools. Thus, there is significant relative contribution of political and economic factors to quality of secondary schools. The null hypothesis is hereby rejected at 0.05 level of significant.

IV. DISCUSSIONS

Level of quality of public secondary schools

The output quality in terms of student academic performance revealed that students have moderate performance in mathematics and it could be depicted that students' performance in mathematics is moderate in public secondary schools. Also, in English Language, is moderate. This implies that quality of secondary education in public secondary schools was on average. The study corroborates the findings of Akinsolu, (2010) that found out that there students' academic performance is encouraging in and it impacted on positively on the quality of secondary schools. In the same vein, Nwokeoma (2010), while commenting on a statement credited to the Nigerian Minister of Education, reported that the Minister acknowledges achievement tests in English and Mathematics, and that this was traceable to the quality of secondary schools.

On political factors it was revealed that in the last five years, the school have often been able to comply to the policy for effective teaching and learning process, there has been maintenance of rules and regulations guiding the school activities in accordance to the policy on education and there has been proper

implementation of educational policies in the teaching and learning process in the school. Also, in the last five years, there has been often management of human resources in order to achieve the school goals, the school leaders are being updated on the new methodologies as stated in the policy on education and often facilitation of all procedures to allow teachers to participate in carrying out the educational policies implementation process to improve quality schools. This implies that education policies are often implemented in public secondary school. On the status of school leadership, in the last five years, activeness of the school leader has greatly influence the quality of secondary school, the in-service training organised for the school leader has effect on the leadership styles adopted in the school, selection of school leaders is based on merit not on political affiliation and exposure of the school leader to different leadership styles improves the quality of secondary school. This implies that school leadership is practice often in secondary schools. This shows that political factors (educational policy implementation and school leadership) were often practiced in public secondary schools. The result is in line with the findings of Nweke (2015) that found out that political factors inform of policy and leadership activities in the school system are often implemented in the school to enhance school quality. It is also a tool or means of making something that has been officially decided to start to happen or be used. According to Ibiam (2012), implementation of political factors means putting into use or practices the policy that has been made by the government or organization as applicable. It is the realization of an application, plan, ideas, model, design, specification, standard, or policy Rouse, (2007)

On the status of economic factors (institutional income and expenditure) of public secondary school, it was revealed that subvention from government is the highest school income, also school income generated form financial aids from old students or alumni, assistance from Non -Government Organization (NGO, contributions from Parent Teachers' Association (PTA) are low while the income generated from penalty for disobedience was very low. This shows that the school income is low in public secondary. On the school expenditure, the school incurs very high expenses on student registry, stationeries, office maintenance, school library and

expenses on school laboratory. Also, they incur high expenses on sport facilities while the expenses on electronic gadget information communication technology (ICT) are low. This implies that school expenditure is high in public secondary. This is an indication that the economic status of public secondary schools is high. The result supports the findings of Yakubu (2016) that saw “crowd funding” as a creative social investment to sustain the Nigerian educational system through social economics, impact investment and creative economics. Crowd funding is a situation where many people pool their little resources together to make a reasonable amount that can execute a particular project in a school system. Also, Oyewole (2006) noted that the principal is the chief executive officer in the Nigeria secondary school. Financial management function of the school principal involves managing budget for his school, securing adequate revenue from government through other sources and managing expenditure. The financial management tasks of school principal according to Eziuzo (2014) include preparation of budget, securing revenue for the school and use of the fund at his disposal judiciously.

Contributions of political and economic factors to quality of secondary schools revealed multiple correlation of between independent (political and economic factors) and dependent variable (Quality of secondary schools), this implies that independent variables could influence quality of secondary schools to some extent. Hence, there is significant contribution of political and economic factors to quality of secondary schools. Also, Omirin (2015) also carried out research on an evaluation of the implementation of educational policies in senior secondary schools. Effective implementation is very paramount for secondary education to achieve its objectives of providing opportunity for education of higher quality. The result revealed that all the independent variables, economic factors made the highest contribution to quality of secondary schools which was significant, followed by political factors which was also significant. The result revealed that for a unit change in political and economic factors there are corresponding increases in quality of secondary schools. Thus, there is significant relative contribution of political and economic factors to quality of secondary schools. The study corroborate the findings of Francisca (2019) carried out research on assessment

the possible alternative sources of funding secondary education system in Nigeria and it was established that only source of income for secondary schools is subvention from government. Oke (2017) carried out research on exploring alternative sources of funding universal basic education for sustainable development in Nigeria it was found out that political influence and economic factors are the major contributing factors to the realizations of quality secondary education.

CONCLUSION

Findings from this study have been able to establish some facts among which are the quality level of secondary education is moderate, the political factors is often practiced in the public secondary schools, the economic factors of the secondary school is not in good status as there is high expenditure incurs by the school administrators while the level of income is low as they all generate their income solely on government subvention which could not meet up with the school expenses. The political factors and economic factors jointly contributed to quality of public secondary schools. This implies that a well implemented of political factors and adequately provision of fund for secondary school will brings high quality of secondary schools.

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