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ASSESSMENT OF GOVERNMENT INTERVENTIONS ON THE DEVELOPMENT OF SECONDARY SCHOOL EDUCATION IN MALUMFASHI ZONAL EDUCATION QUALITY ASSURANCE, KATSINA STATE, NIGERIA

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Abstract

The study assessed the government interventions in the development of secondary school education in Malumfashi Zonal Education Quality Assurance, Katsina state, Nigeria. The study was guided by two (2) objectives from which two (2) research questions and two (2) null hypotheses were generated and analysed. The study adopted a descriptive survey research design involving a total population of 42 principals and 641 teachers in the 28 Secondary schools in the study area. A multistage sampling technique was used to select 234 teachers and 12 principals from 12 secondary schools in the zone. Government Intervention in the development of Secondary School Education Questionnaire ($\alpha = 0.973$) was used to collect the data. The data were analysed using Descriptive Statistics (frequency count, mean and standard deviation) and Independent samples t-test. The result of the study revealed that the level of government intervention in the development of both infrastructural facilities and instructional materials in secondary schools in Malumfashi ZEQA is at satisfactory level. Also, it was found that there was no significant difference among respondents regarding the level of government intervention in the development of both infrastructural facilities and instructional materials in secondary schools in Malumfashi ZEQA. It was recommended among other things that; government should continue to provide enough teaching and non-teaching materials to cater for the increase in students and staff population.

1. Introduction

Education in Nigeria is an instrument “par excellence” for effecting national development. It has witnessed active participation by non-Government agencies, communities and individuals as well as government intervention (Federal Government of Nigeria, FRN, 2014). Education attainment is a concern to both developed and developing countries (Namukwaya & Kibirige, 2014) because it is a necessary factor for progress, suppression of ignorance, superstition and poverty in societies (Osuji, 2011). Education is also a hallmark of incorporating and transmitting man’s ideology, culture and traditions towards shaping man’s mind to develop his human resources and potentials for harnessing his environmental resources (Bashi, 2014). The importance of educating citizens reached a significant degree whereby right to education has been legislated as a constitutional human right all over the world (Nandal&Kumari, 2012). In Nigeria, basic

education (pre-primary to junior Secondary three) is now made compulsory and free for everyone (FRN, 2014).

A school is a social institutions by which desirable social needs may be met (Oghuvbu & Okoro, 2007) and knowledge are transmitted from one generation to another continuously. It is a formal institution established either by government, individual/group or community where teaching and learning takes place, cultural heritage are preserved and new knowledge are generated. The school system in Nigeria is organized under three levels; basic level, senior secondary school level and Tertiary. The major focus of the present study is the secondary school system, which is geared towards preparing individual for useful living within the society and for tertiary education (FRN, 2014). No doubt, secondary school effectiveness is judged by the extent to which the school generally meets the expectations of the society within which they are established. The extent to which the society's expectation will be met depends primarily on the way the Schools are managed (NCCA, 2005). Government's intervention in education include the identification of the educational needs of the society, establishing schools and ensuring smooth running of the school towards achieving the desired goals. Therefore, government has three main functions in school development; the function of instituting, imbursement/funding and regulation/monitoring. Government function in instituting involves building of schools, staffing and allocating teaching and non-teaching materials in order to create an enabling school environment.

The Government imbursement/funding function involves budgeting for the school, payment of teachers' salary/wages, allowances and any other funding necessary for proper functioning of the school. Government regulatory /monitoring function refers to the Government's action in supervising, inspecting, retraining of teachers, and formulation of policy among others. These functions are government intervention strategies in educational development; if absolutely implemented, will help to achieve the goals for which a school is established. Education provides individuals with the knowledge and skills necessary to advance themselves and their nation socially, economically and politically. Socioeconomic factors such as family income level, parents' level of education, race, and gender, all do influence the quality and availability of education as well as the ability of education to improve life circumstances

2. Statement of the Problem

Secondary education in Nigeria is not only aimed at the development and promotion of Nigerian languages, art and culture in the context of world cultural heritage but it is also geared towards inspiring students with the desire for self-improvement, provide trained manpower in the applied Science, Technology and Commerce at sub-professional grades (FRN, 2013). Also, secondary education provides opportunity to primary school leavers for higher education and raises a generation of people who can think for themselves. In order to realize these goals, it is necessary to effectively and efficiently develop these schools. Thus, lack of adequate teaching materials, equipment, classrooms, accommodations, sanitary facilities, poor site location, etc. are among the major problems facing secondary school education in Katsina state. Some parents were far from being intervened in their children learning process. This indicates that most parents are preoccupied with their daily schedules, as such they were unable to participate in school community relations and even to monitor and supervise the activities of these schools.

2.1 Objectives of the Study

Based on the statement of the problem stated above, the objectives of this study were set to as follows:

1. To determine the level of government intervention in the development of infrastructural facilities in secondary school education in Malumfashi Zonal Education Quality Assurance.
2. To determine the level of government intervention in the development of instructional materials in secondary school education in Malumfashi Zonal Education Quality Assurance.

2.3 Research Questions

The following research questions were raised to guide the study;

1. What is the level of government intervention in the development of infrastructural facilities in secondary school education in Malumfashi Zonal Education Quality Assurance?
2. What is the level of government intervention in the development of instructional materials in secondary school education in Malumfashi Zonal Education Quality Assurance?

2.4 Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance

H01. There is no significant difference among all respondents that government intervene in the development of infrastructural facilities in secondary school education in Malumfashi Zonal Education Quality Assurance.

H02. There is no significant difference among all respondents that government intervene in the development of instructional materials in secondary school education in Malumfashi Zonal Education Quality Assurance.

3. Methodology

3.0 Research Design

This study adopted a descriptive survey research design. This can be explained as the general plan for conducting a research. It provides the research structure and strategy that control the investigation. A research design is a complete embodiment of the research activity. It suggests the population of the research, observation to make if necessary, statistical technique to employ in analysing data and appropriate instrument to use in collecting data and mode of its administration. In short, a well written research design forms the basis for conducting a successful investigation. It is like a road map to a traveller or a structural plan to the building engineer. This design is considered suitable for this study because government intervention in the development of secondary school education cannot be manipulated. In any study where no manipulation of variable can take place; such study may be either survey or an ex-post facto research design. However, this study adopted a survey research design.

3.1 Population of the Study

The population in this study comprises all the principals and teachers in public Secondary schools in Malumfashi Zonal Education Quality Assurance. The Zone covers three Local Government Area; Kankara, Kafur and Malumfashi Local Government Areas. In Kankara local government area, there are seven secondary schools with 145 teachers and 10 principals. In Kafur local government area, there are 10 secondary schools with 174 teachers and 12 Principals. In Malumfashi local government area, there are 11 secondary schools with 322 teachers and 20 principals. In a nut shell, the population of this study comprised 641 teachers and 42 principals. The distribution of the population is as presented in table 1.

Table 1: Distribution of the Population of Teachers and Principals

S/N	Name of Schools	No. of Teachers	No. of Principals
KANKARALGA			
1	Government Secondary School Kankara	19	2
2	Government Science Secondary School Kankara	41	2
3	Government Secondary School Burdugau	19	1
4	Government Secondary School Gurbi	15	1
5	Government Secondary School Ketare	14	1
6	Government Secondary School Tudu	14	1
7	Government Secondary School ZangonPauwa	23	2
KAFURLGA			
8	Government Day Secondary School Gamzago	29	1
9	Government Girls Day Secondary School Kafur	28	2
10	Government Secondary School Gozaki	13	1
11	Government Secondary School Dankanjiba	18	2
12	Government Secondary School Dutsen Kura	15	1
13	Government Secondary School Kafur	18	1
14	Government Secondary School Mahuta G	7	1
15	Government Secondary School Rugoji	9	1
16	Government Secondary School YariBori	24	1
17	Government Secondary School, SabuwarKasa	13	1
MALUMFASHI LGA			
18	Government Girls Science Sec. School Malumfashi	34	2
19	Government Girls Secondary School Malumfashi	34	2
20	Government Pilot Secondary School Dayi	33	2
21	Government School for the Deaf Malumfashi	44	1
22	Government Secondary School UnguwarGamboMalumfashi	8	1
23	Government Secondary School DanRimiMalumfashi	19	2
24	Government Day Secondary School Dansarai	28	2
25	Government Secondary School Malumfashi	38	2
26	Government Day Secondary School Karfi	30	2

S/N	Name of Schools	No. of Teachers	No. of Principals
27	Government Day Secondary School Malumfashi	21	2
28	Government Day Secondary School RuwanSanyi	33	2
Total		641	42

Source: Katsina State Ministry of Education

3.2 Sample and Sampling Technique

In order to get a fair sample for this study, a sampling technique was used. Sampling is a process through which a sample is selected. Different procedures may be used in the selection of samples. Bichi(2004) identified two procedures in the selection of sample namely. Probability sampling and non-probability sampling. Probability sampling is a technique in which every member of a unit in the population has an equal chance of being selected. In essence every member of the population can fall in to sample by chance. The process of being selected as sample in probability sampling is attained through randomization. Randomization is all about selecting any unit in the population without assigning any criteria (Ugondulunwa&Awotunde, 1998).

A sampling is a process in which portion is selected, it is a very important activity in research, without sample, a researcher will find it difficult to select his sample from the population. Sampling is also involved in experiment, test and research activity in education, business studies, and social sciences as well as natural and applied science like medical test, pharmaceutical test psychological test etc. The aim of sampling is to get maximum effort, time and money. The researcher was adhering to the clusters of the study area (i.e. Kankara, KafurandMalumfashi LGA). The researcher randomly selects 3 schools from Kankara, 4 schools from Kafur and 5 schools from Malumfashi, making total of 12 schools out of 28 schools from the study area. Using Research Advisors (2006) guideline, 248 samples was appropriate for the study. Altogether, 236 teachers and 12 principals (one per sampled school) were randomly selected from the sampled schools using proportionate sampling technique as given by the formula:

Sample Proportion for Teachers = $(\text{No. of Teacher in a School}) / (276) \times 236$

The distribution of the sample size is summarized in table 3.2.

Table 3.2: Distribution of Sampled Schools and Sample Size

S/N	Name of Schools			Teachers		Principals	
				Population	Sample	Population	Sample
1	Government	Secondary	School	19	16	2	1
	Kankara						
2	Government	Secondary	School	15	13	1	1
	Gurbi						
3	Government	Secondary	School	14	12	1	1
	Tudu						
4	Government	Girls	Day	28	24	2	1
	School	Kafur					
5	Government	Secondary	School	18	16	2	1
	Dankanjiba						
6	Government	Secondary	School	18	16	1	1
	Kafur						
7	Government	Secondary	School,	13	11	1	1
	Sabuwara	Kasa					
8	Government	Girls	Secondary	34	29	2	1
	School	Malumfashi					
9	Government	Secondary	School	21	18	2	1
	Malumfashi						
10	Government	Secondary	School	33	28	2	1
	RuwanSanyi						
11	Government	Secondary	School	19	16	2	1
	DanRimi	Malumfashi					
12	Government	School	for the	44	37	1	1
	Malumfashi	Deaf					
	Total			276	236	19	12

3.3 Instrumentation

In this study, the instrument used to collect data was Government Intervention in the Development of Secondary School Education Questionnaire (GIDSSEQ). GIDSSEQ is a researcher-developed 15-item, four points Like-type scale with responses Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). It was developed to cover four aspects of government intervention such as funding, staffing, provision of infrastructure/equipment and routine inspection/supervision. Responses from GIDSSEQ were scored as follows; SA = 4points, A = 3points, D = 2points and SD = 1point. This scoring procedure was adopted because all the items in the questionnaire are positive.

The validation of the instrument was verified through test of validity. The construct and content validities of GIDSSEQ. The initial draft of the instruments was critiqued by experts, so as to ensure that, the items on the instrument were properly constructed in terms of clarity, language usage and it measures what it was meant to measure. The recommendations made by the experts were used to modify the final draft which was pilot tested so as to determine the reliability of the instruments.

The internal consistency reliability of the instrument was determined using Cronbach alpha statistic. The responses from the pilot study was scored accordingly and tested for internal consistency which yielded CronbachAlpha (r) of 0.973usingSPSS version 23 to carry out the reliability test. The reliability coefficient obtained shows that the instrument was are highly reliable.

To collect data for this study, first and foremost, the researcher took permission from the Malumfashi Zonal Education Quality Assurance office, Katsina state. The, the researcher personally visited the sampled schools and administered the instrument to the respondents. Furthermore, the researcher has to seek for the assistant of the principals and gatekeepers (messengers, securities, teachers, administrators and other workers). The main aim of the researcher was to get access to the school and in order to get responses from the principals and teachers regarding to topic. The instrument was retrieved back, scored and analysed using relevant statistical tools.

The data collected were analysed based on the proposed research questions and null hypotheses stated. The research questions were answered using Descriptive Statistics (Frequency count, mean and standard deviation). Also, grand mean was computed to make decision for research questions. Grand mean above 2.5 was tagged accepted while grand mean below 2.5 was tagged rejected. This is because the mean benchmark for a four-point Likert scale is 2.5. All the null hypotheses were tested using independent samples t-test. All the null hypotheses were tested at 0.05 level of significant.

4. Results

Answering Research Questions

RQ1. What is the level of government intervention in the development of infrastructural facilities in secondary school education in Malumfashi Zonal Education Quality Assurance?

Table 3: Level of Government Intervention in the Development of Infrastructural Facilities in Secondary School Education in Malumfashi Zonal Education Quality Assurance. (N = 216)

Statement	Group	SA	A	D	SD	Mean	Std. dev.	N
Government provides adequate classrooms in my school.	Principals	11	1	0	0	3.917	0.2887	12
	Teachers	175	26	3	0	3.843	0.4031	204
Government considers students' population when providing infrastructures in my school.	Principals	11	1	0	0	3.917	0.2887	12
	Teachers	139	59	4	2	3.642	0.5740	204
Government renovates dilapidated buildings in my school.	Principals	10	2	0	0	3.833	0.3893	12
	Teachers	155	44	4	1	3.730	0.5166	204
Government maintained functional equipment like Generators in my school.	Principals	9	2	1	0	3.667	0.6513	12
	Teachers	137	45	7	15	3.490	0.8738	204
Government representatives visit my school to inspect the condition of school premises.	Principals	10	2	0	0	3.833	0.3893	12
	Teachers	170	30	1	3	3.799	0.5098	204
Government intervenes quickly in the provision of laboratory buildings in my school.	Principals	8	0	2	2	3.167	1.2673	12
	Teachers	147	31	10	16	3.515	0.9069	204
	Principals	10	2	0	0	3.833	0.3893	12

Statement	Group	SA	A	D	SD	Mean	Std. dev.	N
Government representatives visit my school to inspect the available physical structures.	Teachers	151	44	4	5	3.672	0.6394	204
Grand Mean = 3.704								

Table 3 indicated the level of government intervention in the development of infrastructural facilities in secondary school education in Malumfashi Zonal Education Quality Assurance. From the table, it reveals that all the 7 items in this section of the questionnaire received positive responses from the respondents, as the mean scores were above 3.167 for both principals and the teachers, and the grand mean was 3.704. Therefore, this implies that all the respondents have agreed with the level of government intervention in the development of infrastructural facilities in secondary school education in Malumfashi Zonal Education Quality Assurance.

RQ2. What is the level of government intervention in the development of infrastructural facilities in secondary school education in Malumfashi Zonal Education Quality Assurance?

Table 4: Level of Government Intervention in the Development of Instructional Materials in Secondary School Education in Malumfashi Zonal Education Quality Assurance. (N = 216)

Statement	Group	SA	A	D	SD	Mean	Std. dev.	N
Government intervene quickly on the provision of functional teaching materials in my school for teachers.	Principals	5	6	1	0	3.333	0.6513	12
	Teachers	90	85	17	12	3.240	0.8400	204
Government intervenes quickly in the provision of laboratory facilities in my school.	Principals	7	4	1	0	3.500	0.6742	12
	Teachers	109	78	9	8	3.412	0.7540	204
Government provides functional library materials in my school for the students and teachers.	Principals	4	4	4	0	3.000	0.8528	12
	Teachers	71	70	21	42	2.833	1.1193	204
Government provides functional computers in my school for the students and teachers.	Principals	9	3	0	0	3.750	0.4523	12
	Teachers	143	48	8	5	3.613	0.6820	204
Government provides functional textbooks to my school for students and teachers.	Principals	7	4	1	0	3.500	0.6742	12
	Teachers	130	48	2	24	3.392	0.9842	204
	Principals	9	2	1	0	3.667	0.6513	12

Statement	Group	SA	A	D	SD	Mean	Std. dev.	N
Government intervene quickly on the provision of functional learning materials in my school for students	Teachers	171	26	6	1	3.799	0.5001	204
Government considers students' population when providing instructional materials in my school.	Principals	9	3	0	0	3.750	0.4523	12
	Teachers	133	61	6	4	3.583	0.6493	204
Government sponsored teachers to conference, seminars in order to get updates in new teaching and learning materials.	Principals	3	7	2	0	3.083	0.6686	12
	Teachers	98	76	16	14	3.265	0.8758	204
Grand Mean = 3.420								

Table 4 indicated the level of government intervention in the development of instructional materials in secondary school education in Malumfashi Zonal Education Quality Assurance. From the table, it reveals that all the 8 items in this section of the questionnaire received positive responses from the respondents, as the mean scores were above 2.833 for both principals and the teachers, and the grand mean was 3.420. Therefore, this implies that all the respondents have agreed with the level of government intervention in the development of instructional materials in secondary school education in Malumfashi Zonal Education Quality Assurance.

4.1 Hypothesis Testing

H01. There is no significant difference among respondents that government intervene in the development of infrastructural facilities in secondary school education in Malumfashi Zonal Education Quality Assurance.

In order to test this hypothesis, Independent Samples t-test statistic was used. The data was analysed using SPSS v.23.0, and the result was presented in Table 4.6:

Table 5: Difference among respondents that government intervene in the development of infrastructural facilities in secondary school education in Malumfashi Zonal Education Quality Assurance

Variable	Groups	N	Mean	Std. Dev.	df	T	P
Government Intervention in the development of Infrastructural Facilities	Principals	12	26.167	2.9797	214	.590	.556
	Teachers	204	25.691	2.6961			

From Table 5, the difference among respondents that government intervene in the development of infrastructural facilities in secondary school education in Malumfashi Zonal Education Quality Assurance was ($t = .590$, $df = 214$, and $P = .556$). Now since the p-value (.556) is greater than the alpha value (.05), the

null hypothesis is hereby retained. So, the researcher concluded that there is no significant difference among respondents regarding the level of government intervention in the development of infrastructural facilities in secondary school education in Malumfashi Zonal Education Quality Assurance.

Ho2. There is no significant difference among respondents that government intervene in the development of instructional materials in secondary school education in Malumfashi Zonal Education Quality Assurance.

In order to test this hypothesis, Independent Samples t-test statistic was used. The data was analysed using SPSS v.23.0, and the result was presented in Table 6:

Table 6: Difference among respondents that government intervene in the development of instructional materials in secondary school education in Malumfashi Zonal Education Quality Assurance

Variable	Groups	N	Mean	Std. Dev.	df	t	P
Government Intervention in the development of instructional materials	Principals	12	27.583	2.9987	214	.439	.661
	Teachers	204	27.137	3.4457			

From Table 6, the difference among respondents that government intervene in the development of instructional materials in secondary school education in Malumfashi Zonal Education Quality Assurance was ($t = .439$, $df = 214$, and $P = .661$). Now since the p-value (.661) is greater than the alpha value (.05), the null hypothesis is hereby retained. So, the researcher concluded that there is no significant difference among respondents regarding the level of government intervention in the development of instructional materials in secondary school education in Malumfashi Zonal Education Quality Assurance.

4.2 Summary of the Findings

Based on the results presented, the following are the major findings of this study:

1. That there is no significant difference among respondents that government that in the development of infrastructural facilities in secondary school education in Malumfashi Zonal Education Quality Assurance ($t = .590$, $df = 214$, and $P = .556$).
2. That there is no significant difference among respondents that government intervene in the development of instructional materials in secondary school education in Malumfashi Zonal Education Quality Assurance ($t = .439$, $df = 214$, and $P = .661$).

5. Discussion of the Findings

The finding from the first research question revealed that all the respondents, both principals and teachers, have agreed with the level of government intervention in the development of infrastructural facilities in secondary school education in Malumfashi Zonal Education Quality Assurance. This implied that, the government intervenes through provision of adequate classrooms, renovation of dilapidated buildings, provision of equipment like generators, provision of laboratory buildings, taking consideration of students'

population when providing infrastructures, and paying visit to schools to inspect the condition of school premises, and the available physical structures.

The finding from the second research question revealed that all the respondents, both principals and teachers, have agreed that government intervene in the development of instructional materials in secondary school education in Malumfashi Zonal Education Quality Assurance. This implied that, the government intervenes through provision of functional teaching materials in schools for both teachers and students, provision of laboratory facilities, library materials, and functional computers for both students and teachers, functional textbooks, as well as considering students' population when providing instructional materials. Also, it was agreed that government sponsored teachers to conference, seminars in order to get updates in new teaching and learning materials.

From the hypotheses tested, the findings from this study revealed that, there was no significant difference among respondents that government intervene in the development of both infrastructural facilities and instructional materials in secondary school education in Malumfashi Zonal Education Quality Assurance. This implied that the overall government intervention in the development of secondary school education in terms of both infrastructural facilities and instructional materials in secondary school education in Malumfashi Zonal Education Quality Assurance is satisfactory. The finding of this study agrees with the findings of some previous studies, like Namukwaya and Kibirige(2014), Ifeoma et al., (2016), Joshua(2014)etc. In these researches, the findings were similar to that of the present study. On the other hand, these findings disagree with that of Bashi (2014), who found that funding is inadequate in all critical areas of school development.

6. Conclusion

This study assessed government interventions in the development of secondary school education in Malumfashi Zonal Education Quality Assurance, Katsina state, Nigeria. It was earlier stated that, the public opinion about Katsina state government intervention in the development of secondary school education is not too close to what is documented by the State Government.

However, there are signs of the government intervention such as provision of adequate classrooms, renovation of dilapidated buildings, provision of equipment like generators, provision of laboratory buildings, taking consideration of students' population when providing infrastructures, and paying visit to schools to inspect the condition of school premises, and the available physical structures. Based on the findings of this study, it can be concluded that government intervention in the development of secondary school education in Malumfashi Zonal Education Quality Assurance is at satisfactory level

7. Recommendations

The following are hereby recommended based on the findings of this study;

1. Government should continue to provide enough teaching and non-teaching materials to cater for the increase in students and staff population in the study area.
2. Government should continue to engage in routine inspection of both teaching and learning materials for effective development of secondary schools in the zone and the state at large.

8. Contribution to Knowledge

The findings of this study revealed that the government intervention is necessary for effective school development. Furthermore, government has significant role in the development of secondary schools through the provision of infrastructural and instructional materials.

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