The Effect of Education on Good Governance in Selected Secondary Schools in Imo State Nigeria

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Abstract: *The study examined the effect of education on good governance in selected secondary schools in Imo State. Some of the specific objectives of the study were to determine the effect of facilities/environment on good governance, to find out the effect of funding/welfare on good governance in the selected secondary schools in Imo State etc. The population of study was 5500 which was gathered by use of questionnaire and interview schedule. 400 respondents comprising of teachers and students in the selected secondary schools of the three senatorial zones in Imo State were sampled through quota sampling. Data collected for the study were presented and analyzed using descriptive and inferential statistics like percentage and regression analysis. Hypotheses were tested and findings revealed the following, there was no significant relationship between facilities and good governance in the selected secondary schools studied, there was no significant relationship between funding/welfare and good governance in the selected secondary schools studied and there was significant relationship between standard of learning and good governance in the schools studies. The study recommended that government should equip the schools with modern facilities and encourage use of technology to enhance teaching and learning. Government should pay teachers promptly to ensure maximum productivity and good governance etc.*

Keywords: *Education, Good Governance, Institution.*

1. INTRODUCTION

Imparting knowledge to people involves designing a framework and managing it effectively. Education is a lifetime process which helps in the development of human beings, their activities and modus operandi. The concept of education has been defined by many authorities due to their opinions. This underscores what Aggarwal (2004) asserts that philosophers and thinkers from Yajnavalkya (about 600BC) to Grandhi (1869-1948AD) in the east and Socrates (469-399BC) to Devey (1859-1952AD) in the West have defined education in accordance with the philosophy of their life. He maintained that education is very significant because it molds the character and personality of individuals.

Okereke (2014) noted that education is the bedrock, facilitator and mobilize for

socio-economic development of any nation. Education could be viewed in four perspectives; as a process, product, discipline and institution(Obasi, Nkwereme, Unamba, Abdulraham &okoro,2004). Ahmad and Iqbal (2014) posit that governance in education refers to the means by which educational institution are formally organized and managed, the inter structure, organization and management of autonomous institutions. The researchers are concerned about how Education can improve good governance in our institutions with reference to secondary schools in Imo State. This forms the thrust of this study. Over the years, the effect of education on good governance has not been carried out in selected secondary schools across three senatorial zones in Imo State. More so, some related studies like works of Ahmad and Iqbal (2014) were carried outside the country, and some of the constructs covered by this work like effect of facilities, funding, standard of learning on good governance were not covered by other studies. Our work exists to bridge this knowledge gaps.

This paper has three specific objectives; the effect of facilities and environment on good governance in selected secondary schools in Imo state, the effect of funding/welfare on good governance. Also covered by this paper is the effect of standard of learning on good governance in the selected secondary schools in Imo state Nigeria

This study presents the following research questions.

1. How does facilities/environment affect good governance in the selected secondary schools in Imo State?
2. How does funding and welfare affect good governance in the selected secondary schools in Imo State?
3. How does standard of learning affect good governance in the selected secondary schools in Imo State?

To find answers to the research questions the following null hypotheses were formulated to guide the study;

1. Facilities do not significantly affect good governance in the selected secondary schools in Imo State.
2. Funding and welfare do not significantly affect good governance in the selected secondary schools in Imo state.
3. Standard of learning does not significantly affect good governance in the selected secondary schools in Imo state.

2.   LITERATURE REVIEW
Conceptual Framework
The conceptual framework of this study is illustrated in the diagramme below.
Figure 1: conceptual framework of education on good governance
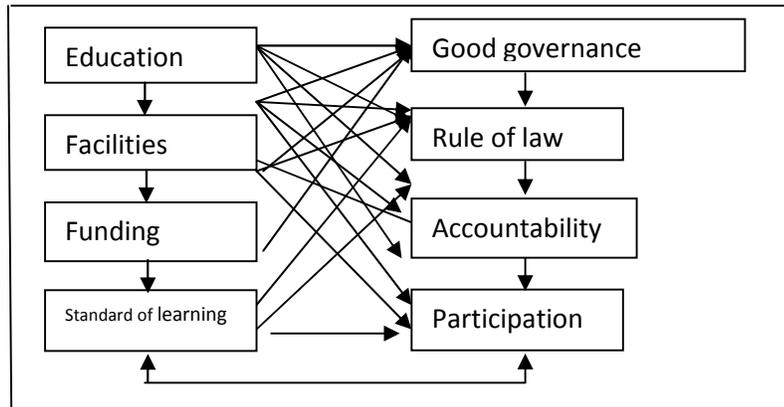
Source: Developed by the researchers 2019

Concept of Education

Chaube (2002) Opines that Education is a process of filing the mind with information. He maintained that an educated person should solve problems, execute their own task and plan their own lives. Bagudo et al (2005) assert that Education is the process of developing knowledge and ability in learners for personal and societal development

As a process it represents the conscious activity of either imparting or acquiring knowledge/skills or information whether in organized or not so organized ways with the intention of bringing out some desired behavioural outcomes in the participant. As a product, it refers to the outcome of teaching and learning activity which is evidenced by the skill, knowledge or attitudes which the individual possess after acquiring education. Education as a discipline represents an organized branch of learning or subject of study. Finally, education as an institution represents network of relationships, structures and establishments by which a society or a country provides members with relevant educational experiences they require to function effectively (Obasi et al). These establishments should inculcate values and skills obtained from education in ensuring that members of their organization benefit and participate effectively in their dealings/activities.

Moreso, Agada, Nwadibia and Okonkwo (1998) cited Cohen (1971) as saying that education is the inculcation of standardized and stereotyped knowledge, skills, values and activities by means of standardization and stereotyped procedures, such procedures like myths, legends and etiquettes, repetitive recitation are transferred from grandparents to grand children and from teachers to students. Education could mould and influence behaviour and attitudes, thus it is very fundamental to the growth and development of any society.

Aggarwal (2004) stated that philosophers like Socrates (469-399 BCA) defined Education as dispelling error and discovering truth. He cited Aristotle (384-322 BC) and John Locke (1632-1704) as saying that Education involves attainment of sound mind in a sound body.

Ahmad and Iqbal (2014) observed that the purpose of Education is to promote Economic, Socio-political and cultural life of a nation, rapid economic, industrial and agricultural advancement and developmental economies. They opined however that

there are problems of quality of staff, students, library, laboratory and issue of good governance. The impact of the constructs like facilities, funding and standard of learning on good governance will be ascertained in the course of this study.

Good Governance

Royal and Tisdell (1998) opine that good governance refers to exercise of power through a country's socio-economic and political institutions. Those institutions represent the organizational rules and routines, formal laws and informal norms that together shape the incentives of public policy makers, overseers and providers of public services.

Governance refers to all process of governing whether undertaken by a government, market or network, whether over a family tribe, formal or informal organization or territory and whether through laws, power or language, it relates to processes and decision that seeks to define actions, grant power and verify performances (Siddique,Shehzadi,Shaheen,&Manzoor,2016).

Sheng (2010) posits that governance is the process of decision making and the process by which decisions are implemented. The actors in governance are government, landlords, opinion and religious leaders, civil societies and heads of government parastatals etc.

Kola, Gana and Olasumbo (2017) assert that good governance is integral to economic growth and eradication of poverty and hunger, quality Education and sustainable development.

Principles of Good Governance

Sheng (2010) maintains that good governance has eight principles, they are;

Participation: People should be allowed to participate in governance. It could be direct or through legitimate intermediate institution or representatives.

Rule of law: Good governance requires fair legal framework that are enforced impartially.

Accountability: Government, institutional heads both in public and private sector should be accountable to their stakeholders.

Equity and inclusiveness: Members of the society should have a stake in programes which is being done in the society. This ensures growth and development of the society.

Responsiveness: Institutions and processes should serve all stakeholders within a reasonable framework.

Effectiveness and efficiency: There should be sustainability in the use of scarce available natural resources and protection of the environment.

Transparency: Decisions taken and their enforcements must be done in a manner that follows rules and regulations. More so, information should be freely available and accessible to those who will use it for decision making and enforcement.

Consensus oriented: There should be agreement reached by different interest groups in the society to enhance good governance.

This underscores Nwabueze's (2005) views that good governance is characterized by participation, transparency, equity, effectiveness and promotion of rule of law etc.

Theoretical Framework

Theoretical framework of this study is based on the following education theories.

Theory of constructivism: This theory was formulated by Lev Vygotskgy and Jean Piaget. Constructivism implies that people are responsible in creating their own understanding of the world and using what they know based on previous experiences in the process of linking new information to those experiences. People use those experiences and new information to construct their own meaning. Thus both students and teachers have their own opinions and ideas which are contributory in decision making and in school administration.

Theory of cognitivism: This is a learning theory proposed by Jean Piaget. The theory stated that a child develops cognitive pathways in understanding and physical response to experiences. According to this theory students learn most effectively through reading text and lecture instructions. Thus a conducive environment which is well equipped with modern facilities like information and communication gadgets will heighten and improve learning process. This will culminate to better performance in academics and the students will also be useful in contributing their best in the development of the society.

Theory of Connectivsim: This theory was propounded by George Siemens in 2005. This is a relatively new learning theory based upon the idea that people process information by forming connections. This theory has developed with the digital and technology age, adopting to advances in these areas.

This theory suggests that people no longer stop learning after formal Education and continue to gain knowledge from other avenues such as job skill and access to information with new tools in technology. Some of the principles of connnectivisim are; decision making which is a learning process, choosing what to learn; learning and knowledge rest in diversity of opinions, learning may reside in human appliances, learning is a process of connecting specialized modes or information sources, ability to see connections between fields, ideas and concepts is a core skill. Connectivism also addresses the challenges that many corporations face in knowledge management activities. Hence knowledge that resides in a data base needs to be connected with the right people in the right context in order to be classified as learning.

Among the aforementioned learning theories, this study was anchored on theory of connectivism and constructivism. People who work in every organization do not exist/work in isolation, they are linked to each others with the help of internet facilities, this reduces stress, and expedites their daily activities to ensure maximum productivity and good governance. More so in doing other work, each person contribute his ideas based on experiences he has through information available to him. Thus there will be equity, efficiency and inclusiveness which are indices of good governance:

3   METHODOLOGY
Research Design
The survey research design was adopted for the study which involves use of questionnaire in eliciting the needed data. Although interview scheduled was also used at the initial stage.

Population of the Study
The population of the study was 5500 people which comprised all the teachers and students in the selected secondary schools in three senatorial zones in Imo State.

Sample/Sampling Technique
Given the population of study which is 5500 the sample size was determined using Yaro Yarmens formular.

$$n = \frac{N}{1 + N(e)^2}$$

Where N = population = 5500
e = level of significance (5%)

$$n = \frac{5500}{1 + 5500 \ (0.05)^2} = \frac{5500}{5501 \ (0.05)^2}$$

$$= \frac{550}{5501 \ (0.0025)} = \frac{5500}{13.75}$$

Sample size = 400
From the computation the sample size is 400 respondents.
The researchers used Non Random sampling method specifically the quota sampling. The population of interest was divided into three senatorial zones in Imo State namely, Owerri, Orlu and Okigwe.

Sources of Data Collection
The study utilized primary sources of data collected through the use of structured questionnaire administered to students and teachers in selected secondary schools across three zones in Imo State.

Research instrument
Close ended structured questionnaire were used as the research instrument for the study. This was self-administered to the teachers and students of selected secondary schools across three senatorial zones in Imo State. Five point Likert Scale was modified into four and used to measure all questionnaire items as follows; strongly agree (SA), - 4 points, Agree (A)– 3points, Disagree (D) – 2points and strongly disagree (SD) 1 point.

Administration of the Instrument
The research instrument was personally administered by the researchers and validated by a professor in the department of Marketing Michael Okpara University of Agriculture Umudike Umuahia Abia State for content validity. The reliability of the research instrument was obtained through a test-retest reliability measure subjected to a reliability alpha test. Pearsons product moment correlation analysis was adopted, the reliability coefficient obtained was 0.05. This confirmed that there was a positive relationship between the two scores obtained. Four hundred questionnaire were administered in all but two hundred and fifty questionnaire were retrieved showing a response rate of 62.5%.

Method f Data Analysis
Data for the study was analyzed in two ways namely the descriptive analysis from the demographic data was done using percentage method and inferential statistics which involved calculation of ANOVA ,R^2 ,F and P values and beta coefficient through uses of

SPSS version 21 package .The researchers used multiple regression model for the study.

Model Specification
The researcher used three factors multiple regression model for the study based on multiple regression equation as follow
$Y = f(x_1, x_2, x_3)$…………………………………(i)
$Y_1 = -\beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + e$ …………………(ii)
Where;
Y_1= Good governance(Gg)
Ed =Education
B_0 = intercept
x_1 = funding and welfare (fw)
x_2 = Facilities and environment (fe)
and x_3 = standard of learning (SI)
e = error term
Thus; $G_g = f(E_d)$ …………………………………(iii)
$G_g = a + b_1 fw + b_2 fe + b_3 sl + e$……………………………..(iv)
The above acronyms in the equation are such that b_1, b_2 and b_3 are partial regression coefficient of the population parameters/estimations.
The researchers tested three independent variables such as facilities, funding and standard of learning on the dependent variable (good governance).

4. DATA ANALYSIS AND RESULT
4.1 Distribution of respondents by socio-demographic characteristics

Demographic characteristics	Variables	Frequency	Percentage
Age	0-5years	90	36
	16-30years	70	28
	31-45years	40	16
	45years and above	50	20
	Total	250	100
Gender	Male	100	40
	Female	150	60
	Total	250	100
Educational qualification	SSCE	120	48
	NCE/ND	60	24
	HND/BSC	40	16
	Postgraduate	20	8
	Others	10	4
	Total	250	100

Source: field survey 2019

Table 4.1 shows the demographic profile of teachers and students in selected secondary schools in three senatorial zones in Imo State. As indicated, greatest

percentage of the respondents were students which were between 0-15years than teachers which were between the age of 31-45years and above.

The implication of age is that most of the students did not contribute to governance of the schools. More so the table shows that 150 students and teachers were females which constitute 60% of the respondents while the remaining 40% were males. This implies that more females were involved in governance of the schools hence their contribution is significant. Also the educational qualification of the respondent's shows that students were 120, which represents 48% of the respondents while teachers were120 which is the same proportion by looking at their qualifications ranging from NCE to postgraduate degree. More so, other respondents constitute 4%. The implication is that both students and teachers contribute meaningfully in good governance of the schools across Imo state.

Regression Analysis
Table 4.2 Model Summary of the effect of Education on Good Governance

Model.	R	R^2	Adjusted R^2	Standard Error of Estimates
1	.737[b]	.543	.521	.67022

Source: SPSS version 21

From the table the value of R^2 is 54.3% this indicates that there is 54.3% variability in good governance explained by facilities, funding and standard of learning. This shows that Education contributed to good governance by 54.3% while the remaining 45.7% could be attributed to other factor like quality assurance.

Table 4.2; Analysis of variance of the effect of Education on Good Governance

Model.	Sum of Squares.	Df.	Mean square	f	Sig
Regression	121.646	11	11.059	24.619	.000[b]
Residual	102.416	228	.449		
Total	224.063	239			

Source : SPSS version 2.1

From table 4.2, the f-value is 24.62 which is significant at 0.05 level of significance. Its value is (.000) is less the 0.05. This shows that the variable used for the analysis is effective.

Table 4.3: Regression Model Establishing Linear Relationship between Education and Good Governance

Model	Coefficient Beta	Standard Error	t	p>(t)	95% conf	Interval
Constant	8.1667856	1.4797442	2.89	0.371	5.3232921	11.01028
Facilities/ environment	-.4923049	.54918478	2.48	1.037	.14340162	.7295097

| Funding& welfare | .4978039 | .447804 | 11.29 | 0.101 | .3826118 | 1.370485 |
| Standard of learning | -.8252509 | .3978322 | 4.305 | 0.053 | -0.2978635 | -.380159 |

Source: SPSS version 21

Table 4.3 shows that the p-value of facilities/environment is 1.037 which is greater than 0.05% level of significance. This indicates that facilities/environment is not statistically significant. Besides the p-value of funding/welfare is 0.101 which is greater than 0.05% level of significance, hence funding/welfare is not statistically significant.

Finally the p-value of standard of learning is 0.053, it is statistically significant at 0.05% level of significance.

Test of Hypothesis I
Facilitates/environment do not significantly affect good governance selected secondary schools in Imo State from the result. Thus the null hypothesis is accepted.

Test of Hypothesis II
Funding & welfare do not significantly affect good governance in selected secondary schools in Imo State. Hence the null is accepted.

Test of Hypothesis III
Standard of learning significantly affects good governance in selected secondary schools in Imo State. Thus the alternative hypothesis is accepted.

Discussion of Findings
From table 4.3, the coefficient of regression model intercept is 8.1667856. This implies that good governance increased by 8.167 units if facilities, funding and standard by learning were held constant. Other variables which may contribute to good governance could be provision of incentives to staff of the secondary schools by government and quality assurance etc. the result of the analysis shows that facilities/environment does not affect good governance in the selected secondary schools studies, the coefficient of the regression model is -.4923049, (-.50%), which indicates that if good governance is increased by 1 unit, facilities/environment will be decreased by -.492 (-.50%) approximate.

More so funding/welfare do not affect good governance, in the selected secondary schools studied. The coefficient of the regression model is 4978039, so, if good governance is increased by /unit, funding and welfare will be increased by (.50%) approximately.

Finally standard of learning has significant relationship with good governance in the selected secondary schools studies. Its coefficient is -.825, hence if good governance is increased by /unit, standard of learning will be decreased by -.825 which is approximately (-.80%).

Conclusion
The findings show that there is significant relationship between standard of learning and good governance while there is no significant relationship among funding/welfare and facilities/environment and good governance in the secondary schools studied.

Recommendations

This study sought to bridge the knowledge gap which existed regarding effect of Education on good governance in selected secondary schools in Imo State. To achieve the set objectives, the following recommendations were made based on the findings of the study.

i.   Government should equip the schools with modern facilities and encourage use of information to enhance teaching and learning. This will contribute to good governance.

ii.   Principals should inform ministry of education to increase the budget on Education to ensure that the schools are well equipped.

iii.   Teachers should be paid promptly to ensure maximum productivity.

Implications and Suggestions for Further Studies

This study is limited by some constraints for instance, the area of study is three senatorial zones in Imo state, it may not be enough to make generalization. More so, use of data from a particular industry, ie education sector may not be enough. Also the variables studied are still narrow to conclude the impact education has on good governance. We suggest that the scope should be extended to other states in Nigeria. More constructs should be studied to make generalization.

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