

**INFLUENCE OF POLITICS ON SCHOOL MAPPING IN THE ACTIVITIES OF
SECONDARY SCHOOLS IN KEBBI STATE, NIGERIA**

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AUGUST, 2018

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE
STUDIES, AHMADU BELLO UNIVERSITY, IN PARTIAL FULFILLMENT
FOR THE AWARD OF MASTER DEGREE IN EDUCATIONAL
ADMINISTRATION AND PLANNING**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
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ZARIA, NIGERIA**

AUGUST, 2018

DECLARATION

I hereby declare that this research report titled “Influence of Politics of School Mapping in the Activities of Secondary Schools in Kebbi State, Nigeria” was undertaken by me under the supervision of Dr. A. M.Jumare and Dr.E.I. Makoju. References were made to various sources of information and are specifically acknowledged by means of references. To the best of my knowledge this project work has never been presented or submitted for any other degree.

Haliru ABUBAKAR _____

DEDICATION

I wish to dedicate this research work to my Late Father Mal. Yahaya Aliyu Maizuma and my Late Mother Mal. Amina Alh. Danjuma may their gentle souls rest in Jannatil Firdausi.

ACKNOWLEDGEMENTS

I am grateful to Allah (S.W.A) for seeing me through the study. In the course of this work, many people have made useful contributions towards the successful completion. To every one of them, I shall ever remain grateful. I wish to register my profound gratitude to Dr A. M. Jumare, my amiable supervisor for his immense support, proper guidance, constructive criticism and immeasurable enthusiasm and who despite his tight schedule was always there to guide me throughout the period of this study. I am ever grateful to Dr. E. I. Makojumy Second Supervisor for his self-less guidance, constructive criticism, patience and immeasurable enthusiasm I will forever remain grateful to you. To Prof. B. A. Maina I thank you so much for your contribution and inputs towards the success of this work. To Dr. M. I. Harbau, Head of Department, Educational Foundations and Curriculum, I say thank you for your guidance, support, concern towards the completion of this study. My gratitude is also expressed to Dr. A. A. Igunnu and Dr. A. A. Dada, Dr. I. H. Jega, Dr. Ismail, Dr. Rukayya and Mal. Musa Ibrahim for their immeasurable contributions, invaluable and scholarly criticisms and guidance towards the completion of my study and this job.

My appreciation also goes to Mal. Mailafiya for his encouragement and support and other lecturers in the Department for their advice and assistance. To Dr. U. A. Ginga my gratitude for the support given when asked. I lack words to express my gratitude to Alh. Abubakar Yahaya Andarai who have proved to be more than just Brother, your care, patience as well as contributions and efforts are not only appreciated, they will remain ever green in my memory. My big thanks goes to my Principal and Vices Alhaji Aliyu Mustapha Gwandu, Mal. Ibrahim Yelli and Mal. Aliyu Umar.

I would like to acknowledge, Dr. Sulaiman PG Coordinator, Dr. H. I. Jega, Ibrahim Sani and Dr. Jamil Ibrahim Gachi for your support and guidance, your guidance has helped in no small measure in turning this work what it is, I will forever remain grateful.

To my brothers Yusuf Y. Andarai, Alhaji Usman Y., Hamisu Y., Hassan Y, Hussaini Y., Abdulmumini Y., Umar Y., Haruna Y. thank you for your contributions to the success of this work.

To Alh. Haruna Saidu Andarai and Alh. Abubakar Jabbo I lack words to use in expressing my thanks and gratitude Allah will surely reward you. My colleagues, Hassan Abubakar Yeldu, Kabiru Ibrahim (Kabsy), Ibrahim Mogueza, Tukur Umar, Buhari Umar, Abubakar A. Bawa, Abubakar J. Muhammad, Bashar A. Rufai and others, thank you, for being there when I needed you most I am forever grateful. My greatest indebtedness is to my beloved wife Mrs Zarau Mahmud who has been there for me taking good care of me and my children Amina H. A., Fatima H. A., Hauwa'u H. A., Mahmud H. A. Khadijat H.A., Abdullahi A., thank you, And finally to my chief sponsor for this programme Mansur Abubakar Andarai, what else can I say to you may God who sees and knows your act of good deeds will surely reward you thank you, I will be forever grateful. To all those too numerous to mention who play one role or the other to see that success is achieved and have contributed in many ways especially prayerfully and financially, I say thank you. May God reward you all abundantly.

ABSTRACT

This study was conducted to assess the inherent Interference of politics on the Activities of Secondary Schools in Kebbi State, Nigeria. The research was conducted from January 18th to April 30th 2017. The objectives of the study are to essentially assess the influence of politics of school mapping on resource allocation in secondary schools in Kebbi State; examine the influence of politics of school mapping on students' admission exercise in secondary schools in Kebbi State; ascertain the influence of politics of school mapping on location of secondary schools in Kebbi State; determine the influence of politics of school mapping on community's needs satisfaction in secondary schools in Kebbi State; and evaluate the influence of politics of school mapping on staff posting in secondary schools in Kebbi State, Nigeria. In order to achieve the objectives of the study, five research questions and five null hypotheses were formulated in line with the stated objectives. Related literatures were reviewed along with four (4) empirical studies. Survey research design was used for the study. From the total population of 5177 made up of 4538 teachers, 274 school based management committee, 274 principals and 91 Quality Assurance Officials, a total of 357(7%) respondents, which comprise of, 10 Principals, 327 Teachers 10 Quality Assurance officials and 10 School Based Management Committee members were sampled through purposive sampling technique. A self-structured questionnaire with five points Likert scale was used to collect data from the respondents. The validation of the content of the research instrument was done by experts. A coefficient alpha of 0.67 was obtained that shows that the instrument was reliable. The data collected were presented in table and were analysed using weighted mean to answer the research questions. Five hypotheses were tested using one way Analysis of Variance (ANOVA) at 0.05 alpha level of significant from which all were retained. Descriptive statistic was used to analyse the bio- data of the respondents. The major findings of the study reveal that; Politics of school mapping influences resource allocation students' admission exercise, location of secondary schools, staff posting and does not influence community needs satisfaction in Secondary Schools in Kebbi State. The study recommends that, the admission committee in the Ministry of Education should be allowed to function independently devoid political influence. Relevant indices for setting up a school plant should be observed such as population density, safety, proximity and accessibility: Government should work closely with the communities when setting up secondary schools in the state so as to achieve community needs satisfaction by setting up of a committee comprising, SBMC, Parents and Officials of the Ministry of Education that will enquire about the type of school to be set up in a given community ; An independent committee should be constituted that will involve the following parties; Quality Assurance Department in the Ministry of Education, representatives of Secondary School Board, Arabic Board, Science Board and Association of National Conference of Principals in the state to ensure proper posting and transfer of secondary school staff in the state.

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LIST OF ABRIBRIATION

1. S.B.M.C. - School Based Management Committee
2. P.T.A - Parents Teachers Association
3. U.S.A - United State of America
4. I.C.T - Information and Communication Technology
5. NIEPAI - National Institute of Education Planning and
Administration India
6. U.P.E - Universal Primary Education
7. U.S.E - Universal secondary Education
8. G.D.P - Gross Domestic Product
9. N.U.C - National Universities Commission
10. B.E.C.E - Basic Education Certificate in Education
11. J.S.S - Junior Secondary School
12. L.A - Local Authority
13. N.C.E - Nigeria Certificate in Education
14. D.P.R.S - Department of Planning Research and Statistics
15. ANOVA - Analysis of Variance
16. M. Ed - Master of Education
17. B. Ed - Bachelor of Education
18. Q.A - Quality Assurance
19. N. D - National Diploma

OPERATIONAL DEFINITION OF TERMS

1. Influence

The capacity to have an effect on the character development, or behaviour of someone or something, or the effect itself. The power to shape policy or ensure favourable treatment from someone, especially through status, contacts, or wealth.

2. School Mapping

School mapping is a technique of ensuring equitable distribution of educational facilities

3. Politics

Politics is defined as a moderating activity, a mechanism for deciding policy objectives from competing array of alternative.

4. School Activities

Involves curricular (academic activities) and extracurricular activities that are sponsored by and usually held at school. They often involve time commitment outside of the regular school day.

5. Politics of School Mapping

A situation where by politicians use their good offices to interfere in the distribution of educational facilities in secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The focus on education as the most decisive factor in the progress and development of modern societies is widely acknowledged among the nations. In Nigeria today under the new political dispensation there is an increasing concern on the role of government both at Federal and State levels towards revitalization of the education sector with a view to providing a more conducive environment for effective learning process.

On this perspective, many schools were established or are still being established in many States of the Federation. They were established partly to satisfy the rising demand caused by rapid population increase of secondary school students, and partly to fulfil campaign promises. As a result, many new schools were located without any rational basis. There was no consideration of their viability, conveniences or proximity to students' homes. Muhammad (1991) in Dada (2008) observed that "constructing schools is one way in which the political leaders may sell themselves to their constituencies. Indeed, for many rural communities, a school is the only sign that government is doing anything at all".

Despite the rapid increase in the establishment of secondary schools nationwide, the mapping of the location and distribution of educational services have been sadly ignored by the educational planners, administrators and political leaders. This is because many educationist still do not understand the concept of "school mapping" and at times, confuse it with the ordinary 'map' showing the location of educational institution. Caillod 1983:4 in Dada (2008) has observed that "many people even in the Ministry of Education, misinterpret the expression school mapping, they thought that it is a matter of preparing a large scale map and putting on it, right

kinds of conventional signs to show where the various type of Educational Institutions are located just to get a photographic views of the existing state of National Institutional Network". The map is an important document that can be used to get a view of all Educational Institution in a State. But in actual sense, school mapping is more than simply compiling a map which show the locations and distribution of schools. Muhammad (2013) defined school mapping as a process that involve planning and distribution of all input into the school system such as teachers, buildings and teaching and learning materials for the efficient functioning of an educational system.

In the same vein, Caillods 1983, in Dada (2008) see school mapping as a set of techniques and procedures used to identify future need in education at the local or regional level and to plan for measures to be taken to meet them. A cursory examination of the definition quote above reveal that, school mapping techniques are indispensable tool of ensuring equitable distribution of educational facilities that cannot be ignored by a planner and educationist, if the success of the whole education program is to be achieved. It is within this frame work that the present study on assessment of politics on school mapping in secondary schools in Kebbi State, Nigeria is undertaken.

Kebbi State is one of the 36 states of Nigeria. The 2006 census puts the population of the state at 3,238,628 comprising 1,517,498 male and 1,621,130 female populations(National Population Commission, 2006). Although the Hausa Fulani ethnic groups account for the bulk of the population, the state is home to many other ethnic groups including not only several of them that lay claim to Kebbi State as their ancestral origin, but also others that trace their origins to many parts of Nigeria. Thus, a major strength of socio-cultural feature of the state lies in the peaceful coexistence of the peoples with diverse religious, cultural and ethnic affiliations.

The state is located on the North-western part of Nigeria, bordering Sokoto State to the north east, Zamfara State to the east, Niger State to the south, Benin Republic to the West and Niger Republic to the north. Since its creation in 1991, the state has experienced several changes in government, a reflection of the recurrent changes in Military regimes that the country as a whole has experienced, but also due to a couple of elections associated with the transition from military to civilian rule that Nigeria experience since 1999.

Kebbi State has long history of quest for western education thus, the need for the educationists to offer suggestions for proper mapping of educational institutions in the state. However, the available literature has shown that, no single comprehensive study on school mapping was carried out in Kebbi State. Therefore, to fill this gap, a study of effective and efficient strategies of school mapping would be employed by this study in order to rationalize the location and distribution of new schools, so as to avoid wastage of resources that could be allocated to other sector of the economy. Similarly and more importantly, to ensure that quality educational services are equitably given to all the citizens in the State.

In view of the above a lot of fund had been spent for the development of education in Kebbi State in this democratic dispensation in order to provide enabling environment for teaching and learning, this include, refurbishing of existing secondary schools across the state, building new one, provision of teachers, laboratory equipment, furniture. Despite all this, the system has faced a lot of challenges in the aspect of administration, location of schools, provision of teaching and learning facilities due to influence of politics. This is because most of this activities are normally politically motivated.as speculated not a single activity is conducted as regards to provision of this educational facilities without the influence of a political stalwart in a given area.

In view of the above it's clear that school mapping is completely ignored, simply because school mapping deals with the equitable distribution of educational facilities with consideration of population, proximity, density, day school, boarding school, all this are being tempered with because of influence of politics.

1.2 Statement of the Problem

Secondary Education in Nigeria has been observed to be a channel through which socio-economic development could be appropriately acquired. Accordingly, the aim of secondary education in Nigeria is to prepare individuals to be useful, productive and contributing member of the society. In view of this, Federal Republic of Nigeria (2014) states that the broad aims of secondary education within the overall national objectives shall be (i) preparation for useful living in the society and (ii) prepare for higher education.

In order to achieve this objectives, The Kebbi State Government according to report of the Committee on Improvement and development of education in Kebbi State (2013) had spent a lot of funds for the refurbishing of existing secondary schools, build new, provision of more teachers, provision of teaching and learning facilities, accommodation for both teachers and students. The researcher observed that, there have been speculations from different quarters of the state, where many indigenes were of the opinions that siting of newly established secondary schools across the state has been politically influenced. It has also been speculated that provision of teaching and learning facilities to secondary schools in the state has been politically motivated by political stalwarts in the state, in the same vein supply of teaching and learning facilities are politically influenced. While some schools were over staffed some are under staffed.

Its therefore, against this background that, the study has been undertaken in order to find out the influence of politics on school mapping in the activities of secondary schools in Kebbi State, Nigeria. The researcher intends to identify some aspects of secondary school facilities that politicians use their offices to interfere in the equitable distribution of these facilities which include,allocation of educational resources, admission of students, location of siting of secondary schools in the state, Community need satisfaction as well as posting and transfer of teachers.

1.3 Objectives of the Study

The study was guided by the following objectives:

1. assess the influence of politics on resource allocation in secondary schools in Kebbi State;
2. examine the influence of politics on students' admission exercise in secondary schools in Kebbi State;
3. ascertain the influence of politics on location of secondary schools in Kebbi State;
4. determine the influence of politics on community's needs satisfaction in secondary schools in Kebbi State; and
5. evaluate the influence of politics on staff posting in secondary schools in Kebbi State, Nigeria.

1.4 Research Questions

The following research questions guided the study:

1. how does politics influence resource allocation on secondary schools in Kebbi State?
2. Is there any influence of politics on students' admission exercise in secondary schools in Kebbi State?

3. To what extent does politics influence the location of secondary schools in Kebbi State?
4. howdoes politics influence the community's needs satisfaction in secondary schools in Kebbi State?
5. in what way does politics influence the staff posting in secondary schools in Kebbi State?

1.5 Research Hypotheses

The research was guided by the following hypotheses;

1. There is no significant difference in the opinions of Principals, Teachers, School Based Management Committee (SBMC) and Quality Assurance Officials on the influence of politics on resource allocation in secondary schools in Kebbi State;
2. There is no significant difference in the opinions of respondents on the influence of politics on students' admission exercise in secondary schools in Kebbi State;
3. There is no significant difference in the opinions of respondents on the influence of politics on location of secondary schools in Kebbi State.
4. There is no significant difference in the opinions of respondents on the influence of politics on community's needs satisfaction of secondary schools in Kebbi State;
5. There is no significant difference in the opinions of respondents on the interference of politics on staff posting in secondary schools in Kebbi State.

1.6 Basic Assumptions

The study is based on the assumptions that the politics influence

1. resource allocation in secondary schools in Kebbi State;

2. admission exercise in secondary schools in Kebbi State;
3. location of secondary schools in Kebbi State;
4. That the politics on school mapping does not consider communities' needs satisfaction in secondary schools in Kebbi State; and
5. posting of teachers in secondary schools in Kebbi State.

1.7 Significance of the study

The study on the Influence of Politics on school mapping on the Activities of Secondary Schools in Kebbi State, is expected to provide information which will assist policy makers and executors in education administration. It is also hoped that the study will be a resource materials to students of education administration and planning. The result of this study being an empirical study could be replicated in sister states in the North West Geo Political Zone of Nigeria.

The study would also help teachers, principals, School Based Management Committee (SBMC) Parent Teachers Associations (P.T.A) members and other stakeholders to acknowledge and appreciate the use of school mapping as an indispensable tool of ensuring equitable distribution of educational facilities, and not a punitive weapon to political opponent, if the success of the whole education program is to be achieved. In addition to that, the study it is also hoped to enable the stakeholders to develop meaningful strategies which can enhance performance and effective use of school mapping in secondary schools of Kebbi State.

1.8 Scope of the study

The study titled "Influence of Politics on School Mapping in the Activities of Secondary Schools in Kebbi State" is limited to only public Secondary Schools within the 21 Local Government Areas of the State. It is also limited to identifying the various ways in which politics affects school mapping in secondary schools in Kebbi State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed related literature to the study under the following sub-sections:

2.2 Theoretical Framework

2.3 Conceptual Framework,

2.3.1 Concept of Influence,

2.3.2 Concept of Politics,

2.3.3 Concept of Politics in Education,

2.3.4 Concept of school mapping

2.4 Influence of politics on school mapping on resource allocation in Secondary Schools in Kebbi State;

2.5. Influence of politics on school mapping on students' admission exercise in Secondary Schools in Kebbi State;

2.6 Influence of politics on school mapping on location of secondary schools in Kebbi State;

2.7 Influence of politics on school mapping on community's needs satisfaction in secondary schools in Kebbi State; and

2.8 Influence of politics on school mapping on staff posting in secondary schools in Kebbi State, Nigeria.

2.9 Empirical Studies

2.10 Summary

2.2 Theoretical Framework

The researcher intends to adopt two theories for the research from Justice as Justice Theory and distributive justice which is referred to as Critical Race Theory. First this theory of Justice speaks volumes about the research work being related to distribution of goods in a society. This is because education ought not be politicised as its impacts to the society is in measurable, therefore, the ideal things to do is when an issue of provision of educational facilities came up, there has to be equitable distribution with consideration of population, proximity, safety as well as accessibility of these facilities. Secondly critical race theory, is talking about the equitable distribution of qualified teachers in United State of America which was the reason for the development of the theory, because the developer of the theory observed that there is inequality situation in posting and transfer of teachers between secondary schools within the white community and that of blacks that invariably affects the expected learning out come between the white and blacks. In view of this, the said theories were chosen by the researcher to guide the study.

(i) Theory of Justice

A Theory of Justice adopted for this research is a work of political philosophy and ethics by John Rawls in Voice (2011), in which the author attempts to solve the problem of distributive justice (the socially just distribution of goods in a society) by utilising a variant of the familiar device of the social contract. The resultant theory is known as "Justice as Fairness", from which Rawls derives his two principles of justice. Together, they dictate that society should be structured so

that the greatest possible amount of liberty is given to its members, limited only by the notion that the liberty of any one member shall not infringe upon that of any other member. Secondly, inequalities – either social or economic – are only to be allowed if the worst off will be better off than they might be under an equal distribution. Finally, if there is such a beneficial inequality, this inequality should not make it harder for those without resources to occupy positions of power – for instance, public office.

(2) Critical Race Theory

This study of the equitable access to quality teachers was informed by perspectives derived from critical race theory Ladson-Billings, (2006), critical studies Tatum (2000), Young, (2011) and critical multiculturalism May & Sleeter, (2010). Critical race theory (CRT) recognizes that racism is a normal occurrence in U.S. society and examines existing power structures that perpetuate the marginalization of people of color. “CRT has consistently examined the structural roots of racism and the persistence of collective white control over power and material resources....” (May & Sleeter, 2010, p. 8.) The focus on the distribution of high quality teachers, particularly among schools with high need, reflects the joint concern of both critical race theorists and critical multiculturalists May & Sleeter, 2010; McLaren, (1995) for whom structural analyses of equity.

2.3 Conceptual Framework,

The researcher here tried to explain key concepts that help in proper understanding and conduct of the study at hand. This is done to guide the reader to properly understand what the research is all about.

2.3.1 Concept of Influence

Influence as defined by oxford English dictionary (2017) is the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself. The power to shape policy or ensure favourable treatment from someone, especially through status, contacts, or wealth. Its origin is said to be Late Middle English: from Old French, or from medieval Latin *influentia* ‘inflow’, from Latin *influer*, from *in-* ‘into’ *fluere* ‘to flow’. The word originally had the general sense ‘an influx, flowing matter’, also specifically (in astrology) ‘the flowing in of ethereal fluid (affecting human destiny)’. The sense ‘imperceptible or indirect action exerted to cause changes’ was established in Scholastic Latin by the 13th century, but not recorded in English until the late 16th century.

It also being defined in the Collins English Dictionary (2014) the capacity or power of persons or things to be a compelling force on or produce effects on the actions, behavior, opinions, etc., of others.

2.3.2 Concept of Politics

The concept of politics has often been interpreted to mean the unbridled struggle for power among individuals or groups in a particular society. Politics is perceived as "a dirty game", too unwholesome for the sanitized humanitarian act of education. Such narrow or restricted conception of politics was common with the perceptions of the earlier politicians and the traditional political scientists. Generally speaking, people have misconception and biases on the true meaning of the term politics. This is much so when we realize that the meaning of words has history and association. The challenge faced of evolving an exact meaning of words is increased by lapse of time and differences of cultural environment. At this juncture, we may try to evolve a

general contextual meaning of politics by first delineating what politics is not and secondly, attempt to provide an ostensible definition of the term. Crick, 1992 in Okeke (2007) simply remarked that politics as a conceptual term: Is rarely praised as something with a life and character of its own. Politics is not religion, ethics, law, science, history or economics. It neither solve everything nor is it present everywhere, and it is not anyone political doctrine such as conservatism, socialism, communism or nationalism thought can contain elements of most of these things. Politics is politics, to be evolved as itself not because it is like or really is something else more respectful or peculiar.

From the above explanation, the concept of politics encompasses the activities involved in getting and using power in public life, and being able to influence decisions that affect an individual person, community, state, country or a society, it includes matters concerned with getting or using power within a particular group or organization. Politics is therefore a concept where an individual uses his/her power or authority to influence decision of others to his/her advantage. Another element of politics is interest. Politics is a kind of game play that involves activities which people enter into to pursue groups, personal or selfish interest(s) or ulterior motives.

According to Okolie in Ozurumba and Ebuara (2014) politics arises from accepting the fact of the coming together of different groups in the society. Therefore, different interests and different traditions and ideologies within a territorial unit under a common rule. Not a single definition of politics holds the allegiance of all political thinkers. Contending explanations reflect important epistemological and methodological disagreements within the discipline. Similarly, alternative conceptions of politics construed differently, in part because they derive from different understanding of reason, evidence and explanation and in part because they are

informed by radically, different understandings of human possibility Hawkersworth and Kogan, in Okeke (2007).

Thus, Okolie, in Ozurumba and Ebuara (2014) conceived politics as "a struggle for power". The central question for the political research is who gets what, when and how. Such a research focus necessarily expands political inquiry beyond the bounds of government agencies, for although the official institutions of state constitute one venue for power struggle. Within this, politics is ubiquitous. They further conceived politics as a process of compromise, negotiating, conciliation and bargaining, through which individuals seeking markedly different objectives arrive at decisions within which all are willing to live. On this view, politics is a moderating activity, a mechanism for deciding policy objectives from competing array of alternative Crick, 1992 in Okeke (2007). However, the above analysis failed to provide a comprehensive conception of politics. It tends to regulate war, revolution, terrorism beyond the sphere of politics. Besides, the notion of equal rights of participation and influence negates the formidable powers of the state and economy in determining political outcomes. Perhaps, a better way to conceptualize politics according to Okolie (2004) is to locate the explanation within the ambit of those action and inactions which directly or indirectly relate to mobilization and administration of human and material resources for specific ends in a given political entity.

According to Nnoli (2003) posits that politics is concerned with all activities that are directly or indirectly associated with the emergence of state power, consolidation and use of state power. According to him, politics has the state as its centerpiece. It was also noted that the institutional definition of politics provides neither a neutral nor a comprehensive account of political life. To them, if politics is to be understood solely in terms of the state. Critically observed, the basic problem with these theorists is that they have very shallow and misinforming idea of what state

means, besides what they classified as institutional explanation did not preclude activities which are outside the official instructions of the state.

2.3.3 Concept of Politics in Education

Political factors influencing education governance institutions, political ideologies, and competing interests, both within and outside of the education community, influence the content, form, and functioning of schooling public policy in France, everything to do with education is controlled from the centre (metro pole) which is the central government. In the case of USA and Japan, their education systems are highly decentralized, and are often based on the democratic influence and the capitalistic political philosophy of these countries Igbineweke 2013.

The political philosophy which controls the government of a country often has its inevitable impact on education. The political factor dictates the kind of administration the system of education will have. They also underlie the features in education system and the functioning of the same. For example, the fundamental ideas of socialism as a political philosophy were about the exploitation of labour by capital and this resulted in class mass. As a political philosophy, socialism recognizes property as the basis of the economic structure of the state which results in the concentration of civil and legal power in the hands of the property owning class. Socialism advocates for the nationalization of the means of production; where owners of means of production do not work and workers who produce do not own anything. A change of such a social order can only be achieved with reform in education. This would be through a state mechanism with full control of education and the curriculum and this means that the citizens must be trained by the state, for the state and in state institutions. In such cases, the details of the

curriculum are often decided by the state authorities and involve functional training of citizens. The curriculum may also involve scientific training for social utilization purposes.

Good examples of countries that have introduced a socialist system of education are Mexico, Bulgaria and Cuba. The common features of their education system include monopoly of the state control on education, secularism, physical and military training political indoctrination in and out of school and also more emphasis on science subjects. In these states, freedom of individuals and the idea of tolerance are not accepted. Unlike these countries, France has a centralized system of education based on its political philosophy. In France, everything to do with education is controlled from the centre (metropole) which is the central government. In the case of USA and Japan, their education systems are highly decentralized, and are often based on the democratic influence and the capitalistic political philosophy of these countries.

There is also a close relationship between the national character and the national system of education. For example, the national character of USA is democratic as such its education system is democratic in most of its aspects. Nationalism also as a political ideology influences the system of education in a country. Nationalism could be defined as a psychological feeling within a group which believes they have common outlook and traditions based on myth of common ancestry. These common ancestries include race, language, religion and territory and often strengthen the consciousness of nationality. The racial aspect which is often within the political ideology of a country may play a significant role in determining features in the education system. Race refers to a tribe, a nation or a group of nations. Modern population includes people of different racial origins. The British colonial policy was based on the principle of decentralization and on the building up of a commonwealth of nations each of which should be free to develop its own culture and national character. Hence there is a close relationship between national character

and national system of education and the former has been universally accepted as an important basis of national system of education. Thus the political system of a country is closely related with its educational programme.

For Nigerian politicians, these facts are well known and that is why they make education the centre of their political campaign for political positions. Most of the political parties which came into power have failed the nation as they did not live up to their promises of improving the quality of education. Most times, they allow the education system to be messed up with long strike, half-baked graduates, and under-staffing. Because of this, the secondary schools are usually ill-equipped and they suffer because of lack of planning, poor finance and management and lack of commitment on the part of the teachers, principals and even those in the board. The classrooms are not enough and there are neither laboratories library. This is an indication of the decay in secondary schools Ezeocha, 1985, in Osuji (2011).

In the closing decades of the twentieth century, education seemed destined to become the principal preoccupation of all states. Once a luxury of rich countries and individuals, a means of preparing citizens for their station in life, or at least a way of taking care of the young until they were old enough to go to work, education came to be regarded as at once a right of the individual and a necessity to the state.

The right to education arises out of democratic ideas (everybody should have a chance to become intelligent) and out of the special emphasis that all countries have come to place on employment, or a right to work. When a statistical link could be established between an individual schooling and his employability and income, the right to work had to lead to the right to schooling Adeyemo, (2000).

As opined by Abdu (2003), democratic ideas became interwoven with the belief that education was the only way to a useful and productive life. In 1964, for instance, the President of the United States of America reiterated his interest in advancing education by saying it has been his passport from his parents' condition, that of tenant farmers, to the one he had himself achieved. Thus, education came to be regarded as a necessity to the state because it seemed to be the path to prosperity and power. This idea was not wholly new.

More important, perhaps, was the notion that the advance of industry and technology was intimately bound up with the expansion of education. The more people are educated, the higher the industrial, technological, and scientific progress they are. This notion rapidly gained ground after the scientists had shown what they could do during and after the Second World War.

Abdu (2003), added that it requires skilled manpower and brainpower to match the power of totalitarian discipline. It requires a scientific effort which demonstrates the superiority of freedom. These considerations moved the advanced industrial countries. The multitude of developing nations that gained their independence after the Second World War were affected by the immediate necessity of establishing governments complete with civil services of every kind. Since most of them were also intent on industrializing as rapidly as possible, and since education is regarded as indispensable to industrialization, according to Ijaluola (2008), they were forced to expand their educational systems as fast as they could. At this juncture, it is extremely pertinent to have a cursory look into the actual location and presence of politics in education. This is discussed in the paragraphs below:

As earlier pointed out, public education is by necessity an extension of our political system, resulting in schools being reduced to vehicles for implementing political mandates. For instance,

during the past thirty years, education has become federalized through dynamics both indirect and direct.

As government policy and practice, bureaucracy is unavoidable, of course. But the central flaw in the need for structure and hierarchy is that politics prefers leadership characteristics above expertise. As noted by Blasé & Blasé (2002) no politician can possibly have the expertise and experience needed in all the many areas a leader must address (notably in roles such as governor and president). But during the accountability era in education of the past three decades, the direct role of governors and presidents as related to education has increased dramatically — often with education as a central plan in their campaigns. One distinct flaw in that development according to Ijagbade, Odumade & Agbajeola (2009) has been a trickle — down effect reaching from presidents and governors to state superintendents of education and school board chairs and members; people who have no or very little experience or expertise as educators or scholars attain leadership positions responsible for forming and implementing education policy. In other words, the faces and voices currently leading the education reform movement in Nigeria are appointees and self-proclaimed reformers who, while often well-meaning, lack significant expertise or experience in education.

Bureaucracy bestows authority and a hierarchy on education that allows and perpetuates leadership without expertise or experience. The consequences include the two most vivid examples of why education reform has failed and will continue to fail.

1. Inexpert leadership is ideologically committed to solutions and thus implements solutions without identifying and clarifying the problems, first, and
2. Inexpert leadership that is in constant flux with the perpetual changes in administrations is apt to implement the same solutions over and over with different outcomes expected.

Inexpert political leaders believe in act upon a faith in the effectiveness of their cult of personality.

Furthermore, bureaucracy is failing education reform because it does not acknowledge or address two central realities: Nigeria remains corrosively inequitable, especially in terms of tribe, class and gender; and education tends to perpetuate those inequalities through commitments to tracking, testing and ranking. Bureaucracy cannot teach as Obanya (2002) opines but educationist and researchers can lead schools if we will commit ourselves to genuine social reform that addresses poverty, and to education reform that allows teachers to do that which they know how to do. From the above discussion, it seems as if politics has taken much tolls on education via bureaucracy.

It has been established that school is a formal organization that is made up of learners and interacting together (within a community) to perform coordinated teaching, learning and knowledge-creating activities. The nature of school as a bureaucratic organization within a society determines the nature of educational management. Max Weber (1946), in Obanya (2002) the German sociologists, developed the principles of rational administrative organization based on rules, procedures, competence, contract agreements and objectivity so that bureaucrats could deal with stable and routine tasks which are the bases of organizational efficiency. Efficient goal attainment, however, depends upon programming and integration of institutional activities to incorporate the following six key elements:

Hierarchical structure that systematically orders communication and authority among formally established positions. To this end, most educational institutions have organization chart, pyramidal with vertical interconnection of formal authority. At the apex of the pyramid, there is the top-most authority with the most discretionary power while the base of pyramid comprises

the staff with the least discretionary authority. Supervisors are serving as the link between the top management and staff at the lower cadre.

- (i) Division of labour help on the aspect functional specialization that include colleges or faculties, centres, departments and units, adopt the two-tier system of management that depends on academic experts (educationists) as well as on the contribution of few professional administrations like accountants. In most cases, educational institutions group their academic tasks into departments, units, faculties and centres coordinated by appointed specialists.
- (ii) All staff and students should follow system of transparent procedures, rules and regulations covering the rights and responsibilities, A vital part of right in management authority or the right to command and have control over responsibilities of others, their resources and rewards. Institutions of learning usually have laws, rules, regulations and manuals to control the behaviours of and command subordinates such as staff and students. This is to standardize and routinize people's activities as much as possible to enhance efficiency or to reduce wastage.
- (iii) Impersonality of interpersonal relations. This is to maintain a balance between the attainment of organizational goals (institutional dimension) and meeting of individual needs (idiographic dimension) by being objective in recruitment, promotion, disciplining and firing of students and staff. With interpersonal structure, staff and students do what they are told to do, use the resources given to them and are rewarded for their responsiveness to their responsibilities without undue consideration for the idiographic dimension such as age.
- (iv) Selection, promotion and attrition based on objectivity and technical competence of

students and staff. This is to ensure objectivity and avoid favouritism in personnel and student matters.

- (v) Rational, systematic and goal-oriented processes and behaviours. This assumes that individuals problem-solving and goal attainment are rational provided there is requisite information about the problems, possible solutions and their consequences that would help institutional members to follow the most beneficial course of action. To achieve this, each institution of learning engages in strategic planning by establishing a vision statement, providing a mission statement to achieve the vision, generating goals and objectives based on market-driven programmes. courses and services, implementing the programmes / services, conducting formative and summative evaluations to revise and/or improve programmes / services, conducting impact study, and improving institutional vision, goals and objectives accordingly.

However, it is pertinent to assert that the tenets of the Weberian bureaucracy have long ruled the study of educational organization and the training of educational administrators. Characteristically, the society, as noted by Obi (2003), expects that schools should be planned, rational, stable, job performance oriented, consumer (learner) focused, authority based, controlled through procedures, rules and regulations as well as division of labour: and hierarchically structured as contained in Weberian bureaucracy. Having considered so far the subtle and glaring interplays of education and politics via the instrumentation of bureaucracy, the germane question is: Could there be any mutually beneficial relationship between politics and education? The answer to this fundamental question is that it is only change that can bring about the desirable compatibility between politics and education and this will constitute the focus of our next treatise.

2.3.3.1 Types of Politics in Schools

Adeyemi. (2001) & Ijaduola (2008) have drawn a distinction between two types of politics in schools. The term micro politics refers to the use of formal and informal power by individuals and groups to achieve their goals in organizations. Cooperative and conflictive processes are integral components of micro politics. Decision making is conducted at district, state and federal levels which is referred to as macro politics. Macro politics is generally considered to have noted that micro and macro politics may exist at any level of school systems depending on circumstance. The Nigerian educational system, like any other country's educational system, has, in recent times, experienced a lot of economic, technological, scientific and social scientific, upheavals like introduction of literacy in education computer education, the use of Information and Communication Technology (ICT) in education and ideas, modern economic theories, techniques and methods, Economic order etc into the school curriculum. The rationale behind the involvement of Nigeria educational system in change programme is an indication of a major force in shaping the objectives and methods of the programme. The most common reasons or needs for introducing reform and innovation or a change programme into the Nigerian educational structure, curriculum and methods, according to Alabi (2010) include the following:

- (a) Need to improve on the standard: The issue is highly discussed in Nigerian education system. Because the standard has been generally criticized among the expert in the field of education. Whether the education system is declining or where its existing, this is perhaps, one of the most discussed issues in the Nigerian educational system today. The standard of the system has been generally criticized by some experts' usual state and flavour. Since educational change is found useful where the standard of the system is declining or where its existing state is generating public outcry or conflict, its

introduction is found to be relevant in the Nigerian setting.

- (b) Future expectation: Change may be desired if there is a clear indication about the future trend or expectation of the system. In Nigeria, education is said to be performing different roles which may be expressed in terms of nation building and national promotion. Therefore, in order to cope with such future demands, educational change may be desirable.
- (c) Exogenous factors: The presence of some exogenous factors may influence the system, and which may also be the sources of educational change may justify educational change. For instance, in Nigeria, government may introduce a new function or method of operation such as deployment of military officers to inculcate discipline in the schools while the public may advocate for a course that they believe will benefit their children and the society at large. If they therefore, demand a change such change will be incorporated into the system.
- (d) Achievement-inclined would always allow a positive change to take place wherever he finds himself. In other words, an educational administrator would always like new programmes that will improve teaching-learning situation to be introduced in the school.
- (e) Creativity: An educational change may be precipitated by the desire of the members of staff to be more creative by introducing new ideas which may lead to the realization of the school objectives and their own individual goal.

From the discussion above, we have seen how 'flange' could be a force to be reckoned with in making politics and education compatible. We shall now elucidate on how more mutually beneficial relationship can be forged between politics and education.

2.3.3.2 Relationship Between Politics and Education

As earlier projected, education, to accomplish its required purpose, must be tailored towards the needs and aspirations of the community or environment. This is in agreement with the National Policy on Education (FGN, 2004) which states inter-alia in section 1 sub-section 9 (0, "efforts shall be made to relate education to overall community needs. By implication, therefore embarking on forging a mutual relationship between politics and education according to Ijaluola (2008) requires that such exercise must be precipitated by the need to yield to the demand of the community on environment where such reform is taking place. This is to say in essence that the culture of the community will determine whatever form the reform should take. In other words, a community that is inherently conservative would make reform a difficult task to achieve compared to a dynamic community.

The greater participation and interaction between politics and education in the life of any nation is thus, what constitutes the major objective of community development. Technology (no matter how modest) alone does not solve problems nor does it even create friends. There is an increasing awakening that people are more important than techniques. People should have some voice in and understanding of what is being done. This is the basis of mutual benefit the world over. Symbiotic relationship between politics and education as earlier posited, comprises the people plotting their graph, the direction of their values, identifying way of catching up with the graph so plotted and working meticulously towards the realization of set goals and objectives. This implies that a mutual relationship between politics and education requires that people themselves exert their own efforts, joining with government to improve their economic, social and cultural conditions, it is concerned with total community life and needs. It should involve the entire community participation in decision-making.

In another dimension Obanya (2002) perceived politics and education as interaction in the fullest and best sense for stimulation of the desire for better things and the urge to attain such better things. To her mutual interaction of politics and education strive to educate and motivate people to self-help with a view to developing responsible local leadership among them, as well as inculcating in them a sense of citizenship and a spirit of civic consciousness. Besides, to ensure a lasting mutual relationship between politics and education, new ideas, researches and approaches must be injected into the education system. For example, Victor (2012) argues: Most studies of educational change have been concerned primarily with the adoption of specific education innovations. They have been conducted where research has largely focused on the diffusion concept, namely, the spread or permeation of an innovation from system to system or from school to school. He further, highlighted the adoption of new ideas or techniques in education is hinged upon the following: consideration of cost; consideration of technological factors; availability of associated support materials; simplicity of implementation; and innovation system congruence.

Moreover, the purpose of learning is freedom and freedom is another word for what we refer to as self-reliance. It is expected therefore that any symbiotic relationship between politics and education must bring about self-reliance. Self-reliance means freedom from dependence on others, or any external support. A man who has true learning is truly free and independent. The first and least part of this self-sufficiency is that the person must be educated and made skilled in a craft.

2.3.4. Concept of School Mapping

There is no universal definition of School Mapping but according to Hallak (1997) in Dada (2008) define school mapping as “giving thought to the techniques and method of organizing

educational supply”. However, Muhammad (1999) in Dada (2008) defined school mapping “the dynamic process of identifying logically and systematically, the educational needs of the society and plan for measures to be taken to meet those needs”.

A close observation of the definition quoted above reveals that:

- i. School mapping is a dynamic process. It is a continuous activity which changes to reflect the needs of the dynamic nature of the society. As society is dynamic, planning has to also be dynamic to go abreast with the future demographic pattern of the society.
- ii. School planning involves the application of techniques and methods in planning school location to address the needs of the society. Planning in whatever form, involves certain degree of technicality in order for it to attain its targets.
- iii. It has to address the needs of the society. If disparity is to be minimized, planning has to be on sound principles. Political consideration, which results to the destruction of sound educational policies, should be accorded less consideration.

School mapping is part and parcel of the educational planning process; as a result, one of the sentential functions is to help realize the target set out in the plan or plans Hallak (1997) in Dada (2008). The target for education is usually set in the National Policy on Education.

The purpose of school mapping is to promote equal access to education for all children, through the creation of an equitable distribution of educational resources over the various geographical areas Muhammad (2013). Furthermore, school mapping may be regarded as a planning tool, for identifying the communities and territorial units where educational facilities provided in the plans are to be located.

According to NIEPA (1997) in Dada (2008) at a workshop on school mapping and micro planning in New Delhi, India explained that school mapping incorporates spatial and

demographic dimensions into the educational planning process. The major question answered by the school mapping exercise is where to locate educational facilities. Location of educational facilities depends on the norms and standards developed by the public authorities. Even within the norms and standards, many geographical areas may be eligible for opening of new schools. School mapping technique helps us to identify the most appropriate location of schools or their alternatives so that more number of children can be benefited from the same level of investment. The major objective of school mapping is to create equality of educational opportunities by levelling up of the existing disparities in the distribution of educational facilities. This technique is useful to plan all levels of education. However, it is more widely used for planning for facilities at the compulsory levels of education. School mapping is not confined to locating formal schools; location of alternatives to formal schools is a part of the school mapping exercise.

The methodology of school mapping envisages specification of norms, diagnosis of the existing educational facilities, projection of future population, deciding the location of schools, estimates of facilities required in all the (existing and new) educational institutions and estimation of financial resources required. One of the first steps in school mapping is to select a unit for the exercise. The school mapping exercises help identifying the most ideal locations to open schools. Given this primary purpose school mapping exercises cannot be undertaken for one village or habitation. A cluster of villages or a block can be an ideal unit for school mapping activities. The next step involved is to diagnose or assess the educational development in the selected area. The effort is to analyze the present status of education in an area/region to identify strength and weakness of the system and to understand the geographical distribution of educational facilities in the selected locality.

For diagnosing the educational situation it is better to collect data on the selected items during the previous 4 - 5 years or a decade. We may require data on population, literacy enrolment, teachers, building, flow rates of students, infrastructure etc. The population data are very important in school mapping exercises. Data on total population by sex, caste and age group for at least two points of time are minimum requirements. We may also need to have data on population of age groups 6-11 and 11-14. For diagnosing educational situation data on important indicators like literacy rate, enrolment ratios, retention rates and dropout rates are required. The present status of teachers position is important and in this respect data on number of teachers by qualification, experience, training and sex are required. Similarly, teacher-pupil ratio is also important to assess the present situation. Another set of information required is on buildings and infrastructure facilities. Information on the condition of building, numbers of rooms, type of building and on other facilities in schools like blackboard, water, toilet, electricity, playground, etc. are useful to prepare school specific plans.

The next step in school mapping exercise is to assess the number of children to be enrolled. This estimate is to be made on the basis of catchment area of school and it requires projection of total and school age specific population. There are various methods of population projection. Method of population projections are classified into three categories namely Mathematical, Economic and Component methods. Keeping in view scant demographic data at the block and district level, it is not possible to undertake detailed population projection exercise. Therefore, growth rates and ratio methods of population projection are more commonly used at this level. Enrolment projections are important to decide on the opening of new schools, up-gradation of existing schools and to estimate the number of teachers required. The techniques of enrolment projections can broadly be classified into two-mathematical and analytical methods.

Mathematical methods require aggregate enrolment data at least for five to ten years, and only total enrolment can be projected. On the other hand, analytical methods require promotion, drop-out, repetition and apparent entry rates. There are three simple methods of enrolment projections, namely, rate of growth, enrolment ratio and grade-transition methods. The application of a particular method depends upon the requirements and the availability of data. At the lowest level, cohort methods for grade-wise enrolment projections are more desirable. However, at the local level any information required to make reliable projections are not available. Therefore, one may have to depend on the most probable approximations. For example, the projection method used to derive school age-group children in this exercise is based on the assumption of a fixed proportion of the total population.

The next step in the exercise is to specify norms, standards and catchment area. Opening of new schools or their alternatives are based on the norms regarding threshold population, which indirectly defines the potential number of children to be enrolled in a given locality. In India the norm that is followed is to open a primary school in areas which have a population of 300 and above in plain areas and 250 or above in the remote or tribal areas. Similarly, after the 1986 policy, the norm adopted for the number of teachers is a minimum of two teachers in all the primary schools irrespective of the size of enrolment. The other important norm is regarding the maximum permissible distance a child has to travel from home to school. This in the school mapping terminology means definition of catchment area of a school. The catchment area of a school is the geographical area served by a school. It is defined as the maximum acceptable distance a child can travel from home to school. Normally catchment area is measured in terms of area of a circle or Hexagon. In India, especially in the remote areas, the settlement is in habitations. One may frequently come across situations in remote areas in India where one may

not find any household for long distances. And where habitations are located, it may have a cluster of households. Given this pattern of population settlement in India, we have not adopted the traditional catchment area concept. What we have adopted alternatively is a distance matrix method whereby the distances between habitations are measured. Therefore, number of habitations and their distances from the school are considered to decide the catchment area of the school. It is easy to develop distance matrix. The only information required to develop such a matrix is the distances between habitations or villages. The distances are to be measured from the locations within villages or habitation where households are concentrated. These details can be obtained through a survey.

It is easy to locate schools based on the distance matrix method. As mentioned earlier, location of schools is based on the norms and resources available. If the public authorities have resources to open schools wherever they are required, then prioritization is a less meaningful technique. However, schools are opened only in some selected locations. The norms form the basis to prioritize such decisions. Based on the distance norms and the resources available, decisions regarding opening of new schools, if any required, can be arrived at. As part of the school mapping exercise, one may have to assess the requirements of facilities in schools. While the facilities to be provided in the new school can be easily assessed, the same in the existing schools need to be based on an assessment of the existing facilities in these schools. Based on the population growth and potential growth in enrolment, additional infrastructural facilities may be required in the existing schools. It may be important to incorporate not only the infrastructural facilities but also other requirements of teaching learning materials to be purchased in the school. Based on these requirements cost estimates can be made and proposals can be prepared for funding.

The term school mapping seemingly implies that the exercise is confined to location of schools. This is not true. School mapping is an exercise useful to rationally allocate educational facilities of any type related to any level of education. According to available accounts, school mapping originated in France in 1963, Caillods, 1983, in Agu, (2014) explained that school mapping is a normative approach to the micro-planning of school locations. It is an essential planning tool to overcome possibilities of regional inequalities in the provision of educational facilities. It means that 1. School Mapping incorporates spatial and demographic dimensions into the educational planning process. 2. Location of educational facilities depends on the norms and standards prescribed by the authorities.

School Mapping is also used to investigate and ensure the efficient and equitable distribution of resources within and between school systems when large-scale reform or significant expansion of an educational system takes place Caillods,1983 in Muhammad (2013).

- a. **Micro Planning and School Mapping exercise:** - School mapping and micro planning are complimentary exercise but they are not the same. Objective of Micro Planning is (i)To mobilize the local community to prepare village level plan.(ii)To provide support system to the school become functional.(iii)To ensure that all eligible children from the locality attached the schools and thereby to ensure better and efficient utilization of resources already provided to a particular locality area or school. There are differences between micro planning exercise and school mapping exercise.
- b. **Methodology of school mapping:** - School mapping involves following steps:
Specification of norms standards & catchment area.
 - (a) Norms for opening of new schools-
 - (b) Distance/Population/Difficult area

(c) Norms for teacher.

c. Diagnosis of existing educational facilities.

(a) Assessment of existing educational facilities in selected area or region schools.

(b) Required information is useful to prepare school specific plan.

(i) Literacy Rate! Enrolment Rate /Retention Rate! Dropout Rate etc.

(ii) Number of Teachers.

(iii) Teacher pupil ratio

(iv) Building and infrastructure facilities

(v) Blackboard, water, Toilet, electricity playground etc.

d. Projection of future child population.

(a) Assessment the number of children which is to be enrolled.

(b) It is based on projection of child population in the catchment area.

(c) Benefits

(i) To know No of New Schools to be opened or other alternatives to formal education. To know No of Schools to be upgraded.

(ii) No of teachers required.

e. Deciding the location of schools.

(a) Based on Norms specified by the authority.

(b) School mapping exercise does not decide the site to construct schools. It only indicates the most appropriate habitations/ village where school are to be opened.

(c) Finding appropriate sites is to be done in consultation with villagers, Education

Planners, Architect, engineers and education authorities.

f. Assessing the requirements or facilities in schools :- This implies:-

- (a) Assessment of requirement of facilities in new school and in existing schools.
- (b) This includes requirement of infrastructure facilities and teaching learning materials.

g. Estimating financial resources requirement.

- (a) Based on the requirement of facilities cost estimates can be made and proposal can be made for funding.
- (b) Prioritization of assessed requirement & facilities in the schools according to financial resources.
- (c) Based on the available budget for every year proposal can be made.

h. Suggestive Steps of School Mapping: - Following step exercises may be done for mapping of all the habitations.

Step 1

- (d) Each and every habitation may be listed for mapping exercise
- (e) Habitation wise population with availability of schooling facility with distance data may be collected through GIS or Manual Mapping

Step 2

- (a) Listing of all habitations/ villages to identify served area through GIS or Manual Mapping
- (b) The available High schools and details of school from SEMIS
- (c) High schools and their catchment area

Step 3

- (a) Listing of all habitations/ villages to identify un-served area through GIS or Manual Mapping
- (b) Details of secondary schools located in the catchment area from DISE
- (c) Distance with other High schools
- (d) Distance Matrix exercise should be done.
- (e) A list of Junior Secondary Schools may be prepared which are eligible for upgrading into senior secondary level as per the state norm.

Step 4

- (a) Actual physical verification should be done by a team block and district level officers for confirming details of Secondary schools.
- (b) Actual physical verification should be done by a team block and district level officers for confirming details of Junior Secondary Schools eligible for upgrading into senior secondary level.

Step 5

- (a) Based on the final verification, prioritization may be done.
- (b) Propose year wise existing gap in the existing secondary schools
- (c) Propose new schools selected for opening.

i. Advantages of School Mapping

1. Create the necessary conditions for achieving universal primary and secondary education (UPE and USE),
2. Increase access for members of other traditionally under-represented socio-economic groups,

3. Promote the equitable distribution of educational benefits within and between different regions and populations,
6. Organize, coordinate and rationalize efforts at technical, vocational, and post-secondary education Caillods, 1983, in Varghese, (1997).

(j) Disadvantages School Mapping

- a) Social factors :-
 - I. Conservative attitude of parents towards secondary education
 2. Conservative attitude towards western education
- b) Economic factors:-
 - I. Poverty of parents
 2. Less financial provision in the budget
- c) Political factors:-
 1. Low priority to secondary education
 2. Local politics in respect of opening of new school
- d) Educational factors:-
 1. Uninspiring methods of teaching
 2. Defective curriculum
- e) Geographical factors:-
 1. Inaccessible areas
 2. Small and scattered habitations particularly in terrible and hilly areas
- f) Administrative factors:-
 1. Lack of suitable admission policy
 2. Inequality of educational opportunity

2.4. Influence of Politics of School Mapping on Resource Allocation in secondary schools in Kebbi State

In view of the above objective it is observed that, The concept of school mapping has partly grown from development in micro-planning Muhammad (1991) in Dada (2008), have highlighted that: advocates of micro-planning point out that even in the smallest country it is

possible for the Central Industry of Education to know the specific circumstances of every school and community. It is of course essential to integrate all plans into national framework. But it is also essential to treat each locality as an entity in itself. Micro planning which implies a degree of decentralization can also permit a local participation in decision-making. In the light of this, micro planning of education of which school mapping is the key element, may imply the planning of education at regional, state or local level. Taking Nigeria for example, education should be planned at state and local levels. It seeks to ensure rational and equitable distribution of educational resources, a better adaptation of these needs and aspiration of local communities and a more efficient utilization of resources available.

According to Bray 1987, in Muhammad (2013) also stated that school mapping is particularly valuable instrument for micro-planning because they help identify the existing distribution of resources and the major developmental gaps. The growth of school mapping concept results from a combination of concern about micro planning decentralization and population participation in education. The major aim of school mapping is to relate as closely as possible the distribution of educational facilities to the distribution of users of these facilities. School mapping is widely seen as a way to maximize the utilization of resource and to upgrade the educational quality in terms of staffing buildings and equipment.

Like most exercise in educational planning. Muhammad 1991 in Dada (2008) School mapping comprises three important preparatory stages: a thorough diagnoses of the station in the base year, projection of the number to be enrolled in the light of National Policy objectives and proposals for organization of the services. Hallak 1977:19, in Muhammad (2013) has observed that “the drafting of the national and regional school maps will serve as a test of whether the goal set out by the plan are realistic and whether the resources provided are adequate in view of the

special feature of the regions concerned. In this connection, the aim of school mapping is to ensure the best educational conditions possible, while keeping costs down to reasonable level. It is usually introduced when a large scale educational reform took place or when the decision is taken to expand the educational system Muhammad (2013). In Nigeria today, School management perceived to a high and very high extent the influence of politics on staff personnel administration of secondary schools in that preferential appointment of principals by government generates conflicts in schools, recruitment of unqualified teachers in secondary schools show some bias in favour of the local community.

The finding is in line with the statements of Osuji (2011) that politics influence the appointment, promotion and transfer of teachers. The author further observed that in the school situation, staff personnel administration forms an important responsibility of the school administration in achieving the goals of the school in particular and in education in general. Osuji (2011) stated that political influences, the promotion of teachers in schools. They also mentioned that there is also the influence of politics in sponsorship to seminars, conferences, seminars and workshops. There is also influence of politics on the provision of basic infrastructures and equipment in secondary schools to a high and very high extent in that quota system in the provision of computer denies some schools of such equipment, government interest determines where secondary schools are sited and there is uneven distribution of facilities to the interest of the party in power. The findings of this present study support Ogbonnaya 2009, in Osuji (2011) who stated that politics influences the provision of base infrastructures in schools it further reported that there is quota system in the provision of computer equipment that government determines where schools are cited. Okeke 2009, in Osuji (2011) also stated that politics influences the

provision of sports equipment as schools in the urban cities, particularly state capitals are more favoured than those in the rural areas.

In Kebbi State today, the issue of resource allocation into public secondary school in terms of teaching and learning materials, there is a gap between rural and urban schools because of the fact that the rural schools were influenced by the politicians whose aim is to fulfil their campaign promises not minding after establishing the school what is required of a school to be functional in terms of qualified teachers, teaching and learning materials, so as to be useful to community within which it was established to make matters worse they influence recruitment of their family members as teachers, this is in line with the statements of Osuji (2011) that politics influence the appointment, promotion and transfer of teachers parents tends to move their wards to the urban areas leaving the rural schools under staff with unqualified teachers.

2.3.1 Procedure for Resource Allocation

Ross and Ward 1999 in Hinchliffe (2015) saw funding formula as referring to the application of an agreed set of explicit rules that are applied systematically and impartially in order to allocate resources among schools with the objective of increasing equity in the allocation of government budget to institutions according to their needs. Hinchliffe, (2015) estimates that education expenditure is equal to only 2.4% of GDP and 14.3% of government expenditure. The share of these funds going to primary education has dropped to 35% and secondary education's portion has remained relatively unchanged at 29%, but tertiary education's share has nearly doubled to 35%. This information and the recent allocation shares for education have shown that Nigeria deviates sharply from regional and international norms.

Schools that have authority over their budgets are better able to sustain school improvement efforts because they can direct money to support priority goals and programmes

Odden&Archibald, (2000) If a school does not have adequate budget authority, it may need to seek funding outside or form partnerships to support its priority reform efforts. To use financial resources wisely, schools also should understand guidelines for combining various funding streams. In particular, schools should be familiar with federal regulations that allow funds to be combined to support school improvement. Combining funds is a good strategy for sustaining improvement because it allows money marked for special programmes to be redirected to support the school's overall academic priorities. Successful schools also know that they cannot do it alone - they need the financial support of the community, which is more likely to be offered when there is a strong relationship between the school and community.

Sustaining teaching and learning improvement is not just about money. It is also about people - especially the adults who directly support student learning. There are many ways that schools can reallocate human resources to better support student learning. For example, to ensure that human resources support academic goals and priorities, schools should consider the ratio of non-instructional staff, such as attendance clerks and crisis counsellors, to the number of full-time teaching staff . Although this approach might seem counterproductive, some research indicates that specialized needs can be addressed in regular classrooms with full-time instructional staff, Odden& Archibald, (2000). This means that funds and other resources that would normally support pull-out programs can be used to reduce adult- student ratios by adding staff to the regular classroom or by hiring more full-time regular classroom teachers Odden& Archibald, (2000). Schools might also consider assigning staff in ways that limit class size in particular focus areas. For example, if literacy is a high priority for school improvement efforts, the number of students per reading group or in other literacy activities could be reduced, while maintaining larger groupings in other subjects, such as art or physical education Miles

&Darling-Hammond,(1998). Larger classes in those areas usually allow one specialist teacher to cover preparation time for several regular teachers Odden& Archibald, (2000).

There has been three generation formula for the allocation of resources. Under first generation formula, allocation was based on pupils/teachers and staff ratio with no increment from year to year. This formula assumes that all at a given grade level in a school have the same educational needs and hence cost per student is the same. Ross and Ward 1999 in Hinchliffe, (2015) agreed that this method should be referred to as historic or incremental method. It concluded that historic funding formula is based on what has been happening in the funding agency allocation to education without any regard to the actual educational needs of the students. Basic needs are likely to be eroded because of budget pressures, competing political values and inflationary needs

The second generation formula is developed in order to account for the differences in the needs of the students. This implies that some students cost more to educate than others. A formula such as, Ross index from Australia which indices made up of variables such as lack of fluency in language of instruction among other factors which correlates with students level of education.

Moss and Guither (1976) in Muhammad (2013) were of the opinion that modern formula, that is, third generation date back to early 50's with development of California faculty formula. Rose & Ward 1999 in Hinchliffe, (2015) noted that this formula were developed in the 60's and 70's in order to guide resource allocation decision for educational programmes in U.S. France and United Kingdom. Moss and Guither 1976 in Hinchliffe, (2015) concluded that as the best practice due to its cost based incentive appropriateness its detailed structure. There has been clear departure from the generational funding to other methods as follows:

1. Bidding Method: The schools presents a business case for the funding based on specific criteria. The schools are funded based on the findings of the funding agency who considered the funding necessary.
2. Discretion Funding Method: The schools are funded according to the opinion and judgment exercise by funding agencies or administrator.
3. Need Based Funding Method: This is a method or an arrangement that seeks to ensure that the resources allocated to each school are derived directly from a systematic analysis of what each school needs in order to provide a specified quality of education to schools.
4. Activity Led Funding Method: This approach is based on the analysis of the actual costs of the activities required to provide and support specified educational programmes in schools. Performance Funding Method: Obadara&Abayomi (2010) were of the opinion that performance funding relates financial allocation to prescribed level of achievement. It ties state funding to institutional performance thereby encouraging external accountability and instructing performance.

2.5 Influence of Politics of School Mapping on Students' Admission in Secondary Schools in Kebbi State

A survey of the Nigerian educational scene reveals a series of disparities. There is disparity between urban and rural schools, and between schools owned and controlled by the federal government and those owned and controlled by the states and private agencies. There are gap observed between male and female enrolments, students on roll and those present in in the school and also between admission figures and available teaching resources Osuji (2011)

In Kebbi State because of nature of schools in the rural areas no qualified teachers, no conducive environment for teaching and learning parents normally refuse to take their children to the school admitted especially in the rural areas thereby moving them the urban area especially State Capital. Secondly, another factor is because of the involvement of politics in the education sector almost all the major villages in each of the 21 Local Governments has either one or two, Day or Boarding Secondary Schools. This is in line with what Akangbou 1985 in Muhammad (2013) as: the decision to locate a school is based on other consideration such as place of origin of the policy maker and the political strong hold of the policy maker and the political strong hold of the party in government, for instance it is quite common in Nigeria for a commissioner and other political office holder to go to a ceremony and announce the siting of a new school in the locality without asking the educational planner to determine the viability of such as school. Because of the above reason many parent especially less privileged would want their ward to be at home because of two factors; to spend less in sending the child to school and to have some assistance for their personal issues. That brings about in balance in admission plan of the State Ministry of Education.

The admission of student in Kebbi State into secondary schools is based on the following criteria by Directorate of Quality Assurance, Kebbi State Ministry of Education (2013).

1. Result of the student during BECE (Basic Education Certificate Examination) otherwise known as Junior Leaving Certificate Extermination result, which will determine which area a child understands better of sciences, arts and or commercial, that will give the committee saddled with the responsibility of admission idea as to which school a child should be admitted to. And for Junior Secondary School (JSS) Students are to be

selected for various primary schools in the state, with regards to his/her performance at the Common Entrance Examination to any Day/Boarding Secondary School in the state.

2. The geographical proximity (where you Live) of child to the school which he/she is to be admitted to.
3. For Physically challenged children, because the State has only one School for the Special Needs and its located in the state capital. parents who do not want their child to be far from them for special care and the special need does not include hearing and vision can be admitted in any nearby school in the state.
4. Parents need not to apply for the admission.

The criteria above when conferred with some other state in the country or in other countries you find that some are same while some differ. Because in countries like United Kingdom specifically in Bolton according to Bolton Council, Pupil and Student Services (2016) a child will apply for study in secondary school either online or paper form before a child can be offered admission by the Local Authority.

2.5.1 Admission Criteria Bolton Local Authority

Bolton Local Authority (LA) is the admission authority for Community and Voluntary Controlled Schools in Bolton. The LA also co-ordinates admissions into all Secondary Schools for Year 6 transfer children. Allocation will be in accordance with parental preference as far as possible. The limitation on this is from the School Standards and Framework act 1998 which states that an authority need not comply with a parental preference if compliance with the preference would prejudice the provision of efficient education or the efficient use of resources' - obviously, it is inefficient to have one school overcrowded and others with spare places. Schools are required to admit children up to their published admission number. For a

school where the number of applications is below the admission number the child will be eligible for admission into that school. Each school has an Admission Authority which sets both the admission arrangements and the criteria used to offer place if the school is oversubscribed. If a school receives more applications than it has places the Admission Authority for that school will use the admission criteria to determine who is offered a place. The table below shows the admission authority (who will decide if a place can be offered) for each school in Bolton. There are five types of schools each with its own types of authority.

2.5.2 Types of School Authority

Academy	Governing body
Community	Local Authority
Voluntary Aided	Governing body
Voluntary Controlled	Local Authority
Free School	Governing body

All applications will be considered without reference to parents/careers preference ranking for a school. Furthermore each school type has its own criteria for admission. Over subscription criteria may be different for each school you express a preference for, so it is a good idea to check the criteria for every school you are interested in.

In the Case of this Study we will discourse the criteria of only two types of schools above, Community and Academy.

2.5.3. AdmissionCriteria for Community Schools

- 1) Children in Public Care (Looked After Children) who are the subject of a full care order including adopted children who were previously in care and children who leave care under a special guardianship or residence order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see definition in Section 22(1) of the Children Act 1989.
- 2) Other children who are considered as 'vulnerable' and whose application for the preferred school is supported by the Assistant Director for Social Care. This will include:
 - a.Children for whom there is a child protection plan or has been within a 12 month period
 - b.Children who have had a period in care within two years of the admission application and are still receiving social care services
 - c.Children who are considered to be at significant risk of becoming looked after by public care
 - d.Children who are living in temporary accommodation due to fleeing violence and rehousing has been identified
- 3) Children who will have older siblings in Years 7 to 11 or the preferred school at the date of application and the date of admission. Siblings can include full, step, half, foster and adopted brothers and sisters living at the same address.
- 4) Children who suffer from a medical condition or disability which makes it better to them to attend that school rather than another. Places will only be offered under this criterion if the child has certified medical condition with strong professional supporting evidence confirming that existing exceptional problems with the child's health would be seriously exacerbated if a place were not made at the preferred school. Parents applying under the criteria must provide

a letter from the child's GP/Consultant setting out the reasons why the school is the most suitable school and details of the child's medical condition. Medical evidence must be submitted by 31 October 2016. Evidence received after this date will not be taken into consideration.

5) Proximity (where you live) - shortest walking distance to the preferred school minus shortest walking distance to the nearest/next nearest school plus 100 to create a ranking value. The lower the ranking value the higher the priority for a place. The nearest/next nearest school will include all community, free (free schools), voluntary-controlled, foundation and academy schools whether in the Bolton Borough or not.

- a. If any categories are oversubscribed then geographical proximity (as set out in category 5 above) will be used as a tie breaker. If the proximity value is equal then random allocation will be used as a tiebreaker. This will be carried out by an officer of Bolton Council independent to the School Admission Team.
- b. The shortest walking route will be that determined by the LA using only those public rights of way recognized within the measuring system. This will be measured using Route finder, a computerized mapping system which uses the ordnance survey integrated network to measure from the point on the highway nearest to the center of the home property and the designated main entrance to the school. In the event of a tie break within a block of flats those living furthest from the communal entrance will be given priority.
- c. Where a single place remains at a school and the application being considered is for twins (etc.) the council will allocate above the admission number to accommodate each child.

2.6 Influence of Politics of School Mapping on Location of Secondary Schools in Kebbi State

Decision to locate new school in developing countries does not usually consider sound principles of the distribution of population and the deficiencies of the existing system, Gould 1973, in Muhammad (1999). This unhealthy attitude to school planning in developing countries especially Nigeria, equally highlighted by, Akangbou 1985, in Muhammad (2013) as: the decision to locate a school is based on other consideration such as place of origin of the policy maker and the political strong hold of the policy maker and the political strong hold of the party in government, for instance it is quite common in Nigeria for a commissioner and other political office holder to go to a ceremony and announce the sitting of a new school in the locality without asking the educational planner to determine the viability of such as school.

This happen in Nigeria, in the early 1960's when three new school were established with the aim of fostering national integration, "The three Ministers who decided their location came from Sokoto, Warri and Afikpo; the three school were allocated to Sokoto, Warri and Afikpo" O'Connel 1996, in Muhammad (2013). If real mapping technique is to take place, the schools would be site in different location. This is how politics affect school location; this is detrimental to academic progress. From the point of view of Nigeria's educational history, no period had witness so much and varied educational activities within a short period like the period of the second public Adesina 1983 in Hinchliffe, (2015). During this period many new school were located without any rational basis. There was no consideration for their viability, convenience or proximity to student's home. Consequently, the whole exercise was a merger and in some areas, closure of these ill-equipped and ill-organized educational institutions, thereby resulting to a great deal of wastage of resources Muhammad 1991 in Dada (2008). In a similar development in

Sokoto State during the Second Republic, some secondary schools were established by the State Government which were all sited at the constituencies of the member elect, which planning it in real sense would have given them different location Bagudo (1987) in Dada (2008). This is how politics venture into educational planning during the second republic which Bagudo 1987 in Dada (2008) said that: “It was during this period that the Nigerian educational system experienced its greatest shock that keep educational planner dumb founded, disturbed and helpless. Education became a ready political bait for vote and drive for power. it has always been, but not period in Nigeria’s history did education became as a vote catching device feature so prominently as during the period of the second republic.”

This is to a certain extent true in the Nigeria’s context where Education tend to be used as an instrument for political campaign, as a result of which indiscriminate location of weak and unviable school spread to be the common practice throughout the country. Decision to locate a new school in developing countries, as stated earlier, is not usually done with prior consideration of sound principles of educational policies. Sometimes the decision is based on political actors, especially during political rallies where a contestant may promise siting a school if voted into office. Additionally some political office holders can refuse to locate school into an area in order to punish those who are refusing to vote for them. This therefore, shows how politics feature in school location planning in Nigeria and Kebbi State inclusive.

The politics of location of school in Kebbi State is based on the state Logo of LAND OF EQUITY. This indicates that whatever is going to be distributed to the state has to go with the principles of equity and distributive justice. The state is made up of four emirates viz: Gwandu Emirate, Argungu Emirate; Yauri Emirate and Zuru Emirate. But in the researchers view there is nothing like equity in it, considering the Local Governments in each Emirate, for instance

Gwandu Emirate has eleven (11) Local Government, Argungu and Zuru Emirates has four (4) Local Governments respectively while Yauri Emirates has three (3). In the education sector of the State apart from the schools inherited from the former Sokoto State, any other new institution established is sited in each of the four emirates. An example of this is the location of four Government Girls Comprehensive Secondary Schools and four Government Science Secondary Schools in 1997 and 2012 respectively

Table 2.1. Showing Distribution of Some of the Recently Established Comprehensive Girls Secondary School and Government Science Secondary Schools in Kebbi State

S/NO	NAME OF SCHOOL	SITE
1.	GGCSS Suru	Gwandu Emirate
2.	Government Science College Jega	“ “
3.	GGCSS Argungu	Argungu Emirate
4.	Government Science College Bayawa	“ “
5.	GGCSS Saminaka	Yauri Emirate
6.	Government Girls Science College Warra	“ “
7.	GGCSS Maga	Zuru Emirate
8.	Government Science College Ribah	“ “

Source; (Planning Research and Statistics Dept. Min. of Education, Kebbi State)

The siting of the above institutions is not because of the suitability of the town and village where the school was sited, that is based on school mapping ethics but because of the influence of some political heavy weight coming from the village/town serving in the government. This is in line with what Akagbou 1985, in Muhammad (2013) said “the decision to locate a school in based on the consideration such as the place of origin of the policy makers and the political stronghold of the party in government.” In this regard Adesina (1988) in Muhammad (2013) said that: In

Nigeria, the key diseases have been party factionalism and when there are no parties sectional and tribal interest, political patronage hinders scientific educational planning in three major ways, first there are the obvious moral question accompanied by the inequitable and uneven distribution of educational facilities. Second, the priorities laid down in the education plan are subjected to substantial distortions in the interest of the ruling political party or the ruling class, as project selection and implementation now depend on their rate of political pay-off. Thirdly, the inefficient and incompetent administrator and the official who offer the least resistance are often preferred and the unscrupulous flatters and trend to occupy the strategic position within the plan of administration. Similarly, the civilian government of 2008-2015 makes the matter worst in creating more secondary schools politically, that bring about in Kebbi State today the secondary schools created within the stated period has more than doubled the existing one before the period, thereby having at least ten senior/junior secondary schools in each local government without regards to required indices to map a school.

In an ideal situation, the location of a school is supposed to be in a conducive atmosphere for learning with good threshold. Politicization of school's location ends up in the downfall of education. This is in accordance with Duruji (2014) view which state that, "Location of school has an impact on student's academic performance. According to them, school in Urban area are usually provided with more facilities than those in rural area and this affect the student's general performance.

2.7 Influence of Politics of School Mapping on Community Needs Satisfaction in Secondary Schools in Kebbi State.

Communities can be defined by characteristics that the members share, such as culture, language, tradition, law, geography, class, and race. As Shaeffer 1992 in William & Buffalo (2013) argues, some communities are homogeneous while others are heterogeneous; and some united while others conflictive. Some communities are governed and managed by leaders chosen democratically who act relatively autonomously from other levels of government, and some are governed by leaders imposed from above and represent central authorities.

Mitsue 1999 in William & Buffalo (2013) points out three aspects of communities. First, community is a group structure, whether formally or informally organized; in which members play roles which are integrated around goals associated with the problems from collective occupation and utilization of habitation space. Second, members of the community have some degree of collective identification with the occupied space. Lastly, the community has a degree of local autonomy and responsibility.

Bray (1996) presents three different types of communities, applied in his study on community financing of education. The first one is geographic community, which is defined according to its members' place of residence, such as a village or district. The second type is ethnic, racial, and religious communities, in which membership is based on ethnic, racial, or religious identification, and commonly cuts across membership based on geographic location. The third one is communities based on shared family or educational concerns, which include parents associations and similar bodies that are based on families' shared concern for the welfare of students.

2.7.1 Concept of Participation

The term “participation” can be interpreted in various ways, depending on the context. Shaeffer 1994 in William & Buffalo (2013) clarifies different degrees or levels of participation, and provides seven possible definitions of the term, including:

- (a) involvement through the mere use of a service (such as enrolling children in school or using a primary health care facility);
- (b) involvement through the contribution (or extraction) of money, materials, and labour;
- (c) involvement through ‘attendance’ (e.g. at parents’ meetings at school), implying passive acceptance of decisions made by others;
- (d) involvement through consultation on a particular issue;
- (e) participation in the delivery of a service, often as a partner with other actors;
- (f) participation as implementers of delegated powers; and
- (g) participation “in real decision making at every stage,” including identification of problems, the study of feasibility, planning, implementation, and evaluation.

Shaeffer 1994 in William & Buffalo (2013) stresses that the first four definitions use the word involvement and connote largely passive collaboration, whereas the last three items use the word participation instead, implying a much more active role. Shaeffer 1994 in William & Buffalo (2013) further provides some specific activities that involve a high degree of participation in a wider development context, which can also be applied in the education sector, including:

- (a) collecting and analyzing information;
- (b) defining priorities and setting goals;
- (c) assessing available resources;
- (d) deciding on and planning programs;

- (e) designing strategies to implement these programs and dividing responsibilities among participants;
- (f) managing programs;
- (g) monitoring progress of the programs; and
- (h) evaluating results and impacts.

2.7.2 Community Participation in Education.

Education takes place not only in schools but also within families, communities, and society. Despite the various degrees of responsibilities taken by each group, none can be the sole agent to take 100 % responsibility for educating children. Parents and families cannot be the only group of people for children's education as long as their children interact with and learn from the world outside their families. Communities and society must support parents and families in the upbringing, socializing, and educating of their children. Schools are institutions that can prepare children to contribute to the betterment of the society in which they operate, by equipping them with skills important in society. Schools cannot and should not operate as separate entities within society.

Since each group plays a different role in contributing to children's education, there must be efforts to make a bridge between them in order to maximize the contributions. Education takes place most efficiently and effectively when these different groups of people collaborate. Accordingly, it is important to establish and continuously attempt to develop partnerships between schools, parents, and communities.

Many research studies have identified various ways of community participation in education, providing specific channels through which communities can be involved in children's education.

Colletta and Gillian 1995 in William & Buffalo (2013) illustrate various forms of community participation: (a) research and data collection; (b) dialogue with policymakers; (c) school management; (d) curriculum design; (e) development of learning materials; and (f) school construction.

Hamunyela(2008) recognized parent and community support as one of the key factors to determine school effectiveness in Sub-Saharan Africa. They identify five categories of parent and community support that are relevant to the region: (1) children come to school prepared to learn; (2) the community provides financial and material support to the school; (3) communication between the school, parents, and community is frequent; (4) the community has a meaningful role in school governance; and (5) community members and parents assist with instruction.

Williams & Buffalo (2013) argues that there are three models of Education and Community. The first one is traditional community-based education, in which communities provide new generations of young people with the education necessary for transmitting local norms and economic skills. In this model, education is deeply embedded in local social relations, and school and community are closely linked. The government, being of little use in meeting the specialized training needs of industrialized economies, plays a minor role, providing little basis for political integration at the national level. The second model is government-provided education, in which governments have assumed responsibility for providing and regulating education. The content of education has been largely standardized within and across countries, and governments have diminished the role of the community. However, a lack of resources and management incapability have proven that governments cannot provide the community with adequate the educational delivery, fully-equipped school buildings, and a full range of grades,

teachers and instructional materials. This triggers the emergence of the collaborative model, in which community plays a supportive role in government provision of education. Williams further presents a model that shows the relations between the role of community and local demand.

Table 2.2 Local Demand and the Role of the Community

Item Statement	High Local Demand	Low Local Demand
Initial Community Attitude Toward Education	Positive	Indifferent/Resistant
Role of Community	Potential support to supplement & reinforce government action; Can support schools in ways government cannot	Can block/underline educational efforts
Key Variables Determining Community Role	Community lacks ways to provide support	Match between content/delivery of schooling & local values, needs, economic constrains
Goal of Government Intervention	Provide useful ways community can support schools	Adapt content/delivery of schooling to local context; Provide education useful to community

Source: Williams, James H. (1994) in William & Buffalo (2013) “The Role of the Community in Education.”

The table above named Local Demand and Role of the Community in Education as indicated in three columns first column indicated some variables that when used properly the community may be in need/demand for an initial attitude towards education the second and third column show whether it is positive, indifference/resistance to education. The variables are role of the community, the key variables determining community role and the goal of government.

Rollande (2001) seeks ways to help children succeed in school and later life, and focuses on partnerships of schools, families, and communities that attempt to: (a) improve school programs and school climate; (b) provide family services and support; (c) increase parents’ skills and leadership; (d) connect families with others in the school and in the community; and (e) help teachers with their work. She summarizes various types of involvement to explain how schools, families, and communities can work productively together:

- (1) parenting – to help all families to establish home environments that support children’s learning at schools;

- (2) communicating – to design effective forms of school-to-home and home-to-school communication that enable parents to learn about school programs and their children’s progress in schools as well as teachers to learn about how children do at home;
- (3) volunteering – to recruit and organize parent help and support;
- (4) learning at home – to provide information and ideas to families about how to help students at home with home-work and other curriculum-related activities, decisions, and planning.
- (5) decision making – to include families in school decisions, to have parent leaders and representatives in school meetings; and
- (6) collaborating with the community – to identify and integrate resources as well as services from the community in order to strengthen school programs, family practices, and student learning.

2.8 Influence of Politics of School Mapping on Staff Posting in Secondary Schools in Kebbi State

Teacher is one of the most significant elements of education system. He/she is the compulsory figure for any learning program. His/her presence assures the accomplishment of the curriculum. Researchers and school administrators would agree that nothing affects students' achievement more than the quality of their teachers. In this respect the researcher discusses on the recruitment, posting and retention.

2.8.1 Recruitment of Staff

Generally, recruitment relates to those activities in personnel administration commonly associated with the attraction of the quality and quantity of staff needed for the system. The recruitment process is the starting point for the appointment of staff at this stage. The school system must have classified its intentions as to the quality and quantity of the staff it wants, it

must have an idea of salary range it proposes to offer and other conditions of service that it can met. Under the present system, school heads have highly limited powers to recruit and appoint their staff. Only State Government has the right to recruit staff for secondary schools in Kebbi State.

- **Sources of Recruitment**

Ojo (1998) broadly categorized sources of recruitment into two: Internal source, External Source.

a. Internal or Inside Source- This he says, Job opening in an organization can be filled from among current employees through transfer or promotion. The selection (for promotion) can be done whether through a formal process of announcing job vacancies and allowing employees to bid for them or through search for skills inventory to identify those with requisite qualifications.

b. Job posting and Bidding- Here, the enterprise can notify its current employees about job openings through magazines, bulletin boards or departmental memoranda. All interested employees can apply in response to the internal advertisement thereby according them equal opportunity. If the advertisement is both "internal" and external, the employees will have to respond to it along with external candidates with whom they will have to compete.

Skills Inventory and Personnel Appraisal- He explained that skills inventory of employees contain a list of names with relevant skills and characteristics. Details will cover names, education, present job, position and location, past jobs, training, performance, salary levels, etc. According to Ojo (1998) the skill inventory therefore, provides an easy way of searching for employees with special skills or abilities who can fill vacant or newly created positions.

B. External Sources

There are several internal sources of recruitment, according to Ojo (1998):

- a. Unsolicited Applications-** Many employees receive applications by letters or in person from several people, such "Unsolicited" or "Casual" applications or "Walk-ins" can be a major source of recruitment for unskilled and to a lesser extent for highly skilled employees.
- b. Public Recruiting Agencies-** Every state Employment Agencies constitute the main or only source of recruitment into the civil service in many countries. In Nigeria, there is a Federal Civil Service Commission and a Civil Service Commission in each state of the federation. There is also local government service commission which recruits certain categories of local government staff in each state.
- c. Private Recruiting Agencies-** Private employment agencies or consulting (recruiting) firms provide services for referrals for specific vacancies listed with them, and placement services for individuals seeking employment, all for some fee. Recruitment through private agencies has become prominent in Nigeria as the number of such agencies has increased considerably over the years.
- d. Advertising-** Advertisement for recruitment can be placed in trade or professional journals, magazines, newspapers, bulletins placed in supermarkets, and through radio or TV announcements.
- e. Employee Recommendations-** Some employers recruit through their employees. Relevant information about job openings and the skills required are announced to employees who then convey same to friends and relatives who may possess such skills and seek work. Employee recruiting" is common in Nigeria. It covers virtually all levels of

personnel, junior or unskilled, senior and executive manpower. For instance as reported by Ojo (1998, p. 190) about 33 percent of respondents got their first jobs through relatives, 27 percent through friends and 19 percent on merit.

- f. Educational Institutions-Organizations** quite often keep in touch with several educational institutions such as Universities, Polytechnics, Technical and Vocational Institutions. They are good sources of young applicants with various types of formal education. Some of such institutions have counselors or placement officers who recommend particular candidates to employers.
- g. Labour Unions-**This source of recruitment is more relevant in some advanced countries such as the United Kingdom, United States of America and Canada. It is mainly applicable to industries and occupations where employees are represented by craft unions, construction, maritime and dock-work. Request for new employees are usually sent by employers to the "Union Hiring Hall" for appropriate action. Usually, the union members who have been unemployed longest or are most senior are given priority in the filing of Job openings.
- h. Professional Associations-** Here, some professional associations in Nigeria assist in the recruitment of new, senior and experienced members for appropriate or special job openings.
- (i) Power of Recruitment-**The State Ministry of Education has the mandate to recruit teachers into the service through Secondary Schools Management Board, Arabic Board, State Universal Basic Education Board and Ministry of Science and Technical Education. The Ministry of Education recruits teachers or (officers) on grade levels 0 - 07 and

above. Kebbi State Government is responsible for the payment of their salaries and allowances

(j) Types of Appointment Offered

Authority is guided by the Civil Service Rules and Regulations, as such, the types of appointment offered are temporary appointment, contract appointment and permanent/pensionable appointment.

- a. **Contract Appointment-** In this case, special teachers whose services are still needed from time to time are engaged on contract basis and mostly after retirement.
- b. **Permanent and Pensionable Appointment-** This is the type of appointment, which demands a two —year probationary period. An officer must pass any compulsory examination prescribed for his appointment in order to be confirmed and promoted. And if the officer fails the prescribed examination, it might result in the termination of the probationary appointment. For any officer to be eligible for permanent and pensionable in the teaching service, a candidate must have a minimum qualification of National Certificate of Education (NCE).
- c. **Temporary Appointment-** These are issued for a period of two years, teachers are put under observation for two years before their appointments are confirmed, that is to say that the officer must have been found efficient and productive in his duty before he or she is confirmed, but if the officer is found guilty, the appointment could be terminated at any time.

2.8.2 Posting of Teachers

Each teacher is different than the other one in term of personality, attitude, and skills and in their dedication with their profession and the cause, some teachers have initial knowledge of their

profession some have extensive one, some of them may be holder of advance degrees unlike other may possess minimum of the basics, some teachers prefer to use the top down methodology in their teaching other one would like to follow bottom up methodology in the classroom. All of these differences become difficult to handle when all of them are to teach same subject to same students in the same session. It is assumed that frequently change of teacher during the session is harmful to academia. Situation becomes more acute when a teacher is transferred during the academic session and his replacement takes long time to be filled in future Muhammad (2013) Moreover it is not necessary that the new teacher has same philosophy as previous one. In public school this becomes a dilemma; When teacher avails any of promotions in the department or is transferred to other department. More specifically this situation is developed.

When management transfers a teacher to a new position;

- (a) Sometimes it is done on the teachers' request,
- (b) Sometimes it is done through administrative action

As a request for transfer, a gape or a chain of problems turnout for the school administration and for the teacher and the students as well.

Personnel issues are a sensitive area in any educational process. It must be decided which aspects of teacher recruitment and posting should remain the responsibility of the government and which could be more efficiently administered at the state level. The government should almost certainly maintain some measure of control over the total number of teachers employed (and, therefore over expenditure levels) in the public sector. It is also appropriate for the government to set qualification standards. But the choice of individual teachers and the decisions about the pattern of staffing in the schools may be made locally, even at the school level.

The responsibility for hiring teachers is often done by the ministry of education or another body designated for that purpose. However, in an increasing number of countries, such as Tanzania and Nigeria, parents are becoming worried about teacher absenteeism and are demanding to be more involved in the hiring of teachers (Gaynor 1998). In other countries, where the question of who gets hired and promoted in the decentralized system is political, teachers are lobbying for a return to centralized control over their recruitment. For example, in many states in Brazil, teachers are hired and fired at the discretion of local politicians. Similarly, it is common in Colombia and Pakistan for teachers to be hired on the basis of their political loyalty (Muhammad 2013).

2.8.3 Retention of Secondary School Teachers

Nigerian educational system is facing a very serious problem in terms of staffing their schools continuously with competent teachers and retaining those in service. According to the National Commission on Teaching and American's future (2009), some estimates indicate that over a third of the nation's teachers leave the teaching profession within three years. More recent research suggests that approximately 46% of teachers leave teaching by the end of their 5th year. There are important factors identified as reasons for teachers leaving the profession. These could be retirement; family issues, pregnancy/child rearing, salary/benefits, job dissatisfaction, and interest in moving into a better job either inside or outside of education. Many of these same teachers were concerned about issues such as:

Low salaries, students discipline problems, lack of supportive and little opportunity to participate in decision making.

In a paper entitled "Retention of Teachers and their Condition of Service" presented at the National Conference of Principals of Teacher Training Colleges held at the Ahmadu Bello

University, Zaria in 1971, Oke (2016) observed that teachers could be dropout from the schools in which they teach and from the profession. He pointed out that; the rate of withdrawals from the teaching profession is excessive compared to other occupations such as medicine, pharmacy, and law. The phenomena of teaching and attrition are worldwide and not peculiar to Nigeria alone he said, but the degree of seriousness may differ from country to country. Among causes of attention given by Oke (2016) are poor salaries and low social status for teachers in Nigeria in compares to other professions like law and medicine. The Banjo commission in former Western Nigeria sums the problem of attrition up in the following: "The teaching profession has been termed a sick profession. The minimum qualification for entry has been very low. The salary scales are not comparable with those types of employment like the civil service. here are very few promotion possibilities; the teacher's professional efficiency hardly affects his career). Many of those who succeed in "up lifting" themselves into grade one find it more worthwhile to get out the teaching profession and join the civil service, where they will be paid a higher salary" Two studies were conducted by Adesina 1971 in Oke (2016) in Lagos and former Mid-Western state on the supply and demand of school teachers. In the Lagos study, questionnaires were given to teachers to identify some of their grievances. The following answers were predominant:

- i. Hindered payment compared with the private sector
- ii. No promotion prospects
- iii. Poor conditions of service
- iv. Teachers are not respected and recognized by our society.
- v. Lack of encouragement by the government.

Out of the 178 questionnaires returned, 147 stressed poor conditions of service and the fact that society still look down on teachers and the teaching profession.

A number of Nigerian writers have discussed these problems: Asiyai (2013) had once drawn attention to the fact that the teaching profession is losing qualified teachers to other businesses at a time when it is unable to attract capable and interested youths. He noted: “The general manpower shortage which made it difficult to interest talented people in teaching coupled with poor conditions of services have worsened the recruitment situation. Teaching has to compete with other occupations to able young men and women who join some reasons are attracted to it. Most of those attracted are the one who cannot succeed in entering other jobs and therefore take up teaching. The majority of secondary institutions teaching staff are of this category.

2.9 Empirical Studies

This section focuses on empirical studies on school mapping and the influence of politics in education. It is important to note that because of political interference almost all the secondary school in Kebbi State of Nigeria experience one problem or the other. And the implication of this has to do with inadequate infrastructures, shortage of staff, unskilled manpower and lack of fund. However, all these notwithstanding, there are clear problems for review of literature in School mapping, school plants and influence of politics in education.

Osuji (2011) conducted a research work on the perceived impact of politics on the management of secondary schools in the south-east Nigeria. The researcher formulated four objectives as: find out the extent to which school management perceive the influence of politics on the funding of Secondary schools in South East, ascertain the extent to which school management perceive the influence of politics on staff personnel administration of secondary schools in south east, investigate the extent to which school management perceive the influence of politics on the provision of basic infrastructures and equipment in secondary schools, identify the extent to

which school management perceive the influence of politics on the administrative task area of school community relations in secondary schools.

A descriptive research of the survey design was used in the study. The population of the study was 26,703 made up of 20,848 teachers, 4530 members of the school board, 1253 principals and 72 boards of governors. A multi-stage approach technique was used to select the sample. The sample for the study was 1441 respondents made up of 740 teachers, 515 principals, 168 members of the board and 18 members of boards of governors of each school.

The instrument used was questionnaire for data collection. Mean and standard deviation were used to answer the research questions while Analysis of variance (ANOVA) was used to test the hypotheses. Some findings of the study include; the fact that misappropriation of funds disrupt peace in schools, favouritism in the disbursement of funds leads to conflict in schools, funds meant for the payment of teachers' salaries and allowances are often misappropriated and this result in industrial dispute. The perceived impact of politics in staff-personnel administration in secondary schools include the fact that preferential appointment of principals by government generate conflict and recruitment of unqualified teachers into secondary schools show bias in favours of relations of politicians leading to low quality of teaching. Provision of basic infrastructures and equipment involves quota system in the provision of computer equipment, government interest determines where secondary schools are sited leading to low academic standard and government bias in the provision of sports equipment in schools leads to differences in the performance of athletes and some schools equipment are diverted to personal uses by prominent members of the school community leading to scarcity of equipment in the affected schools.

Both the studies discussed about interference of politics in education which bring about improper distribution of teaching and learning materials to schools and that has negative impact on the educational outcome of student to the society.

The current study and that of Osuji (2011) share common similarities:

1. The two studies used survey research design.
2. Both the two studies use principals and teachers as sample
3. In both the two studies ANOVA was used to test hypothesis

The two studies differ in the following areas:

1. The two studies differ in terms population
2. They also differ in location
3. Both differ in terms of reliability

Isaac and Musibau (2010) Conducted a research work on School Plants Planning and Students' Learning Outcomes in South West Nigeria Secondary Schools , the study examined the relationship between school plants planning and secondary school students' learning outcomes in south-west Nigeria, found out the levels of school plants planning and learning outcomes of students' in secondary schools. The study also investigated the relative contributions of school plants planning components to students' learning outcomes.. A descriptive research of the survey design was used in the study. The population consisted of 8250 comprising of 750 principals and 7500 teachers. The sample consisted of 1650 respondents comprising 150 school principals and 1500 teachers. Multistage, stratified and simple random sampling techniques were used to select the sample. Data collected were analyzed using frequency counts, percentages, and means. Pearson Product Moment Correlation. Multiple regression and F-ratio. The two null hypotheses

formulated were tested at 0.05 level of significance. The study revealed that the levels of school plants planning and students' learning outcomes were relatively high during the period under investigation. The study also revealed that school plants planning and its components such as school site planning, instructional space planning and circulation space planning were significantly related to students' learning outcomes. Moreover administrative space planning and space of convenience planning were not significantly related to students' learning outcomes. Based on the findings, it was recommended that government should continue to lay more emphasis on school plants planning particularly in the areas of school site planning. Circulation space planning and instructional space planning in order to improve students' learning outcomes.

Both studies discoursed on the school plant planning in order to improve students' learning outcome.

The current study and that of Isaac and Musibau (2010) share common similarities:

1. The two studies used survey research design
2. The two studies used Pearson Product Moment Correlation Coefficient
3. Both studies used principals as sample

The two studies differ in the following areas:

1. The two studies differ in terms of location
2. They differ in terms of population
3. They also differ in terms of reliability

Joseph (2015) The study title the effects of school location on learner's academic performance: a case of community secondary schools in Makambako town council, Njombe Tanzania is set to determine the extent to which distance affected the academic achievement of students in

community secondary schools in Makambako Town Council. The study was guided by four specific objectives namely to investigate the extent to which school location affects the academic achievement of secondary school students in Makambako TC, to find out factors that determined location of community secondary schools in Makambako TC, to determine conditions used to allocate pupils to secondary schools, and Appropriate strategies to improve secondary school students' performance. A descriptive survey design was used in the study. A population of 2140 comprising of 120 teachers, 20 education officers 2000 (800 boys ad 1200 girls). 214 was used as sample comprising 12 teachers, two educational officers, and 200 (80 boys and 120 girls) students. These study respondents were sampled through simple random and purposive sampling technique was used to select the sample. Data collected were analysed using frequency counts percentages, means, Pearson Product Moment Correlation, multiple regression and F-ratio. The study determined that longer distance travelled by students to school made them reach schools late and with empty stomachs. Location of school has led to mass failure to most of students, due to long walk among students have cause dropout from school and most of girls' student get pregnancy thus fails to attain their educational goals. Community secondary schools will continue performing poorly academically if there is no effort done to improve the provision of education to community secondary schools in Makambako Town Council.

Both studies discoursed on the school plant planning in order to improve students' learning outcome.

Both studies discoursed on location of school in order to improve students' learning outcome.

The current study and that of Joseph (2015) share common similarities:

4. The two studies used survey research design

5. The two studies used Pearson Product Moment Correlation Coefficient
6. Both studies used principals as sample

The two studies differ in the following areas:

4. The two studies differ in terms of location
5. They differ in terms of population
6. They also differ in terms of reliability

Ayogu (2002) carried out a research on the influence of politics on administration of primary education in Ebonyi State. The study is to investigate the influence of politics on the administration of primary education in Ebonyi State. The researcher used descriptive survey and the population is 3135 and 627 as the sample of the study. Questionnaire is the major instrument for the study. In the analysis of data, the researcher used mean scores to analyze the research questions and t-test to test the null hypothesis. The findings of the study show that politics affect administration of primary education, staff personnel administration, and maintenance of physical facilities and equipments.

This study is related to the present study in the sense that the findings of the study will help the administrators and government officers to know the areas in which politics affect the administration of primary school and developed strategy on how to achieve the goals of education. The study revealed covered only one state, but the present study covers south-east zones of Nigeria.

The current study and that of Ayogu (2002) share common similarities:

7. The two studies used survey research design
8. The two studies used Pearson Product Moment Correlation Coefficient

9. Both studies used principals as sample

The two studies differ in the following areas:

7. The two studies differ in terms of location
8. They differ in terms of population
9. They also differ in terms of reliability

2.10 Summary

The literature review for this study focused on four main headings: The introduction, conceptual frameworks with many sub headings, empirical studies, and then the summary. Under the conceptual frameworks the major concepts about the variables on the research topic were reviewed. These include the concept of influence, politics, school mapping, politics in education.

A review of relevant literatures on influence of politics on school mapping was also given. Politics on School Mapping on resource allocation, students' admission, location of secondary schools as well as on communities' need of secondary schools were also discussed. The literature shows that no known study on perceived influence of politics on school mapping has been carried out in Kebbi State. Most of the previous studies focused on school mapping. Politics involvement was not inclusive. And all the literature reviewed either from the South Western or Eastern part of Nigeria. There is therefore, the need for the study to cover more areas for more reliable results especially in the northern part of the country. This study is aimed at filling the above gaps in our knowledge of the impact of politics on the management of secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents an explanation on research design, population of the study, sample and sampling technique, instrumentation, validity and reliability of the instrument, pilot study, and procedure for data collection and method of data analysis.

3.2 Research Design

A survey research was adopted to assess the influence of politics of school mapping on the activities of secondary schools in Kebbi State. A survey research design according to Ishaya (2010), is appropriate for any study that involves a large population of respondents.

3.3 Population of the Study

The population of this study comprised all the Public Secondary Schools Principals', Teachers, SBMC and Quality Assurance Officials in Kebbi State. According data received from Planning Research and Statistics Department (DPRS), Ministry of Education Kebbi State (2016), the public Secondary Schools has the total population of 274 Principals, 4538 Secondary Schools Teachers, 274 School Based Management Committee, and 91 Quality Assurance Officials. Therefore, the total aggregate population of this study will be 5177. Details of this information is shown on table.3.1

Table 3.1: Population of the Study

S/No	Educational Zones	No of Secondary Schools	No. of Principals	No. of Teachers	No. of Quality Assurance Official	SBMC Officials	Total
1.	Argungu	46	46	917	13	46	1022
2.	B/Kebbi	48	48	1166	18	48	1280
3.	Bunza	49	49	512	16	49	626
4.	Jega	33	33	415	16	33	497
5.	Yauri	38	38	465	12	38	553
6.	Zuru	60	60	1063	16	60	1199
	Total	274	274	4538	91	274	5177

Source: Department of Planning, Research and Statistics, Ministry of Education Kebbi State (2016).

3.4 Sample and Sampling Technique

Purposive sampling technique gave the researcher the opportunity to select a sample that appears to him as being representative of the population defined by his research problem. This therefore afforded the researcher the opportunity to select two education zones (30%) out of the six zones using simple random sampling technique. The researcher randomly chose 5 schools from each Education zone; 5 principals; 5 quality assurance officials; 5 SBMC officials were chosen from each of the two zones purposively. However, teachers were chosen based on the population of teachers in the schools; 142 teachers from Argungu and 185 from BirninKebbi education zones.

The sample size of this study was 357 (7%) respondents, which comprised of, 10 Principals, 327 Teachers 10 Quality Assurance officials and 10 School Based Management Committee

members. This sample size was chosen in line with Research Advisor (2006), where it is indicated that a population of 5000 should have a corresponding sample size of 357. Since the population of this study is 5177 which is within the range of 5000 as recommended by Research Advisor 2006, a sample size of 357 was chosen.

The distribution of the sample size is presented on table 3.2

Table 3.2: Sample of the Study

S/N	Educ. Zone	No of principals	Noof Teachers	SBMC Official	Quality Assurance	Total
1.	Argungu	5	142	5	5	157
2.	B/ kebbi	5	185	5	5	200
Total		10	327	10	10	357

3.5 Instrument

The instrument used for this study was questionnaire titled ‘Interference of Politics on the Activities of Secondary Schools’ (IPASS), with Likert five points scale options which included: Strongly Agreed, Agreed, Undecided, Strongly Disagreed and Disagreed. The Questionnaire consist of section one; request letter, section two; personal data of respondents, section three; guidelines for filling the questionnaire and section four; to eight option statement for testing the null hypothesis.

Section (a) of the instrument contained personal information of the respondents which include sex, age, marital status, education qualification, years of experience in service and location of place of work. Section (b). which is the suitability of or other wise of secondary school’s location has serial number column followed by a column of ten question then four columns of

options for respondent to select between Strongly agree, agree, disagree and strongly disagree. The same pattern applied to the remaining sections of, section (c), Educational Resource Allocation to Secondary Schools in Kebbi State, section (d) Student Admission into Secondary Schools in Kebbi State, section (e) Communities Need for Secondary Schools in Kebbi State section (f) Staff Posting in Secondary Schools in Kebbi State.

3.5.1 Validity

The validity of the instrument was determined using face and content validity, the researcher's supervisors, English experts and scholars in Educational Administration and Planning check whether the instrument would be able to measure what it was expected to measure. Kerlinger (1986) held the view that "the validation of the content of the instrument by experts in an important and acceptable technique.

3.5.2 Pilot Study

A pilot study was conducted in Jega Educational Zone in three Secondary Schools namely Government Girls' Comprehensive Secondary School Aliero, Haliru Abdu Secondary School Jega and Government Day Secondary School Andarai. A total of 30 copies of Questionnaire were distributed in accordance with opinion of Hill (1998) that 10 to 30 participants are suggested for pilot testing in survey research.

3.5.3 Reliability

In order to ascertain the reliability of the instrument, the result of the pilot test was analysed using Pearson Product Moment Co-relation Coefficient (PPMC). The result obtained was 0.67 that showed the instrument was reliable. This is in line with Alphonsus, (2012) who said a

reliability should be calculated and should be at least 0.5 and above to ensure the instrument is reliable.

3.6 Procedure for Data Collection

A Letter of Introduction was received by the researcher from the Department of Educational Foundations and Curriculum, Ahmadu Bello University Zaria, which the researcher used and consulted Kebbi State Ministry of Education to obtain accurate number of the population for the study (see appendix C). For the successful distribution and administration of the instrument, eight sections of the questionnaire were designed to generate data which helped to answer the research questions set for the study. The researcher distributed the questionnaire to the sample schools and other stakeholders with the aid of research assistant.

3.7 Method of Data Analysis

The data was collected and analysed using frequencies count and percentages. This was presented in tabular form. Interpretation of data analysis was made after every table. The raw scores from the frequency were converted to percentages using descriptive statistical technique such as mean and percentage to answer the research questions. The overall frequencies and percentages for items in the instrument was computed and shown in tables in chapter four. Frequency and percentage distribution was used to show the respondents' opinion on a given item on the tables. Lastly to test the postulated hypotheses, Analysis of Variance (ANOVA) statistical tool was used, this is because, the researcher has more than two groups.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

The researcher presents the analysis and interpretation of results in this chapter. The analysis of data focuses mainly on the respondent's opinions on Influence of politics of Schools mapping in secondary schools in Kebbi State, Nigeria. The Data analysed was based on the personal data of the respondents, the research questions and the null hypotheses. A total number of three hundred and sixty five (357) copies of questionnaire were distributed and successfully completed and returned. Table of frequency and percentage was used to analyze personal data of the respondents. Weighted mean of 3.0 was used to answer the research questions. a bench mark of 3.0 and above was set for agree and a score of less than 3.0 was set for disagree. One way Analysis of Variance was used for the Analysis at 0.05 level of significant.

4.2 Analysis of Bio-Data of Respondents

The analysis of the bio data which contain the status and gender of the respondents were done and presented in table 4.1.

Table 4.1: Analysis of Personal Data of the Respondents

s/n	Bio-Data	Category	Frequency	Percentage	Cumulative Percentage
1.	Status	Principal	10	2.7	97.9
		Teacher	327	89.6	94.5
		SBMC officials	10	2.7	97.2
		Quality Assurance	10	2.7	100
2.	Gender	Male	294	80.5	80.5
		Female	71	19.5	100
3.	Qualification	NCE	185	50.1	50.1
		N D	20	5.5	55.6
		B.ED	105	28.8	84.4
		M.ED	45	12.3	96.7
		Others	10	2.7	100

Table 4.1 shows that 10 principals, 327 teachers, 10 SBMC officials and 10 Quality Assurance representing 2.7%, 89.6%, 2.7%, and 2.7% respectively constitute the respondents of the study. A total of 294 respondents representing 80.5% were males while 71 representing 19.5% were females. On qualification, 185 representing 50.1% had NCE, 20 representing 5.5% had M.ED, 105 representing 28.8% had B.ED, 45 representing 12.3% had M.ED and 10 representing 2.7% had other qualifications.

4.2.1 Answers to Research Questions

The researcher used 3.0 as the mean (weighted mean) otherwise known as decision mean since the instrument was structured along a modified five point Likert scale to take decision on

whether to accept or reject the research questions. Therefore, a mean score of 3.0 and above indicates acceptance; while a mean score below 3.0 indicates rejection. This is shown below.

SA = 5 points, A= 4 points, UD= 3 points, D= 2 points, SD= 1 point

$$\frac{5+4+3+2+1}{5} = \frac{15}{5} = 3.0$$

4.3.1: Research Question One: How does politics of school mapping influence resource allocation in secondary schools in Kebbi State?

Table 4.2: Mean Score of Respondents on the Influence of Politics of School Mapping on Resource Allocation in Secondary Schools in Kebbi State.

S/N	Item statement	Respondent	SA	A	UD	D	SD	N	MEAN
1	Politics influence allocation of tables and chairs in secondary schools in Kebbi State	Principals	6	4	-	-	-	10	5.0
		Teachers	95	220	2	5	5	327	4.2
		SBMC	2	8	-	-	-	10	3.4
		Q/Assurance	6	4	-	-	-	10	5.0
2	Provision of classrooms is influenced by politics of school mapping in the activities of secondary schools in Kebbi State.	Principals	5	4	-	-	1	10	5.0
		Teachers	105	200	5	7	10	327	4.2
		SBMC	5	2	-	3	-	10	3.9
		Q/Assurance	3	4	-	2	1	10	3.6
3	Provision of computers is influenced by politics of school mapping in secondary schools in Kebbi State	Principals	5	3	1	1	-	10	5.0
		Teachers	139	165	-	12	11	327	4.3
		SBMC	4	5	-	1	-	10	4.2
		Q/Assurance	2	6	-	1	1	10	3.7
4	Influence of politics of school mapping affect the utilization of infrastructural facilities in the activities of secondary schools in the state	Principals	3	4	2	1	-	10	5.0
		Teachers	99	168	15	28	17	327	3.9
		SBMC	7	3	-	-	-	10	4.7
		Q/Assurance	5	5	-	-	-	10	4.5
5	Laboratory equipments are provided to secondary schools based on the influence of politics of school mapping in the activities of secondary schools in Kebbi State.	Principals	2	6	2	-	-	10	5.0
		Teachers	90	148	5	34	50	327	3.6
		SBMC	-	10	-	-	-	10	4.0
		Q/Assurance	3	5	-	1	1	10	3.8
6	Provision of water facilities in influenced by the politics of school mapping in secondary schools in Kebbi State.	Principals	8	2	-	-	-	10	4.4
		Teachers	154	138	2	15	18	327	4.2
		SBMC	1	6	-	3	-	10	3.5
		Q/Assurance	5	5	-	-	-	10	4.5
7	Provision of electricity is based on the influence of politics of school mapping in secondary schools in Kebbi State	Principals	2	7	1	-	-	10	4.8
		Teachers	78	170	7	35	37	327	3.7
		SBMC	2	8	-	-	-	10	4.2
		Q/Assurance	3	4	-	2	1	10	3.6
8	Influence of politics of school mapping determines how audio/visual (eg projector, Television,) aids are allocated to secondary schools in the state	Principals	2	6	1	-	1	10	4.9
		Teachers	81	214	1	9	22	327	3.9
		SBMC	1	6	-	2	1	10	4.9
		Q/Assurance	4	3	-	3	-	10	3.8
9	Maintenance of infrastructure (e.g. Classrooms, laboratories and so on) is influence by politics of school mapping to secondary schools in the state.	Principals	4	6	-	-	-	10	4.3
		Teachers	102	200	-	7	18	327	4.1
		SBMC	10	-	-	-	-	10	5.0
		Q/Assurance	5	-	-	3	2	10	3.3
10	Workshop equipment are provided to secondary schools based on the influence of politics of school mapping in secondary school in the state.	Principals	2	6	-	2	-	10	4.3
		Teachers	73	96	15	70	73	327	3.1
		SBMC	5	3	-	2	-	10	4.1
		Q/Assurance	7	2	-	1	-	10	4.5

From table 4.2, item 1 revealed that principals having mean score of 4.0, teachers 4.2, SBMC officials 3.4 and Quality Assurance (Q A) 5.0. This shows that the item statement was accepted by all the respondents. Item 2 showed that principals have mean score of 4.0, teachers 4.2, SBMC 3.9 and QA 3.6, which implies acceptance. Item 3 was also accepted with the mean score for principals 3.9, teacher 4.3, SBMC 4.2 and QA 3.7. Item 4 was accepted by all the respondents with the mean score of 3.1, 3.9, 4.7 and 4.5 for principals, teachers, SBMC and QA respectively. Item 5 had mean score for principals 3.8, teachers 3.6, SBMC 4.0 and QA 3.8, which indicated acceptance. Item 6 showed that principals had mean score of 4.4, teachers 4.2, SBMC 3.5 and QA 4.5. Item 7 was rejected by teachers but was accepted by principals, QA and SBMC, with the respective mean scores of 2.8, 3.7, 4.2 and 3.6. Item 8 have the mean score of 3.9, 3.9, 4.9 and 3.8 for principals, teachers, SBMC and QA, accordingly. Item 9 have the mean score of 4.3, 4.1, 5.0 and 3.3 for principals, teachers, SBMC and QA respectively and was accepted. Similarly, item 10 was accepted with the corresponding mean score of 3.3, 3.1, 4.1 and 4.5 for principals, teachers, SBMC and QA. It was revealed therefore that politics of school mapping influence resource allocation in secondary schools in Kebbi State

4.3.2: Research Question Two: How does politics of school mapping influence students' admission exercise in secondary schools in Kebbi State?

Table 4.3: Mean Score of Respondents on the Influence of Politics of School Mapping on Students' Admission Exercise in Secondary Schools in Kebbi State.

S/N	Item statement	Respondent	SA	A	UD	D	SD	N	MEAN
1	Age is considered in students' admission due to influence of politics of school mapping in the activities of secondary school.	Principals	6	4	-	-	-	10	4.3
		Teachers	90	222	-	10	5	327	4.2
		SBMC	2	6	-	2	-	10	3.8
		Q/Assurance	4	6	-	-	-	10	4.4
2	Religion is considered in students' admission due to influence of politics of school mapping in the activities of secondary schools in the state.	Principals	6	4	-	-	-	10	3.7
		Teachers	105	185	-	25	12	327	4.1
		SBMC	5	5	-	-	-	10	4.5
		Q/Assurance	1	6	-	2	1	10	3.4
3	Influence of politics affects student's entrance examination before admission into secondary schools in the state.	Principals	5	4	-	1	-	10	4.9
		Teachers	119	165	-	22	21	327	4.0
		SBMC	3	6	-	1	-	10	4.1
		Q/Assurance	2	6	-	1	1	10	3.7
4	Ethnicity is considered is considered in the admission of students due to influence of politics of school mapping the activities of secondary schools in the state.	Principals	3	5	1	-	1	10	3.5
		Teachers	107	178	5	25	19	327	4.1
		SBMC	8	2	-	-	-	10	5.0
		Q/Assurance	5	5	-	-	-	10	4.5
5	Urban secondary schools are over populated dur to the influence of politics of school mapping in the activities of secondary schools in the state	Principals	2	6	-	2	1	10	4.1
		Teachers	100	168	5	46	58	327	4.1
		SBMC	5	5	-	-	-	10	4.5
		Q/Assurance	3	5	-	1	1	10	3.8
6	Rural schools are less populated due to influence of politics of school mapping in the activities of secondary schools the state.	Principals	4	3	1	2	-	10	4.2
		Teachers	141	138	-	25	23	327	4.1
		SBMC	4	6	-	-	-	10	4.4
		Q/Assurance	4	6	-	-	-	10	4.4
7	There is admission in balance as a result of politics of school mapping in the activities of secondary school in the state.	Principals	4	3	-	-	3	10	3.2
		Teachers	78	180	5	40	24	327	3.8
		SBMC	2	8	-	-	-	10	4.2
		Q/Assurance	4	6	-	-	-	10	4.4
8	Geographical proximity is considered in the offer of admission due to influence of politics of school mapping in secondary schools in the state.	Principals	8	2	-	-	-	1	4.4
		Teachers	88	202	1	19	17	327	4.1
		SBMC	-	6	-	2	2	10	3.0
		Q/Assurance	2	5	-	3	-	10	3.6
9	Availability of space is considered in offer of admission due to influence of politics of school mapping in secondary schools in the state.	Principals	3	6	-	1	-	10	4.3
		Teachers	102	200	-	20	5	327	4.1
		SBMC	10	-	-	-	-	10	5.0
		Q/Assurance	5	5	-	-	-	10	4.5
10	Unqualified students are offered admission due to the influence of politics of school mapping in the activities of secondary schools in the state.	Principals	6	2	-	1	1	10	3.8
		Teachers	76	96	8	85	62	327	3.1
		SBMC	7	3	-	-	-	10	4.7
		Q/Assurance	5	4	-	1	-	10	4.2

From table 4.3, item 1 revealed that principals having mean score of 4.3, teachers 4.2, SBMC officials 3.8 and Quality Assurance (Q A) 4.4. This shows that the item statement was accepted by all the respondents. Item 2 showed that principals have mean score of 3.7, teachers 4.1, SBMC 4.5 and QA 3.4, which implies acceptance. Item 3 was also accepted with the mean score for principals 3.9, teacher 4.0, SBMC 4.1 and QA 3.7. Item 4 was accepted by all the respondents with the mean score of 3.5, 4.1, 5.0 and 4.5 for principals, teachers, SBMC and QA respectively. Item 5 had mean score for principals 4.1, teachers 4.1, SBMC 4.5 and QA 3.8, which indicated acceptance. Item 6 showed that principals had mean score of 4.2, teachers 4.1, SBMC 4.4 and QA 4.4. Item 7 was accepted by principals, teachers, SBMC, and QA, with the respective mean scores of 3.2, 3.8, 4.2 and 4.4. Item 8 have the mean score of 4.4, 4.1, 3.0 and 3.6 for principals, teachers, SBMC and QA, accordingly. Item 9 have the mean score of 4.3, 4.1, 5.0 and 4.5 for principals, teachers, SBMC and QA respectively and was accepted. Similarly, item 10 was accepted with the corresponding mean score of 3.8, 3.1, 4.7 and 4.2 for principals, teachers, SBMC and QA. It was revealed therefore that politics of school mapping influence students' admission exercise in secondary schools in Kebbi State?

4.3.3 Research Question Three: how does politics of school mapping influence the location of Secondary Schools in Kebbi State?

Table 4.4: Mean Score of Respondents on the Influence of Politics of School Mapping on Location of Secondary Schools in Kebbi State.

S/N	Item statement	Respondent	SA	A	UD	D	SD	N	Mean
1	Some communities are provided with secondary schools due to the influence of politics of school mapping in secondary schools in the state.	Principals	3	6	-	-	1	10	3.7
		Teachers	100	210	2	10	5	327	4.2
		SBMC	5	-	-	-	5	10	3.0
		Q/Assurance	4	3	-	3	-	10	3.8
2	Individual interest is used to allocate secondary schools due to the influence of politics of school mapping in the state.	Principals	4	4	-	2	-	10	3.9
		Teachers	100	190	-	20	17	327	4.0
		SBMC	5	5	-	-	-	10	4.5
		Q/Assurance	1	6	-	2	1	10	3.4
3	Political strong hold of policy makers is used to allocate schools due to influence of politics of school mapping in secondary schools in the state	Principals	3	5	-	1	1	10	3.9
		Teachers	119	165	5	17	21	327	4.0
		SBMC	3	5	-	-	2	10	4.7
		Q/Assurance	2	6	-	-	2	10	3.6
4	Special students are considered in the allocation of special schools due to influence of politics of school mapping in the state	Principals	3	5	-	1	1	10	3.3
		Teachers	115	170	5	22	21	327	4.1
		SBMC	10	-	-	-	-	10	5.0
		Q/Assurance	5	5	-	-	-	10	4.5
5	Location of school considers catchment area due to influence of politics of school mapping in the activities of secondary schools in the state.	Principals	2	6	2	-	-	10	4.4
		Teachers	50	188	5	34	50	327	3.5
		SBMC	2	8	-	-	-	10	4.2
		Q/Assurance	3	5	-	1	1	10	3.8
6	Accessibility is considered in locating secondary school due to influence of politics of politics of school mapping in the state	Principals	5	5	-	-	-	10	4.4
		Teachers	141	138	-	5	43	327	4.0
		SBMC	10	-	-	-	-	10	5.0
		Q/Assurance	4	4	-	2	-	10	4.0
7	Schools are located without considering the need of the community due to influence of politics of school mapping in the secondary schools in the state.	Principals	4	3	-	3	-	10	3.3
		Teachers	58	190	5	31	43	327	3.6
		SBMC	2	8	-	-	-	10	4.2
		Q/Assurance	4	2	-	-	4	10	3.2
8	Population Density of an area is not considered in school location due to influence of politics of school mapping in the state.	Principals	5	3	-	2	-	10	4.4
		Teachers	73	202	1	19	31	327	3.8
		SBMC	2	4	-	2	2	10	3.2
		Q/Assurance	2	5	-	3	-	10	3.6
9	Influence of Politics of School Mapping affect the provision of required land for setting up school in the Activities of Secondary school in the state.	Principals	5	3	-	2	-	10	4.3
		Teachers	122	180	-	7	20	327	4.2
		SBMC	8	2	-	-	-	10	4.8
		Q/Assurance	5	5	-	-	-	10	4.5
10	Type of school such as Technical, commercial, science, special etc is not considered in locating the secondary school due to influence of politics of school mapping in the state.	Principals	4	4	-	1	1	10	4.0
		Teachers	73	86	8	80	80	327	3.0
		SBMC	7	3	-	-	-	10	4.7
		Q/Assurance	5	4	-	1	-	10	4.7

From table 4.4, item 1 revealed that principals having mean score of 3.7, teachers 4.2, SBMC officials 3.0 and Quality Assurance (Q A) 3.8. This shows that the item statement was accepted by all the respondents. Item 2 showed that principals have mean score of 3.9, teachers 4.0, SBMC 4.5 and QA 3.4, which implies acceptance. Item 3 was also accepted with the mean score for principals 3.9, teacher 4.0, SBMC 4.7 and QA 3.6. Item 4 was accepted by all the respondents with the mean score of 3.3, 4.1, 5.0 and 4.5 for principals, teachers, SBMC and QA respectively. Item 5 had mean score for principals 4.4, teachers 3.5, SBMC 4.2 and QA 3.8, which indicated acceptance. Item 6 showed that principals had mean score of 4.4, teachers 4.0, SBMC 5.0 and QA 4.0. Item 7 was accepted by principals, teachers, SBMC, and QA, with the respective mean scores of 3.3, 3.6, 4.2 and 3.2. Item 8 have the mean score of 4.4, 3.8, 3.2 and 3.6 for principals, teachers, SBMC and QA, accordingly. Item 9 have the means score of 4.3, 4.2, 4.8 and 4.5 for principals, teachers, SBMC and QA respectively and was accepted. Similarly, item 10 was accepted with the corresponding mean score of 4.0, 3.0, 4.7 and 4.7 for principals, teachers, SBMC and QA. It was revealed therefore that politics of school mapping influence location of secondary schools in Kebbi State?

4.3.4 Research Question Four: How does politics of school mapping influence the community's needs satisfaction in secondary schools in Kebbi State?

Table 4.5: Mean Score of Respondents on the Influence of Politics of School Mapping on Community's Needs Satisfaction in Secondary Schools in Kebbi State.

S/N	Item statement	Respondent	SA	A	UD	D	SD	N	MEAN
1	Community need for senior secondary school considered due to influence of politics of school mapping in secondary schools in the state	Principals	-	1	-	3	6	10	1.7
		Teachers	10	100	2	5	210	327	2.1
		SBMC	-	5	-	5	-	10	3.0
		Q/Assurance	3	4	-	-	3	10	3.0
2	Existence of some boarding secondary schools in some communities is due to influence of politics of school mapping in the state.	Principals	2	2	-	-	6	10	2.9
		Teachers	20	100	-	17	190	327	2.2
		SBMC	-	5	-	-	5	10	2.5
		Q/Assurance	2	2	-	-	6	10	2.4
3	Limited number of technical schools in the state is influenced by politics of school mapping in the state	Principals	2	6	1	1	1	10	4.2
		Teachers	17	119	5	21	165	327	2.4
		SBMC	-	3	-	3	5	10	2.3
		Q/Assurance	-	2	-	2	6	10	2.3
4	existence of science secondary schools in the state is influenced by politics of school mapping in the state.	Principals	1	2	-	3	4	10	4.2
		Teachers	22	115	5	11	174	327	2.4
		SBMC	-	10	-	-	-	10	4.2
		Q/Assurance	-	5	-	-	5	10	2.5
5	Influence of politics of school mapping has caused location of some Junior secondary schools in a bad terrain	Principals	1	5	2	-	2	10	2.9
		Teachers	34	50	5	50	188	327	2.6
		SBMC	-	2	-	-	8	10	1.0
		Q/Assurance	1	3	-	1	5	10	2.4
6	Arts Secondary schools were located to some communities due to influence of politics of school mapping in the state.	Principals	-	4	-	4	2	10	2.8
		Teachers	5	141	-	43	138	327	2.5
		SBMC	-	10	-	-	-	10	4.0
		Q/Assurance	2	4	-	-	4	10	3.0
7	Influence of politics of school mapping discourages communities to offer their lands for secondary school expansion.	Principals	-	2	-	3	5	10	2.3
		Teachers	31	58	5	43	248	327	2.3
		SBMC	-	2	-	-	8	10	1.6
		Q/Assurance	-	4	-	4	2	10	2.6
8	Influence of Politics of School Mapping has caused the misuse of some secondary schools infrastructures (e.g. Classrooms, hostels and so on) located in some remote communities	Principals	3	4	-	1	2	10	3.2
		Teachers	19	73	1	31	203	327	1.9
		SBMC	2	2	-	2	4	10	2.6
		Q/Assurance	3	2	-	-	5	10	2.8
9	A community where a party stalwart came from is normally considered for setting up a secondary school due to influence of politics of school mapping in the state.	Principals	1	5	-	-	4	10	3.1
		Teachers	7	122	-	18	180	327	2.4
		SBMC	-	8	-	-	2	10	3.4
		Q/Assurance	-	5	-	-	5	10	2.5
10	Vocational schools were established within some communities as influenced by the politics of school mapping in the state.	Principals	2	2	-	2	4	10	3.6
		Teachers	80	73	8	80	86	327	2.9
		SBMC	-	7	-	-	3	10	3.1
		Q/Assurance	1	5	-	-	4	10	2.9

From table 4.4, item 1 revealed that principals having mean score of 1.7, teachers 2.1, SBMC officials 3.0 and Quality Assurance (Q A) 3.0. This shows that the item statement was accepted by all the respondents. Item 2 showed that principals have mean score of 2.9, teachers 2.2, SBMC 2.5 and QA 2.4, which implies acceptance. Item 3 was also accepted with the mean score for principals 4.2, teacher 2.4, SBMC 2.3 and QA 2.6. Item 4 was accepted by all the respondents with the mean score of 4.2, 2.4, 4.2 and 2.5 for principals, teachers, SBMC and QA respectively. Item 5 had mean score for principals 2.9, teachers 2.1, SBMC 1.6 and QA 2.4, which indicated acceptance. Item 6 showed that principals had mean score of 2.8, teachers 2.5, SBMC 4.0 and QA 3.0. Item 7 was accepted by principals, teachers, SBMC, and QA, with the respective mean scores of 2.3, 2.3, 1.6 and 2.6. Item 8 have the mean score of 3.2, 1.9, 2.6 and 2.8 for principals, teachers, SBMC and QA, accordingly. Item 9 have the means score of 3.1, 2.4, 3.4 and 2.5 for principals, teachers, SBMC and QA respectively and was accepted. Similarly, item 10 was accepted with the corresponding mean score of 2.6, 2.9, 3.1 and 2.9 for principals, teachers, SBMC and QA. It was revealed therefore that politics of school mapping does not influence community need's satisfaction in secondary schools in Kebbi State?

4.3.5 Research Question Five: How does politics of school mapping influence the hstaff posting in Secondary Schools in Kebbi State?

Table 4.6: Mean Score of Respondents on the Influence of Politics of School Mapping on Staff Posting in Secondary Schools in Kebbi State

S/N	Item statement	Respondent	SA	A	UD	D	SD	N	MEAN
1	English teachers are posted based on influence of politics of school in secondary schools in the state.	Principals	-	7	-	-	3	10	3.0
		Teachers	5	222	-	10	90	327	3.1
		SBMC	-	6	-	2	2	10	3.8
		Q/Assurance	-	6	-	-	4	10	3.6
2	Mathematics teachers are posted based on influence of politics of school in secondary schools in the state.	Principals	1	4	-	2	3	10	2.9
		Teachers	12	185	-	25	105	327	2.9
		SBMC	-	5	-	-	5	10	2.5
		Q/Assurance	1	6	-	2	1	10	4.2
3	Qualification is considered when posting of staff due to influence of politics of school mapping in secondary schools in the state.	Principals	1	5	-	2	2	10	2.7
		Teachers	21	165	-	22	119	327	2.8
		SBMC	-	6	-	1	3	10	3.7
		Q/Assurance	1	6	-	1	2	10	4.1
4	Posting of staff based on seniority is influenced by politics of school mapping in secondary schools in the state.	Principals	1	6	3	-	3	10	3.8
		Teachers	12	178	5	25	107	327	2.8
		SBMC	-	2	-	-	8	10	1.6
		Q/Assurance	-	5	-	-	5	10	2.5
5	Politics of school mapping influences staff posting to rural areas in secondary schools in Kebbi State.	Principals	2	4	1	1	2	10	1.4
		Teachers	58	169	5	46	49	327	3.4
		SBMC	-	5	-	2	3	10	2.7
		Q/Assurance	1	5	-	4		10	3.3
6	Gender is considered in staff posting due to influence of politics of school mapping in the activities of secondary schools in the state.	Principals	-	2	-	2	4	10	2.4
		Teachers	23	138	-	25	141	327	2.6
		SBMC	-	6	-		4	10	3.6
		Q/Assurance	-	6	-	-	4	10	3.6
7	Politics of school mapping influences staff posting to urban areas in secondary schools in Kebbi State.	Principals	2	4	-	-	4	10	3.7
		Teachers	24	180	5	40	78	327	3.1
		SBMC	-	8	-	-	2	10	3.4
		Q/Assurance	-	6	-	-	4	10	3.6
8	Influence of Politics of School Mapping encourages favoritism in staff posting in secondary schools in the state.	Principals	-	5	-	-	5	10	2.5
		Teachers	17	202	1	19	88	327	3.1
		SBMC	2	6	-	2	-	10	4.6
		Q/Assurance	-	5	-	3	2	10	2.8
9	Appointment of principals is influenced by politics of school mapping in secondary schools in the state.	Principals	-	2	-	2	5	10	2.1
		Teachers	5	200	-	20	102	327	2.9
		SBMC	-	-	-	-	10	10	1.0
		Q/Assurance	-	5	-	-	5	10	2.5
10	Staff posting based on experience is influenced by politics of staff posting in secondary schools in the state.	Principals	1	4	-	1	4	10	2.9
		Teachers	62	96	8	85	76	327	2.9
		SBMC	-	3	-	-	7	10	1.9
		Q/Assurance	-	4	-	1	5	10	2.3

From table 4.5, item 1 revealed that principals having mean score of 3.0, teachers 3.1, SBMC officials 3.8 and Quality Assurance (Q A) 3.6. This shows that the item statement was accepted by all the respondents. Item 2 showed that principals have mean score of 2.9, teachers 2.9, SBMC 2.5 and QA 4.2, which implies rejection. Item 3 was accepted by two respondents and rejected by the other two with the mean score for principals 2.7, teacher 2.8, SBMC 3.7 and QA 4.1 respectively. Item 4 was accepted by the principals but rejected by three other respondents with the mean score of 3.8, 2.8, 1.6 and 2.5 respectively. Item 5 had mean score for principals 4.4, teachers 3.4, SBMC 2.7 and QA 3.3. Item 6 showed that principals had mean score of 2.4, teachers 2.6, SBMC 3.6 and QA 3.6. Item 7 was accepted by principals, teachers, SBMC, and QA, with the respective mean scores of 3.7, 3.1, 3.4 and 3.6. Item 8 have the mean score of 2.5, 3.1, 4.6 and 2.8 for principals, teachers, SBMC and QA, accordingly. Item 9 have the mean score of 2.1, 2.9, 1.0 and 2.5 for principals, teachers, SBMC and QA respectively. Item 10 has the corresponding mean score of 2.9, 2.9, 1.9 and 2.3 for principals, teachers, SBMC and QA. It was revealed therefore that politics of school mapping does not influence staff posting in secondary schools in Kebbi State?

4.4 Hypotheses Testing

In this section, all results and outcome of the null hypotheses raised and tested in line with the objectives of this study will be summarized and presented. Data obtained as responses from the respondents (principals, teachers, and School Based Management Committee and Quality Assurance officials) from the questionnaire administered were tested. The test of hypotheses was carried out using one way Analysis of Variance (ANOVA). This was determined at 0.05 level of significant and Statistical Package for Social Sciences (SPSS) was used to analyze the data. In all, five hypotheses were tested and acceptability or rejection of the Null Hypothesis was

determined by comparing the p-value against the significant set by the study (F-value at 0.05). Hypothesis is therefore rejected if the p-value is less than the level of significance set by the study.

Null Hypotheses I: There is no significant difference in the Opinion of Principals, Teachers, Quality Assurance Officials and SBMC Representatives on the influence of politics of school mapping on resource allocation in secondary schools in Kebbi State.

Table 4.7: Summary of Analysis of Variance (ANOVA) on the Influence of Politics of School Mapping on Resource Allocation in Secondary Schools in Kebbi State.

Resources allocation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.215	3	0.405	0.434	0.729
Within Groups	336.977	351	0.933		
Total	338.192	354			

Table 4.7 Shows the null hypothesis which states that there is no significant difference in the opinion of principals, teachers, quality assurance officials and SBMC representatives on the influence of politics of school mapping on resource allocation in secondary schools in Kebbi State is retained. Reason for this is because the calculated significant value (p) of 0.729 is higher than 0.05 alpha level of significance set for the study. This implies that the responses of the respondents were in agreement.

Null Hypotheses II: There is no significant difference in the opinion of principals, teachers, quality assurance officials and SBMC representatives on the Influence of Politics of School Mapping on Students' Admission Exercise in Secondary Schools in Kebbi State.

Table 4.8: Summary of Analysis of Variance (ANOVA) on the Influence of Politics of School Mapping on Students' Admission Exercise in Secondary Schools in Kebbi State.

Admission exercise	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.447	3	0.816	0.871	0.456
Within Groups	337.945	351	0.936		
Total	340.392	354			

Table 4.8 Shows the null hypothesis which states that there is no significant difference in the opinion of respondents on the influence of politics of school mapping on students' admission exercise in secondary schools in Kebbi State is retained. Reason for this is because the calculated significant value (p) of 0.456 is higher than 0.05 alpha level of significance set for the study. This implies that the responses of the respondents were in agreement.

Null Hypotheses III: There is no significant difference in the opinion of Principals, Teachers, Quality Assurance Officials and SBMC Representatives on the Influence of Politics of School Mapping on Location of Secondary Schools in Kebbi State.

Table 4.9: Summary of Analysis of Variance (ANOVA) on the Influence of Politics of School Mapping on Location of Secondary Schools in Kebbi State.

Location of Schools	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.327	3	0.776	0.720	0.541
Within Groups	388.935	355	1.077		
Total	391.262	356			

Table 4.9 Shows the null hypothesis which states that there is no significant difference in the opinion of respondents on the influence of politics of school mapping on location of Secondary Schools in Kebbi State is retained. Reason for this is because the calculated significant value (p)

of 0.541 is higher than 0.05 alpha level of significance set for the study. This implies that the responses of the respondents were in agreement.

Null Hypotheses IV: There is no significant difference in the Opinion of Principals, Teachers, Quality Assurance Officials and SBMC Representatives On The Influence of Politics of School Mapping on Communities' Needs Satisfaction in Secondary Schools in Kebbi State.

Table 4.10: Summary of Analysis of Variance (ANOVA) on The Influence of Politics of School Mapping on Communities' Needs Satisfaction in Secondary Schools in Kebbi State.

Community	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6.846	3	2.282	1.201	0.309
Within Groups	685.792	351	1.900		
Total	692.638	354			

Table 4.10 Shows the null hypothesis which states that there is no significant difference in the opinion of respondents on the influence of politics of school mapping on communities' needs satisfaction in Secondary Schools in Kebbi State is retained. Reason for this is because the calculated significant value (p) of 0.309 is higher than 0.05 alpha level of significance set for the study. This implies that the responses of the respondents were in agreement.

Null Hypotheses V: There is no significant difference in the Opinion of Principals, Teachers, Quality Assurance Officials and SBMC Representatives on The Influence of Politics of School Mapping on Staff Posting in Secondary Schools in Kebbi State.

Table 4.11: Summary of Analysis of Variance (ANOVA) on The Influence of Politics of School Mapping on Staff Posting in Secondary Schools in Kebbi State.

Posting	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.839	3	0.613	0.338	0.798
Within Groups	655.291	351	1.815		
Total	657.130	354			

Table 4.11 Shows the null hypothesis which states that there is no significant difference in the opinion of respondents on the influence of politics of school mapping on staff posting in Secondary Schools in Kebbi State is retained. Reason for this is because the calculated significant value (p) of 0.798 is higher than 0.05 alpha level of significance set for the study. This implies that the responses of the respondents were in agreement.

4.5: Summary of Hypotheses Testing

The summary of the five Null Hypotheses tested for this study is hereby presented in table 4.12.

Table 4.12: Summary of Tested Null Hypotheses

S/N	H0 statement	Statistical Tool used	Result	Level of sig.	Decision
1	There is no significant difference in the opinion of principals, teachers, quality assurance officials and SBMC representatives on the of influence of politics of school mapping on resource allocation in secondary schools in Kebbi State.	Analysis of Variance (ANOVA)	F-ratio is 0.434, While the p-value is 0.729	0.05	H01 was retained. this means that there is no significant difference in the opinions of respondents
2	There is no significant difference in the opinion of principals, teachers, quality assurance officials and SBMC representatives on the influence of politics of school mapping on students' admission exercise in secondary schools in Kebbi State.	Analysis of Variance (ANOVA)	F-ratio is 0.871, While the p-value is 0.456	0.05	H02 was retained. this means that there is no significant difference in the opinions of respondents
3	There is no significant difference in the opinion of principals, teachers, quality assurance officials and SBMC representatives on the influence of politics of school mapping on location of Secondary Schools in Kebbi State.	Analysis of Variance (ANOVA)	F-ratio is 0.720 While the p-value is 0.541	0.05	H03 was retained. this means that there is no significant difference in the opinions of respondents
4	There is no significant difference in the opinion of principals, teachers, quality assurance officials and SBMC representatives on the influence of politics of school mapping on community's needs satisfaction in Secondary Schools in Kebbi State.	Analysis of Variance (ANOVA)	F-ratio is 2011 While the p-value is 0.309	0.05	H04 was r retained. this means that there is no significant differences in the opinions of respondents
5	There is no significant difference in the opinion of principals, teachers, quality assurance officials and SBMC representatives on the influence of politics of school mapping on staff posting in Secondary Schools in Kebbi State.	Analysis of Variance (ANOVA)	F-ratio is 0.338, While the p-value is 0.798	0.05	H05 was retained. this means that there is no significant difference in the opinions of respondents

4.6 Summary of Major Findings

Based on the findings of the study, the following summary were made;

1. Resource allocation such as tables and chairs, provision of additional classrooms, laboratories and even maintenance of structures are politically motivated (is usually influence by politicians coming from the area where the schools were located)
2. Students admission is politically motivated especially to urban and science secondary schools in Kebbi State.
3. A good number of secondary schools were sited or established due to political influence.
4. Community need's satisfaction in Secondary Schools in Kebbi State has not been achieved due to political influence
5. Posting and transfer of teachers in Secondary Schools in Kebbi State are politically motivated.

4.7 Discussion of Major Findings

Finding revealed that Politics of school mapping influence resource allocation in Secondary Schools in Kebbi State, this is because, it was understood based on respondents opinions, that politics affect distribution of tables and chairs, construction of classrooms, utilization of infrastructure. The findings also revealed that provision of water, electricity, computers, laboratory equipment; visual aids such as projector and Television were all influenced by politics. Furthermore it was found out that politics have affected the maintenance of classrooms, laboratories as well as provision of workshop equipment.

The findings further revealed that Politics of School Mapping Influence Students' Admission Exercise in Secondary Schools in Kebbi State. Reasons being politics has influence over

geographical proximity to schools, over population of urban secondary schools, as well as having less population in the rural schools, It was also reveal that politics influenced the availability of space for setting up secondary school. It further revealed that politics influence admission of unqualified students which is also as a result of influence of politics on the students entrance examination before admission, age is also being influence by politics. These findings is in agreement with the opinion of Osuji (2011) that there is disparity between urban and rural schools, and between schools owned and controlled by the federal government and those owned and controlled by the states and private agencies. Gaps are also observed between male and female enrolments, and between admission figures and available teaching resources.

Also, the finding reveals that Politics of school mapping influences location of secondary schools in Kebbi State, this is because based on the respondents opinion setting up Secondary schools in the state is influence by politics, catchment area is also influence by politics, it also compromise accessibility of schools, population density, it as well influenced the type of school to be set up and where. This findings is in line with the opinions of Gould 1973, in Dada (2008) that decision to locate new school in developing countries does not usually consider sound principles of the distribution of population and the deficiencies of the existing system.

In another finding, the study reveals that Politics of school mapping does not influence community need's satisfaction in Secondary Schools in Kebbi State. This is because politics influence setting up of senior secondary schools in the state, existence of boarding secondary schools, day secondary schools, technical and vocational schools, misused of some secondary schools infrastructure such as classrooms, laboratories, hostels, and so on, location of some junior secondary schools in a bad terrain setting up of political stalwarts area .These findings is in line with the opinion of Joseph (2015) that secondary schools will continue to

perform academically poorly until when the government come up with an idea of identifying the communities need satisfaction in setting of the school in a community.

Findings of this study revealed that Politics of school mapping influence staff posting in Secondary Schools in Kebbi State, this is because posting in rural and urban areas is influence by politics, and appointment of Head teacher / Principals is influenced by politics also posting of staff is gender sensitive i.e male staff are posted more in the rural areas than their female counterpart. This is in agreement with the statements of Ogunu 2006, in Osuji (2011) that politics influence the appointment, promotion and transfer of teachers. The author further observed that in the school situation, staff personnel administration forms an important responsibility of the school administration in achieving the goals of the school in particular and in education in general. Similarly, Mgbodile (2004) stated that politics influences, posting and promotion of teachers in schools. They also mentioned that there is influence of politics in sponsorship to seminars, workshops and conferences.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is presented under the following sub-headings, Summary, Conclusions, Recommendations and Suggestions for further study.

5.2 Summary

This study was conducted on Influence of Politics of School Mapping on the Activities of Secondary Schools in Kebbi State. In order to achieve the success of this study, five specific objectives were raised, in line with these objectives, five research questions and five null hypotheses were formulated. Related literatures were reviewed along with four (4) empirical studies. Descriptive statistic research design was adopted for the study, a total 365 respondents were sampled from the total population of 5177. A structured questionnaire was used to collect data from the respondents which were validated by the expert in the department of Educational Foundation and Curriculum, Ahmadu Bello University Zaria. The data collected were presented in table and were analysed using weighted mean to answer the research questions. The five hypotheses were tested using one way Analysis of Variance (ANOVA) for the null hypotheses at 0.05 alpha level of significance. Descriptive statistic was used to analyse the bio-data of the respondents. The major findings of the study were; Politics of school mapping influence resource allocation in Secondary Schools in Kebbi State; Politics of school mapping influence students' admission exercise in Secondary Schools in Kebbi State; Politics of school mapping influences siting of secondary schools in Kebbi State; Politics of school mapping does not influence community need's satisfaction in Secondary Schools in Kebbi State; Politics of school mapping influence staff posting in Secondary Schools in Kebbi State.

5.3 Conclusions

The study concluded that:

Educational resource allocation was politically motivated in secondary schools in Kebbi State. Admission criteria are not judiciously followed during admission processes in to secondary schools in Kebbi State, Nigeria. The siting of schools is considered only when there is political influence from the community. Politics of school mapping has not influenced community's need satisfaction. Staff posting and transfer is done based on connection a staff has with political stalwart in their community.

In view of the above its clear that due to political influence, the school mapping has seriously been violated, because the expected equitable distribution of educational facilities has been seriously compromised.

5.4 Recommendations

In view of findings, the following recommendations were made:

i. Institutional Recommendations

1. Relevant indices for setting up a school plant should be observed such as population density, safety, proximity and accessibility, while establishing new secondary schools in Kebbi State, while establishing new secondary schools in Kebbi State.
2. The admission committee in the Ministry of Education should be allowed to function independently, so as to have a balanced admission of student with consideration to ability of the student.
3. Government should work closely with the communities when setting up secondary schools in the state so as to achieve community needs satisfaction by setting up of a

committee comprising, SBMC, Parents and Officials of The Ministry of Education that will enquire about the type of school to be set up in a given community ;

4. An independent committee should be constituted that will involve the following parties; Quality Assurance Department in the Ministry of Education, representatives of Secondary School Board, Arabic Board, Science Board and Association of National Conference of Principals in the state to ensure proper posting and transfer of secondary school staff in the state.

ii. Policy Recommendation:

Government of Kebbi State should enact law that will prohibit any interference into the education system of Kebbi State.

iii. General Recommendation;

The involvement of stake holders in education sector of Kebbi State should be given a priority, because it is by doing so that major challenges facing the sector can be addressed.

5.5 Contributions to Knowledge

Based on the findings the study was able to established the fact that;

1. The study has proved that provision of educational resources such as tables and chairs, additional classrooms, laboratories and even maintenance of structures are politically motivated
2. The study also proved that students' admission into secondary schools is politically motivated especially into urban areas and science secondary schools in Kebbi State.

3. The study has equally proved that a good number of secondary schools were sited or established due to political influence.

5.6 Suggestions for Further Studies

The researcher suggested the following areas for further studies

1. A replica of research should be conducted in other part of the country in order to affirm or debunk the findings of this study
2. Study should be conducted on the impact of politics of school mapping on the performance of secondary school students in kebbi state.

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APPENDIX A

QUESTIONNAIRE ON OPINIONS OF SURVEY ON INFLUENCE OF POLITICS OF SCHOOL MAPPING ON THE ACTIVITIES OF SECONDARY SCHOOLS IN KEBBI STATE, NIGERIA

Department of Educational
Foundation and Curriculum
Faculty of Education
Ahmadu Bello University,
Zaria, Nigeria

Date.....
.....

Dear Respondents

REQUEST LETTER

This study is designed to assess the Influence of Politics of School Mapping in the Activities of Secondary Schools in Kebbi State. The Purpose of the Questionnaire is to Elicit information from Principals, Teachers, Quality Assurance Officials at Zonal Education Offices and School Based Management Committee Members in Kebbi State, Nigeria.

Your responses will contribute to the achievement of tee objectives of this study. Please, kindly spare your time and supply honest answers to the item statement in the questionnaire. Information given will be used with strict confidence and be used for no other purpose than the stated above.

Yours Faithfully,

Haliru Abubakar
P14EDFC8001

SECTION A: PERSONAL INFORMATION

Instruction:

Please tick (√) in the appropriate box as it relate to you in each item.

1. **Gender:** (a) Male () Female ()
2. **Status:** (a) Principal () (b) Teacher () (c) Quality Assurance Official () (d) School Based Management Committee Member ()
3. **Educational Qualification:** (a) ND () (b) NCE () (c) HND () (d) Degree () (e) Masters () (f) Phd ()
- 4 **Nature of School:** (a) Rural () (b) Urban ()

Please indicate the level of your opinion in the following, by choosing the corresponding option as stated below:

Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) Strongly Disagree (SD)

Section B: Influence of Politics of School Mapping on Resource Allocation in Secondary Schools in Kebbi State?

S/N	Item statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Politics influence allocation of tables and chairs in secondary schools in Kebbi State					
2	Provision of classrooms is influenced by politics of school mapping in the activities of secondary schools in Kebbi State.					
3	Provision of computers is influenced by politics of school mapping in secondary schools in Kebbi State					
4	Influence of politics of school mapping affect the utilization of infrastructural facilities in the activities of secondary schools in the state					
5	Laboratory equipment are provided to secondary schools based on the influence of politics of school mapping in the activities of secondary schools in Kebbi State.					
6	Provision of water facilities in influenced by the politics of school mapping in secondary schools in Kebbi State.					
7	Provision of electricity is based on the influence of politics of school mapping in secondary schools in Kebbi State					
8	Influence of politics of school mapping determines how audio/visual (eg projector, Television,) aids are allocated to secondary schools in the state					
9	Maintenance of infrastructure (e.g. Classrooms, laboratories and so on) is influence by politics of school mapping to secondary schools in the state.					
10	Workshop equipment are provided to secondary schools based on the influence of politics of school mapping in secondary school in the state.					

Section C: Influence of Politics of School Mapping on Students' Admission Exercise in Secondary Schools in Kebbi State

S/N	Item statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Age is considered in students' admission due to influence of politics of school mapping in the activities of secondary school.					
2	Religion is considered in students' admission due to influence of politics of school mapping in the activities of secondary schools in the state.					
3	Influence of politics affects student's entrance examination before admission into secondary schools in the state.					
4	Ethnicity is considered is considered in the admission of students due to influence of politics of school mapping the activities of secondary schools in the state.					
5	Urban secondary schools are over populated due to the influence of politics of school mapping in the activities of secondary schools in the state					
6	Rural schools are less populated due to influence of politics of school mapping in the activities of secondary schools the state.					
7	There is admission in balance as a result of politics of school mapping in the activities of secondary school in the state.					
8	Geographical proximity is considered in the offer of admission due to influence of politics of school mapping in secondary schools in the state.					
9	Availability of space is considered in offer of admission due to influence of politics of school mapping in secondary schools in the state.					
10	Unqualified students are offered admission due to the influence of politics of school mapping in the activities of secondary schools in the state.					

Section D: Influence of Politics of School Mapping on Location of Secondary Schools in Kebbi State?

S/N	Item statement	StronglyAgree	Agree	Undecided	Disagree	Strongly Disagree
1	Some communities are provided with secondary schools due to the influence of politics of school mapping in secondary schools in the state.					
2	Individual interest is used to allocate secondary schools due to the influence of politics of school mapping in the state.					
3	Political strong hold of policy makers is used to allocate schools due to influence of politics of school mapping in secondary schools in the state					
4	Special students are considered in the allocation of special schools due to influence of politics of school mapping in the state					
5	Location of school considers catchment area due to influence of politics of school mapping in the activities of secondary schools in the state.					
6	Accessibility is considered in locating secondary school due to influence of politics of politics of school mapping in the state					
7	Schools are located without considering the need of the community due to influence of politics of school mapping in the secondary schools in the state.					
8	Population Density of an area is not considered in school location due to influence of politics of school mapping in the state.					
9	Influence of Politics of School Mapping affect the provision of required land for setting up school in the Activities of Secondary school in the state.					
10	Type of school such as Technical, commercial, science, special etc is not considered in locating the secondary school due to influence of politics of school mapping in the state.					

Section E: Influence of Politics of School Mapping on Community's Needs Satisfaction in Secondary Schools in Kebbi State

S/N	Item statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Community need for senior secondary school considered due to influence of politics of school mapping in secondary schools in the state					
2	Existence of some boarding secondary schools in some communities is due to influence of politics of school mapping in the state.					
3	Limited number of technical schools in the state is influenced by politics of school mapping in the state					
4	existence of science secondary schools in the state is influenced by politics of school mapping in the state.					
5	Influence of politics of school mapping has caused location of some Junior secondary schools in a bad terrain					
6	Arts Secondary schools were located to some communities due to influence of politics of school mapping in the state.					
7	Influence of politics of school mapping discourages communities to offer their lands for secondary school expansion.					
8	Influence of Politics of School Mapping has caused the misuse of some secondary schools infrastructures (e.g. Classrooms, hostels and so on) located in some remote communities					
9	A community where a party stalwart came from is normally considered for setting up a secondary school due to influence of politics of school mapping in the state.					
10	Vocational schools were established within some communities as influenced by the politics of school mapping in the state.					

Section F: Influence of Politics of School Mapping on Staff Posting in Secondary Schools in Kebbi State?

S/N	Item statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	English teachers are posted based on influence of politics of school in secondary schools in the state.					
2	Mathematics teachers are posted based on influence of politics of school in secondary schools in the state.					
3	Qualification is considered when posting of staff due to influence of politics of school mapping in secondary schools in the state.					
4	Posting of staff based on seniority is influenced by politics of school mapping in secondary schools in the state.					
5	Politics of school mapping influences staff posting to rural areas in secondary schools in Kebbi State.					
6	Gender is considered in staff posting due to influence of politics of school mapping in the activities of secondary schools in the state.					
7	Politics of school mapping influences staff posting to urban areas in secondary schools in Kebbi State.					
8	Influence of Politics of School Mapping encourages favoritism in staff posting in secondary schools in the state.					
9	Appointment of principals is influenced by politics of school mapping in secondary schools in the state.					
10	Staff posting based on experience is influenced by politics of staff posting in secondary schools in the state.					

Appendix B

Sample Size Table From The Research Advisors Required Sample Size[†]

Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

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Appendix C



DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
Faculty of Education
AHMADU BELLO UNIVERSITY, ZARIA

Vice-Chancellor: Professor Ibrahim Garba, B.Sc (Hons) Geology, M.Sc (Mineral Exploration) ABU, Ph.D Geology (London), D.I.C., FNMGS
Head of Department: Dr. Bashir Maina, B.Ed (Unimaid), M.Ed., Ph.D (ABU)

Our Ref: DEFC/S.25

Date: 18-01-2017

THE HON. COMMISSIONER
MIN. OF EDUCATION
KEBBI STATE

ps
cooperate accordingly
[Signature]
20/01/17

Dear Sir,

LETTER OF INTRODUCTION

The bearer, HALIRU ABUBAKAR ~~ANDREH~~, with Registration Number PI4EDFC 8001, is a student in this department. He/She is carrying out research, being part of requirement for graduation, in M-ED EDU. ADMIN & PLAN. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is

ASSESSMENT OF POLITICS OF SCHOOL MAPPING
IN SECONDARY SCHOOLS (PUBLIC) IN KEBBI
STATE

Thanks in anticipation of your kind response.

B
DRS
Approved the case since we support and assist in every way required, DRS

Yours sincerely,
[Signature]
Prof. Bashir Maina
Head of Department

Dept. of Educational Foundations
Faculty of Education
A. B. U. Zaria

The data require by the researcher include:

1. List of Public Secondary Schools in each Local Government Area in each of the six Educational Zones of the State.
2. Any report(s) available on Educational Development, Planning and Administration by the Kebbi State Government from 2013 to 2016
3. A Geographical map of Public Secondary Schools in Kebbi State