

## AGENDA FOR A NEW EDUCATIONAL GOVERNANCE IN OYO STATE, NIGERIA: AN EMPIRICAL LENS

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### Abstract

*This study was an action research that involved a sample of 300 residents drawn from the three senatorial districts of Oyo State using the stratified random sampling technique. The questionnaire used to collect data for the study investigated opinions of Oyo State residents on how to move education forward in Oyo State, especially in the four administrative years (2019 – 2023), first to rate the previous government and to investigate public perception of issues related to budgetary allocations to education; payment of workers' salaries and allowances; educational infrastructures; building workers' capacity; promotion of workers; fighting examinations malpractices; providing incentives that could build workers' capacity; transfer and relocation of workers; provision of loans and monetary incentives; and effective government/workers relationship as indices of educational governance. Only 279 persons returned properly completed copies of the questionnaire. Data collected were analysed using qualitative approaches. The results showed that the overall performance of the immediate past government in Oyo State in relation to education was rated average (57.64%) by the residents of Oyo State. The results also showed that the residents set increments in budgetary allocations, provision of aesthetically beautiful and well equipped educational infrastructures, making education free with free textbooks, involving professionally qualified personnel in the business of education, improving the welfare of teachers and that the relationship between the government and various members of the education industry (teachers, students and other stakeholders) should have human faces as agenda for good educational governance for the new Oyo State Government. The study concluded that the education industry in Oyo State runs on a track that needs regular repairs and constant maintenance and that effective educational governance in the hands of a new government could be the machinery to fix it. The study recommended that there should be effective educational leadership with human face in order to drive Oyo State to a point where it would be a leading educationally advantaged State and a pacesetter that she is known for in Nigerian nationhood.*

**Keywords:** Agenda for a New Educational Governance; Oyo State, Nigeria; An Empirical Lens

### Introduction

**E**ducation as a social system must be governed as any other social institution in order to achieve the overall objectives of any society. Indeed, it is a sector that performs as a production industry to provide needed goods and services for the sustenance of the entire fabrics of the society. A common statement derived from the Nigerian National Policy on Education is that education is an instrument par excellence for the achievements of the overall national goals of Nigeria (FRN, 2004). When this statement is made, the humongous responsibilities that education is

always made to shoulder bother the mind a lot. Those responsibilities are the tasks of making Nigeria, a democratic nation that assures peoples' freedom; a provider of bright and full opportunities under an egalitarian climate of justice, and strong unity that propels self-reliant, great and dynamic economy. The climate of education is expected to provide opportunities for people to be aware of their nation and the global world; make them acquire skills and competencies to function for the good of all; and to make them develop the right type of value and attitude that can make each person and the society to survive, even at the most difficult time (FRN, 2004) – No wonder it is

seen as an instrument par excellence. With the type of policy provisions, it should be expected that the governance of education must not be left to chances.

By way of definition, educational governance may be conceived as merely how education is governed. Governance in the sense of making decisions and designing frameworks that are capable of making the processes of teaching and learning to happen (Rogers, 2016). According to Rogers, educational governance involves arrangement of the curriculum and effective allocation of human and financial resources that would coordinate to achieve the vision and the mission of the education provider. In the Nigerian context, the government is the provider of educational curriculum, having its own direct agencies to implement the curriculum directly by its own established institutions (popularly called government schools). It also provides the enabling environment for private individuals and corporate organisations to operate schools from the Nursery to the University. These are called private schools (FRN, 2014).

Educational governance as perceived by Baghdady and Zaki (2019) is also an effective multilevel participation and decision making on education at several levels (local, national and supranational). According to Baghdady and Zaki, educational governance seeks to transform inputs into outcomes, through accountability and integrity-driven funding and other provisions that are coordinated and regulated by the education provider. In other words, educational governance is about making efforts not only to achieve the goals of education, but actually the goals of the nation, as spelt out in the typical example of the goals of Nigerian national life and the objectives of the Nigerian education as enumerated in the national policy on education as mentioned earlier.

The attributes of educational governance (in the authors' opinion) also portray education as a business enterprise that must be properly managed. Education is considered an enterprise because money is spent on it, and certain returns are equally expected. Among returns that are expected are such as 100% success in the Senior Secondary Certificate Examinations,

impressive national ranking and excellent performance in academic and or athletic competitions. The Organisation for Economic Cooperation and Development – OECD (2019) identified several key indicators on education and enumerated certain variables that can be used to determine the output (success) of education; and they agree with the authors' opinion here. According to the OECD, among the variables that are used to determine the success of education are those that bother on the levels to which adults have studied; the proportion of students that finished secondary education and access tertiary education, as against those that completed tertiary education; and the extent to which participation in education affects the labour market. The OECD perspective here, should be seen (in authors' opinion) as a holistic view of the factors that determine the success of education and the target of any government at one time or the other. In actual fact, they should also be seen as measures of success of any political administration from one tenure to other; or simply put, as the basis for comparison of the success of government against those that have ruled or administered a social set up (Local, State, National or International) at one time or the other. Indeed, using this idea of comparison as a reference point, it would not be out of place to compare governance of education in a location from one regime to other – that is the reason why this study intends to provide an insight into a sustainable agenda for educational governance in the contemporary democratic Oyo State regime in Nigeria. This could be by way of looking inward into what has transpired in the education sector of Oyo State for about a decade, so that the new government may draw clues on how to make education better in this perceived educationally advantaged State in Southwestern Nigeria.

In the context of this study, understanding the variables for comparison of the success of educational governance may be essential; and the following are considered relevant by these researchers: good budgetary allocations to education; regular and prompt payment of workers' salaries and allowances; provision of educational infrastructures; building workers'

capacity; regular promotion of workers; fighting examinations malpractices; providing incentives that could build workers' capacity; transfer and relocation of workers with human face; provision of loan and monetary incentives; effective government/workers relationship, just to mention but few. The workers in this context are teachers of different cadres.

Of all the variables of good educational governance identified by the researchers, the budget for education stands out, as it must be accorded highest priority. This is because, all other variables may be classified as factors that serve motivational functions for effective delivery of educational goods; whereas the budget is the financial aspects of educational governance, which would make all other variables to work: other variables listed in the preceding paragraph are more or less matters of welfare. In fact, a good budget on its own is a requisite to educational success and performance which are end-products of educational governance (Undie, 2013; Ezeugbor, 2016).

A good budget serves as a motivating factor because through it, educational supplies are made, infrastructural facilities are built, quality assurance are ensured, salaries, allowances and pensions are paid; and all welfare services are put in place. In fact, a government that provides a good budget and meets all the welfare needs of the teachers and support staff, in record time, may be considered as that which runs on the principles of the "Y" maxim of the McGregor Theory of Motivation. According to McGregor, any leader who sees workers as humans and does not use and overwork them without fringe benefits (as against being used as machines that must be used and dumped, which is the message of the "Theory X" of McGregor), the gains of such an administration will be higher as people will work willingly on their own volition and will not be coerced into doing anything. When viewed together and applied, motivation may be seen as a key determinant of success in any endeavour (McGregor, 1960; Grandy, 2004; Drach-Zahavy, 2004; Droege, 2020; Juneja, 2020), amongst which is education.

Putting everything associated with motivation around the budget, it may be summarized that a government that wants education to thrive, must budget highly for education annually and implement it to the letter. Such government must provide for all the needs of education (some of which are itemized earlier) and supervise it. The idea of supervision here is in tandem with the description of educational governance by Baghdady and Zaki (2019) at the beginning of this background. In other words, no matter the amount of money voted for education as a budget, where there is no motivation and supervision, the whole education system could be in a charade.

Bye and large, it is likely that Oyo State budget for education is reasonable enough for its education to thrive. But, does anyone know? A review of previous administration's budget for education vis-à-vis issues that have been tagged as indices of motivation may give insights into how to answer this question. A recourse to the media (Television Channels and Newspapers Websites) may help in this regard. In fact, from information available, the budget for education in the years 2017 was in Billion (5,302,227,463) Naira. This represented 2.54% of the 208,654,111,854 Naira. Added to this was the provision for Teachers Salary, which was 27,986,633,060 Naira which represented 13.41% of the total budget. If added together with the budget of the Ministry of Education, Science and Technology, which was 2.54% (in researchers' opinion), this becomes 15.95% of the total budget sum allocated to education in Oyo State in 2017 as reported by Akinselure (2017).

In 2018, the total budget of Oyo State according to the Budget Proposal Analysis was also in Billions (267,436,357,912.19) of Naira (Government of Oyo State, 2018). However, the mix up of the breakdown of the financial allocation made the total allocation to Education to look somewhat like 3%, because the 4,590,000,000.00 Naira tagged against the allocation to the Ministry of Education, Science and Technology only represented 3% of the total annual budget. This did not include the teachers' salary which appeared mixed up as

part of the allocation to the social sector. This does not make the percentage of allocation to education have a similar outlook with that of the 2017 which could be regarded as 15.95%, and which may be reasonable to pronounce than 3%. But could Oyo State allocate 3% of her annual budget to education, based on her pedigree as an educationally advantaged and a pacesetter State in Nigeria? Anyway, that is the fact available to this study. The image also looked similar in the 2019 budget, even when it was called a budget of sustainability; and the statement of Governor Ajimobi of Oyo State in the budget presentation reflected the idea of sustainability. The Governor remarked by saying that “Oyo is a very challenging State to rule. But our administration is much better than we met it. We met the State a State of bricks and we are leaving it a State of marble.” (Premium Times Agency Report, January 1, 2019). The budget attached to this valedictory message, according to the Premium Times was a total sum of 285,000,000,000.00 of the Naira. However, it suffered the same mix-up as in 2018 where education also formed part of the social sector with the social sector having a vote of 30.19%, while the economic sector had a vote of 61.5%. What the remaining 8.31% was allocated to do was not explicit. Regrettably at the long, it was reported that the budget allocation was 3% to education for 2109. This probably could have been the allocation to the Ministry of Education, Science and Technology, excluding the salaries of teachers as done in 2017. This might suggest that what appeared a 3% was probably a 15.95%, as it was in the addition of the budget allocation to the Ministry of Education, Science and Technology, including the salaries of teachers as done in 2017 as well. It suffices to say that a reliance on the inexplicit information about the education budget of 2018 and 2019 may be a mislead to the new government, except if they choose to add to arrive at 15.95% as it happened in 2017. To these researchers, the budget of the Ministry of Education, Science and Technology should be an addition of the teachers’ salaries and the vote for the Ministry as well. Therefore, in the researchers’ inference, the budget for education in Oyo State for each of the last two

years was 15.95 % respectively and not 3%, and hence may be considered a misconstrue. The perceived mix-ups reported all these while, seem to be agreeing with the observations of Eragbai and Idowu (2019) on budgetary allocation and quality of secondary education in Oyo State. According to Eragbai and Idowu, the budgetary allocation has been fluctuating over the years in Oyo State and this has been affecting the quality of infrastructural development of the schools. This observation agrees with the remark of these researchers earlier that the budget is the determinant of the quality of infrastructures and it also determines the quality of other indices of school quality. But should it be that the allocation to education was either 15.95% or 3% as obtained in the media, then probably that could have been responsible for the reported poor quality of output of education in some years back. Maybe a higher percentage of the budget could have performed better.

Similarly, although it has been debunked in several quarters, that the UNESCO prescribes that 30% of a country’s annual budget should be devoted to education, people however rumoured it to a point that it was becoming almost a true statement. A renowned Professor of Education, Peter Okebukola, in a Babs Fafunwa Lectures and Award Ceremony in the University of Lagos in 2015, specifically said that the UNESCO has not prescribed any budgetary amount as an annual allocation to education; and that appears very reliable to believe. But, whether it is rumoured or debunked, it could be seen as a reasonable suggestion. This is because, with 30% of a budget of government at work in an educational industry, everything is likely going to be in place – infrastructures, regular salaries, allowances and pensions payments, teachers’ promotion that are not ordinarily nominal, (but financially, even if it is backdated), free education and the likes. A maximum success could therefore be expected in this regard, as education will perform very well and the educational rating of the State would be consistently high on an annual basis; and in this case, the Oyo State Government of Nigeria.

Going by the records available in the media, the budget for education were far behind the 30% provided for by the Oyo State Government. The question then is, were these perceived 'behind expectation budgetary provisions' responsible for some educational crises witnessed in the education sector of Oyo State in some few years back? While no particular person can tell, empirical studies on the observations and opinions of residents of the State as an overview of the sufficiency or otherwise of the budgetary provisions on education in Oyo State may give an insight into its strength of adequacy, the ratings of the government about it and on how best possible to increase it. This is with the believe that when the budget is increased, there could be tremendous achievements in terms of educational infrastructures, workers motivation, learners' achievements, the State's educational ratings and reduction of tension in the education industry in Oyo State. In other words, educational governance (in the authors' opinion) is about doing the needful (putting all required amenities in place through adequate funding), motivating teachers to work and encouraging learners to work for better achievements (when the educational environment is stimulating). Encouragements of efforts to promote all these constitute the focus of this study.

Emery (2020), lent opinions on what educational stakeholders look for before they could be inspired to do all that have been listed on what administration needs to do to achieve maximum success. Her opinions are that school performances are measured by five key indicators. According to Emery, improved student achievements, decreased discipline referrals, increased attendance and graduation rates, and skyrocketed teacher satisfaction will fetch the school several accolades, happiness, safety and respect, learners' regular attendance at school, funding from authority, credit (to the school) as the foundation of children's tertiary education success, and willingness to do more by the teachers and from the funding agency as well. In the Nigerian context (authors' opinion), non-governmental organisations also

render helps to the school, just as the school proprietors are also happy to do more as well. But if otherwise, according to Emery (2000), the school will experience anxiety due to students loss of motivation and teachers frustration; loss of time and attention, due to students' inappropriate behaviour; low level of performance and reduced desire for tertiary education; increased crime; and cyber-war with the social media that the school will confront, when the school cannot recruit and retain quality teachers, but constantly changing teachers.

In Oyo State, the issue of teacher retention may not be a problem to government-owned institutions. They are expected to have sufficiently qualified teachers who have been established in their respective careers as teachers, because the government could have all the wherewithal to recruit and pay them on a regular basis. But in the researchers' expectations, this could apply most to private schools who may not be able to recruit highly qualified teachers and pay them commensurate salaries and allowances. But their students would be enrolled for the same certificate examination and form part of the pool for educational rankings in the State on an annual basis. The burden of competition with public schools therefore lies on the neck of proprietors/proprietresses. But for the public schools, especially in Oyo State, all their activities are expected to be guided absolutely by government policy of the political party in power, and their educational system should also rely on the government to meet all the criteria of governance of education listed above.

By and large, in order that schools might achieve the successes and to avoid the failures, postulated and outlined in the preceding paragraphs, excellent educational governance becomes imperative, especially on the part of an educationally advantaged Oyo State of Nigeria that is known for its pacesetter stature in the Nigerian project of nationhood. As a testimony to this statement, Oyo State has been a leading State in terms of setting the pace in formal education. The first University in Nigeria (University of Ibadan) emerged from Oyo State

in 1948. A leading College of Education, St. Andrew College, Oyo, emerged from Oyo State in 1896. There are other notable institutions of learning in the State, such as the Federal College of Education (Special) Oyo; Federal school of Survey, Oyo; Federal Cooperative College, Ibadan; School of Hygiene Eleyele, Ibadan; School of Nursing, Eleyele Ibadan; Ladoke Akintola University (LAUTECH) Ogbomoso; Cocoa Research Institute, Ibadan; Forest Research Institute, Ibadan; Institute of Agricultural Research and Training, Ibadan; International Institute of Tropical Agriculture, Ibadan; The Polytechnic, Ibadan; Oke-Ogun Polytechnic, Saki; College of Agriculture, Igboora; and recently the First Technical University, Ibadan, and other private institutions of learning too numerous to mention.

Apart from the Federal and private institutions that are not in the management of the State government, all other institutions ranging from the primary and secondary schools to the Polytechnic, Colleges of Education, schools of midwifery and nursing and the two Universities (First Technical and Ladoke Akintola Universities), need very good educational governance, with greater expectations from the Oyo State Government. Specifically, they will need to meet certain parameters of excellent educational governance (as mentioned earlier), such as good budgetary allocations to education; regular and prompt payment of workers' salaries and allowances; provision of educational infrastructures; building workers' capacity; regular promotion of workers; fighting examinations malpractices; providing incentives that could build workers' capacity; transfer and relocation of workers with human face; provision of loans and monetary incentives; and effective government/workers relationship, among others.

However, given the fact that governance is a continuum, it is expected that as regimes change, if there would be no improvement, there should be no retrogression. But certain facts are on ground and in the media, in some couples of years back on Oyo State Nigeria. But, as their name connotes – media, they act as

avenues for sharing information. But most of the time, it may be difficult to believe what the media say. It may be that they are speculative or they may constitute themselves to social critics and may be working for the opposition party as well. But news had it that institutions of education that are managed by the state government appeared to have suffered some degrees of instability within the last one decade. They were reported to have either been involved in one crisis or the other, which the Oyo State Government had to contend with as a responsibility. Some news media reported that a part-payment (or none at all) of teachers' salaries and allowances which was the practice led to call out for industrial actions on some occasions. This was coupled with incessant screening activities and exercises that required teachers leaving their jobs for screening of credentials and personnel audits on daily basis. The same also applies to the strike action by staff of Ladoke Akintola University and Emmanuel Alayande College of Education staff on issues associated with salaries and other conditions of service (Africa Independent Television, 2018; Alfred, 2018; Oke, 2019). All these are suggesting that all might not have been well with education in Oyo State; and a new educational regime is required.

There were also news that Oyo State has been lagging behind, especially in her being rated as 26<sup>th</sup> best State in Nigeria out of 36 – meaning almost coming last (against all expectations). Recently also, a report traceable to a media organisation (INSIDEOYO, 2020) explained that the Head of West Africa Examination Council – WAEC in Nigeria (Olu Adenipekun) observed that Oyo State has been unable to record good passes in WAEC Senior Secondary School Certificate Examinations (WASSCE). It was because secondary school students have found it difficult to have 5 Credits in SSCE. According to the INSIDEOYO, 49.98% of secondary school students had five credits including English and Mathematics in 2018, which were further setbacks from 59.22% of 2017 and 52.97% of 2016. With all these series of information from the news media, the fear is expressed whether the attitude of the government with reference to workers' welfare

may be attributed to as responsible for poor performance of teachers and poor output of the leaners in external examinations. But, whoever may be speculated to be responsible this poor performance outing, the experience is posing a demand for better educational governance in the State.

However, all these may be regarded as rumours, unless observations and opinions of residents of Oyo State who are directly affected are collated for empirical review and analysis. But if all that have been reported were trues, then, it suffices to state that all is not well, with formal education in Oyo State, and a new educational regime may therefore be needed in order to revive it and move it forward. While taking all that have been reported as media rumours, the information provided by an empirical study like this may provide some insights into improved educational governance in Oyo State.

Similarly, the trend of examination malpractices was also reported to be very alarming. The sad news is that Oyo State was reported as one of the top three states with records of examination malpractices in Nigeria, following Plateau before Adamawa States (INSIDEOYO, 2020). In addition, the primary and secondary school pupils and students riot of 2016 over the issue of class repetition is also a factor that may suggest that all may not be well with educational governance in Oyo State (Atoyebi, 2016). The way the government has resolved this issue of class repetition does not enjoy any clear-cut in educational literature as well; and this is equally a a task that the current government in Oyo State would need relevant data to work with, as this study had sought to provide.

It suffices therefore to say that all the listed challenges to education would require urgent attention, as it is obvious that there is a change in governance of Oyo State through the electioneering process that has ushered in a new government being operated by a new political party which may need a new programme of educational agenda. It is therefore imperative to seek avenues to enlighten the new government, through an empirical qualitative study on what

already transpired in Oyo State before the new regime of the Peoples Democratic Party took over from the regime of the All Progressive Congress in May 2019. By way of a hint, it is when the new regime takes some urgent, focused and drastic steps towards addressing the issues itemized in this paper (budgetary allocations to education; payment of workers' salaries and allowances; educational infrastructures; building workers' capacity; promotion of workers; fighting examinations malpractices; providing incentives that could build workers' capacity; transfer and relocation of workers with human face; provision of loans and monetary incentives; and effective government/workers relationship, among others) that it may be said that it is well with education in Oyo State. All these, if well attended to may rate the new government in the future as a government with excellent performance in educational governance. The dispositions of the people of Oyo State to these issues therefore call for investigation, hence this study.

### **Objectives of the paper**

The objectives of the paper are to:

- i. rate the performance of the immediate past government of Oyo State in terms of educational governance, based on resident's opinions; and
- ii. set an agenda for good educational governance for the new Oyo State government based on the opinions provided by residents of the State.

### **Research Questions**

The following research questions are answered in this study:

1. To what extent did the immediate past government in Oyo State perform in terms of educational governance, based on resident's opinions?
2. What are those issues that could constitute the agenda for good educational governance

for the new Oyo State government based on the opinions provided by residents of the State?

### **Method**

This study was an action research. Residents of Oyo State constituted the population for the study. A sample of 300 residents were drawn from the three senatorial districts of Oyo State using the stratified random sampling technique. In each stratum (senatorial district), 100 residents (50 male and 50 female adults), were selected using the convenience sampling technique. The 50 male and 50 female were conveniently selected from five different Local Government Areas (LGAs) – 10 male and 10 female per LGA. The instrument for data collection was a questionnaire titled “Agenda for New Education Governance in Oyo State” which was meant to seek opinions of Oyo State residents on how to move education forward in Oyo State, especially in the four administrative years (2019 – 2023). Issues investigated were on budgetary allocations to education; payment of workers’ salaries and allowances; educational infrastructures; building workers’ capacity; promotion of workers; fighting examinations malpractices; providing incentives that could build workers’ capacity; transfer and relocation of workers; provision of loans and monetary incentives; and effective government/workers relationship, among others. The respondents were allowed to openly

rate the previous government on a four-point scale, as very good (4), good (3), average (2) and below average (1) in all these identified variables and to also express themselves in response to open-ended questions related to the variables. Only 279 persons returned properly completed copies of the questionnaire. Data collected were analysed using qualitative approaches. To answer Research Question 1, the expected score per item from the responses of the 279 residents was 1395. The observed score on each item was then an addition of the ratings as presented by the 279 residents. The observed scores per group were placed on the expected score and multiplied by hundred to obtain a percent-correct score. With all the nine variables placed over hundred in each group, they were compared against one another and ranked over nine. These were with the view to determining areas of strength and weaknesses of the immediate past government in Oyo State, as a pointer to where the new government would need to revisit. The open-ended questions were analysed for commonality of verbatim responses and the most common to a simple majority (being the highest) is recorded in any of the responses to the identified variables.

### **Results**

**Research Question 1.** To what extent did the immediate past government in Oyo State perform in terms of educational governance, based on resident’s opinions?

Table 1 presents the results of descriptive analysis conducted in order to answer this research question.

**Table 1: Rating of the immediate past Government of Oyo State’s performance in terms of educational governance, based on resident’s opinions**

S/N	Area of Performance	N	Expected Sum	Observed Sum	% of Observed Sum	Remark	Rank Against other Performance Indices
1.	Budgetary Allocation	279	1395	862	61.79	Good	2 <sup>nd</sup>
2.	Fighting Examination Malpractices	279	1395	901	64.59	Good	1 <sup>st</sup>
3.	Salary Payment and Allowances	279	1395	689	49.39	Below Average	9 <sup>th</sup>
4.	Loan and Incentives	279	1395	730	52.33	Average	8 <sup>th</sup>
5.	Staff/Government Relationship - Unionism	279	1395	784	56.20	Average	7 <sup>th</sup>
6.	Children/Student-Government Relationship	279	1395	806	57.78	Average	5 <sup>th</sup>
7.	Promotion and Transfer	279	1395	791	56.70	Average	6 <sup>th</sup>
8.	Staff Capacity Building	279	1395	822	58.92	Average	4 <sup>th</sup>
9.	Educational Infrastructures	279	1395	852	61.08	Good	3 <sup>rd</sup>
	Valid N (listwise)	279					
<b>Overall Average</b>			<b>57.64</b>	<b>Remark: Average Performance</b>			

Results in Table 1 shows that the immediate past government of Oyo State was rated “good” in the area of budgetary allocation, fighting examination malpractices, and educational infrastructures provision. They also rated the government as “average” in Loan and Incentives, Staff/Government Relationships (unionism), Children/Student/Government relationship, Promotion and Transfer and Staff Capacity Building. The government was however rated below “average” in Staff Salary and Allowances Payment. The overall performance was therefore “average” (57.64%).

**Research Question 2.** What are those issues that could constitute the agenda for good educational governance for the new Oyo State government based on the opinions provided by residents of the State?

The results below present the summary of verbatim reports of qualitative data as a summary of the opinions provided by residents of Oyo State on issues that could constitute the agenda for good educational governance for the new Oyo State government. These are provided item by item.

**1. Summary of Open Responses on Budgetary Allocation**

The government should make education first and increase budgetary allocation, create separate allocation for education, and make the budget huge, so as to be sufficient to meet expenditure, and pay the salary of their lecturers to avoid strikes. The money provided should be used effectively and monitored, (to) avoid

mismanagement. And to tackle all the laborious projects (embarked upon) by immediate past government; (to) enhance rapid development.

**2. Summary of Open Responses on Fighting Examination Malpractices**

The government, should fight it (examination malpractices) seriously, minimize and curb examination it; employ and train enough teachers and guidance counsellors properly; give the students extra classes and necessary learning materials especially textbooks; provide public enlightenment (on malpractices); put in place the law that will restrict the act of malpractice; create disciplinary corps and monitoring committee; involve adequate and enough external supervisors and curb bribery in education; provide adequate infrastructures; and encouraging teachers.

**3. Summary of Open Responses on Salary and Allowances**

Government should, make workers' salaries and allowances a priority, (and) not let workers suffer because it (salaries and allowances) are not adequate (currently); not neglect current workers (teachers) and pensioners; pay and increase workers' salaries and allowances timely, (especially) before the end of the month: (in order) to boost their morale and (promote) full concentration on the part of the workers and to also improve the economy of the State.

**4. Summary of Open Responses on Loan and Incentives**

Government should, give loans and incentives to teachers: (to) let them feel the impact of government; give loans to workers to build houses and buy cars: to motivate the workers; give loans and incentives to deserving members of staff, without partiality; should not be hard-hearted to workers: to make life meaningful for them; and increase their standard of living; provide the Tertiary Education Fund (TETFUND) assistance for teachers to further their education; and should not to be given politically; in order

to encourage the work force to perform better.

**5. Summary of Open Responses on Government/ Workers Relationship**

The government should, be open to the unions (and) take teachers/government relationship seriously: (because it promotes) smooth relationship with the government; treat workers well; be ready to listen; work cordially; (hold) regular meetings ; (to) dialogue; and listen to workers.

**6. Summary of Open Responses on Student/Government Relationship**

The government should, have cordial relationship with the students; and (be) considerate (about) the children affairs and their future; establish child-welfare centres to cater for the less privileged students; have direct contact and build a great affinity (with the students); create a forum that will connect the students and government together; give bursary; a create programmes where students can reach the government through the media; provide feeding opportunities.

**7. Summary of Open Responses on Promotion and Transfer**

The government should, promote staff who deserve it accordingly, when due (and) promptly; and (should) not be the issue of nominally and financially; give interval of three years for promotion and interval of 25 years for transfer; do promotion earnestly to encourage those that are working in the sector; transfer up to date and on time; regularly amend promotion and transfer laws.

**8. Summary of Open Responses on Staff Capacity Building**

The government should, encourage teachers to attend seminars and conferences; organise the seminars time to time in order to improve education in Oyo State; encourage teachers to attend seminars and give them money; workshops should be done with good incentives and the venue of the seminars must be

conducive; provide opportunity of seminars and workshops that will allow her workers to update themselves at their various field; (because) it will increase the morale and knowledge for the staff and will increase educational functioning.

#### **9. Summary of Open Responses on Educational Infrastructure**

The government should, build more classrooms and paint old buildings; renovation of school is needed; build modern, well equipped classroom, laboratory and workshops to foster educational development; all dilapidated classroom and laboratories should be rebuilt; (in) rural and urban areas; provide materials so that the children can assimilate and participate effectively and to improve the standard of education in the State.

#### **10. Summary of Open Responses on General Recommendations**

The government should, listen to complaints; not neglect retired officers; make education free; providing text books; (employ) competent teachers; and the new government should be transparent; and be an epitome of philanthropy; be transparent in term of budgetary allocation; government should monitor the activities of the staff, because most of them do neglect their duties; reinforce the students by giving the best students scholarship; (and) giving the upcoming ones; give bonuses and reinforcement to the best performing staff; look into every shortcoming of the past critically and work out modality of not allowing such to occur again; employ more youth to the system and bring up “our” (sic) children to more international standard level; look for the right people in any curriculum planning to facilitate effective teaching and learning; (and) see to the welfare of workers and citizens.

#### **Discussion**

Much as the findings of this study speak for themselves, it may however not be out-of-place to provide some discussions on them. The first

finding was that the overall performance of the immediate past government in Oyo State in relation to education was rated average by the residents of Oyo State, especially from the results obtained from a pool of nine indices of performance identified - Budgetary Allocation, Fighting Examination Malpractices, Educational Infrastructures Provision, Loan and Incentives, Staff/Government Relationships (Unionism), Children/Student/Government Relationship, Promotion and Transfer and Staff Capacity Building and Staff Salary and Allowances Payment. This overall result is suggesting that educational governance in Oyo State was on the average level. But, this does not actually reflect that Oyo State has move from the brick state to a marble as earlier expressed by the immediate past Governor Ajimobi of Oyo State. This finding could perhaps justify the emergence of the various crises – school children rioting, staff industrial action, inability of students to bag five credits including English and Mathematics at the Senior School Certificate level, low rating of the State in national education performance and the likes. It suffices to say that Emery (2020) saw it all, that several crises would ensue when educational governance does not stay on track. Should it be on the better side, good or very good? Then Emery (2020) would have said, “but I said it”, that where educational governance is good (or very good), there would have improved student achievements, decreased discipline referrals, increased attendance and graduation rates, and skyrocketed teacher satisfaction that will fetch the school several accolades, happiness, safety and respect, learners’ regular attendance at school, funding from authority, credit (to the school) as the foundation of children’s tertiary education success, and willingness to do more by the teachers and from the funding agency as well (as said earlier). But now that the reverse is the case, then the opposite events witnessed did not reject the Emery hypothesis.

Having been informed by the findings from Oyo State residents that educational governance in the State is not on the proper track (especially in reflections on events of the last decade), then, it may be assumed that problem revealed is

problem solved. It is probably expected that those who feel that educational governance was average may therefore be in a vantage position to provide some insights into how to better govern education and make a better result-oriented system in the State. In response to the question raised on what constitutes the agenda for good educational governance for the new Oyo State government, the findings of this study are multidimensional, as they speak for themselves. But the summary of it all is that residents of the State have suggested increments in budgetary allocations, provision of aesthetically beautiful and well equipped educational infrastructures, making education free with free textbooks, involving professionally qualified personnel in the business of education, improving the welfare of teachers and that the relationship between the government and various members of the education industry (teachers, students and other stakeholders) should have human faces.

The residents also suggest that the new government should learn from the mistakes of the immediate past government, by ensuring transparency and accountability, rewarding hard work and diligence, listening to the people and taking good care of pensioners and raising the standard of education. All these, according to the residents would make the State to meet global best practice standards and raise the rating of the State in terms of educational performance. All these findings would not depart from earlier postulations that motivation would enhance performance and performance would enhance educational rating and bring along with it several dividends and benefits which are also within the Emery (2020) opinion basket and that of Droege (2020) on motivation of workers, in this context teachers who will also motivate the learners to well in captivating and motivating aesthetically beautiful educational environments.

### **Conclusion and Recommendations**

Judging from the findings of this study, it may be concluded that the education business in Oyo State is on a track that needs repairs and that effective educational governance in the hands of a new government could be the machinery. It may therefore be recommended that there should be effective educational leadership with human face, cooperation from all stakeholders,

and involvement of competent educational consultants in the governance of education, in order to drive Oyo State to a point where it would be a leading educationally advantaged State and a pacesetter that she is known for in Nigerian nationhood.

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