

Strategies for Mobilising Private Sector Participation in Funding and Management of Universal Basic Education Programme in Esan West Local Government Area, Edo State

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Abstract

This paper assessed strategies for mobilizing private sector participation in the management of the Universal Basic Education in Edo State. Survey research design was employed, questionnaire was the data collection tool employed. A population of 65 respondents comprising teachers, head masters, head mistresses and principals drawn from schools in Esan West Local Government Area was used. Regression analysis was used to analyze the collected data. Findings reveals that a significant positive relationship exist between the necessary infrastructure/facilities and realization of national education and national development. Base on the findings, the researcher concludes that strategies required for private and public participation in the funding of universal basic education is imperative. The researcher recommended an approaching of interested private individuals who can fund universal basic education programme by management of the institutions in focus.

Keywords: *Strategies, Infrastructure/Facilities, Universal Basic Education, National Education and National Development*

Introduction

When the Universal Basic Education (UBE) scheme was launched in Nigeria, September 1999, it was aimed at providing free basic education for all citizens to acquire appropriate level of literacy, numeracy, communicative manipulative and life skill. The main objective of this programme was to ensure smooth transition from primary one to junior secondary school for (a period of 9 years) and for the learners to remain in school long enough to acquire basic and life skills. The specific objectives of the UBE Scheme are:-

- a. developing in the entire citizenry, a strong commitment to its vigorous promotion;
- b. provision of free, universal basic education every Nigerian child of school age;
- c. reducing drastically, the incidence of dropouts from school system;

- d. catering for the learning needs of young persons who for one reason or the other have had to interrupt their schooling throughout appropriate provision and promotion of basic education; and
- e. ensuring the acquisition of the appropriate levels and literacy, numeracy, manipulative communicative and life skills as well as the ethical moral and civic values (EFA 2007 Assessment Country Report).

The primary school forms the basic foundations of this lifelong learning. At this period, children build vision of what they want to do in their future or lifetime. They built self and other awareness, promote self-worth, skill development and decision. Achieving these laudable goals, would depend on many factors, one of which is adequate funding of the system. Funding in education involves all the activities directed towards the process of sourcing, allocating and management of public schools funds, in providing educational services for the attainment of the nations educational objectives (Abdullahi & Abdulkareem, 2017). Its availability as well as efficient and effective management will determine the quality of education programme delivery. It is essential for schools to acquire necessary facilities and equipment, ensuring proper infrastructure through adequate funding. Iheanacho (2022) stressed that adequate funding is critical to the improvement of quality education at all levels because the learners need appropriate facilities and equipment that will develop their innate potentials, whereas, insufficient funds makes it impossible for schools to generate the necessary workforce, hindering their contributions to societal, economical, political and religious wellbeing. At the fundamental stage of education programme, it is important to establish a strong educational foundation. otherwise, the entire system will be negatively impacted.

The successful implementation of universal basic education programme demands significant financial resources, stable revenue streams for maintaining basic infrastructures such as facilities, students enrolment, staff training and allowances for teaching and non-teaching personnel. However, it could be challenging for the government to fund UBE programme singlehandedly especially with the competing demands of other sectors of the economy. The deferral government primarily funds universal basic education through universal education intervention funds. It is obvious for sometime now that funds allocated to UBE programme are no longer enough, due to rapid expansion of students' enrolment and the maintenance of aging infrastructures among others

In this context, involving private sector participation will play a major role in helping the government finance, manage the UBE programme in Esan West Local Government Area, Edo State, ensuring the fulfilment of overall objectives. Private sectors are organization owned and

managed by independent individuals or group of individuals, industries they include; religious organizations, school communities, Non Governmental Organization (NGO), Multinational Corporation (UNESCO), religious bodies and stakeholders, voluntary organizations. The primary reason for mobilising the private sectors participation, is to optimise the opportunity for broaden access to education and promoting academic achievement in a fair manner by involving private entities in the education sector, well aim to boost the overall financial investment in education and fills the gaps created by the government limited capacity to meet the increasing demand.

Furthermore, there is mounting evidence indicating that private sectors is adept at catering to diverse needs including religious ones, even in situation where public schools and universities have sufficient capacity. Though the involvement of private sector participation in education is not a new agenda, prior to this time the education system has been assisted by individual owners, but more still needs to be done (Ekhaton, 2020). This may explain why, Anyim&Uche (2013) stressed that there is the need to mobilise or increase the impacting private sectors in more areas, Uche&Nwabueze (2011) opined that encouraging the involvement of other stakeholders in financing, development and management of education for quality is a good reason that must be strengthened.

Strategies for Enhancing or Mobilizing Private Sector Participation in the Funding of UBE Programme

1. **Stakeholders Involvement:** Involving stakeholders is essential in education, due to its extensive and expensive scope. Depending solely on the federal government despite being a significant education provider is not enough. Achimugu (2000) stressed the importance of inclusive management, especially in the context of educational processes requiring diverse elements for success. The underscore the ripple effects of basic education, shaping the future of higher education phases. Consequently, our nation's education planners must adopt effective and efficient strategies to guarantee adequate management and funding at the foundation level.
2. **The School Community:** The school community refers to a collection of thoughts in a specific area who shared ideals, ideas, thoughts, values and culture. The primary responsibilities of school community including the provision of physical facilities and financial support, can be facilities through organizations like the Parent Teachers Association (P.T.A), among other methods.
3. **Religious Organizations and Others:** Religious organizations and other entities that have the means can also contribute to the funding of basic education level.

4. **Multi-national Cooperation:** Multi-national cooperation can also assist in the funding of basic education programme.

In addition to the above, Ojekudo (2019) posited that ways of enhancing the rate of private sector participation in funding of education include:

- Private Sector operation of owned schools and management
- Under contract to the state (this contract schools)
- Recruitment, security, catering and cleaning
- Privately financed students to attend privately owned school.
- Input provision into educational process, including curriculum, learning materials and basic infrastructures.

Jaiyeoba and Atanda (2005) suggested that private sector participation in education to take the following form:-

- The government should redesign the educational organization to include the community, this will create a sense of commitment on communities which will make them to be highly committed to the system.
- Government should organize forum for the education of communities on the need to be practically involved in the management of schools establishment in their communities.
- Education managers should also create conducive conditions and initiate programme that will bring the community close to the school for effective participation supporting the above strategies of Jaiyeoba et al., coker (2013) opined that government through the state education commission should relax some of their obnoxious policies to enable private sector contribute meaningful to university education management and private sector should be encourage to pay education tax.

Meanwhile, Napkodia (2011) investigated integrative funding and attentive implementation of UBE in central Senatorial District of Delta-State Nigeria. Sample of 182 principals, 274 headmaster were used for the study, using proportional stratified random sampling. The data collected were analysed using weighted mean score. And the finding showed that the government contributes to UBE is inadequate towards effective implementation of UBE programme Parent Teacher Association (P. T. A.) also participated in the funding programme.

Nweke (2019) examined the strategies for strengthening private sector participation in development of secondary education in Rivers state. The descriptive survey research design was used for the study. The population comprised of all 258 public secondary schools in Rivers State and selected private companies. The population drawn from the companies consisted of 52 staff

of human resource development department from Shell: 44 from Total, 33 from Agip, 20 from Cheron which amounted to 149 personnel staff from 4 registered industries in Rivers State. Questionnaire was the instrument used to collect data for the study. The findings of the study revealed that strategies for strengthening private sector participation include governments to create sound policy for private sectors to render meaningful financial support to education. It was recommended that private sector to fully participate funding of secondary education.

Statement of the Problem

Adequate provision of required of human and material resources at any level of education are determinant of quality education delivery. However, it is worrisome to observe the universal basic education programme has not been able to produce the desired objectives as stated in the national policy on education as a result of underfunding of the programme. Though the government has been making effort to increase funding of the system, the situation seems not to be improved overtime. The resultant effect of poor funding of the UBE programme has been deterioration in the quality of infrastructure, and inadequate facilities needed for the teaching and learning system, these include equipment staff development; supervision, allowances among others. Hence, this study is timely as it was intended to identify strategies of mobilizing private sectors participation in funding and management of UBE programme in Edo-State.

Purpose of the Study

Generally, the study will assess strategies for mobilizing private sector participation in the finding and management of the universal basic education in Esan West Local Government Area, Edo State Edo-State, specifically this study seeks to:

1. Determine the relationship between the necessary infrastructure/facilities and realisation of objectives of the national education objective & National development.

Research Question

The study will be guided by the following question:

1. What is the relationship between the necessary infrastructure/facilities and realisation of objectives of the national education objective and national development?

Conceptual Framework

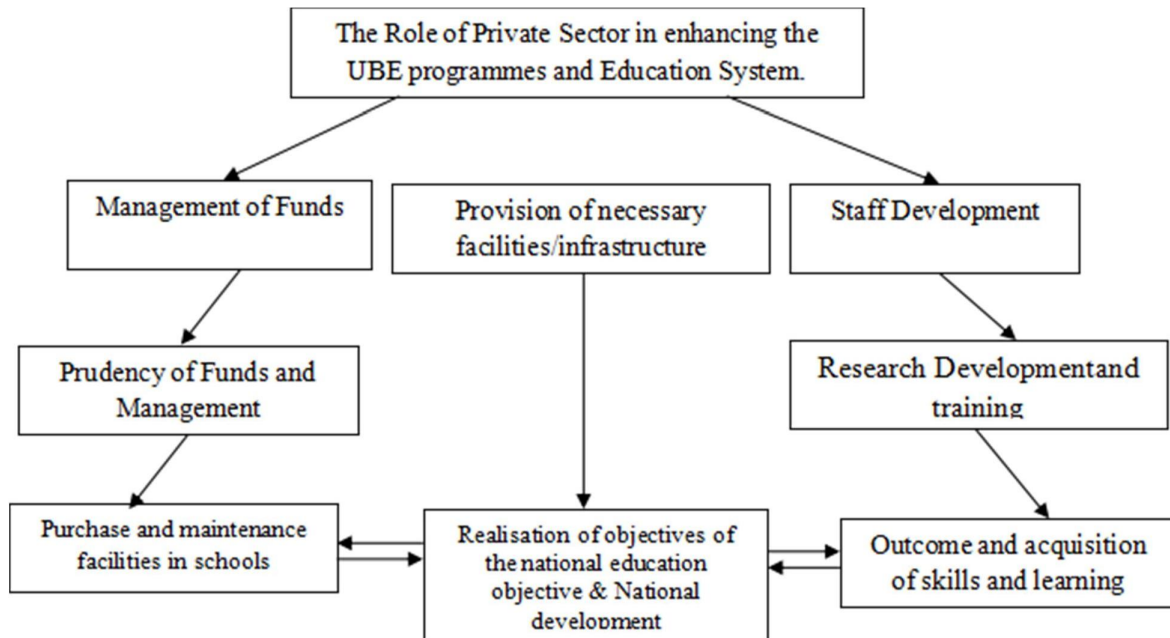


Figure 1: Schema on the ways of mobilizing private sector participation in funding and management of universal basic education programmes (**Source:** Nwajwha, 2020)

The conceptual framework of the study is based on the schematized diagram that illustrates the connection between various variables in the study. This diagram specially focuses on the strategies for mobilizing private sector participation in funding universal basic education.

The schematized diagram above serves as the conceptual framework that highlights the role of private sector participation in management and funding of UBE programmes for national development, the scheme show that management involves mobilising of resources and effective coordination towards attaining organisation objectives, in the context of this study the private sector involves the generation and utilization of both human and materials resources of UBE programme to promote education system. The variables of interest as illustrated in the scheme reflects specific purpose of the study which portrays the relationship between provision of funds, provision of needed facilities, staff training and development all geared towards enhancing the UBE programme for the realization of the set objectives.

Research Methodology

Research Design: The research design adopted for this study was the survey research design. It was used because of the nature of the study. Survey research design enables the researcher to observe what happens to the sample subjects without manipulating them.

Population Size: The population of the studied schools is 65. The population comprised the teachers, headmasters/headmistresses and principals of the studied schools. Three primary schools

and three junior secondary schools in Esan West Local Government Area were used for the study. They are Emaudo Primary School, Eguare Primary School and Dova Primary School The Junior Secondary Schools used are Ujoelen Secondary School, Ujemen Secondary School and Eguare Secondary School.

Sample Size and Sampling Technique: Complete enumeration or census sampling was used for the study. This is because the population is a manageable size.

Instrument of Data Collection: The data collection tool employed by the researcher was the questionnaire. It was designed on a five point Likert Scale. Strongly Agree (SA), Agree (A), Undecided (U), Strongly Disagree (SD), and Disagree (D).

Validity of the Instrument: Validity is the extent to which an instrument measures what it intends to measure. The content and face validity test was used by the researcher.

Reliability of the Instrument: Reliability test is a measure of the consistency of a particular instrument employed by a researcher. The Cronbach's Alpha reliability test was used for the study. Suwannoppharat and Kaewsa, (2015) assert that a reliability coefficient of 0.696 and above is acceptable. Therefore, a benchmark of 0.696 was used for the study.

Table 3.1: Scale: Reliability Statistics for Infrastructure

Reliability Statistics	
Cronbach's Alpha	N of Items
.815	3

Source: Field Survey 2023

Since the Cronbach's Alpha score of the reliability statistics for infrastructure 0.82 is greater than 0.696, it shows that the instrument is reliable.

Table 3.2: Scale: Reliability Statistics for Objectives

Reliability Statistics	
Cronbach's Alpha	N of Items
.742	3

Source: Field Survey 2023

Since the Cronbach's Alpha score of the reliability statistics for objectives 0.74 is greater than 0.696, it shows that the instrument is reliable. The results of the reliability test were indications of the internal consistency of the instrument.

Techniques of Data Analysis

Mean was used to analyze the research question using SPSS version 20, while regression analysis was used to test the hypotheses using E-Views 10.

Data Presentation and Analysis

Analysis of Returned and Unreturned Questionnaire

Returned (Mutilated)	61	93.85%
Unreturned	04	06.15%
Total Copies Administered	65	100.00%

Source: Field Survey, 2023

Out of the sixty five (65) copies of the questionnaire administered, sixty one (61) copies (93.85%) were returned, were returned while 4 (06.15%) copies were unreturned. Base on that, sixty one (61) copies of the questionnaire were used for the analysis.

Research Question: What is the relationship between the necessary infrastructure/facilities and realisation of objectives of the national education objective & National development?

Infrastructure

Descriptive Statistics			
	N	Mean	Std. Deviation
Q1	61	3.4326	1.34521
Q2	61	3.1253	1.26542
Q3	61	3.2653	1.32542
Valid N (listwise)	61		

Source: Field Survey, 2023

The mean scores of the responses from the questions relating to infrastructure are >2.5. This makes the responses acceptable for the study.

Objectives

Descriptive Statistics			
	N	Mean	Std. Deviation
Q1	61	3.4325	1.34511
Q2	61	3.2136	1.27643
Q3	61	3.1543	1.32763
Valid N (listwise)	61		

Source: Field Survey, 2023

The mean scores of the responses from the questions relating to objectives are >2.5. This makes the responses acceptable for the study.

Test of Hypothesis

HO: There is no significant positive relationship between the necessary infrastructure/facilities and realisation of objectives of the national education objective & National development.

Dependent Variable: OBJ
Method: Least Squares
Date: 08/07/23 Time: 01:49

Sample: 1 61

Included observations: 61

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	2.928198	0.126003	23.23910	0.0000
WE_VENT	0.827150	0.007586	123.5471	0.0000
R-squared	0.835472	Mean dependent var	17.01050	
Adjusted R-squared	0.835408	S.D. dependent var	6.726217	
S.E. of regression	1.048345	Akaike info criterion	2.937539	
Sum squared resid	416.5316	Schwarz criterion	2.958236	
Log likelihood	-557.6011	Hannan-Quinn criter.	2.945751	
F-statistic	14263.88	Durbin-Watson stat	1.720939	
Prob(F-statistic)	0.000000			

Source: Field Survey, 2023

The results reveals that infrastructure has significant effect on objectives ($\beta = 0.827$, t-statistics = 23.23910, $p < 0.05$). Also, infrastructure is a predictor of objectives (F-statistics = 14263.88; R-squared = 0.835; $p < 0.05$). The predictor variable single handedly explained 83.5% of the variance in objectives, while the remaining 16.5% could be due to the effect of the extraneous variables. The Durbin Watson value of 1.7 reveals that there is no first order serial correlation. This makes the result acceptable.

Discussion of Findings

Findings obtained from a test of hypothesis one reveals that a strong significant positive relationship exists between infrastructure and objectives. This is in tandem with the study of Napkodia (2011) who investigated integrative funding and attentive implementation of UBE in central Senatorial District of Delta-State Nigeria. Finding showed that the government contributes to UBE is inadequate towards effective implementation of UBE programme Parent Teacher Association (P. T. A.) also participated in the funding programme. The study of Jaiyeoba and Atanda (2005) who studied finding of public schools and the realization of the educational objective is also in line with findings obtained from the study. Findings revealed that there is a relationship between the studied variables.

Conclusion

Base on the findings obtained from the test of the formulated hypotheses, the researcher concludes that strategies required for private and public participation in the funding of universal basic education programmes is imperative, it then means that management and funding is of great importance. For the aims and objectives of this all important level of education in Nigeria, the

proprietor must sincerely and genuinely come up with effective and efficient management plans and adequate funding strategies. Once these tasks are completed, the unpleasant tale of our education sector will reach a humorous and satisfactory level of quality.

Recommendation

Base on the findings obtained, the researcher recommends that an approaching of interested private individuals who can fund universal basic education programmes should be taken seriously by management of institutions as it could affect the realization of the stated objectives.

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