

Strategies for Financing Universal Basic Education for Sustainable National Development in Nigeria

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Abstract

This study investigated strategies of financing universal basic education for sustainable national development by school managers in North-Central Zone, Nigeria. Specifically the purpose was to determine the relationship between commercial based income and sustainable national development as well as to examine the relationship between agricultural based income and sustainable national development in North-Central Zone, Nigeria. Two research questions were raised to guide the conduct of this study.

Survey research design was adopted in carried out this study. The sample of this study was 375 headmasters and 331 principals of the selected schools in North-Central Zone, Nigeria. The sample was selected using proportional sampling technique. The researcher utilized a self-designed questionnaires titled: Strategies of Financing Universal Basic Education and Sustainable National Development Questionnaire "(SFUSNDQ)" for this study. The instruments were validated and the reliability index of 0.78 was obtained through Cronbach's Alpha statistics. The research questions were answered using mean, standard deviation and weighted mean scores while the hypotheses were tested with t-test statistics at 0.05 level of significance. The findings of this study showed that there is no significant difference between the mean scores of head masters and principals on commercial based income as well, as agricultural based income as strategies for sustainable national development in North-Central Zone, Nigeria. Based on the findings of the study, it was recommended that school managers (head masters and

principals) should continue to put efforts to maintain commercial-based income. Furthermore, school managers should continue to lay more emphasis on agricultural-based income by encouraging students to participate fully in farming, fisheries among others for sustainable national development in Nigeria.

Keywords: Strategies for Financing, Universal Basic Education, Sustainable national Education

Introduction

Education is an engine room for sustainable national development because educational attainment is very vital to the economic well-being of an individual and also to the development of nations. The Federal Republic of Nigeria (FRN) (2013) sees education as an expensive social service which requires enough provision from the three tiers of government for successful implementation and achievement of its goals. The education sector requires much financial outlay compared to other competing social sectors of a nation's economy. The Universal Basic Education program is funded majorly by the federal government, whose main source of funds is petroleum, which is becoming unstable for the nations' development. It is, therefore, imperative that school managers' device strategies for funding education programs for sustainable development in Nigeria.

Finance plays a vital role in educational development due to the fact that its availability as well as efficient and effective management will determine the quality of educational programs for sustainable national development. It is therefore, considered necessary that school managers should be actively involved in strategies of sourcing for funds to finance education in order to achieve the nation's educational objectives. This corroborates Olagboye's (2004) view that educational finance is a way of providing money for the development and maintenance of the entire education system. Educational finance also involves all the activities directed towards the process of sourcing, allocating and managing public school funds in providing educational service for the attainment of educational objectives.

Universal Basic Education (UBE) in Nigeria refers to the education which children receive from the age of 6 years to 14 plus. It is the foundation level of the nation's educational system which run for 9 years, and it is aimed at developing basic literacy, numeracy, communication skills and manipulation skill that will make a child useful to himself and the society at large. There is no gain saying the fact that there is inadequate funding of UBE sector in Nigeria, hence there is need to look for strategies to finance the UBE program in the country project.

Commercial-based income of school in this study is a type of fund generated locally by the school through rental services, examination booklets, local tie-and dye cloth making, school uniform, barbing, weaving among others. Agricultural-based income on the other hand, refers to the fund generated through various agricultural ventures, cattle rearing, bee keeping, crop plantation and craft making. These are considered possible strategies of financing Universal Basic Education project since some states in Nigeria have already introduced free mid-

day meal service to every primary and junior secondary school's children in order to improve their nutritional well-being, academic performance as well as physical and mental capacity in future.

Sustainability literarily means something which can be continued for a long time. Sustainable development therefore, means development that satisfies the needs of the present generation without disrupting the satisfaction of future generations. Abraham (2012) perceived national development to include all aspect of the individual life (economic, social, emotional, cultural and environment) and nations.

The theoretical framework of this study was based on theory of income generation postulated by Keynes (1936), who focused on the circular flow of income as the process by which payment flow from firms to households inform of payment for the wages and salaries and also from households back to the firm inform of buying finishing products produced by firms. This can be applied in the school system in that government invests money in education, but later collects the money from the parents inform of taxes, school fees, developmental levies among others. The implication of this theory to school managers is that, since the government through one way or another collects the money back, there is need to source for alternative strategies of raising fund for the schools in terms of commercial-based income and agricultural-based income.

Nakpodia (2011) investigated integrative funding and effective implementation of UBE program in central senatorial district of Delta State, Nigeria. Sample of 182 principals and 274 head masters were used for the study using proportional stratified random sampling. The data collected were analyzed using weighted mean score. The finding revealed that government contributed adequate finance towards effective implementation of UBE program, Parent Teachers Association (PTA) also had immense financial inputs to the effective implementation of the program in the State. This is quietly related to this study because it looked at integrative funding and effective implementation of UBE program. Although, it did not look at the strategies of financing Universal Basic Education for sustainable national development.

Statement of the Problem

There is the general outcry that Universal Basic Education has not produced the desired objectives as stipulated in the Federal Republic Nigeria National Policy on Education due inadequate funding in Nigeria in general and in North-Central geo-political zone in particular. This has led to many problems, such as delay or non-payment of universal basic education teachers' salaries and allowances, inadequate school buildings for learning, poor supervision, poor environment among others, this has drastic effect on the standard of UBE in North-Central and other parts of Nigeria. It is on the basis of finding solutions to the problem that prompted the researcher to carry out the study on alternative strategies of financing universal basic education for sustainable national development by the school managers in North-Central Zone of Nigeria.

Objectives of the study

The objectives of this study are:

1. To determine the relationship between commercial-based income and sustainable national development in universal basic schools in North-Central zone, Nigeria;
2. To examine the relationship between agricultural-based income and sustainable national development in universal basic schools in North-Central zone, Nigeria

Research Questions

The following research questions were raised and answered in this study:

- **RQ₁**: How does commercial-based income of universal basic education bring about sustainable national development in North-Central zone, Nigeria?
- **RQ₂**: How does agricultural-based income of universal basic education bring about sustainable national development in North-Central zone, Nigeria?

Research Hypotheses

To guide the conduct of this study, the following hypotheses were formulated:

- **Ho₁**: There is no significant difference between headmasters' and principals' perception of commercial-based income for sustainable national development in universal basic education in North-Central Zone, Nigeria.
- **Ho₂**: There is no significant difference between headmasters' and principals' perception of agricultural-based income for sustainable national development in universal basic education in North-Central Zone, Nigeria.

Research Methodology

Research design

This study adopted a descriptive survey research design. This research design is proper for this study in that it allows collection of data from sample of a target population, analyze the data collected using appropriate data analysis techniques and reach a well conclusion about the population from the findings of the study. The target population of this study consisted of 12,775 headmasters of primary schools and 2,335 principals of junior secondary schools in North-Central Zone of Nigeria. Proportional random sampling techniques was used to select sample size of 375 headmasters and 331 principals, This involved obtaining the population of the of headmasters and principals in each of the selected primary schools and junior secondary schools in North-Central Zone and selecting the sample proportionally from these populations with the use of Krejcie and Morgia (1970) table of determined sample size as shown in table 1. The technique is very appropriate for this study because it would give room for the selection of a true sample of the target population.

Table 1:
Population Sample of Headmasters and Principals of Universal Basic Education in North-Central Zone of Nigeria

S/N	North-Central State	Number of primary schools	Number of junior secondary schools	selected headmasters	Selected principals
1	Benue	2,661	526	78	74
2	FCT	495	77	15	11
3	Kogi	2,096	555	62	79
4	Kwara	1,406	330	41	47
5	Nasarawa	1,278	181	37	26
6	Niger	2,834	381	83	54
7	Plateau	2,005	285	59	40
Total		12,775	2,335	375	331

Source: Field Survey, 2016

Instrumentation

The instrument used for data collection in this study was a self-constructed questionnaire titled: "Strategies of Finance universal basic education and Sustainable National Development Questionnaire (SFUSNDQ)." The instrument was in two sections: Section A contains personal information of headmasters and principals, while Section B was used to elicit information concerning strategies of financing universal basic education program.

To ensure content validity of the instruments, draft copies of the instruments were given to four experts in the Faculty of Education, educational management discipline and three experts in measurement and evaluation. Relevant corrections were made on their observations modifications and recommendations. The final copies were produced and used for collection of data.

The reliability of the instruments was determined with the use of Chrobach's Alpha to obtain a reliability index of 0.78 for SFUSNDQ. This value showed that

instruments were reliable. The corrected questionnaire were administered to the sample schools with the help of twelve research assistants from the sample schools to facilitate on the spot collection of the instruments. Effective administering of questionnaires was also enhanced by the cooperation of friends in the sampled schools. The respondents were assured of the anonymity and confidentiality of their responses.

Data collected for this study was analyzed using means and standard deviation to answer questions one and two while t-test statistical analysis was used to test the hypotheses at 0.05 significance level to determine the rejection or the acceptance of the hypotheses.

Data Analysis and Results

Weighted mean and standard deviation were used to provide answers to the research questions raised.

Research Question One: How does commercial-based income of universal basic schools bring about sustainable national development in North-Central Zone, Nigeria?

Table 2:

Mean and Standard Deviation of Headmasters' and Principals' perception on Commercial-Based Income in Universal Basic Schools in North-Central Zone, Nigeria

S/ N	Commercial Based Income	Headmaster Responses		Principals Responses		Decision
		Mean	SD	Mean	SD	
1	A huge sum of fund is generated from sales of tie-dye and uniform	2.95	0.970	2.97	.956	Agreed
2	Funds are generated through school facilities rentage.	2.95	0.974	3.01	.934	Agreed
3	Huge amount of fund are generated through art and craft products.	2.94	0.982	2.96	.953	Agreed
4	Funds are generated from sewing school uniforms.	2.73	1.018	2.80	1.017	Agreed
5	School raises funds from examination booklets	2.79	1.024	2.80	1.015	Agreed
	Grand Mean	2.87	1.004	2.91	0.975	

(Mean \geq 2.50 Agree, Mean $<$ 2.50 Disagree)
Source: field survey, 2016

Table 2 shows that, items with serial numbers 1 – 5 have their various mean and grand mean values above the criterion mean of 2.50 and high standard deviation score. Therefore, respondents agreed that commercial-based income bring about sustainable national development in North-Central Zone, Nigeria.

Research Question Two: How does agricultural based income of universal basic schools bring about sustainable national development in North-Central Zone, Nigeria?

Table 3:
Mean and Standard Deviation of Headmasters' and Principals' Responses on Agricultural-Based Income in Universal Basic Schools in North-Central Zone, Nigeria

S/ N	Agricultural based income	Headmasters ' Responses		Principals' Responses		Decision
		Mean	SD	Mean	SD	
1	Funds are generated through the sales of crop plantation outputs.	2.90	0.964	2.81	.964	Agreed
2	Funds are generated through the sales of animal husbandry and produce.	2.95	0.910	2.89	.956	Agreed
3	Funds are raised through sales of live-stock.	2.93	0.970	2.91	.988	Agreed
4	Funds are generated through fisheries.	2.86	1.028	2.80	.028	Agreed
5	Funds are generated through sales of bee keeping produce (honey).	2.84	1.004	2.89	.991	Agreed
	Grand Mean	2.89	0.975	2.86	.985	

(Mean \geq 2.50 Agree, Mean $<$ 2.50 Disagree)

Source: field survey, 2016

Table 3 shows that, items with serial numbers 1 – 5 have their various mean and grand mean values above the criterion mean of 2.50. Therefore, the respondents agreed that agricultural-based income for sustainable national development is effective in North-Central Zone, Nigeria.

Hypotheses Testing

The null hypotheses formulated to guide the study were tested, using t-test statistical analysis at 0.05 significance level as follows:

- **H₀₁:** There is no significant difference between the mean scores of headmasters and principals on commercial-based income for sustainable national development in universal basic education in North-Central zone, Nigeria

Table 4:

Commercial-Based Income and Sustainable National Development in Universal Basic Education In North-Central Zone, Nigeria

Category	N	Mean	SD	df	Tcal	t-crit	Decision
Headmasters	375	2.87	1.004				
				704	0.04	1.96	H ₀₁ Accepted
Principals	331	2.91	0.975				

Table 4 indicated the t-test analysis between the mean scores of headmasters' and principals' responses on commercial based income and sustainable national development in North-Central Zone, Nigeria. The t-calculated value of 0.04 is less than t-critical value of 1.96. The null hypothesis is therefore, accepted. This means there is no significant difference in the responses of headmasters and principals on commercial-based income and sustainable national development in universal basic education in North-Central Zone, Nigeria.

- **H₀₂:** There is no significant difference between the mean scores of headmasters' and principals' on agricultural based income for sustainable national development in universal basic education in North-Central Zone, Nigeria.

Table 5:

Agricultural-Based Income and Sustainable National Development in Universal Basic Education in North-Central Zone.

Category	N	Mean	SD	df	tcal	t-crit	Decision
Headmasters	375	2.89	0.975				
				704	0.05	1.96	H ₀₁ Accepted
Principal	331	2.86	0.985				

Table 5 indicated the t-test analysis of difference between the mean scores of headmasters' and principals' responses on agricultural-based income for sustainable national income in North-Central Zone, Nigeria. The t-calculated value of 0.05 is less than t-critical value of 1.96. The null hypothesis is therefore, accepted. This means that there is no significant difference between the responses of headmasters and principals on agricultural-based income for sustainable national development in public primary and junior secondary schools in North-Central Zone, Nigeria.

Discussion of Findings

The result of question one analysis and findings in table 2 shows that headmasters and principals agreed that commercial-based income is appropriate for sustainable national development in North-Central Zone. Furthermore, findings from the corresponding of hypothesis (H_{0_1}) revealed that there is no significant difference between the mean scores of headmasters and principals on commercial-based income for sustainable national development in universal basic education in North-Central Zone, Nigeria. These findings agreed with Salamats' (2007) that the solution to the problems of inadequate funding of school program is to find alternative mode of financing the program and also ensure effective and efficient management.

The result of data analysis to answer the research question two and test hypothesis two in tables 3 and 5 reveal that headmasters and principals agreed that agricultural based income is effective for sustainable national development. The corresponding second findings derived from hypothesis testing revealed that there is no significant difference between the mean scores of headmasters' and principals' responses in universal basic education in North-Central Zone, Nigeria. The finding agreed with Doudu (2001), that goods and produce from activities of the pupils in school can be sold to raise funds for the school.

Recommendations

The following recommendations are proffered based on the findings of this study, it is therefore, recommended that in order to enhance effective strategies of financing universal basic education in Nigeria, School managers should intensify efforts at maintaining commercial-based income by generating more funds from school facilities rental, sewing of school uniforms as well as art and craft production for sustainable national development. In addition, School managers should also emphasis on agricultural-based income by encouraging students to actively participate in farming, fisheries, animal husbandry, as well as bee-keeping for the achievement of sustainable national development.

Conclusion

There is no doubt that effective financing of universal basic education influence the achievement of sustainable national development. The findings of this study show that, commercial-based income and agricultural-based income in public primary and junior secondary schools are vital sources of funding Universal Basic Education Program for sustainable national development.

This study like any other study has limitations that future study can investigate or examine. For example, other approaches of measuring financing universal basic education for sustainable national development. Furthermore, future study can also look into strategies to finance senior secondary schools education towards sustainable national development in other countries. Therefore, this study revealed that headmasters and principals agreed with the fact that commercial based income and agricultural based income serves as an effective strategies of financing universal basic education.

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