



Teachers' Opinions On Assessment of Basic Education Financing in Ogun State, Nigeria

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ABSTRACT

This research was conducted to assess adequacy of public financing of basic education in Ogun state in the opinions of teachers. The study is specifically interested in finding out adequacy of Universal Basic Education (UBE) funding in the following areas; provision of educational materials, teachers' compensation and motivation as viewed by teachers. To give direction, two hypotheses were postulated to find out whether there is significant difference in the opinions of two groups of respondents. Survey method was adopted as the research design. The sample for the study comprised of one hundred and eighty (180) primary and junior secondary school teachers, selected through cluster sampling technique from three (3) local government areas in Ogun central senatorial district. The research instrument used for data collection was a questionnaire developed the researchers. The data collected were analysed statistically using descriptive statistics of frequency counts and simple percentage, and inferential statistics of independent samples T-test. Based on the results of data analyses, findings of the research revealed that funding arrangement for effective implementation of UBE in Ogun State is inadequate. Funds were not well expended on target areas as evidences from opinions of respondents showed that schools do not have necessary and adequate educational materials for effective delivery of curriculum contents. Likewise, teachers are not being compensated and motivated adequately to perform their duties and responsibilities as expected. Recommendations such as provisions of adequate educational materials, compensation and motivation of teachers in line with UBE implementation guidelines were made.

Keywords: financing, basic education, curriculum, compensation, motivation.

iSTEAMS Proceedings Reference Format

Adebowale Edward Adedoyin & Adebola Feyisayo Tolulope, (2019): Teachers' Opinions On Assessment of Basic Education Financing in Ogun State, Nigeria. Proceedings of the 16th iSTEAMS Multidisciplinary Research Nexus Conference, The Federal Polytechnic, Ilaro, Ogun State, Nigeria, 9th – 11th June, 2019. Pp 51--58. www.isteam.net - DOI Affix - <https://doi.org/10.22624/AMS/iSTEAMS-2019/V16N1P7>

1. INTRODUCTION

The relevance of education to human and societal development cannot be over emphasized. Education can be defined as all activities (conscious and unconscious) made by a given society to inculcate knowledge, desirable attitudes and develop skills of its people, so that they will be useful members of the society. (Famade,2014). Quality education to all citizens is of great importance for any nation to develop. Kalusi (2001), argued favourably to this view that a nation which cannot provide good and relevant education for its citizen has no right to expect rapid economic and social development. Therefore, education is the means through which an individual can acquire specialized knowledge, skills and values which are pre-requisites for national development (Obemeata, 1995).



There has been a lot of debate about cost of education especially on who should bear the cost. The argument has always been whether the cost of education should be borne by government or by individuals receiving education. According to Tomasevski (2003), the debate can be broadly categorised to three groups. The first group is made up of those who argue that cost of education should be borne essentially by parents, with government providing the enabling environment. They are of the view that education should be subjected to free market discipline.

The second group argues that education is a right, which must be funded by government. They argue that there are enough resources in the world to fund at least basic education for all children. They posit that the problem is that of corruption, misplaced priority, inequality and poor policy choices. They argue that education should not only be free but also compulsory.

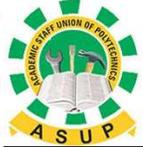
The third group, while coming from the rights based approach like the second group, posits that education is a right and government must not only endeavor to remove all the barriers to education but must also take steps to utilize to the maximum of its available resources to achieve progressively the full realisation of the right to education and other social and economic rights.

The main institutional framework under which Basic Education in Nigeria operates is the 2013 Universal Basic Education (UBE) Act. The Act emphasizes that State Governments are responsible for basic education policy and strategy, while the Local Governments are responsible for basic education service delivery and management. The Federal Government bears responsibility only for setting national standards and maintaining the regulatory framework. The UBE act also drastically amended the mandate for providing basic education by establishing semi-independent 'executive agencies' at all three tiers of government. As such, the Federal Ministry of Education now has a basic education counterpart in the 'Universal Basic Education Commission' (UBEC). The State Ministry of Education's counterpart is the State Universal Basic Education Board (SUBEB). Even at local level, the Local Government had its own Education Supervisor, and now also saw the establishment of a separate Local Government Education Authority (Ogun State SUBEB, 2014).

A number of research works have been conducted in relation to the assessment of UBE programme in Nigeria. Adebola (2017) assessed the perceived impact of Universal Education on national development in Nigeria, his findings revealed that there was a remarkable departure from the former Universal Primary Education (UPE) programme to present UBE programme. He further stressed and concluded that UBE has been contributing to the national Development, especially with its scope, objective/aims implementation and services being quite different from those of the former UPE programme.

Akpotu (2014), worked on implementing Universal Basic Education in Nigeria: Examining the challenges facing the catholic schools. The study found that although some progress had been made by catholic schools in giving qualitative education, however, funding, recruitment of qualified teachers, staff salary and development, provision of facilities and instructional materials are very much inadequate. The study confirmed that government involvement in education of children, whether the child is in a private or public school is very crucial in the overall improvement of education in the country. Failure to fund the education of any child by the State because the child is not in the public school is denying the child the right to education.

In a cost tracking workshop, organised by Action Aid (2003), cited by Otive (2016), development practitioners drawn from Africa, Asia, Europe and Latin America discussed issues of cost of education using Venn Diagram. The workshop concluded that all stakeholders have some responsibilities to ensure that children are supported to acquire quality education.



According to Civil Society Coalition for Poverty Eradication (CISCOPE) (2015), capital expenditure on education in Nigeria has declined sharply since the 1980s, and by 1988, the real value of capital expenditure on education was less than 17 percent of the average value of the 1980s. This trend has continued and the budgetary allocations to education have been less than 10 percent of the total federal budget from 1995 to 2003. It is interesting to note that while the expenditure on education has remained low, the average expenditure on administration was 21 percent of the total expenditure between 1995 and 1999 but grew to 31 percent between 1999 and 2003(CISCOPE, 2015). Although scholars are not in agreement on cost sharing arrangement for education, however, there are certain costs that must be borne by government if we must achieve universal access to education.

It is against this background that this study is undertaken based on funding responsibility of government with regards to basic education, as contained in the National Policy on Education of 2013. The general objective of this study is to assess performance of Ogun state government in financing basic education in the state in the opinion of teachers.

Specific objectives of this study are to:

- Assess the adequacy of educational materials being supplied to schools involved in delivery of basic education in Ogun state
- Determine whether adequate compensation and motivation are put in place for teachers involved in delivery of basic education in Ogun state.

This study is set out to test the following hypotheses:

Ho₁: There is no significant difference in the opinion of respondents on the adequacy of educational materials in schools.

Ho₂: There is no significant difference in the opinion of respondents on the adequacy of compensation and motivation of teachers.

2. METHODS

This research made use of survey design approach. The population used for this research comprises of all primary and junior secondary school teachers in Ogun state. These are the categories of teachers involved in delivery of basic education in the public sector. The total population of primary school teachers in Ogun state as at the end of November 2017 was 14,892 while that of junior secondary school was 5,739 (Ogun State SUBEB, 2017). 180 teachers were selected for this study. Cluster sampling technique was used to select 180 teachers from three local governments in Ogun central senatorial district. The three local governments selected for the study are Abeokuta south, Odeda and Obafemi Owode.

Questionnaire was used to collect primary data from teachers in primary and junior secondary schools to assess the extent and adequacy of basic education funding in Ogun state. The questionnaire was designed with close ended questions to generate information on the following two areas:

- Provision of educational materials
- Teachers' compensation and motivation

Content validity method was adopted for validation of the questionnaire used for this research. This method is one of the suitable methods for verification of questionnaire items. This method has also been found to be good by researchers such as Peretomde (2011). The use of the Likert six point scale questionnaire was considered most appropriate and valid for this study.



To test the reliability of instrument used for this study, Cronbach's Alpha was calculated to determine the extent of internal consistency of items in the questionnaire. Cronbach's Alpha coefficient of 0.90 was achieved. This indicates that the questions were easy to respond to and found to be consistent with the set objectives. The observed reliability coefficient is high and therefore, the instrument is suitable for the study.

To achieve the research objectives and test the formulated hypotheses, independent samples T- test technique was employed to test the hypotheses of the study at 0.05 level of significance.

3. RESULTS AND DISCUSSION

A total of one hundred and eighty (180) respondents were involved in this study. This number was made up of One hundred and thirty (130) primary school teachers, and fifty (50) junior secondary school teachers from three local government areas in Ogun state (Abeokuta south, Odeda and Obafemi Owode). Table 1 shows the details.

Table 1: Response rate of respondents

Respondents	Questionnaires Distributed	Number of Questionnaires Returned	Percentage (%) Returned
Pry Sch Teachers	130	122	67.8
Junior Sec Sch Teachers	50	45	25
Total	180	167	92.8

Source: Researchers' Computations

From Table 1, a total of 180 copies of questionnaire were distributed, however 167 were returned. Therefore, 92.8% of the questionnaires were returned and used for the analyses. Primary School teachers constitute 67.8% of the total respondents (122), while junior secondary school teachers constitute 25% of the total respondents (45).

Table 2: Responses on adequacy of Educational Materials Provision in Schools

	Frequency	Percent	Valid Percent	Cumulative Percent
1 strongly disagree	54	32.3	32.3	32.3
2 disagree	50	29.9	29.9	62.3
3 fairly disagree	20	12.0	12.0	74.3
4 fairly agree	24	14.4	14.4	88.6
5 agree	16	9.6	9.6	98.2
6 strongly agree	3	1.8	1.8	100.0
Total	167	100.0	100.0	

Source: Researchers' Computations

From table 2, the respondents revealed that necessary educational materials are not adequately provided. The results shows that 54 (32.3%) and 50 (29.9%) of the respondents strongly disagree and disagree respectively with the statement that necessary educational materials are provided in schools. While 20 (12.%) of the respondents fairly disagree with the statement, 24 (14.4%) fairly agree. However, 16 (9.6%) and 3 (1.8%) of the respondents agree and strongly agree respectively.



Table 3: Responses on Teachers' Compensation and Motivation

	Frequency	Percent	Valid Percent	Cumulative Percent
1 strongly disagree	44	26.3	26.3	26.3
2 disagree	41	24.6	24.6	50.9
3 fairly disagree	18	10.8	10.8	61.7
4 fairly agree	35	21.0	21.0	82.6
5 agree	22	13.2	13.2	95.8
6 strongly agree	7	4.2	4.2	100.0
Total	167	100.0	100.0	

Source: Researchers' Computations

From table 3, the respondents revealed that teachers are not being adequately compensated and motivated. The results shows that 44 (26.3%) and 41 (24.6%) of the respondents strongly disagree and disagree respectively with the statement that teachers are being adequately compensated and motivated. While 18 (10.8%) of the respondents fairly disagree with the statement, 35 (21%) fairly agree. However, 22 (13.2%) and 7 (4.2%) of the respondents agree and strongly agree respectively.

Independent-samples T-test was used in testing the hypotheses at 0.05 level of significance. If the value of the Sig. (2-tailed) is equal or less than 0.05, there is a significant difference in the mean scores of the dependent variable for each of the two groups.

H01: There is no significant difference in the opinion of respondents on the adequacy of educational materials in schools. The responses of respondents on items 1–10 on the questionnaire were collated and analyzed. The results are shown in table 4.

Table 4: Summary of Independent Samples T-test on adequacy of educational materials in schools under UBE in Ogun State

Category of Schools	Group Statistics				Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	95% Con. Interval of the Difference	
	N	Mean	Std. Deviation	Std. Error Mean				Lower	Upper
Primary	122	2.86	1.326	0.120	0.626	-0.117	0.240	-0.590	0.356
Junior Secondary	45	2.98	1.500	0.224					
Levine's Test for Equality of Variances									
	F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	95% Con. Interval of the Difference	
Equal variances assumed	1.970	0.162	-0.489	165	0.626	-0.117	0.240	-0.590	0.356
Equal variances not assumed			-0.462	70.8	0.646	-0.117	0.254	-0.623	0.389
Eta Squared: 0.0015									

Source: Researchers' Computations



As shown in table 4, There was no significant difference in scores for primary school teachers ($M=2.86$, $SD=1.33$) and junior secondary school teachers ($M=2.98$, $SD= 1.50$; $t(165)= -0.49$, $p= 0.63$, two tailed). The magnitude of the differences in the means (mean difference = -0.12 , 95% $CI:-0.59$ to 0.36) was very small (eta squared = 0.0015). Therefore, the null hypothesis is accepted. It can be concluded that there is no significant difference in the opinion of the categories of respondents regarding adequacy of educational materials in schools under UBE in Ogun state.

H0₂: There is no significant difference in the opinion of respondents on the adequacy of compensation and motivation of teachers. The responses of respondents on items 11– 20 on the questionnaire were collated and analyzed. The results are shown in table 5.

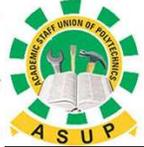
Table 5: Summary of Independent Sample T-test on adequacy of compensation and motivation of teachers in schools under UBE in Ogun State

Group Statistics									
Category of Schools	N	Mean	Std. Deviation	Std. Error Mean					
Primary	122	3.78	1.567	0.142					
Junior Secondary	45	4.18	1.051	0.157					
Levine's Test for Equality of Variances									
of	F	Sig.	t	df	Sig.	Mean	Std. Error	95% Con. Interval	
								(2-tailed)	Diff.
Equal variances assumed	20.750	0.000	-1.581	165	0.116	-0.399	0.252	-0.897	0.099
Equal variances not assumed			-1.889	117	0.061	-0.399	0.211	-0.818	0.019
Eta Squared: 0.02119									

Source: Researchers' Computations

As shown in table 6, there was no significant difference in scores for primary school teachers ($M=3.78$, $SD=1.57$) and junior secondary school teachers ($M=4.18$, $SD= 1.05$; $t(117) = -1.89$, $p= 0.06$, two tailed). The magnitude of the differences in the means (mean difference = -0.40 , 95% $CI:-0.82$ to 0.02) was very small (eta squared = 0.0212). Therefore, the null hypothesis is accepted. It can be concluded that there is no significant difference in the opinion of the categories of respondents regarding adequacy of compensation and motivation being given to teachers under UBE in Ogun state.

Based on the findings of the study, the following inferences were made. Funding arrangement for effective implementation of UBE was inadequate. Funds were not utilized on target areas as evidences from opinions of respondents show that schools under Universal Basic Education programme in Ogun state lack adequate educational materials for effective delivery of curriculum contents. Likewise, teachers are not being compensated and motivated adequately to perform their duties and responsibilities as expected.



4. CONCLUSION AND RECOMMENDATIONS

From the analysis and results of the findings of this study, it could be concluded that; educational materials for implementation of UBE programme in Ogun state are inadequate. Also, teachers in primary and junior secondary schools are not adequately compensated and motivated. The study concludes that UBE programme has been under funded by Ogun state government.

In line with the findings and conclusions of this study, the following recommendations were made. Provision of adequate textbooks in core subject areas in primary and junior secondary schools should be improved upon. Libraries should also be stocked with relevant books in line with the curriculum. Provision of requisite instructional materials should be the top most priority of SUBEB across the state. Monetary factors that affect teachers' morale, which include salaries, allowances and pension should be taken seriously. Condition of work place which includes office, toilet facilities, classrooms and equipment, teaching aids and other necessities that enhance teaching and learning should be adequately provided in schools. Advancement opportunities including promotions, release for in-service training, attendance of workshops; conferences and sponsorship to refresher courses, are opportunities that teachers should be provided with. SUBEB should pay salaries and allowances of teachers as when due, also leave bonuses should be paid to teachers to avoid unnecessary strike. Capacity building workshops should be organized on regular basis for teachers to get them updated and to be abreast of the happenings in their chosen profession.



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