

## **FUNDING OF EDUCATION AS A PANACEA TO QUALITY CONTROL IN GOVERNMENT SECONDARY SCHOOLS IN EBONYI STATE.**

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### **Abstract**

This study examined Funding of Education as a panacea to Quality Control in Government Secondary Schools in Ebonyi State. Survey research design was adopted for this study. Two research questions in correspondent with research purpose guided the study. This was carried out in Ebonyi State. The population of the study consists of all students in government owned secondary schools in Ebonyi State. The population of the study constituted of 5,298 teachers in the 418 public secondary schools in the thirteen (13) Local Government Areas (LGAs), within the three (3) education zones of Ebonyi State. In Ebonyi State, there are 222 public secondary schools spread across the three (3) education zones. The breakdown of the teachers' population in the public secondary schools constitute a total number of 5,298 teachers. Only the teachers in the public secondary schools owned by the Ebonyi State government were served as population of the present study. A total of 120 respondents served as sample size for the study. The instrument used for data collection was questionnaire designed by the researcher. The instrument was validated using face validity method. To test for the reliability of the instrument, a test-retest method was used and a coefficient of the two scores as 0.72 with the use of cronbach alpha. Mean analysis method was used for the data. Findings from the study show that; poor funding hinders implementation of curriculum content negatively, poor funding leads to unavailability of instructional materials in schools; dilapidated physical structures in schools are as a result of poor funding. It was recommended that Funding should be improved upon in public secondary schools by government in order to ensure the provision of quality libraries, teaching materials, and other facilities to enhance teaching and learning.

**Keywords: Funding, Quality Control and Education**

### **Introduction**

The financing of education as an aspect of public finance embraces all aspects of funding of education including the sources of funding and how the money reserved for

education is spent especially for the purchase of goods and the services of men and materials, (Obiakor, 2023). The importance of adequate financing of education cannot be over-stressed. Nwankwo (2022) argued that

no organization could carry out its functions effectively without adequate financial resources at its disposal. Money is needed to pay staff, maintain the plant and keep the services going. This argument supported earlier findings that finance is of vital importance to education and economic growth.

One of the biggest challenges of Secondary school management is poor funding. The extent to which adequate educational programmes are achieved depends largely on the economic provisions supporting the programme. Shortage of money or inadequate funds often leads to large classes for teachers, meagre libraries, few instructional supplies, cheap building constructions and poorly trained teachers. Omoregie (2012) are in agreement that because most sub-Saharan African countries depend on foreign financial aid, it is not surprising that African economies will be unable to provide universal access to education because their national budgets lack the capacity to do so. It is even argued surreptitiously that funds meant for secondary schools were grossly misused because there was lack of commitment and good financial administration on the part of officials. Insufficient funds to maintain schools and pay teachers' salaries are among other factors that hinder proper quality control of government schools. The lack of sufficient funding puts enormous pressure on school heads, because as Omoregie point out, there is a high degree of pressure on school heads to raise funds so that their schools are fully functional. For a country with a large population such as Nigeria and a failing economy, the challenge of financing public education is enormous Omoregie (2012).

The importance of this study is to make it clear that the ultimate goal of secondary education is to develop the individual's mental capacity and character for behaviour for higher education and useful living within the society since the future of any nation depends quite considerably on the quality of education it provides for its citizens. The realization of these objectives hinges on quality of teachers, infrastructure and learning environment, resource inputs, teaching process, classroom management, academic assessment, principals' supervision roles and students' commitment to learning. In spite of the societal demand for quality assurance education and the need for thorough supervision in schools, there is a growing concern about the realization of secondary education objectives due to doubt that the inspectorate department and many principals give little attention to supervision of instructional activities in secondary school. However, some changes have been identified regarding organization, teaching and funding. In respect to funding, parents are paying schools fees as well as other income in addition to government provided by the Ministry of Education. Nwankwo (2021) asserted that new teaching initiatives are welcomed such as the use of information and communication technology for teaching practice and the introduction of assessment projects and the use of new interdisciplinary forms.

According to Federal Republic of Nigeria (2014) no education system may rise above the quality of its teachers' incidentally, many teachers lack the in qualities to enhance meaningful teaching. If teachers do not possess the adequate quality needed to impact knowledge, it will have adverse knowledge on the learners. Conversely,

.teachers of high quality could impart right and good skills, knowledge and attitude. Teachers therefore, constitute a major factor of quality education in teaching and learning aspect.

Quality is concerned with how good or bad a product is. It is about the standard of something when compared with other things. It therefore presupposes that there is a standard set against which the outcome is compared. Jaiyeoba and Atanda (2015) posited that quality is synonymous with standard, efficiency, excellence, relevance and worthiness. When applied to education, it is the success with which an institution provides educational environment which enables students to effectively achieve worthwhile learning goals including appropriate academic standard. Still linking quality to education, Aigboje (2017) refers quality to excellence or more of societal values embodied in the school curricula. This involves stages and activities that take place until certificates are issued. According to Babalola,(2014) Thus, an education of high quality should have high quality students, teachers, facilities, school curriculum and government policies as inputs. The manner in which the inputs are processed from the beginning to the final years of an educational programme and the quality of assessment of the entire teaching-learning activities, also constitute important aspects of education. Quality education deals with proactive means of ensuring quality of inputs, teaching-learning process, academic achievement of pupils and school environment before things get out of hands. Quality outputs could be viewed in terms of achievement that is what the students learn in terms of skills, knowledge, attitude and behavior, attainment that is number of students who have

completed prescribed academic programmes and quality of degrees or certificates awarded; standard that is the official learning and what the society expects.

### **Concept of Quality Control and Education**

Quality is concerned with how good or bad a product is. It is about the standard of something when compared with other things. It therefore presupposes that there is a standard set against which the outcome is compared. Jaiyeoba and Atanda (2015) posited that quality is synonymous with standard, efficiency, excellence, relevance and worthiness. When applied to education, it is the success with which an institution provides educational environment which enables students to effectively achieve worthwhile learning goals including appropriate academic standard. Still linking quality to education, Aigboje (2017) refers quality to excellence or more of societal values embodied in the school curricula. This involves stages and activities that take place until certificates are issued. According to Babalola, (2014) Thus, an education of high quality should have high quality students, teachers, facilities, and school curriculum and government policies as inputs. The manner in which the inputs are processed from the beginning to the final years of an educational programme and the quality of assessment of the entire teaching-learning activities, also constitute important aspects of education. Quality education deals with proactive means of ensuring quality of inputs, teaching-learning process, academic achievement of pupils and school environment before things get out of hands. Quality outputs could be viewed in terms of achievement that is what the students learn in terms of skills, knowledge, attitude and

behavior, attainment that is number of students who have completed prescribed academic programmes and quality of degrees or certificates awarded; standard that is the official learning and what the society expects.

### **Concept of Funding**

Funding/Investment, in economic parlance, mean the spending of resources or money to create goods or services. The source of investment usually comes from individual savings or through borrowings. The rationale for investment is the desire to enjoy social or financial benefits. An investment designed to achieve social benefits is referred to as autonomous investment or public investment. However, if expenditure is made to provide private consumption goods in order to earn profit, it is termed induced investment.

### **Nature of Education Funding**

According to Babalola (2014) education investment project involves money spent as well as the alternative forgone in order to produce education, be it explicit cost (in the form of cash payment) or implicit cost (use of resources without corresponding cash payment)'. Investment in education could be in the form of capital expenditure and recurrent expenditure. Capital expenditure involves expenditure on the provision of school buildings, facilities and equipments meant for use in education. Recurrent expenditure involves expenditure to maintain the participants in the education sector (teachers, student and educational facilitators) in terms of salaries, scholarships and other emoluments).

Public expenditure on educational institutions includes, both direct public expenditure on educational services and public subsidies to households and other

private entities for educational institutions and public subsidies to households that are not attributable to payments to educational institutions. Private expenditure comprises school fees; materials such as textbooks and teaching equipment; transport to school (if organized by the school); meals (if provided by the school); boarding fees; and expenditure by employers on initial vocational education (UNESCO, 2009).

### **Research Questions**

Following research questions guide this study:

1. What are effects of poor funding affect implementation of the curriculum content in secondary schools?
2. How does poor funding affect the provision of instructional materials and learning facilities needed for learning in secondary schools?

### **Research Method**

Survey research design was adopted for this study. This study was carried out in Enugu North Local Government Area of Enugu Education Zone of Enugu State. The population of the study consists of all students in government owned secondary schools in Enugu North Local Government Area of Enugu State comprising of nine schools as at the time of the study with a population of about 14447 people. Simple random sampling was used to draw twenty teachers (20) from each of the six selected schools. A total of 120 respondents served as sample size for the study. The instrument used for data collection is questionnaire designed by the researcher. The instrument was validated using face validity method. To



test for the reliability of the instrument, a test-retest method was used a coefficient of the two scores as 0.72 with the use of cronbach

### Data Analysis

#### Research Question One

**How does poor funding affect implementation of the curriculum content in secondary schools?**

**Table 1: Mean Response on Funding and implementation of curriculum content**

SN	ITEMS	SA	A	D	SD	n	$\sum FX$	DEC
1	Poor funding render education curricular irrelevant when instructional materials needed to implement the curriculum are not available	23	86	10	1	371	3.05	Agree
2	Poor funding hinders the provision of learning facilities needed for curriculum implementation	25	87	8	-	377	3.14	Agree
3	Poor funding hinders curriculum implementation when there is no incentives to attract competent teachers who will implement the curriculum	14	49	41	16	301	2.50	Agree
4	Poor Funding prevents the training of teachers who will apply the curriculum	26	80	10	4	368	3.07	Agree
<b>Grand Mean</b>							<b>2.94</b>	

Table 1 above shows the various responses given by the respondents on the research question seeking to find out how poor funding affects the implementation of curriculum content. All the mean responses were above the threshold of 2.50, with the mean scores (3.05, 3.14, 2.50 and 3.07) for question items 1 to 4 respectively. The results indicate that: poor funding render education curricula irrelevant when instructional materials needed to implement the curriculum are not available; poor funding hinders the provision of learning facilities needed for curriculum implementation; poor funding hinders curriculum implementation when there is no incentives to attract competent teachers who will implement the curriculum and poor prevents the training of teachers who will apply the curriculum. The grand mean was calculated as 2.94. The implication is that poor funding affects implementation of curriculum content negative.

#### Research Question Two

**What are the effects of poor funding on the adequacy of instructional materials and learning facilities needed for learning in secondary schools?**

**Table 2: Mean Response on the effect of funding and instructional materials**

SN	ITEMS	SA	A	D	SD	n	$\sum FX$	DEC
5	Poor funding leads to unavailability of instructional materials in schools	32	88	-	-	392	3.27	Agree
6	Dilapidated physical structures in schools are as a result of poor funding	29	87	4	-	381	3.16	Agree
7	Poor funding id responsible for inadequate teaching equipment.	26	80	10	4	368	3.07	Agree
8	Poor learning environment is a result of poor funding in schools							
<b>Grand Mean</b>							<b>3.13</b>	

Table 2 above shows the various responses given by the respondents on effect of funding and instructional materials. All the mean responses were above the threshold of 2.5, with the mean scores (3.27, 3.16, 3.07 and 3.05) for question items 5 to 8 respectively. The grand mean was calculated as 3.13. The implication is that of the responses is that: poor funding leads to unavailability of instructional materials in schools; dilapidated physical structures in schools are as a result of poor funding; poor funding is responsible for inadequate aching equipment, and; poor learning environment is a result of poor funding in schools.

### Discussion of findings

First,. This present finding agrees with the discovery by Ekundayo (2010) who asserted that school quality and local property values are both enhanced by increased local funding of public schools. In addition, our result indicates that increase in school funding enhances performance of secondary school students in public examinations. This idea is supported by Mackenzie who claims that there is a significant positive relationship between overall per-pupil funding and average NAEP scores. This present study found that better society is assured when secondary school is well funded. FGN (2014) states that secondary education seeks to prepare youths for useful life in the society and for higher education. Thus, it can be deduced that the success of any secondary school education depends upon the resources available to it. Money is very important in education because by it, all other vital elements in the school such as school

buildings, purchases, allowances, as well as running expense can be made (Fadipe, 2013).

Secondly, poor funding leads to unavailability of instructional materials in schools; dilapidated physical structures in schools are as a result of poor funding; poor funding is responsible for inadequate teaching equipment, and; poor learning environment is a result of poor funding in schools. This present finding by this study is at variance with Jaiyeoba and Atanda (2015) which posited that quality is synonymous with standard, efficiency, excellence, relevance and worthiness.

### Conclusion

Various attempts have been made to address the various challenges the educational sector has been confronting in this regard. This project is however in furtherance of this effort aimed at quality assurance at the secondary levels of education in Nigeria. The picture of poor quality education painted in

the foregoing could be attributed to poor funding of the educational sector by stakeholders, especially the government. This study will not only examine the impact of poor funding on quality of secondary school education in Nigeria, but it will also examine some efforts made so far to improve the quality of education obtained in Nigerian secondary schools.

### Recommendation

Based on the conclusion above, the following recommendations become necessary:

1. Having discovered in this study that efforts made by various stakeholders to improve the quality of education have not been yielding, there is need for increased funding to strengthen those efforts to make them have more impact that would improve the quality of education.
2. Funding should be improved upon in public secondary schools by government in order to ensure the provision of quality libraries, teaching materials, and other facilities to enhance teaching and learning.

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