

**REVAMPING EDUCATIONAL
FUNDING IN THE ERA OF
ECONOMIC UNCERTAINTY FOR
SUCCESSFUL POLICIES
IMPLEMENTATION IN PUBLIC
SECONDARY SCHOOLS IN AWKA
EDUCATION ZONE.**

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Abstract

This paper looked at revamping educational funding in the era of economic uncertainty for successful educational policies implementation in public secondary schools in Awka Education Zone. Two research questions guided the study. Descriptive survey research design was adopted. The population of the study comprised 1,361 teachers from all the 62 public secondary schools in Awka Education Zone. Stratified sampling technique was used to select 858 teachers making up 63% of the entire population. The researchers designed an instrument named “Revamping Educational Funding for Successful Policy Implementation Questionnaire” (REFSPIQ) for the study. Validation of the instrument was ascertained through expert reviews. Test retest method was adopted to determine the reliability of the instrument. The result when exposed to Pearson Correlation Coefficient gave an index of 0.80 which was considered appropriate. Administration of the instrument was done by the researchers along with two research assistants. Arithmetic mean was used to answer the research questions. The findings among others revealed that the dilemma of educational funding in the era of economic uncertainty has been responsible for faulty implementation of educational policy in secondary schools which invariably leads to unaccomplished goal realization. Based on the findings, it is recommended that government should ensure that plans should match available resources before embarking on educational policy reforms.

Keywords: Revamping, Educational funding, Socio-political, Economic, Uncertainty, Educational policy.

Introduction

Funds in any establishment provide the purchasing power for the optimal operation of such establishment. This purchasing power determines the level of acquisition of necessary resources for its workability. The school, as one of such establishments, require funds for the overall school operation. It is the monetary provision that determines to a great extent the quality and quantity of the educational resources provision. Funds are used to purchase land, build the schools, hire personnel and equip the school with relevant facilities for its day-to-day operation. Any set up without adequate monetary support is dead on arrival. It is based on this that funding is very crucial in running establishments such as schools. The dilemma of educational funding has continued to impede the implementation of lofty and laudable educational policies. Mohammed (2018) laid weight on the above elucidation when the scholar emphasized that 6:3:3:4 system of education failed to achieve the result for which it was intended because of paucity of educational funding which was prevalent then.

Funding is the reason for smooth operation of school programmes and events. It dictates the success or failure of any establishment. Adequate funding translates to school facilities mobilization, engagement of competent staff, both in quality and quantity, as well as diminution in educational cost. This in turn leads to successful policy implementation. On the other hand, inadequate funding no doubts leads to school facilities decay, poor academic achievement and increase in educational cost among others (Nwafor, Uchendu & Akani, 2015).

Educational reforms come in form of establishment of new educational policies that align itself with the societal changes. It also allows for the change and innovation that characterise the educational process, acquisition of knowledge and values that align with the best world practices. Reforms in education creates opportunity to fine tune the necessary requirements that stimulates national growth and development through ensuring that needed manpower the for the labour market are produced (Ezenwagu, 2022). When there is adequate funding to provide the human and material resources needed for policy implementation, the process becomes progressive and fruitful. On the reverse side, insufficient funding hinders policy implementation.

Policy implementation is an aspect of educational policy process which starts from problem identification, decision making process, selecting from the alternatives, implementation and evaluation. Policy implementation is the process of translating the theoretical aspect of the policy into practical terms. It deals with action based on the policy blue print. Policy implementation describes theory in action. Uzoechina (2016) described educational policy implementation as the adjustment in programmes, strategies and events to catch up with new drift in education. It is an action oriented exercise that requires funding for efficient and effective operations. Here relevant materials needed, which can only be procured with adequate purchasing power, play vital role. The execution stage becomes a mirage in the face of poor funding.

Funding education has been deplorable in Nigeria as a whole and Anambra State in particular. Suffice it to say that the dilapidated state of educational facilities and inadequacy of essential school materials, particularly in public secondary schools,

speaks volume in this era of economic uncertainty. Studies have shown that most schools in Anambra State are poorly staffed, have classroom structures in shambles thus making it an uphill task to implement educational policy in its totality and expect desired goals. This is what prompted Onwuchekwa & Udi (2018) to lucidly assert that provision of funds possibly reflects in the successful educational policy implementation. Sequel to this, there is utter need to figure out ways of revamping educational funding for realistic policy implementation in Anambra State hence the study.

The theoretical framework for this study is the production function theory of Coombs (1968). The theory states that in any production function training programme, the quality and quantity of the resources fed into the system to a great extent determine the quality of outcome. The theory posited that quality teachers in terms of expertise, qualification and sufficient quantity of staff produce quality students' who are civilized, cultured, disciplined, useful etc. This implies that in any educational level such as the secondary level, the quality and quantity of teachers determine the successful implementation of educational policy through quality educational delivery process. On the reverse side poor funding breeds incompetent teachers and/or shortage of teachers which could mar educational policy implementation leading to unrealistic goal. It stands to reason that, when inferior and substandard materials are insufficiently fed into the system, poor quality outcome should be expected. On the other hand, when standard and superior quality materials are fed into the system in sufficient quantity, quality and saleable output are assured. This theory is relevant to the present study in that it is the funding that determines the quality and quantity of the resources to be fed into the educational system for credible policy implementation. Poor funding begets substandard and low quantity materials while adequate funding leads to good quality and appropriate quantity of resources leading to successful implementation of educational policy for goal attainment.

Funding is paramount in school organization to activate all the operations leading to goal attainment. The Federal Republic of Nigeria (FRN, 2013) is deeply aware and concerned about the essence of funding in education as a capital-intensive social service thus maintained that financial provisions should be accessed from all tiers of government for successful implementation of educational programmes. It is with utmost dismay that Ogunedo and Christian (2021) decried that education funding has been fluctuating from 7.38% in 2016 to 7.03% in 2018 and 6.7% in 2020 in the national budget. This is grossly inadequate going by the UNESCO recommendation of 26%. This has made financing secondary education epileptic and has hindered educational policy implementation, thus driving the chances of attainment of educational goals to oblivion.

Uwaifo and Uddin (2009) rightly espoused that the 6-3-3-4 system of education which focused on meeting the yearnings of its citizenry by equipping the youths with sellable skills for self-employment failed not only due to poor funding, other factors contributed to its failure such as poor planning, staff shortage and equipment and facilities inadequacy etc. The scholars reiterated that 6-3-3-4 system was latter

replaced with 9-3-4 system aimed at achieving the millennium development goals. This also crumbled at implementation stage as a result of poor implementation. Ojo and Osoba (2018) declared that the inclusion of entrepreneurial subjects in the secondary education is a complete failure as a result of incompetent personnel handling the subjects which should solely be handled by subject experts to promote achievement of development goals. There was probably no adequate fund to train the personnel.

Following the above perceptions, there is absolute need for sourcing ways to revamp educational funding in the era of economic uncertainty for successful policy implementation. Sequel to this Bolupe (2020) solicited for increasing funding of the education sector by creating a viable education funding. The scholar regrettably insinuated that since 1991, the allocation of education has not surpassed 10% as against UNESCO 26% recommendation. This is evidenced in the rate of dilapidation of school facilities, as well as the ill-equipped classroom facilities, laboratories among others. When these essential educational propellers are unsatisfactorily provided or are even lacking in its totality, the educational policy implementation and output are jettisoned. This is why Kpee (2013) stressed that educational institutions with good aesthetic environment, good classrooms and teachers' offices could produce good students with excellent performance in external examinations unlike where all these are lacking due to insufficient fund.

Abraham (2013) and Nwakudu (2014) while acknowledging the fundamental nature of funding as an essential educational resource that dictates success or failure of the entire system disclosed that the government expenditure on education for decades has not coped with the enrolment explosion. Accordingly the cost of education has increased tremendously as a result of the 9:3:4 system of education which Universal Basic Education (UBE); free education for the basic education (basic1-9), politicization of education, rapid expansion and establishment of new schools, upgrading and diversification of manpower needs as a result of technological advancement, inflation and upward review of salary.

Nigerian educational system has over the years experienced several educational reforms. These reforms never met the expectation for which they were made. Blames for this failure were directed to many people in the education sector. The government was blamed for selecting people who are incompetent in the planning process. Yet others have blamed the government for poor funding of the entire process and the implementers who are resistant to change. Be that as it may, adequate funding, to a great extent, may be a panacea in attaining organizational policy implementation. The researchers are bothered that this era of economic uncertainty could spell doom for educational funding if nothing substantial is done to remedy the situation. They are therefore bent on determining how best to tackle the dearth of educational funding in this era of economic uncertainty so as to ensure that credible educational policies do not suffer set-backs during implementation.

Purpose of the Study

The study was aimed at revamping educational funding in the era of economic uncertainty for successful implementation of educational policy in public secondary schools in Awka education zone. Specifically, the study set out to;

12. Find out various ways of revamping educational funding in the era of socio-political and economic uncertainty for successful implementation of educational policy in secondary schools in Awka education zone Anambra State, Nigeria.
13. Identify other sources of revenue in the era of socio-political and economic uncertainty for successful implementation of educational policy in secondary schools in Awka education zone Anambra State, Nigeria.

Research Questions

- What are the ways of revamping educational funding in the era of socio-political and economic uncertainty for successful implementation of educational policy in secondary schools in Awka education zone Anambra State, Nigeria?
- What are other sources of revenue in the era of socio-political and economic uncertainty for successful implementation of educational policy in secondary schools in Awka education zone Anambra State, Nigeria?

Methods

Descriptive survey research design was adopted. The population of the study comprised 1,361 teachers from all the 62 public secondary schools in Awka Education Zone (Post Primary Schools Service Commission Awka, 2023). Stratified sampling technique was used to select 858 teachers who formed the respondents. The researchers designed an instrument entitled “Revamping Educational Funding for Successful Policy Implementation Questionnaire” (REFSPIQ) for the study. Validation of the instrument was ensured through expert reviews while test re-test method was applied to determine the reliability of the instrument. The result when exposed to Pearson Moment Correlation Coefficient method gave rise to an index of 0.80 which is considered appropriate for the study. Administration of the instrument was done by the researchers. A total of 858 copies of questionnaire were distributed but only 843 were retrieved giving a rate of return of 98%. This was considered adequate. Mean and standard deviation were used to answer the research questions.

Results

Table 1: Responses of the Participants on the various ways of revamping educational funding for successful policy implementation in secondary schools in Awka education zone.

S/N	Item: The following should be done by the government to tackle the dilemma of educational funding:	SA	A	D	SD	Mean	Rmk
1	Aside government, other educational stake holders should assist financially.	275	250	170	148	2.77	A
2	Fund should be released in real time to avoid increase in price which cuts down on the purchasing power	263	225	204	151	2.71	A
3	Private sector through social cooperate responsibility should deem it fit to assist financially.	301	259	156	127	2.87	A
4	Budgetary allocation to education sector should be reviewed upwards to 26% as recommended.	287	263	163	130	2.84	A
5	Accurate statistical data should be made available to the government.	316	274	156	97	2.96	A
6	The government should ensure stability of educational policy to curb wastages on educational monetary allocation.	295	228	171	149	2.79	A
7	There should be checks and balances on the utilization of monetary allocation to education.	278	235	180	150	2.76	A
8	The government should increase school fees/other user fees	156	123	300	264	2.20	D
9	Prudent use of the limited fund should be prioritised.	289	311	136	98	2.96	A
10	The three tiers of government should ensure that adequate fund is allotted to education sector by contributing their own quota.	276	258	167	142	2.79	A
	Grand mean					2.77	A

Table 1 shows that the respondents agree on the various ways of revamping educational funding in Nigeria for successful implementation of educational policy in secondary schools in Awka education zone Anambra State, Nigeria. This is displayed by the items with serial numbers 1-7 & 9,10 with the mean rating scores ranging from 2.71 – 2.96 which is above the criterion mean of 2.5. However, item with serial number 8 disagree that the government should increase the school fees/other user fees with the mean rating score of 2.20 which is below the criterion mean of 2.5. The grand mean is at 2.77.

Other sources of revenue to augment the government fund allocation for successful implementation of educational policy in secondary education in Awka education zone.

Table 2; Responses of the participants on other sources of revenue for successful policy implementation in public secondary schools in Awka education zone.

S/N	Item; To mitigate the dilemma of funding education, the following alternative sources of fund could be sought.	SA	A	D	SD	Mean	Rmk
1	Sale of school uniforms/exercise books	235	323	132	153	2.70	A
2	Alumni association	221	298	114	210	2.62	A
3	Well meaning individuals in the community	158	412	157	116	2.72	A
4	Compulsory levy on parents	115	100	242	386	1.93	D
5	School cultural dance troupe	238	360	210	35	2.95	A
6	Community assistance	350	236	125	132	2.95	A
7	Sale of school farm products	300	259	184	100	2.90	A
8	Fund raising during special school events like price-giving day etc.	199	290	169	185	2.59	A
9	Sale of Fine Art materials	236	240	170	197	2.61	A
10	Sales from Tuck shop	178	360	140	165	2.65	A
	Grand mean					2.66	A

Table 2 above shows that items with serial numbers 1-3 and 5-10 agree that sale of school uniform/exercise books, alumni association, well meaning individuals, school cultural troupe among others are sources of revenue to augment the government fund allocation for successful implementation of educational policy in secondary education in Awka education zone Anambra State, Nigeria. This is shown by their mean rating scores which span from 2.61-2.95 which is above the criterion mean of 2.5. On the other hand, item with serial number 4 disagree that compulsory levy on parents is one of the sources of fund with the mean rating score of 1.93 which below the criterion mean of 2.5. Grand mean yielded 2.66.

Discussions

The finding of this study revealed that most of the participants had the mean scores above 2.5 which is an indication that they agreed on the various ways of revamping educational funding in the era of economic uncertainty for successful implementation of educational policy in secondary education in Awka education zone Anambra State, Nigeria. However, some of the respondents disagreed that the government should increase school fees/other user fees. This could be to avoid increasing the private cost of education which could decrease school enrolment. Funding is the heartbeat of any educational institution. It is the monetary power that stimulates all the activities and programmes in schools. It is therefore very crucial that the scourge of educational under-funding be expunged in the system to avert consistent failure of educational policies particularly at the implementation phase. This is similar to what Nwafor,

Uchendu & Akani (2015) observed that adequate funding facilitates educational resources provision, high academic performance and decrease in the cost of education.

Another finding of this study posited that most of the respondents agreed that the school administrators should devise legal means to source for revenue to augment the government allocation in this period of economic uncertainty for successful implementation of educational policies in secondary education in Awka education zone Anambra State, Nigeria. Funding being a gate way to procurement of educational resources should be sourced rigorously in a legitimate way so as to ensure that the dilemma of funding education in Nigeria does not encumber educational delivery process in its entirety. This is what prompted Abraham (2013) to outline other sources of fund to compliment the government allocation for successful policy implementation.

Conclusion

In view of the analysis and findings, it is concluded that revamping educational funding in economic uncertainty is very crucial to ensure that the dearth of secondary education is averted for successful implementation of educational policies in secondary schools in Awka education zone Anambra State, Nigeria.

Recommendation

Based on the findings and conclusion, it is recommended as follows;

- That the government should see it as a matter of urgency in the period of economic uncertainty to make funds available in real time to avoid increase in price when funds release are delayed. Furthermore, the government should provide sufficient funds for envisaged educational policy to ease off financial burden during implementation.
- The school principals should initiate alternative and legitimate ways of sourcing fund such as the use of school's cultural troupe, sale of uniforms, farm products or Art exhibitions to augment that of the government in the period of economic uncertainty.

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