

Impact of Stakeholders Responsibility on Funding Of School Facilities and Basic Amenities

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Abstract: *The paper investigated the impact of stakeholders responsibility on funding of school facilities and amenities in the Benue North-West Zone using mean ratings and chi-square techniques. A sample of 600 respondents was selected from the schools in the zone. Responses from the respondents revealed that collective responsibility of stakeholders has impact on provision of school amenities and facilities in the study area. Similarly, the test of the hypotheses also affirmed that collective responsibility of stakeholders have significant impact on both the provision of school amenities and school facilities in the study area. Based on the findings, the study therefore recommended among the followings that; old students Association should be given recognition as stakeholders of primary education, school contractors should also contribute to the funding of education either in cash or in kind, government should consider and encourage internal generation of revenue from craft and agriculture to cater for some minor or emergency needs of schools.*

Keywords: *Stakeholders Responsibility, School Facilities and Basic Amenities.*

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I. Introduction

Primary education is education given in an educational institution to children aged six to twelve years. Since the primary level is the key to the success or failure of the subsequent levels of education, there is need for collective responsibility in funding at this level. It is recognized that the foundation is the strength of the structure and early childhood education has therefore become indispensable to future training of children. Questions have been asked, commissions have been set up to determine who should fund education at all levels and what should be the level of commitment. All these have been attempts at salvaging our collapsing education industry.

Inadequate funding of education accounts for a large percentage of the crisis bedeviling the education sector in Nigeria. Asiyai (2012) asserted that most public primary schools are dilapidated due to inadequate funding while most tertiary institutions are living in their past glories. Such situation hinders effective teaching and learning, making the process rigorous and uninteresting to students and teachers.

Our educational system is passing through unavoidable phases of expansion at all levels. The low funding of schools is a manifestation of faulty national prioritization which has precipitated a number of crises. The worst heat at the primary school level is the public schools where about 90% of the total student enrollment resides. This calls for a collective responsibility in funding primary education by the stakeholders (i.e the three tiers of government, private sector, individuals and organizations, students, PTA etc.)

The success of any system of education is hinged on proper planning efficient administration and adequate financing. The concept of funding of education involves the process of sourcing allocating and managing the school revenues in the production of educational services for the attainment of educational objectives.

Nigeria's National Policy on Education (2013) has clearly articulated the need for education and also, the need for collective responsibility in promoting it through expansion and adequate funding; government welcomes and encourages the participation of local communities, individuals and organisations. A synopsis of the policy pronouncements in specific instances is hereby used to illustrate this point.

- (a) Education shall continue to be highly rated in the national development plans because education is the most important instrument of change, any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution.
- (b) Education and training facilities shall continue to be expanded in response to societal needs.
- (c) Government welcomes the contributions of voluntary agencies, communities and private individuals in the establishment and management of primary schools alongside those provided by the state and local government.

The Role of Stakeholders

As earlier said, questions have been asked, commission have been set up to determine who should fund education, at what level and what should be the level of commitment. Stakeholders must guide jealously what happens in schools so as to justify huge investment in education.

(a) Government

Government as the major stakeholder has developed a blue-print called the National policy on education. All the necessary steps required by Government are clearly spelt out what is required in the National Policy on Education (2013) as reviewed. According to the UNESCO minimum standards, atleast 26% should be budgeted for education at all levels in the country. Budgetary allocations of the education sector in the country have so far failed to meet requirements of providing for teaching, school facilities and the welfare of teachers and students. The allocation of education moved from 11 percent in 2015 to 8 percent in 2016, in 2017, the national education budget has dropped to as low as 4%, this is anything but progressive (Adesulu, 2016)

(b) Parents/guardians

Parents have remained the first contact the child has. All over the world, it is regarded that the raising of children is the primary function of the family. For us as parents to be successful in parenting, we must know what we want. Each parent wants near perfect children. We want our children to feel good. We want them to be successful In life, we want children who are loving and respectful to others. We want them to be well behaved and self-motivated. We want them to be able to sustain themselves at appropriate times of their life when they are no longer living with us, if we must raise well behaved children, then we will be certain that while in school, they will certainly be disciplined.

Parents' reactions have a tremendous influence on children's discipline and achievement in school. As parents, we are expected to provide adequately, most requirements of our children while they are in the school.

(c) The school

Quality education delivery is driven by discipline; discipline has remained a major factor in school achievement. The school is an agent of socialization. The school nourishes the intellect and teaches the values that are cherished by the society. It reinforces the family norms. The school therefore plays a significant role in not only reinforcing the discipline the home has cultivated but also provides avenues for the development of discipline in our children and sustaining the one already development of discipline in our children and sustaining the one already laid down at home. In the school setting, where most of our youths spend a greater proportion of their life time living together with children from other different families and cultural backgrounds, discipline enables the children to adjust and adapt to situations different from what obtains in their individual homes.

Discipline is thus aimed at promoting healthy and peaceful co-existence among the staff and students, smooth running of the school property, facilitating teaching, learning, reducing and checking bad habits, training of the student' character, thereby making the student not only useful to himself, but also to his parents and the larger society.

Thus if schools are properly funded, they will be better placed to assist the children by meeting their basic needs. This will lead to producing children with sound characters.

(d) Parent-Teacher Association (PTA)

Parent –teacher association (PTA) has emerged as a major stakeholder in the education system in Nigeria. The emergence of PTA in supporting education is aimed at filling the gap created by inability of government and other proprietors of educational institutions in meeting huge financial cost of running the school.

PTA is an innovation in the educational system. Almost all the schools have PTAs. The significant contribution of this group of stakeholders in ensuring quality delivery of education has necessitated its formation at the national level under the umbrella of the national parent-teachers association of Nigeria (NPTAN) which according to oluwale (2007) came to full swing in 1992. Membership of the NPTAN embraces parents, guardians sponsors and teachers of registered students in Nigerian schools.

Through the forum of the PTA, the school is supported in a number of ways such as discipline of students' provision of physical facilities, sports fund raising activities, donations in all forms, mediating in school crisis.

(e) The students as stakeholders

Education is meant for personal development. No matter how well the teachers teach, how adequate the facilities are provided, how effective the school management perfects all actions to ensure quality, the learner himself must personally be involved in the process of assisting him. The responsibility of the school is to sort the students into groups where they best fit and can best optimize their potentials. Through the forum of the old students associations. Primary school funding can be improved.

The school counselor ensures that individual children's traits are identified and since students are assisted to achieve, very little can be done if the students themselves show no interest in the process of their education.

(f) Individual as stakeholders

The mass media as a stakeholder is an interesting group, it has the weapon to create awareness and publicize activities of the schools. Educational programmes can also be aired or televised

(g) The host community

The Nigerian education system started slowly but soundly developing during the colonial era. The missionaries introduced the western education system in the mid 19th century with the help and assistance of the communities. The missionaries enjoyed the support of the host communities in various ways (voluntary labour, donation of piece of land for school construction and willingness to allow their wards enrol) to sustain the momentum of establishing western educational schools. This trend has been sustained to this moment. It is a common scenario to find communities clamouring for establishment of an institution in their domain. Sometimes it takes serious lobbying of government to be accorded the opportunity of playing host to an institution of learning.

According to Wilson and Jibrin (2014), the host community plays economic, research, teaching management and general roles to the school it hosts. These include: Shared use of Church hall, water supply, Clinics, Hospitals, library etc. Providing houses for teachers, providing land for school buildings, sports field, farms or gardens. Labour contribution, financial contribution for new facilities, provision of materials and furniture, maintenance of school facilities, provision of school security. Other services include provision of resource persons, provision of information for school museum, contribution of artifacts to schoolMuseum and a host of other activities.

Statement of the Problem

There is a general outcry on the inadequate funding of primary education in Nigeria, the growth and development of education in Nigeria, show that there is much to be desired in respect of funding as the situation became progressively worse because the lofty ideals of functional education contained in the national policy on education (2013) could not be translated into action. Nwachukwu (2014) posited that without adequate preparation in terms of the number of classrooms required, number of qualified teacher available and the extent to which available resource could last, the educational sector at all levels is still characterized by poor performance.

Benue North West education zone is not an exemption to this unfortunate situation as the condition of most of the primary schools in the zone appears disheartening, from broken classroom walls, to open roofs, damaged boards, lack of chairs (seats), tables in classes and bushy environments that house reptiles to mention a few. Most of the schools in this zone do not have simple basic amenities such as water supply, toilets and electricity. One of major explanations for this appears to be the crisis of funding. It is against this back drop that this study seeks to answer the following questions: How does stakeholders' collective responsibility impact on the funding of basic amenities in primary education in Benue North West? And What is the impact of stakeholders' collective responsibility on the funding school physical facilities in primary education in Benue North West?

Purpose of the Study

The purpose of this study is in two fold; to investigate the impact of Collective responsibility of stakeholders on:

- i. school amenities in primary schools in Benue North West education zone
- ii. physical facilities in primary schools in Benue North West education zone

Research Hypotheses

1. There is no significant impact of stakeholders on the funding of basic amenities in primary education in Benue North West education zone.
2. Stakeholders' collective responsibility has no significant impact on the funding of school physical facilities in primary education in Benue North West education zone.

II. Methodology

Research design

The study explored the effect of financial mismanagement on quality education in secondary schools in the Benue North West Education Zone. Descriptive survey design was used. This design was found to be ideal as it enabled an in-depth study of the relevant variables in order to establish the impact of funding on schools in the zone. This design is ideal for studies that aim at describing a particular situation at a specific period of time

Sample and Sampling Techniques

Stratified random sampling technique was used to select the schools and the category of respondents to be included in the sample. The respondents were grouped into seven categories as follows: Government; parents/guardians; the school; Parent-Teacher Association; the students; individuals and host community. The sample constituted 600 respondents chosen across all the Primary Schools in the study area.

Instruments of Data Collection

The instrument used for data collection is the questionnaires. The questionnaire was preferred for its suitability to this study. It was suitable as a method of data collection because it allowed the researcher to reach a large sample within limited time and ensured confidentiality of the information given by the respondents. The questionnaire sought to solicit information on the impact of collective responsibility of stakeholders on school amenities and physical facilities in primary schools in Benue North West education zone.

Methods of data Analysis

Quantitative data collected through questionnaire was analyzed using descriptive and chi-square statistics whereby data was coded and tabulated after which means; frequency counts and percentages were worked out. Qualitative data from open-ended questions were analyzed using chi-square technique to estimate whether collective responsibility of stakeholders have impact on school amenities and physical facilities or not.

Data Presentation and Analysis

A total of 600 copies of the questionnaire were taken to the field and administered to the respondents, however, only five hundred and ninety (590) copies of the questionnaire representing 98.3% were completed and returned. The remaining ten (10) copies of the questionnaire representing 1.7% were not returned. The presentation, analysis and interpretation of data were organized around the research questions and research hypotheses. The descriptive statistics of mean and standard deviation were used to answer the two research questions.

The mean of each item was computed to determine the side which the respondents' responses fall as shown in the tables 1 and 2 below;

Table 1: Impact of Collective Responsibility of Stakeholders on Provision of School Amenities

Item No	Item Description	N	SA	A	D	SD	\bar{X}	ST.D	Decision
1	I feel that the government has adequately funded water supply in my school	590	397	80	46	67	3.42	1.08	Agreed
2	There is no cooperation between government and parents on provision of utilities in my school	590	356	98	50	86	3.51	1.15	Agreed
3	School stakeholders show proper attention for the provision power supply for school children	590	138	121	154	177	3.52	1.09	Agreed
4	The PTA has taken appropriate action regarding the funding of pupils' utilities in my school	590	157	115	79	239	3.40	0.98	Agreed
5	I believe that there is enough presence of NGOs in my school towards provision of pupils' basic amenities	590	67	56	251	216	3.61	0.91	Agreed
6	Pupils hygiene is not a top priority in my school	590	59	89	187	255	3.54	1.06	Agreed
7	Old pupils have shown a desired presence concerning basic amenities in my school	590	43	48	223	276	3.66	0.88	Agreed
8	The school management has enough funds for matters that relate to basic amenities in my school	590	51	76	190	273	3.62	1.12	Agreed
9	It is my belief that teachers contribute money for pupils to enjoy basic amenities in my school	590	15	43	243	289	3.51	1.01	Agreed
10	Our host community has provided a desired partnership towards stable pupil hygiene for our school	590	76	90	187	237	3.23	1.15	Agreed
Cluster Mean							3.502	1.043	Agreed

Note: N= respondents, \bar{X} = mean and STD = standard deviation

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Table 1 showed that, the respondents rated items 1-10 above the cut-off point of 2.50. The mean ratings of the items were 3.42, 3.51, 3.52, 3.40, 3.61, 3.54, 3.66, 3.62, 3.51 and 3.23 with the corresponding standard deviations of 1.08, 1.15, 1.09, 0.98, 0.91, 1.06, 0.88, 1.12, 1.01 and 1.15 respectively. Since the mean ratings of all the ten items and the cluster mean were above the cut-off point of 2.50, it implied that, Collective Responsibility of Stakeholders have impact on Provision of School Amenities in the primary schools in the zone.

Table 1: Impact of Collective Responsibility of Stakeholders on Provision of Physical Facilities

Item No	Item Description	N	SA	A	D	SD	\bar{X}	ST.D	Decision
11	Government has lived up to its responsibility regarding the funding of school facilities in my school	590	29	36	187	338	3.14	0.87	Agreed
12	I think that the PTA has lived up to expectations regarding the provision of school facilities in my school	590	121	130	176	163	3.47	0.76	Agreed
13	NGOs have had little or no presence in the funding of school facilities in my school	590	295	133	79	83	3.22	0.95	Agreed
14	Old pupils have made immense contributions towards the provision of school facilities in my school	590	154	166	176	94	3.21	0.79	Agreed
15	The school host community have adequately partnered with the management in ensuring a smooth development of the school in terms of facilities	590	198	211	67	114	3.45	0.96	Agreed
16	I feel that school teachers have played their part in the provision of school facilities in my school	590	89	102	158	242	3.67	0.88	Agreed
17	Parents and guardians individually show interest and contribute towards school facilities in my school	590	78	98	232	182	3.33	0.78	Agreed
18	The school management has the desired disposition towards the funding of school facilities in my school	590	176	146	149	119	3.61	0.89	Agreed
19	Funding by government has been a huge set back in the provision of school facilities in my school	590	128	187	176	99	3.43	0.91	Agreed
20	Individual contractors have no positive presence in terms of funding of school facilities in my school	590	21	43	238	288	3.28	0.86	Agreed
Cluster Mean							3.381	0.865	Agreed

Note: N= respondents, \bar{X} = mean and STD = standard deviation

Table 2 showed that, the respondents rated items 10-20 above the cut-off point of 2.50. The mean ratings of the items were 3.14, 3.47, 3.22, 3.21, 3.45, 3.67, 3.33, 3.61, 3.43 and 3.28 with the corresponding standard deviations of 0.87, 0.76, 0.95, 0.79, 0.96, 0.88, 0.78, 0.89, 0.91 and 0.86 respectively. Since the mean ratings of all the ten items and the cluster mean were above the cut-off point of 2.50, it implied that, Collective Responsibility of Stakeholders have impact on Provision of School Amenities in the primary schools in the zone.

Hypotheses Testing

The two null hypotheses of the study were tested at 0.05 level of significance using chi-square test to ascertain the impact of collective responsibility of stakeholders on provision of school amenities and physical facilities as presented on Tables 3 to 4.

Table 3: Chi-square (χ^2) test for the Impact of Collective Responsibility of Stakeholders on Provision of School Amenities

Opinions	Observed Frequency	Expected Frequency	df	χ^2_{cal}	P	Level of Sig	Decision
No Impact	45 (7.62%)	112(50%)	4	943.32	0.000	0.05	Impact
Have Impact	545(92.38%)	112(50%)			0		

Values in parentheses are percentages. $\chi^2 = 943.32$, df = 4, p = 0.05 > 0.00

Table 3 indicated that the probability value of the chi-square (χ^2) is less than the critical value of 0.05 ($P>0.05$). Therefore, the first null hypothesis which states that “There is no significant impact of stakeholders on the funding of basic amenities in primary education in Benue North West education zone” was not accepted. The implication is that, collective responsibility of stakeholders has significant impact on the provision of school amenities in the study area.

Table 4: Chi-square (χ^2) test for Impact of Collective Responsibility of Stakeholders on Provision of Physical Facilities

Opinions	Observed Frequency	Expected Frequency	df	χ^2 -cal	P	Level of Sig	Decision
No Impact	41 (6.95%)	121(50%)	4	876.98	0.0000	0.05	Impact
Have Impact	549(93.05%)	121(50%)					

Values in parentheses are percentages. $X^2 = 876.98$ df = 4, p = 0.05>0.00

Table 4 indicated that the probability value of the chi-square (χ^2) is less than the critical value of 0.05 ($P>0.05$). Therefore, the second null hypothesis which states that “Stakeholders’ collective responsibility has no significant impact on the funding of school physical facilities in primary education in Benue North West education zone.” was not accepted. The implication is that, collective responsibility of stakeholders has significant impact on the funding of school physical facilities in the study area.

III. Conclusion

In the paper, attempt has been made to identify the need for collective funding of primary education through various stakeholders in the education industry. The paper also identified and discussed the roles of each stakeholder in relation to education in the study area. Responses from the respondents revealed that collective responsibility of stakeholders has impact on provision of school amenities and facilities in the study area. Similarly, the test of the hypotheses also affirmed that collective responsibility of stakeholders have significant impact on both the provision of school amenities and school facilities in the study area.

IV. Recommendations

Primary education is the foundation of every other levels of education, since the early years of life are important for laying the foundation for the individual. Given the findings, the study made the following recommendations;

1. Old students Association should be given recognition as stakeholders of primary education.
2. School contractors should also contribute to the funding of education either in cash or in kind.
3. Since education is capital intensive, other ministries and parastatals should also be incorporated to funding education at primary level.
4. Government should consider and encourage internal generation of revenue from craft and agriculture to cater for some minor or emergency needs of schools.

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