STAKEHOLDER'S PARTICIPATION IN THE FUNDING OF PUBLIC JUNIOR SECONDARY SCHOOLS IN BADE LOCAL GOVERNMENT AREA OF YOBE STATE, NIGERIA.

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Abstract

The study was aimed to examine the Stakeholder's Participation in the Funding of Public Junior Secondary Schools in Bade local government area of Yobe State,Nigria The study identified two objectives,two research questions and two null hypotheses to guide . The population of the study comprises all the 1,019 respondents 21 of which are principals in all the Twenty one (21),Two hundred and fourty two (242)Teachers,Seven Hundred and fifty six (756) PTA/SBMC Officials of public junior secondary schools in Bade Local Government Area of Yobe State . The sample size for the study was two hundred and fourty eight (248) respondents using Research Advisor (2006) table of sampling. The instrument for data collection for the study was a self-designed questionnaire which was titled: Stakeholders Participation in the Funding of Public Secondary Schools Questionnaire (SPFPSSQ). The data generated was organized, analyzed and presented on tables. Mean and Standard Deviation scores were used as the statistical tools to answer the research questions. Major finding revealed that old boys associations, civil society, government, Parents' Teachers' Associations (PTA/SBMC), host communities, principals, teachers, and students, non-governmental organization, and religious bodies are strong stakeholders in the funding of public junior secondary schools in Bade local government Yobe State. Also, the factors that will encourage stakeholders' participation in the funding of public secondary schools in the study area include; adequate budgeting of school funds, regular auditing of school funds, proper utilization of school funds, effective and efficient allocation of school funds, regular training of managers on book keeping, accountability of school funds, maintenance culture of school facilities, reward/recognitions of participating stakeholders, and regular supervision and monitoring of school projects to ensure completion. The study recommended that School administrators should not rely only on what is coming from the government but should partner with other stakeholders

as a way of alternative sourcing of funds to argument with what government is bringing. The principal as an administrator through the Ministry of Education should liaise with institutions, PTA/SBMC and NGOs to ensure adequate provision of facilities. School managers should access the vast resources provided by the internet where funds are limited for capacity building trainings and programmes.

Keywords: Stakeholders, Funding, Partnership, Secondary School.

Introduction

Public secondary education is a fundamental right of every child, but it is often underfunded. This is especially true in developing countries, where governments often lack the resources to provide adequate funding for schools. As a result, many public secondary schools are struggling to provide quality education. Adequate funding enables schools to hire qualified teachers, maintain infrastructure, procure educational materials, and implement innovative teaching methodologies. Insufficient funding can hinder the quality of education, exacerbate disparities, and impede student success. Secondary level of education in Nigeria to achieve these impressive and noble objectives, there is need for adequate financial arrangement from both federal and other tires of government. In other words, secondary education requires huge investments either in terms of policies and implementation, infrastructure human capacity development and of course funds, including the application of these to get the desired goals. Schools help learners acquire skills in socialization, communication, and development of their academic ability.

Equally, schools are venues that deliver a place for parents and other stakeholders to get involved in the teaching-learning processes and other educational reforms. However, the development of quality education is not a monopoly of the school alone. Funding of education should not be left for the government alone. Be it federal, state or local government. Hand-in-hand with the school is people who complement and supplement each other both morally, socially and financially in achieving the desired educational goals for the learners. Hence, school personnel and other school partners must be attentive to the learners' welfare and performance in school. Finance as a resource has remained a controversial issue at all levels of education in Nigeria. According to Olabanji and Alaka (2010)

resource allocation is one of the most challenging tasks that our educational system especially in secondary level of education faces whether they are in the early stage of reform or years into sustaining improvement.

Since the economic downturn in the eighties (80s), the Nigerian education sector has suffered unprecedented setbacks in resource allocation especially in funding. Oweh (2013) affirms that education sector in Nigeria still face the problem of inadequate funding with regard to the benchmark advocated by UNESCO that all members countries ought to channel at least 26% of their annual budget to education alone.

Statement of the Problem

What the school system sows into the lives of the learners is what the learners will bring back to the society. It is better and more preferable to have learners in the school system learning under a controlled environment than having them taught outside where no one is sure of what curriculum content is. Most public secondary teachers are poorly paid. Even the monthly salary does not come as and when due and this has actually led many teachers of public secondary schools moonlight. Most public secondary schools lack modern facilities such as science laboratories, modern libraries, ICT etc. and this has led to most public school students not competing favorably with their private school students counterpart. Formidable funding structure therefore needs to be put in place to checkmate high rate of teacher turnover in public secondary schools in Bade Local Government Yobe State .

. The impact of funding on staff development is a problem that should not be left unattended to. The provision of good education services to them, the provision of good teaching skill can only be done by well trained teachers. Staff development simply means getting teachers or human resources adequately trained to the level they can deliver to the satisfaction of the school and the students. Most public secondary schools don't consider training of the staff as part of their responsibility.

Most teachers are left to train themselves before they are employed. This is not too good for the students' teachers of public secondary schools. They are to be encouraged through frequent training, which can impact positively on their performance and that of the students they teach and improve on the image of the school. This can however not be possible if there is no good funding. However, the problem statement is the matter of financing the provision of educational facilities in public secondary schools. There is no adequate funding from public schools in the provision of educational facilities good enough to inculcate into students the required educational values. Facilities such as computers, scientific equipment, libraries, play equipment and classroom accessories are essentials that must be provided in the school. These facilities are hard to come by in public schools because of shortage of funds. Therefore, lack of adequate educational facilities in public schools constitutes a major problem that needs to be solved. Another problem is that of teachers' welfare in public secondary schools because it constitutes a major problem. Welfare of teachers involves the provision of what could make the stay of a teacher in school as moderately comfortable as possible. Provision of such as clinic for the teachers children, transportation, adequate security of teachers, and provision of accommodation for interested teachers, especially those from far distance.

Availability of fund plays a vital role towards ensuring that all these are made available. There has been increasing evidence of financial constraints coupled with the little percentage of government budget and gross national product available to the education industry. The financial resource available to the government has failed to cope with the growth and demands in education in recent times. It appear as, secondary school management in Bade Local Government Yobe State. inclusive, in recent times seems to have witnessed a number of administrative challenges such as lack of commitment on the part of teachers due to poor and delayed salaries, poor teaching/ learning environment, unavailability of basic tools and equipment, lack of information accessing and processing facilities and all these challenges can be pinned to lack of funding in education. This trend has been continued and consistent hence posed a worry to the researcher.

The following are objectives of the study to:

1. Assess the stakeholders required in the funding of public secondary schools in Bade Local Government Yobe State .
2. Examine factors that encourage stakeholder's participation in the funding of public secondary schools in Bade Local Government Yobe State .

. Research Questions

The following research questions were used to guide the study.

1. Who are the various stakeholders required in the funding of public secondary schools in Bade Local Government Yobe State . ?
2. What are the factors that will encourage stakeholder's participation in the funding of public secondary schools in Bade Local Government Yobe State?

Hypotheses

The following research hypotheses were also used to guide the study.

1. There is no significant difference between the mean scores of principals and teachers on the state holders required in the funding of public secondary school in Bade Local Government Yobe State .

. 2. There is no significant difference between the mean scores of principals and teachers on the factors that will encourage stakeholder's participation in the funding of public secondary schools in Bade Local Government Yobe State .

.Theoretical Framework

Theory of Adequacy, Economy, Efficiency and Utilization of Educational Resources

This study will also be anchored on the theory of adequacy, economy, efficiency and utilization of educational resources propounded by Castaldi 1982 as cited in Dodo (2018). The theory states that

adequacy of school facilities is measured on the extent it satisfies both the qualitative and quantitative requirement of a school programme. With this theory Castaldi asserts that the space provided must be enough to accommodate the planned educational programme. He also asserts that the basic condition for achieving educational objectives is adequacy utilization and materials and emphasizes that the reason for establishing learning institution is to achieve quality delivery of education if both physical and human resources are provided and properly maintained then the resources would fulfill the designed purpose. Therefore, in our educational system, it is good that the space provided should be up to the minimum size needed for programmes that have been designed for. The planned educational programme must be achieved at a minimum cost. The theory of economy states that economy is the achievement of maximum educational and utilization values per naira expended and not the acquisition of school facilities for a given enrollment at the lowest cost. However, the achievement of the educational programme at a minimum cost should not negatively affect the educational efficiency of the school and should not cause high-cost maintenance. Based on this, the school funds will be maximally maintained and utilized resulting in a longer life span of school facilities. This theory is related to this study because stakeholders in education will be happy to commit their resources to schools where funds are utilized efficiently and effectively. Schools where there is prudent management of resources.

Methodology

The study adopts descriptive survey design. The population of the study comprises all the 1019 respondents 21 of which are principals in all the seventeen21,242 Teachers and 756 PTA/SBMC officials in public junior secondary schools in study area. The sample size for the study was two hundred and forty eight (248) respondents using Research Advisors (2006) table of sampling. The instrument for data collection for the study was a self-designed questionnaire which was titled: Stakeholders Participation in the Funding of Public Junior Secondary Schools Questionnaire (SPFPJSSQ). The data generated was organized, analyzed and presented on tables. Mean and Standard Deviation scores were used as the statistical tools to answer the research questions. The z-test statistics

was used to test the two (2) null hypotheses at 0.05 levels of significance. For the purpose of data analysis, numerical values were assigned to each of the response scales. Based on this, a criterion mean of 2.50 was calculated to ascertain the mean response of the respondents. In summary, any item with a mean score of 2.50 and above was accepted, while any item with a mean below the criterion mean of 2.50 was rejected.

RESULTS

Research Question One: Who are the various stakeholders required in the funding of public junior secondary schools in Bade local government area of Yobe State?

Table 1: Mean $\bar{x}$, Standard Deviation and Rank Order Scores of Respondents on the various stakeholders required in the funding of public junior secondary schools.

S/N	Items	Respondents (n=306) That is, Male 145, Female 161.			
		Mean $\bar{x}$	SD	Rank Order	Decision
1.	Old boys associations.	3.67	0.60	1st	Agreed
2.	Civil societies.	3.36	0.49	7th	Agreed
3.	Government.	3.60	0.55	2nd	Agreed
4.	Parents Teachers Association (PTA).	3.26	0.63	8th	Agreed
5.	School Base Management committee..	3.50	0.65	4th	Agreed
6.	Principals, Teachers and Students.	3.37	0.72	6th	Agreed
7.	Non-governmental organization.	3.50	0.53	4th	Agreed
8.	Religious bodies.	3.57	0.54	3rd	Agreed
	Average Mean/Standard Deviation	**3.47**	**0.29**		

Data on Table 1 show that all items (1-8) had an average mean scores above the criterion mean of 2.50 and were adjudged on the various stakeholders required in the funding of public junior secondary schools in Bade local government area of Yobe State, Nigeria. In summary, with an average mean of 3.47 which is above the criterion mean of 2.50, the respondents agreed that the various stakeholders required in the funding of public junior secondary schools in Bade local government area of Yobe State include: old boys associations, civil societies, government, parents' teachers' association, school base management committee, principals, teachers and students, non-governmental organization and religious bodies. On the ranking, item 1 ranked first, followed by item 3 as second, item 8 as third, item 5 and 7 as fourth, item 6 as sixth and item 2 as seventh. Respondents were of the opinion that old boys associations were the strong stakeholders that should participate in the funding of public secondary schools not only in Bade local government area of Yobe State but every other local government in Nigeria. Old boys associations have done very well in some schools in terms provisions of facilities like desks, books, renovations of old classrooms. Respondents also are in support that the government and religious bodies should participate more in the funding of public junior secondary schools.

Research Question Two: What are the factors that will encourage stakeholders' participation in

the funding of public junior secondary schools in Bade local government area of Yobe State?

Table 2: Mean $\bar{x}$, Standard Deviation and Rank Order Scores of Respondents on the factors that will encourage stakeholders' participation in the funding of public junior secondary schools.

S/N	Items	Respondents (n=306) That is, Male 145, Female 161			
		Mean $\bar{x}$	SD	Rank Order	Decision
1.	Adequate budgeting of school funds.	3.38	0.77	7th	Agreed
2.	Regular auditing of school funds.	3.42	0.58	4th	Agreed
3.	Proper utilization of school funds.	3.41	0.61	5th	Agreed
4.	Effective and efficient allocation of funds.	3.37	0.60	8th	Agreed
5.	Regular training of managers on book keeping.	3.50	0.59	1st	Agreed
6.	Accountability of funds.	3.47	0.52	2nd	Agreed
7.	Maintenance culture of school resources.	3.47	0.65	2nd	Agreed
8.	Reward/recognition of participating stakeholders.	3.24	0.81	9th	Agreed
9.	Regular supervision and monitoring of school projects to ensure completion.	3.38	0.60	6th	Agreed
	Average Mean/Standard Deviation	**3.42**	**0.09**		

Data on Table 2 show that all items (9-17) had an average mean score above the criterion mean of 2.50 and were adjudged on the factors that will encourage stakeholders' participation in the funding of public secondary schools in Bade local government area of Yobe State, Nigeria. In summary, with an average mean of 3.42 which is above the criterion mean of 2.50, the respondents agreed that the factors that will encourage stakeholders' participation in the funding of public secondary schools in Bade local government area of Yobe State include: adequate budgeting of school funds, regular auditing of school funds, proper utilization of school funds, effective and efficient allocation of funds, regular training of managers on book keeping, accountability of funds, maintenance culture of school resources, reward/recognition of participating stakeholders and regular supervision and monitoring of school project to ensure completion. On the ranking, item 5 ranked first, followed by item 6 and 7 as second, item 4 as fourth, item 3 as fifth, item 9 as sixth, item 1 as seventh, 4 as eighth and item 8 as ninth. Respondents believed that regular training of managers on book keeping is a strong

factor that will encourage stakeholders' participation in the funding of public secondary schools. They also argued that accountability of funds will attract more stakeholders' participation. Stakeholders would participate in a school where there is proper accountability of funds than schools were funds are not properly accounted for. Maintenance culture of school resources and regular auditing of school funds will encourage more stakeholders' participation. Various stakeholders will also participate in a school where there is proper utilization of school funs. When these funds are released, the school administrators should channel them to areas where the sole aim will be to increase the learning and teaching processes. Respondents also argued that regular supervision and monitoring of school projects to ensure completion will attract more stakeholder participation.

Ho1: There is no significant difference between mean rating of principals and teachers on stakeholders' required in the funding of public secondary schools in Bade local government area of Yobe state.

Table 3: z-test Analysis on the Difference between the Mean Scores of principals and teachers on stakeholders required in the funding of public junior secondary schools in Bade local government area of Yobe state, Nigeria.

	GROUP	N	Mean	Std. Deviation	Df	Zcal	Zcrit	Sig. (2-tailed)	Level of Sig.	Decision
Individuals Required in the Funding of Public Secondary Schools.	**Principals**	18	3.56	0.37	2	0.008	±1.960	0.241	0.05	H01 Failed to Reject
	Teachers	288	3.47	0.28		304				
TOTAL		**306**		**306**						

Table 3 showed that principals have mean and standard deviation scores of 3.56 and 0.37 while teachers have mean and standard deviation scores of 3.47 and 0.28 respectively. The z-value ±1.960 at degree of freedom 304 is significant with P (0.008) less than chosen alpha of 0.05. Therefore the null hypothesis was rejected. By implication, there is a significant difference between the mean ratings of principals and teachers on stakeholders' required in the funding of public secondary schools in Bade local government area of Yobe state.

Ho2: There is no significant difference between mean rating of principals and teachers on the

factors that will encourage stakeholders' participation in the funding of public junior secondary schools in Bade local government area of Yobe state.

Table 4: z-test Analysis on the Difference between the Mean Scores of principals and teachers on the factors that will encourage stakeholders' participation in the funding of public secondary schools in Bade local government area of Yobe state, Nigeria

	GROUP	N	Mean	Std. Deviation	Df	Zcal	Zcrit	Sig. (2-tailed)	Level of Sig.	Decision
Factors to Encourage Stakeholders' Particips tion.	**Principals**	18	3.48	0.095	2	0.563	±1.960	0.008	0.05	H01 Accepted
	Teachers	288	3.42	0.094		304				
TOTAL		**306**			**306**					

Table 4 showed that principals have mean and standard deviation scores of 3.48 and 0.095 while teachers have mean and standard deviation scores of 3.42 and 0.094 respectively. The z-value of ±1.960 at degree of freedom 304, is significant with P(0.563) greater than chosen alpha of 0.05. Therefore the null hypothesis was accepted. By implications, there is no significant difference between the mean ratings of principals and teachers on the factors that will encourage stakeholders' participation in the funding of public secondary schools in Bade local government area of Yobe state .

Conclusion

The study revealed old boys' associations, civil society, government, Parents' Teachers' Associations (PTA), host communities, principals, teachers, and students, non-governmental organizations, and religious bodies are strong stakeholders in the funding of public secondary schools in Bade Local Government Yobe State . . Based on the findings revealed

that the factors that will encourage stakeholders' participation in the funding of public secondary schools in Bade Local Government Yobe State . include; adequate budgeting of school funds, regular auditing of school funds, proper utilization of school funds, effective and efficient allocation of school funds, regular training of managers on bookkeeping, accountability of school funds, maintenance culture of school facilities, reward/recognitions of participating stakeholders, and regular supervision and monitoring of school projects to ensure completion. Also the findings revealed that, funding of public secondary school will motivate staff in the following ways: it will increase effectiveness and efficiency in staff productivity, reduction in staff moonlighting, increase staff welfare, it will lead to staff prompt payment of salary, it will lead to implementation of non-financial remuneration, it will lead to promotion of staff as at when due, and staff will use part of their salary to support the less privileged students.

Recommendations

Based on the study findings and in the bid to enhance stakeholders' participation in the funding of public secondary schools, the following are hereby recommended:

1. School administrators should not rely only on what is coming from the government but should partner with other stakeholders as a way of alternative sourcing of funds to augment with what the government is bringing. The principal as an administrator through the Ministry of Education should liaise with institutions, NGOs and school host communities to ensure adequate provision of facilities. School managers should access the vast resources provided by the internet where

funds are limited for capacity-building trainings and programmes. More so, teachers who have been trained should be able to train their colleagues.

2. Secondary school administrators/managers should encourage and ensure prudency, proper appropriation, transparency and accountability of funds from teachers and other personnel in the school.

3. The government should ensure to recognize staff effort, promote and accord them all entitlements due them at the right time.

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