

Proprietorship, Funding Practices and Quality Education Delivery of Public Secondary Schools in Delta State, Nigeria

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Abstract

This study investigated proprietorship, funding practices and quality education delivery of public secondary schools in Delta State, Nigeria. The design for the study was the correlational research design. Two research questions and hypotheses were formulated to guide this study. 489 principals from public secondary schools in Delta state constituted the population and sample size of 100 principals representing 20% drawn from the total number of principals in public secondary schools in Delta state using the Taro Yemen. An instrument called Proprietorship, Funding Practices and Quality Education Delivery Questionnaire (PFPQEDQ) was used for data collection and its reliability coefficient was computed at 0.82 using cronbach alpha method. Simple regression was used to analyze the research questions and t-test associated with simple regression was used to test the null hypotheses. Findings of the study revealed that deregulation has contributed averagely to quality education delivery and that public private partnership has also contributed highly to quality education delivery in public secondary schools in Delta state. It was recommended among others that the state government should come up with a plan on the extent to which secondary education will be deregulated, the state government should encourage public private partnership to a great extent as it will reduce the problem of underfunding of secondary schools.

Key words: Proprietorship, Funding practices, Quality education, Deregulation, Public private partnership.

Introduction

The most important instrument that man needs to live effectively and have a meaningful development is education. Education invariably, can be defined as the steps taken so as to make provision for the required awareness that will guide and direct man on the right path to take in achieving his desired goals and also making the society a better place. Education is also a method of giving adequate training and direction to the young ones in school. The government and other

education stakeholders all over the world have seen education as an asset given to human beings that will increase in value over time. Osiyelu (2004) described education as the way to make available the needed indigenous skills that will bring about economic development, scientifically and technological capabilities so as to improve productivity. Education can be acquired anywhere but formal education is acquired in the school. The public schools are majorly managed by the government and this is because they are proprietors to these schools hence they have the legal right to own it. Nigerian education is mostly seen as an authorized and approved service that should be managed only by the three tiers of government. Every Nigerian child is entitled to quality education.

Quality Education according to Webster New International Dictionary of English Language (1986) in Awuru and Adaikwu (n.d) is the extent of compliance to the attainment and attributes that has been secured after a particular position has been achieved and essential trait that makes someone to feel better. It has been observed that giving every child same chance to quality education has become a point of concentration when it comes to public education. Organization for Economic Cooperation and Development (OECD), 2012 noted that investing in education for every child and in particular for those children of disadvantaged backgrounds is both just and economical. Again, Equality Commission for Northern Ireland (2008) listed its three over main objectives to include: 1) that every child have access to a quality educational experience; 2) that that children should be given opportunity to reach their full potentials; and 3) that the ethos of all schools should promote the inclusion and participation of every child.

Quality education is seen as one in which the strength to carry out certain responsibilities is of more importance than the education that plans on providing ideological conformity (Kaldick-Jamabo, 2018). It is type of education that places more importance on application more than theory. Oyeneye (2006) opined that giving quality education to every citizen is compulsory but achieving quality in education without proper funding is impossible. Globally funding is known to be the life wire that directs the education sector in the path to achieving its goals. Nwadiani (2007) posited that no matter the amount of money it cannot be enough to fund education. No school or level of education can operate effectively without proper funding as this will be highly required for purchase of books, building and renovation of school buildings, payment of teachers' salaries, purchase and maintenance of science equipment and taking care of other services so that the school

can function as an institution of learning (Maduagwu & Nwogu, 2006). Funds are also required for the payment of staff salaries, the procurement of instructional materials, the transportation cost of running schools, the erection of new buildings and maintenance of existing ones, administration of examinations, certification, procurement and installation of heavy scientific and technological equipment, maintenance and sustenance of the schools and external communications (Ebong & Afangideh, 2008).

Ogbonnaya (2012) defined fund as the sum of money that is kept and provided for certain purposes. Funds can come from two sources, the long term and short term sources. Funds required within a short period of time is known as the short term sources of funds. Such funds includes physical cash, credit facilities, allowances or discount received, differed expenses and undistributed profits. For funds to be of good use to the administrator, it must be gotten within the shortest period of time. The short term sources of funds can be through internal or external means. Funds raised within the organization are gotten from the internal sources of fund such as retained earnings, depreciation and so on. While the funds raised from those outside the school setting that requires the involvement of other bodies such as UNESCO, UNICEF and loans from commercial banks. Funding education involves the means of finding, distributing and managing public school resources for making available educational services so as to attain the objectives that are stated and those that are hidden (Okumuniri, 2001). To Ojuru (2000), funding education deals with the availability of capital necessary to oversee the resource inputs required in an educational setting so as to acquire its objectives maximally.

In other words, funding secondary education in particular and education generally should not just dwell on sharing and distributing funds but should aim at achieving set educational goals that will be useful always. Education in Nigeria has suffered a great deal because of financial constraint (Akinsanya, 2007). Funding education cannot be left for the government alone hence there will be a lot of discrepancies in the education sector. In line with the above, Maiyashi (2003) agreed to the fact that funding education appropriately is very important for the economy to grow therefore the government should speak out. For the above reason, funding education can be improved if the government uses the method of deregulation and public private partnership. Caldwell and Spinks (1992) in Idialu and Idialu (2012) argued that if education is deregulated, schools will be able to manage themselves. Deregulation has to do with the withdrawal of

government powers in allocating resources and producing goods and services. In the economic sense, it involves freedom from governmental control. Deregulation is the process of gradually limiting the government from taking part in running the organization (Akinwumi, Isuku & Agwaranze, 2005).

Deregulation according to Moses (2019) is a private business done by private persons whom the main purpose of their dealings no matter the risk associated with it is profit maximization. It is apparent that when other stakeholders are involved in management of secondary school, quality education will be achieved. The issue of poor funding has resulted in provision of inadequate public education as a result of a reduction in the per-pupil public expenditure. This has in no small measure contributed to the public perception that public schools provide poor quality education as against the private schools with better funding and management of facilities by their individual proprietors (UNESCO, EFA, 2015).

Deregulating education has to do with reducing or disconnecting government legal control on the dealings of educational enterprise. When this is done and funding secondary education is deregulated, then there will be quality education delivery. When funding of secondary education is deregulated, teachers' salaries and welfare packages will be paid promptly, instructional materials for learning will be procured, running the school will become easy because transportation cost will be taken care of, new buildings will be erected and old ones renovated, examinations and certifications will be properly administered, scientific and technological equipment will be procured, funds will be made available for teacher professional development programmes, there will be proper maintenance and sustenance of external communications and students can easily be sponsored for excursion activities (Moses, 2019). Afangideh (2008), are of the opinion that when education is deregulated, it is likely to bring about individual originality and quality especially when these individuals are given the room to operate maximally without any influence from the government. As a result of education being deregulated, it will reduce cost and the rate at which the providers of education strive to make the services being provided to be of better quality. Quality in the service delivery can easily be achieved when the consumers of these services are partakers in the provision of such services; therefore, they should interact closely with various aspects of the organizations (Caruana, Money & Berthon, 2000).

Another method of funding the proprietor needs to apply for quality education delivery in secondary schools is the public private partnership. Ahmed (2011) posited that when the public sector and private companies (PPP) partner in the provision of funds, provision and maintenance of facilities and so on, it will bring about quality delivery of educational services. When both parties are in partnership, the proprietor of the public secondary schools (government) will be able to meet up with areas of importance such as speedy growth in the provision of infrastructure, school project cost will be reduced and they will be implemented and delivered on time, there will also be accountability in the utilization of allocated funds. Public private partnership involves agreement between both parties by having a service contract, drawing a design on how both parties will be involved in the funding of secondary education and how their operations will be uniformed. From observation, it is obvious that there cannot be a lasting solution to inadequate funding of education. This could be because the government has refused to deregulate education, allow public private partnership or because the right atmosphere for effectiveness and efficiency has not been created.

Public private partnership (PPP) is a necessity for proper funding of secondary schools so as to achieve quality education. Jaiyeoba and Atanda (2007) noted that the level at which the private sector contributes in the funding of education has to be examined so as make effective use of the education system. The private individuals involved in partnership with the proprietors are people or organizations that have sincere interest in education. They are the community, teachers, parents, guardian, students, alumni, civil societies, religious bodies, school proprietor, non-governmental individuals, international communities (Jumare, 2015; National Teachers' Institute, 2009; Adeyanju, 2015 & Universal Basic Education, 2007). Funding can also come from petroleum tax development fund, industrial training fund and national science and technology fund (Federal Republic of Nigeria, 2013). The community being a part of funding the secondary schools generate their funds from raising funds to assist the schools projects and programmes, getting members to pay education taxes levy, the less privileged also benefit from scholarships, building more classes when necessary, by engaging community members and old students various projects, payment of PTA dues and making land available in suitable sites for construction (Ngwo, 2002).

The teacher who is a person with adequate training and certification from a school of higher learning teaches others in the school. The teacher is also involved in funding education by giving

gift to students that perform creditably well in academic activities, rewarding students who are punctual to school and paying school fees for those who cannot afford it. (Jumare, 2015). The parents or guardian of children also support in funding education because they pay school fees, PTA dues, donations they give for school programmes, providing the necessary materials to enhance learning, also providing equipment and other school facilities and also raising funds for executing school programmes (National Teachers' Institute, 2009 & UBEC, 2007). The civil society is not an exemption in the funding of secondary education. This civil society is made up of non-governmental organizations, multi-national cooperation, inter-governmental organizations, trade unions, interest groups and so on. They take part in funding school programmes by providing capacity building programmes for teachers and principals, giving scholarships to students, funding school projects, providing teaching and learning facilities, infrastructural development, financial assistance to the schools and creating awareness concerning government educational policies and programmes (UBEC, 2007; Zuba & Ndajiya, 2014).

According to Midala (2014), the Christians came up with western education right from the era of the colonial masters while the Muslims came up with the Quranic education from the 7th century. This therefore means that the religious body are still part of funding secondary education by providing schools for religious and moral education, building centers for worship in schools, giving teachers moral and religious training, also organizing leadership, moral programmes, symposia, debate and quiz competition for religious and moral education. The students are not also exempted from the funding process as they are the ones being admitted to the schools to learn but also play different roles in funding education such as purchasing school materials such as uniforms, note books, barges, and stationaries etc., payment of school fees and so on. Non-governmental individuals such as the educationist, business tycoon, politicians, civil servants, lecturers and so on are also part of the funding of secondary schools as they are involved in education infrastructural development, presenting scholarships to students, giving sponsorship to less privileged students, donations and providing facilities for teaching and learning (UBEC, 2007). With all of these support from deregulation and public private partnership, can proprietorship and funding practices contribute to quality education delivery in secondary schools in Delta state?

For a very long time now, public secondary schools are being neglected to an extent and this could be as a result of high level of enrollment rate and the government not also providing the

necessary education services that will bring about the achievement of educational goals. As a result of the nonchalant attitude of the government towards education, the sector has suffered a lot in terms of quality, implementation of policies, low standards of teaching, unavailability of staff development programmes for teachers, failure in monitoring education budgets and so on.

Despite the fact that it is obvious that deregulation and public private partnership is working, researchers, education stakeholders and even the government, not minding the benefits of deregulation and public private partnership, are still of the opinion that managing secondary schools through these methods may not really work. Those education stakeholders that have different views about the methods are of the belief that the government is only interested in the methods because it is serving as an escape route for them to share some of their responsibilities. With the government alone, secondary schools are suffering as they encounter poor funding. In other words, can deregulation and public private partnership actually contribute to quality education delivery?

Purpose of the Study

The study was carried out specifically to:

- i. ascertain if deregulation contributes to quality education delivery in public secondary schools in Delta State.
- ii. determine the extent to which public private partnership contribute to quality education delivery in public secondary schools in Delta State.

Research Questions

The following research questions were used to guide the study:

- i. To what extent does deregulation contribute to quality education delivery in public secondary schools in Delta State?
- ii. To what extent does public private partnership contribute to quality education delivery in public secondary schools in Delta State?

Hypotheses

The following null hypotheses were used to guide the study:

H01: There is no significant contribution of deregulation to quality education delivery in public secondary schools in Delta State.

H02: There is no significant contribution of public private partnership to quality education delivery in public secondary schools in Delta State.

Methodology

The design for the study was the correlational research design. Research questions were answered using simple regression and research hypotheses were tested using t-test associated with simple regression at 0.05 level of significance. The population of the study comprised of 489 principals from 489 public secondary schools in Delta state. The sample of study is 100 principals representing 20% drawn from the total number of principals in public secondary schools in Delta state using the Taro Yamen. The instrument for the study was a questionnaire tagged Proprietorship, Funding Practices and Quality Education Delivery Questionnaire (PFPQEDQ). The instrument consisted of two sections namely; A and B. Part A was used to gather demographic data of the respondents while part B was used to elicit responses in order to answer the research questions. The responses on part B was patterned after a modified Likert four point scale of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) rated 4, 3, 2, and 1 respectively with 20 items. Its reliability coefficient was computed at 0.82 using cronbach alpha method.

Results

Research Question One: To what extent does deregulation contribute to quality education delivery in public secondary schools in Delta State?

Table 1: Simple regression analysis on the extent deregulation contribute to quality education delivery in public secondary schools in Delta State.

Model	R	R Square	Adjusted R Square	Standard error of the estimate
1	0.281	0.562	0.634	4.62140

From the table above, deregulation contributes 56.20% to quality education delivery in public secondary schools in Delta state. This means that deregulation has an average contribution to quality education delivery public secondary schools in Delta state.

Hypothesis 1: There is no significant contribution of deregulation to quality education delivery in public secondary schools in Delta State.

Table 2: t-test associated with simple regression analysis on the extent deregulation contributes to quality education delivery in public secondary schools in Delta State.

Model	Unstandardized coefficients		Standardized coefficients	T	P-value (Sig.)
	B	Std. Error	Beta		
Constant	60.565	3.412		18.065	
QED	0.562	0.086	0.099	3.567	0.090

Table 2 showed the probability value to be 0.090 which is higher than the alpha level of 0.05. Therefore, there was no significant contribution between deregulation and quality education delivery in public secondary schools in Delta state. In other words, we fail to reject the null hypothesis which states that there is no significant contribution of deregulation to quality education delivery.

Research Question Two: To what extent does public private partnership contribute to quality education delivery in public secondary schools in Delta State?

Table 2: Simple regression analysis on the extent public private partnership contribute to quality education delivery in public secondary schools in Delta State.

Model	R	R Square	Adjusted R Square	Standard error of the estimate
1	0.431	0.862	0.724	5.54322

From the table above, public private partnership contributes 86.20% to quality education delivery public secondary schools in Delta state. This means that public private partnership has contributed to quality education delivery in public secondary schools in Delta state to a high extent.

Hypothesis 2: There is no significant contribution of public private partnership to quality education delivery in public secondary schools in Delta State.

Table 4: t-test associated with simple regression analysis on the extent public private partnership contributes to quality education delivery in public secondary schools

Model	Unstandardized coefficients		Standardized coefficients	T	P-value (Sig.)
	B	Std. Error	Beta		
Constant	63.490	2.645		20.260	
QED	0.298	0.094	0.189	2.687	0.095

Table 4 showed the probability value to be 0.095 which is higher than the alpha level of 0.05. Therefore, there was no significant contribution between public private partnership and quality education delivery in public secondary schools in Delta state. In other words, we fail to reject the null hypothesis which states that there is no significant contribution of public private partnership to quality education delivery in public secondary schools in Delta State.

Discussion of Findings

Firstly, the study revealed that deregulation has an average contribution to quality education delivery and there was no significant contribution between deregulation and quality education delivery in public secondary schools in Delta state. This is because of governments' refusal to deregulate education services. But, in actual fact, the few missionary schools that were handed over back to the missions are now offering better quality education than when they were taken over by government in the early 1970's. This finding supports Afangideh (2008), Nnabuo, Kpee and Afangideh (2008) and Ebong and Afangideh (2008) studies whose findings revealed that when education is deregulated, it is likely to bring about individual originality and quality especially when these individuals are given the room to operate maximally without any influence from the government. As a result of education being deregulated, it will reduce cost and the rate at which the providers of education strive to make the services provided better quality.

Secondly, the study revealed that public private partnership has contributed to quality education delivery to a high extent and there was no significant contribution between public private partnership and quality education delivery in public secondary schools in Delta state. From the findings, it is obvious that if government lives up to its responsibility in terms of funding, provision of facilities, etc and provides policy guidelines towards education, giving room for private persons, community members and non-governmental organizations to be part of funding education, quality will be assured. In support of the above finding, Ahmed (2011) posited that when the public sector and private companies (PPP) partner in the provision of funds, provision and maintenance of facilities and so on, it will bring about quality delivery of educational services. When both parties are in partnership, the proprietor of the public secondary schools (government) will be able to meet up with areas of importance such as speedy growth in the provision of infrastructure, school project cost will be reduced and they will be implemented and delivered on time. There will also be accountability in the utilization of allocated funds.

Conclusion

Based on the findings of the study, it was concluded that if only the proprietors (government) will deregulate education and allow for public private partnership to a great extent quality will be attained in secondary education in Delta state.

Recommendations

The following recommendations were highlighted based on the findings of the study.

- i. The state government should come up with a plan on the extent to which secondary education will be deregulated in Delta State.
- ii. The state government should encourage public private partnership to a great extent as it will reduce the problem of underfunding of secondary schools in Delta State.
- iii. For quality to be attained in secondary education in the state, education stakeholders should be squarely involved in funding secondary schools.

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