

IMPACT OF FUNDING ON MANAGEMENT OF PUBLIC PRIMARY SCHOOLS IN GUMA LOCAL GOVERNMENT AREA OF BENUE STATE

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Abstract

This study investigated the impact of funding on management of public primary schools in Guma Local Government Area of Benue State. Descriptive survey design was adopted for the study. The population consisted of 539 teachers from 77 public primary schools in Guma Local Government Area of Benue State. A sample of 270 teachers representing 50% of the population from 39 public primary schools in the study area was used. Proportionate sampling and simple random sampling techniques were used to select the sample for the study. Three research questions and three hypotheses were tested at 0.05 level of significance were used to guide the study. The instrument used for data collection was a self-structured questionnaire titled “Funding and Management Questionnaire (FMQ)” with a reliability coefficient of 0.88. Mean Scores and Standard Deviation were used for answering the research questions and Chi-square test of goodness-of-fit was used to test the hypotheses at 0.05 level of significance. The findings revealed that funding has so much impact on primary school management in Guma Local Government Area of Benue State. Based on the findings, it was concluded funding plays so much role in school management. The study recommends among others that the government should fund the schools adequately.

Keywords: impact, funding, management, public primary school

Introduction

Management is the hub that move school activities and programs to attain effectiveness and efficiency globally. However, the management of public primary school is challenged with inadequate provision of both human and material resources due to fund starvation to the public primary schools and how they could be effectively managed with inadequate funding. In Benue State, it has been observed by the researcher that the primary schools in Guma Local Government area of the State seem to be faced with such challenges as infrastructural facilities, school programmes and training of teachers and this has impact on management of public primary schools.

The word management according to Oluwole (2017) means to control, organize, handle, make or keep submissive, executing tasks for a beneficial purpose, and

altering through manipulation. Management of primary schools implies judicious use of resources available to achieve the objectives of primary education (Bua 2020). Management of primary school refers to the notable changes in growth identified in some aspects of primary school occasioned by funding over a given period of time (Akpakwu, 2012). From the above definitions, management could be said to involve ensuring efficiency and effectiveness in the use of the available human and material resources together with the ability to combat any constraints that might hamper the achievement of the set objectives.

Okwori (2012) believes that effective management of primary education leads to new changes in teaching and learning and that most of the positive changes result from funding. Elujekwute, Okigbo and Elujekwute (2021) posited that the fallout from inadequate funding of primary schools in most states in the country includes difficulty in the provision of instructional materials, payment of teacher's salary and provision of equipment for teaching and learning in the schools which affect the management of primary schools. The problem of funding is the most persistent and thorny issue that seems to be militating against the effective and efficient management of schools.

Funding means providing financial resources for a programme or a project (Adzongo, 2022). According to *Elujekwute*, Okigbo and Elujekwute (2021), funding refers to money accrued for a particular purpose, the act of providing, on a larger funding scale of primary education used to pay teachers' salaries and allowances, procure instructional materials and equipment and other facilities. Funding is the act of providing resources, usually in form of money (finance) or other human and material resources (Pinga & Otal, 2019). According to Nakpodia (2011), funds constitute one of the resources for realization of educational objectives. Funding of education in Benue State is the responsibility of the government. The National Policy on Education states clearly that education in Nigeria is no more a private enterprise but a huge government venture that has witnessed a progressive evolution of government's complete and dynamic intervention and active participation (FGN, 2014).

It is in line with the foregoing that Ogbonnaya (2012) rightly argues that the burden of funding education has weighed too much on the government and there are signs of government inability or unwillingness to adequately fund education, giving it the pace of qualitative growth without jeopardizing other sectors of the economy. A lot of reasons have been advanced for the poor funding of education in Nigeria, these includes lack of genuine focus in education by government, this shows that adequate priority attention is not given to education resulting to careless and unrealistic budgetary provisions. (Ogabor, 2014) states that the amount of funds currently allocated to primary schools is grossly inadequate; a

pathetic situation that has impacted on infrastructural facilities in primary school in Benue State.

Infrastructural facilities are the stems for the success of educational goals and objectives. Infrastructure according to Okwori (2012), is defined as the basic physical and institutional structures needed for the operation of the school or an enterprise. This means that infrastructure is an essential ingredient for the smooth function of any education and development of any institution. Ezeogidi (2014) refers to infrastructural facilities as the increase of technical structures that enhance teaching and learning condition in any institution. Arinze (2012) identified infrastructural facilities to include drainage, buildings for offices, residential laboratories, workshops and studio, sporting and recreational facilities. The effective management of primary schools depend largely on the funding (Elujekwute, Okigbo & Elujekwute, 2021).

Training is an administrative strategy for improving the knowledge base of school human resources. Training according to Jones and George (2011), is teaching organizational members how to perform their jobs well and helping them to acquire the knowledge and skills they need to be effective in their jobs. Training is building the skills and knowledge of the members of an organization so that they will be prepared to take on new responsibilities and challenges in their jobs (Akpakwu, 2012). Teachers training programs could be an essential part of the school policies enhanced by funding (Roberts & Outley, 2012). Yawe and Ivagher (2019) outlined teachers training programmes to include seminars, conferences, workshops, orientation and lecture courses. Management of primary schools could urge teachers to participate in training programs when there is proper funding. Studies on human resource practices reveal that training programs are of great help for achievement of primary school objectives (Abiodun & Mbaba, 2020). Funding is therefore seems as an indispensable factor in the operation of educational institutions such as the provision of infrastructural facilities, school programmes and training of teachers. It is against this background that the study sought to investigate the impact of funding on management of public primary schools in Guma Local Government Area of Benue State.

Statement of the Problem

Management is at the heart of the achievement of education objectives in any country of the world. In Nigeria, management of schools appear to be challenged probably by lack of definite structures and strategies in funding of the education sector (Okunamiri, 2017). There have been public out-cry in primary schools today likely due to ineffective management of schools in the aspect of inadequate facilities, shortage of personnel and manpower to execution the academic programmes evidenced by low funding of education.

As a peculiar challenge being faced by public primary school across the country, the researcher observed that management of primary schools in Guma Local Government Area suffers inadequate infrastructural facilities, inadequate school programmes and teachers' training which could be as a result of issues with funding.

Government efforts have been persistent in funding of public primary schools to enhance effective management of the schools. However, management of primary schools seems to be faced with a lot of challenges such as poor planning, inadequate funding, for development of human and material resource. Haven observed the low funding of primary schools, it is likely that schools are falling short of infrastructural facilities. The researcher observed challenges with effective teaching and learning due to inadequate instructional materials, facilities management and that of human resource management in primary schools. It is against this background that the researcher was interested in investigate the impact of funding on management of public primary schools in Guma Local Government Area of Benue State, Nigeria.

Objectives of the Study

The objectives of the study was to investigate impact of funding on management of public primary schools in Guma Local Government Area of Benue State. Specifically, the study sought to:

1. Examine the impact of funding on infrastructural facilities in public primary schools in Guma Local Government Area of Benue State;
2. Examine the impact of funding on school programmes in public primary schools; and
3. Ascertain the impact of funding on training of teachers in public primary schools.

Research Question

The following research questions were formulated to guide the study:

1. What is the impact of funding on infrastructural facilities in public primary schools in Guma Local Government Area of Benue State?
2. What is the impact of funding on school programmes in public primary schools?
3. What is the impact of funding on training of teachers in public primary schools?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance to guide the study:

1. There is no significant impact of funding on infrastructural facilities in public primary schools in Guma Local Government area of Benue State.
2. There is no significant impact of funding on school programmes in public primary schools.
3. There is no significant impact of funding on teachers training in public primary schools

Methodology

Descriptive survey design was adopted for the study. The area of the study was public primary schools in Guma Local Government Area of Benue State. The population consisted 539 teachers from 77 public primary schools in Guma Local Government Area of Benue State. A sample of 270 teachers representing 50% of the population from 39 public primary schools was used for the study. Nasera (2016) asserts that 5% or more is ideal for a sample of a given population. Simple random sampling technique was used to select the sample for the study. The instrument used for data collection was a questionnaire titled “Funding and Management Questionnaire (FMQ)”. The instrument was validated by three experts and was subjected to a reliability test which yielded a reliability coefficient of 0.88. Data was collected by the researcher with the help of five research assistants. Mean Scores and Standard Deviation were used for answering the research questions. Chi-square test of goodness-of-fit was used to test the hypotheses at 0.05 level of significance. The decision rule for rejection or otherwise of the hypotheses was based on *p* value and alpha value. Hypotheses of no significant impact were not rejected for any hypothesis whose *p* value was equal to or greater than alpha value of 0.05 ($p \geq 0.05$). While any hypothesis whose *p* value was less than alpha value of 0.05 ($p \leq 0.05$) was rejected.

Results

Question One: What is the impact of funding on infrastructural facilities in public primary schools in Guma Local Government Area of Benue State?

Table 1:

Mean Scores and Standard Deviation of the Impact of Funding on Infrastructural Facilities in Public Primary Schools.

S/N	Items Description	N	SA	A	D	SD	\bar{X}	SD	Decision
1	Inadequacy of funds are responsible for poor nature of classrooms in primary schools.	255	58	99	37	61	2.60	1.09	Agree

2	Insufficient funds lead to non-provision of desk in primary schools.	255	26	140	68	21	2.67	0.77	Agree
3	Inadequate funds prevent sinking of borehole in primary schools.	255	70	135	31	19	3.00	0.84	Agree
4	Inadequate financial resources prevent the building of toilets in primary schools.	255	39	162	40	14	2.89	0.72	Agree
5	Insufficient funds leads to non-availability of libraries in primary schools.	255	80	64	60	51	2.68	1.12	Agree
	Cluster Mean						2.77		Agree

Source: *Researcher's Field Survey Results (2023)*

Table 1 shows that the mean ratings of item 1-5 are 2.60, 2.67, 3.00, 2.89 and 2.68 with the corresponding standard deviations of 1.09, 0.77, 0.84, 0.72, and 1.12 respectively, indicated that the respondents agreed that inadequate funding impacted negatively on the infrastructural development of the primary schools in Guma Local Government Area of Benue State. In line with the above, *Elujekwute, Okigbo & Elujekwute (2021)* posit that funding has significant influence on infrastructural facilities in public primary schools.

Research Question Two: What is the impact of funding on school programmes in public primary schools?

Table 2: *Mean Scores and Standard Deviation of the Impact of Funding on School Programmes in Public Primary Schools.*

S/N	Items Description	N	SA	A	D	SD	\bar{X}	SD	Decision
6	When money is available, pupils' debates will be organised more often.	255	123	82	12	38	3.14	1.05	Agree
7	Availability of funds will not leads to organisation of pupils' quiz competitions	255	25	17	99	114	1.82	0.94	Disagree
8	Availability of resources will enhance taking of pupils on field trip.	255	76	101	35	43	2.82	1.04	Agree

9	Adequacy of resources will lead to organisation of sports competitions for pupils.	255	48	100	81	26	2.67	0.90	Agree
10	Availability of money will support organisation of pupils' social week.	255	63	89	69	34	2.71	0.99	Agree
Cluster Mean							2.63		Agree

Source: *Researcher's Field Survey Results (2023)*

Table 2 shows that the mean ratings of items 6-10 are 3.14, 1.82, 2.82, 2.67 and 2.71 with the corresponding standard deviations of 1.05, 0.94, 1.04, 0.90 and 0.99 respectively, agreed that availability of funds impact so much on school programmes. This is seen on the cluster mean of 2.63 which indicates that the respondents agreed that when funds are available, school programmes are carried out smoothly. This is in line with the finding of Pinga and Otalú (2019) that there is significant impact of funding on programme management in Universal Basic Education; funding support the organisation and smooth flow of school programmes.

Question Three: What is the impact of funding on training of teachers in public primary schools?

Table 3: *Mean Score and Standard Deviation of the Impact of Funding on Training of Teachers in Public Primary Schools.*

S/N	Items Description	N	SA	A	D	SD	\bar{x}	SD	Decision
11	Availability of funds supports the organization of Symposia for teachers.	255	70	51	94	40	2.59	1.05	Agree
12	Teachers' conferences are organized when there is a financial resource.	255	108	97	38	12	3.18	1.86	Agree
13	Availability of money will not enhance granting of teachers' study leave.	255	20	43	91	101	1.93	0.94	Disagree
14	Workshops will be organized in school for teachers when there is adequacy of money.	255	132	49	17	57	3.00	1.22	Agree

15	Adequacy of fund will guarantee regular seminars for teachers	255	109	43	31	72	2.74	1.27	Agree
	Cluster Mean						2.68		Agree

Source: *Researcher’s Field Survey Results (2023)*

Table 3 reveals that items 11-15 have mean ratings of 2.59, 3.18, 1.93, 3.00 and 2.74 with the corresponding standard deviations of 1.05, 1.86, 0.94, 1.22 and 1.27 respectively, with the cluster mean of 2.68 is above the cut-off point of 2.50. This means that funding has significant positive impact on training of teachers in public primary schools. In line with above assertion, Abiodun, and Mbaba (2020) posit that funding significantly impact on training of teachers

Test of Hypotheses

H₁: Funding has no significant impact on infrastructural facilities in public primary schools in Guma Local Government Area of Benue State.

Table 4: *Chi-square Analysis of the Significant Impact of Funding on Infrastructural Facilities in Public Primary Schools.*

Responses	SA	A	D	SD	Df	P-value	Remark
Observed Frequency	55	120	47	33			
					3	0.000	Sig.
Expected Frequency	63.9	63.9	63.9	63.9			

$P=.000 < 0.05; df=3$

Table 4 shows that $P < .05$ at 3 degree of freedom. Thus the null hypothesis which states that funding has no significant impact on infrastructural facilities in public primary schools was rejected. The implication is that funding has significant impact on infrastructural facilities in public primary schools in Guma Local Government Area of Benue State.

H₂: Funding has no significant impact on school programmes in public primary schools.

Table 5: *Chi-square Analysis of the Significant Impact of Funding on School Programmes in Public Primary Schools*

Responses	SA	A	D	SD	df	P-value	Remark
Observed Frequency	65	80	59	51			
					3	0.000	Sig.
Expected Frequency	63.9	63.9	63.9	63.9			

$P=.000 < 0.05; df=3$

Table 5 shows that $P < .05$ at 3 degree of freedom, showing the null hypothesis which states that funding has no significant impact on school programmes in public primary schools was rejected. This result clearly shows that funding has significant positive impact on school programmes in public primary schools.

H₃: Funding has no significant impact on training of teachers in public primary schools

Table 6: Chi-square Analysis of the Significant Impact of Funding on Training of Teachers in Public Primary Schools.

Responses	SA	A	D	SD	Df	P-value	Remark
Observed Frequency	88	57	54	56			
					3	0.000	Sig.
Expected Frequency	63.9	63.9	63.9	63.9			

$P=.000 < 0.05; df=3$

Table 6 shows that $P < .05$ at 3 degree of freedom. This shows therefore that the null hypothesis which states that funding has no significant impact on training of teachers in public primary schools was rejected. This means that, funding has significant positive impact on training of teachers in public primary schools.

Discussion of Findings

Research question one revealed that funding has significant impact on infrastructural facilities in public primary schools in Guma Local Government Area of Benue State. This finding is in line with that of *Elujekwute, Okigbo & Elujekwute (2021)* who posited that funding has significant influence on infrastructural facilities in public primary schools. *Arinze (2012)* also found that

funding has significant influence on infrastructural facilities in public primary schools.

Research question two revealed that funding has significant and positive impact on school programmes in public primary schools in Guma Local Government Area. This finding is in line with that of Udofia and Ikpe (2012) who stated that there is significant relationship between the funding and financial management of school programmes. It was also found that funding support the organisation and smooth flow of school programmes. Pinga and Otal (2019) also found that there is significant impact of funding on programme management in Universal Basic Education.

Research question three revealed that funding has significant and positive impact on training of teachers in public primary schools in Guma Local Government Area. This finding is in line with that of Azi and Shikdima (2021) who posited that there is a significant impact of government expenditure on teachers training. The finding revealed that government expenditure through funding enhances the training of teachers in schools. Abiodun, and Mbaba (2020) also posited that funding significantly impact on training of teachers.

Conclusion

This study established that funding has significant and positive impact on infrastructural facilities, school programmes and training of teachers in public primary schools in Guma Local Government area. It was therefore concluded that funding has significant impact on management of public primary schools in Guma Local Government area of Benue State.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. School head teachers should engage the school communities in the provision of infrastructural facilities other than depending entirely on the government.
2. Head teachers should source for alternative means of financing school programmes.
3. Local Government Education Authorities should liaise with non-governmental organisations to offer training to teachers.

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