
**EXTENT OF GOVERNMENT CONTRIBUTION TOWARDS FUNDING OF
SECONDARY SCHOOL IN ENUGU STATE**

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Abstract

The study of extent of government contribution towards funding of secondary school in Enugu State, looks at the extent of government contribution towards improving the funding of secondary education in Enugu State. The paper x-rays the objectives of secondary education as enunciated in the National Policy of education. One research question and one hypothesis guided the study, the study was a descriptive survey. A sample of 1384 teachers made up of 447 and 937 urban and rural teachers respectively was used in the study. An 11 item questionnaire was used to elicit information from the respondents. The data collected was analyzed using mean and grand mean. From the findings, it was discovered that government contribute to a great extent towards improving the funding of secondary education. Consequently when the educational system is adequately funded, teachers' salaries will be paid, other incentives provided, learning and instructional material will also be provided; teaching and learning will be more effective leading to the achievement of teaching and instructional objectives which will in turn lead to the achievement of the curriculum objectives

Keywords: Government contribution, Funding, Secondary school, Education**Introduction**

Education of all types and at all levels is the man's most potential instrument for over all development. It is also the only wire for continuous transmission and sustainability of the cultural values of any society. Ogonnaya (2000) opines that education enriches individual's knowledge and develops their potentials.

Generally, the philosophy of Nigeria education is based on the following beliefs:

- a. Education is an instrument for national development and social change.
- b. Education is vital for the promotion of a progressive and united Nigeria.
- c. Education maximizes the creative potentials and skills of the individual for self-fulfillment and general development of the society.
- d. Education is compulsory and a right of every Nigeria irrespective of gender, social status, religion, ethnic background and any peculiar individual challenges; and
- e. Education is to be qualitative, comprehensive, functional and relevant to the needs of the society Federal Republic of Nigeria (FRN, 2013).

Secondary education is the education for children between the ages of 11 – 16 years. The education of children at this stage is faced with a lot of challenges occasioned by the period of adolescence and youthful exuberances. That is why government should do everything to improve the funding of education at this level in order to achieve the curriculum objective of the secondary education which is very pertinent for national development. Secondary education is made up of junior secondary education otherwise referred to as Upper Basic Education with the stated objective as follows:

- a. Provide the child with diverse basic knowledge and skills for entrepreneurship and educational advancement;
- b. Develop patriotic young people equipped to contribute to social development and the performance of their civic responsibilities.
- c. Inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour and
- d. Inspire national consciousness and harmonious co-existence irrespective of difference in endowment, religion, ethnic and socio-economic background. FRN (2013).

Furthermore, the senior secondary education which is part of the post basic education has its objectives as stated below:

- a. Provide holders of Basic Education Certificate and Junior Arabic and Islamic studies certificate with opportunity for education of higher level, irrespective of gender, social status, religious or ethnic background.
- b. Offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles.
- c. Provide trained manpower in the applied science, technology and commerce at sub-professional grades.
- d. Provide entrepreneurial, technical and vocational job-specific skills for self-reliance and for agriculture, industrial, commerce and economic development.
- e. Develop and promote Nigerian languages, art and culture in the context of world's cultural heritage.

- f. Inspire students with desire for self-improvement and achievement of excellence.
- g. Foster patriotism, national unity and security education with an emphasis on the common ties in spite of our diversity; and
- h. Raise morally upright and well-adjusted individuals who think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour.

The benefits the country as a whole stands to gain if the stated objectives of the secondary education are achieved cannot be over-emphasized, hence the need for adequate funding by the government Federal Republic of Nigeria (FRN, 2013).

Inadequate funding is the bane of all educational problems. In this regard, Eze (2003) in Igbe (2014) stated that educational finance is controversial and has continued to pose problems in the management of education generally. Nworgu (1999) in Igbe (2014) asserted that in Nigeria, there appears to be a perennial shortage of funds for the educational system at all levels. There is no gain saying that education is an expensive venture which government at all levels should join hands together to sponsor. FRN (2013) pointed out that education is an expensive social service and requires adequate financial provision from all tiers of government for successful implementation of the educational programme. In 2011, the Enugu State Post Primary School Management Board observed that Enugu State has peculiar problems in funding of its secondary school (Igbe, 2014). Hence the drive to determine the extent of government contribution to the funding of secondary education in Enugu State. The major issue of academic concern for this study is that without adequate funding, the achievement of the curriculum objectives of secondary education in Enugu State will be a mirage, payment of staff salaries will not be there, provision of facilities, for conducive learning environment-buildings, computers, learning and teaching materials etc to facilitate learning will be difficult. Therefore the problem of this study is to determine the extent of government contribution to the funding of secondary education in Enugu State.

Research Question

The following research question guided the study

1. What is the extent of government contribution towards improving the funding of secondary education in Enugu State?.

Research Hypothesis:

1. There is no significant difference between the mean ratings of rural and urban teachers on the extent of government contribution towards improving the funding of secondary education in Enugu state.

Method

The design for the study was descriptive survey. The population for the study was 6821 made up of 2,237 urban secondary school teachers and 4584 rural secondary school teachers. The sample for the study was 1384 made up of 447 for urban secondary school teachers and 937 for rural secondary school teachers.

Questionnaire was the instrument used in collecting the data on the extent of government’s contribution towards improving the funding of secondary education in Enugu state.

The questionnaire was developed by the researcher and validated by three experts, two from curriculum and instruction and one from measurement and evaluation. All from the Faculty of Education, Enugu State University of Science and Technology. The instrument had a reliability co-efficient of 0.77. The internal consistency of the instrument was determined using Croabach’s Alpha reliability estimate. The questionnaire elicited responses from the respondents on the extent of government contribution towards improving the secondary education funding in Enugu State.

Result: Table 1 shows the extent of government’s contribution towards funding of secondary education in Enugu State.

Table 1: Means ratings of respondents regarding the extent government is contributing towards improving funding of secondary education.

ITEMS	VGE	GE	LE	VLE	Total	X	decision
1. Government has increased Its budgetary allocation to Secondary education	521	600	83	180	1384	83	180
2. Government involves private Private individuals and corporate Bodies in funding secondary Education	680	402	101	201	1384	3.12	GE
3. Government directs a great Percentage of funds to the Funding of secondary education	504	420	390	70	1384	2.98	GE
4. Government lobby wealthy groups Wealthy groups and individuals to Sponsor secondary education.	584	400	210	190	1384	2.99	GE
5. Government has met 26% budgetary Allocation of UNESCO every year	200	802	300	82	1384	2.80	GE

6. Government collects tuition and School fees from student to sponsor Secondary education.	312	540	201	331	1384	2.60	GE
7. Government provides funds for Funds for library, materials, text Books and supplementary education	506	411	147	320	1384	2.79	GE
8. Government has used direct and direct taxes and also property tax to Generate funds for secondary education.	308	550	322	204	1384	2.69	GE
9. Government sought assistance in form of grants and profitable capital projects in secondary Education.	107	323	554	400	1384	2.09	LG
10. The amount of fund purported on secondary education by the Government are actually spent on it.	420	522	321	121	1384	2.89	GE
11. Government has revamped printing industry to make it easy to produce books.	600	401	300	83	1384	2.80	GE
Grand mean						2.8	GE

The above table indicated that all the respondents agreed to a great extent with items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and 11. However their response to item ‘9’ was to a low extent. Grand mean of 2.8 was obtained. This implies that government’s contribution towards funding of secondary education in Enugu State was to a great extent.

Table 2: t-test of mean ratings of rural and urban teachers in Enugu state on the extent of government contribution to the improvement of funding of secondary education in Enugu state.

GROUP	N	X	SD	DF	t-cal	t-critical	Decision
Rural teachers	937	2.69	6.70				
Urban teachers	447	2.98	0.98	1384	1.67	1.86	Not rejected

The result in table 2 showed that calculated t-value (1.67) was less than the critical value (1.86) the null hypothesis was not rejected. Therefore, there is no significant difference between the mean ratings of rural teachers and urban teachers on the extent of government contribution to the improvement of funding of secondary education in Enugu State.

Discussion

Based on the findings from table 1, it was discovered that government contributes towards the improvement of funding of secondary education to a great extent. This is in agreement with a previous Researcher-Mishkin (2013) who observed that funding of education in particular has continued to receive more attention. This is informed by the fact that education employs the highest number of individuals in the process of its deliverances. Education is also the most prominent instrument for rapid and sustainable all round development of any nation and equally an instrument for cultural propagation.

Mishkin (2013) in Igbe (2014) asserted that education is seen as a powerful vehicle for the equalization of economic opportunity, distribution of income and elimination of poverty. Because of the unquantifiable benefits of education, it is not surprising that almost all the items fashioned to generate response on the extent of government's contribution towards improving the funding of secondary education in Enugu State received positive response. The grand mean of 2.8 was an indication that government contributed to the improvement of funding of secondary education in Enugu State to a great extent.

Conclusion

Based on government's deep concern on education and huge financial commitments involved, teachers and every person involved in the delivery of instruction should be monitored to ensure commitment so as to achieve the curriculum objectives of secondary education in Enugu State, as it has been discovered that government plays its own role of funding to a great extent.

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