

**INFLUENCE OF FUNDING IN PUBLIC PRIMARY SCHOOLS IN EGOR
LOCAL GOVERNMENT AREA**

BY

Echenim Justice ISIOMA

EDU2005747

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

BENIN CITY.

JANUARY, 2025.

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
MANAGEMENT, FACULTY OF EDUCATION, UNIVERSITY OF BENIN,
BENIN CITY.**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF BACHELORS DEGREE (B.Sc. Ed.) IN EDUCATIONAL
MANAGEMENT.**

JANUARY, 2025.

CERTIFICATION

We, the undersigned, certify that this research project was carried out by Echenim Justice Isioma in the Department of Educational Management, Faculty of Education, University of Benin, Benin City.

Dr. P.A Enaigbe
Project Supervisor

Signature and Date

Dr. N. Obiwuluzo
Project Coordinator

Signature and Date

Prof. E. Omoroguiwa
Dean, Faculty of Education

Signature and Date

DEDICATION

This project is dedicated to God almighty for having made it possible.

To my darling parents Mr and Mrs Echenim in the planet whose love and care has enhanced the realization of my academic ambition.

It is also dedicated to my greatest siblings, namely Chioma, Chisom and Ifeanyi for their lovely prayer and encouragement throughout my course of study in the University.

ACKNOWLEDGEMENTS

In achieving this lofty objective, I thank God for seeing me throughout my stay in the University. Hence, I have completely realized and appreciate the guidance and grace of God for the completion of this project work. I have undoubtedly become indebted to more people than I can enumerate here.

My warm and sincere gratitude goes to my supervisor, Dr. P. Enaigbe whose encouragement, patience, understanding and assistance led to the success of this project work.

My special thanks goes to my lecturer and mentor, Dr. Omoruyi, Mrs Faith Iwerebor who in their various ways contributed to the success of my project work the best I can ever wish for are a simple magic and a plus to my life.

To the greatest cousins in the world, Viggie, Kemi, Ruky, Ose, Onose, Simi and Puffy, to them I say thanks.

Most importantly, I thank God almighty for seeing me through my course of study in the University of Benin.

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ABSTRACT

This study aimed at investigating the influence of funding in public primary schools at Egor Local Government Area of Edo State, Benin City.

The descriptive survey research design was employed in the study. The population consists of 29 public secondary schools in Egor Local Government Area. A percentage of 38% of the entire population was taken as a sample for the study, making 11 schools. The instrument of data collection was questionnaire which was divided into two parts. The first part consisted of demographic data of respondents while the second parts. The first part consisted of demographic state of respondents while the second part consisted of data on the influence of funding in public primary schools. Data collected was analyzed using frequency percentage mean and standard deviation.

The study found that there is low level of funding in public primary schools and the major source of revenue for the school is the government which is inadequate. In as much as this fund is inadequate for the school, some corrupt officials still finds their way to embezzle the money.

The study recommends therefore that government should increase their budgetary allocation to education to help them run the school effectively and efficiently. Schools should also use other sources of funding rather than the one from the government in financing the school. A body should be set up to monitor the funds allocated to school to eliminate corruption among officials.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The provision for education is a key element of a policy to promote broad-based economic growth. Education plays a great significant role in the economy of a nation, thus educational expenditures are found to constitute a form of investment. In Nigeria, the demand for education is very high because education is not only an investment in human capital but it is also a pre- requisite for economic development (Ubogu, 2011).

To develop a nation, one needs to develop its citizens first and one major ways of doing that is to educate the citizens. Education is an important area where both governments in developed and developing economies need to channel its resources. The belief is that the outcome from education expenditures will go a long way in transforming human, economic, social, cultural and other aspects of the people's lives. But despite the investment in education, there exist no solid evidence of growth but it rather deepens social inequalities and inculcates harmful social changes such as cultism, brain drain, industrial disputes, rent seeking, etc. in the school system and society at large.

Primary school is a school which provides primary education between the ages 6 and 11 years. It is aimed at developing basic literacy, numeracy, communication skills and transmission of the culture of the people to younger generations. Primary schools in all country have always been the foundation of formal education. This foundation (primary school) needs to be solid as other levels of education rely on it as it is the first level in the

levels of education. Primary school has been in existence even before Nigeria gained her independence. There is little or no doubt that one of the factors that could determine the performance of students at the secondary and tertiary levels is the foundational knowledge that has been acquired at the primary level. This was reflected in various national and regional policies, especially the Universal Primary Education (UPE) in the Western and Eastern regions in 1953, aimed at making education available to all. The introduction of UPE was characterized by acute shortage of classrooms - overcrowded classrooms, shortage of teachers as well as equipment. Babalola and Adediji (2009) assert that three decades of exclusive government ownership, control and management of education had been attended by unprecedented failures. It has been characterized by poorly trained teachers, poor teaching, poor technology and under-funding. As public education became increasingly ineffective and inefficient, private provision of education became inevitable. Public schools are generally mandated for or offered to all children without charge and it is usually funded by the government. They are schools maintained at public expense for the education of the children of a community or district and that constitute a part of a system of free public education. The public schools are made available for people who cannot afford private schools as it is almost free and less expensive. Though the quality of public schools in Nigeria is very low but it has really help those especially people with low standard of living to acquire education which they would have been unable to acquire if government has not made provision for public education.

The public schools does not bill their ward unlike the private schools that bill for schools fees, school uniforms, textbooks, stationeries, extra-curriculum activities, etc. The public schools can only ask the ward to pay charges which is an insignificant aspect of the funding as a whole.

Funding of education in Nigeria comes from different sources. The major source of fund for public primary schools (and public education as a whole) is the government. The government generates the fund from public revenue from taxation and proceeds from petroleum or crude oil. Education funds are reported to be shared among primary, secondary and tertiary educational levels in the ratio of 30%, 30% and 40% respectively (Balani 2004). The Nigeria government was able to finance education sector considerably, as a result of huge wealth generated from the sales of oil, which discovery brought fundamental changes to the economy of Nigeria. Mostly, funding of education deals with the expenditure incurred such as payment of teachers' salaries, building of infrastructural facilities (classrooms, toilets, library, etc.,) provision of teaching materials (white board, maker, cardboard, projector, etc.) and so on. Also, the public schools generated revenue to run the school from other sources rather from the government.

The financing of education as an aspect of public finance embraces all aspects of funding of education including the sources of funding and how the money earmarked for education is spent especially for the purchase of goods and services of man and materials (Agbobu 1983), Borokhovich, Zivney & Sundaram, 1995). Thus the financing of education is a vital

area of economics of education (Akangbou, 1986 & Adeyemi 1998). The importance of adequate financing of education cannot be over-stressed. Ozigi (1977) argued that no organization could carry out its functions effectively without adequate financial resources at its disposal. Money is needed to pay staff, maintain the plant and keep the services going. The argument supported earlier findings that finance is of vital importance to education and economic growth (Taggert, 2003).

The System of education at all levels has undergone rapid changes and growth within a context of an unstable economy. The education sector continues to expand even though there were substantial economic setbacks. The economic crises has had a negative impact on the education system and played a major role in the decline of the quality of education offered. Gravenir 1987 suggested that there is need to devise permanent solutions to the problems of meeting the financial needs of the expanding school in the country. This need, he said arises out of the awareness that given the present rate of expansion of the school system coupled with prevalent belief among the population that education is a fundamental human right which should be funded by government, a crisis of educational financing is imminent in the near future.

In recent years, issues relating to financing education have gone increasing to therefore, in many centuries, especially in the third world. Since the government took over schools from the religious bodies in Nigeria, education has become one of the biggest investment

enterprises when compared to other sectors of the economy. The expanding nature of educational system now subjects the sponsors to various financial problems.

1.2 Statement of- the Problem

The primary school which is said to be the foundation of education is currently in crisis. The funds needed to run the school are probably not sufficient, mismanaged or embezzled. The education sector complains of underfunding while the government accuses the sector of inefficient utilization of available resources. Who are we to blame?

One of the key problems facing Nigeria and most developing countries is how to adequately finance the educational needs of their inhabitants. The Nigeria government has been facing a problem of rapid growth in education expenditure at all levels in the face of declining rate of growth in revenue, thus creating a situation that would encourage increasing deficit financing. This problem has been brought about by a decline in petroleum which forms the main source of revenue for the country as well as by sustained inflation of prices in the economy as a whole.

There are increasing complaints about poor standard of education in the public primary school as the lack of funding in that section has made their standard to fall. They no longer follow the required specification of the National policy on education (NPE) which ought to be a guide to effective teaching and learning in other for them to achieve their goals and objectives.

The poor standard in the public primary schools is worst to the extent that their classrooms are always over populated, they lack infrastructural facilities, no instructional materials for teaching, they also lack qualified teachers and to mention few.

At the core of Nigeria's primary education is the fact that public funding is at lower ebb of 11% in 2007 compared to UNESCO standard of 26%. This low funding is compounded by problems associated with lack of access to service providers, misappropriation, fund leakages and diversions. Consequently, the provision of education materials for effective teaching and learning remains a major challenge of Nigeria's public primary school.

It is therefore the concern of this researcher especially considering the importance of primary education for both individual and nation building to examine the role or level of funding in actualizing the objectives of education in Egor Local Government of Edo State.

1.3 Research Questions

For this research study, the following research questions were raised:

- a. What is the level of funding in public primary schools at Egor Local Government Area of Edo State?
- b. To what extent has government funding influenced teaching and learning in public primary school at Egor Local Government Area?
- c. What are the sources of funding public primary schools at Egor Local Government Area of Edo State?

- d. What are the limitations of funding in public primary schools at Egor Local Government Area of Edo State?
- e. What measures can be taken by the government to increase the funding of public primary schools at Egor Local Government Area of Edo State through funding?
- f. Has funding in public primary schools at Egor Local Government Area been adequate?
- g. How regular is the fund allocated to the public primary schools at Egor Local Government Area?
- h. Does funding have impact in the provision of infrastructural facilities in public primary schools at Egor Local Government Area.?

1.4 Purpose of the Study

The main purpose of this study is to investigate the influence of funding on teaching and learning in public primary schools in Egor local government area of Edo State. The specific objectives include the following:

- a. to determine the level of funding in public primary schools at Egor Local Government Area,
- b. to determine the extent to which funding influence teaching and learning in public primary schools at Egor Local Government Area,
- c. to ascertain the sources of funding in public primary schools at Egor Local Government Area,

- d. to find out the limitations of government funding to effective teaching and learning in public primary school at Egor Local Government Area,
- e. to determine policy measures to be taken by the government to increase the educational funding in public primary schools at Egor Local Government Area,
- f. to determine the adequacy of funding to public primary at Egor Local Government Area,
- g. to ascertain the regularity of the funding in public primary schools at Egor Local Government Area and,
- h. to determine the impacts of funding on the provision of infrastructural facilities in public primary schools at Egor Local Government Area.

1.5 Significance of the Study

The study is significant in that it is directed towards examining the influence of funding on teaching and learning in public primary school. It will therefore help the government to see the gap between public and private primary school as this study will show how effective and efficient both are. The research will also provide an objective view to the relevance of education to Nigerian economy.

It will serve as a reference point to the policy makers to adequately plan education funding. When education funding is plan adequately, the problems face in the education sector will be attended to. Policy makers will be able to design an articulate and comprehension policy with respect to educational management in Nigeria.

The findings of this research will also serve as good resources materials for those that intend to make further research on the influence of funding on teaching and learning in public primary schools in Nigeria.

And finally, it will enable researchers widen the scope of knowledge in funding of public primary schools in Nigeria.

1.6 Scope and Delimitation of the Study

The study examines the influence of funding on teaching and learning in public primary school at Egor Local government area of Edo state and delimited to selected schools.

The study would have been made to cover large population and geographical area but was limited by shortage of time and finance.

1.7 Definition of Terms

The following are the terms used in this research work

Educational needs: Those requirements needed by the teachers (teaching and non-teaching staffs); and pupils for teaching and learning to effectively and efficiently take place in the school in order to achieve the school goals.

Financial needs: financial needs in this research work refer to the free education being demanded by the people and seen as one of their fundamental human right which the government must provide as it is their responsibility to do so.

Performance: Performance in the aspect of their educational and or academic performance. It is the extent to which a student, teacher or institution has attained their short or long term educational goals.

Public Revenue: This is the income of the government through all sources. It is the total income that accrues to all levels of administration (local, state and federal) or government from various sources.

Educational expenditure: It involves expenditures made to the education sector for the presence of more of more knowledgeable individuals and thus the knowledgeable society. It is the total government's budget allotted in different educational activities.

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews related literatures and they are presented under the following sub-headings.

- Concept of Funding.
- Primary Education in Nigeria.
- Brief Historical Perspective of Funding Primary Schools in Nigeria.
- The Influence of Funding on Primary Education.
- Sources of Funding Public Primary Schools in Nigeria.
- Effect of Poor Funding in Public Primary Schools in Nigeria.
- Rectification of the Problems Caused by Poor Funding in Public Primary Schools in Nigeria.
- Factors Limiting Government Funding of Schools.
- Policy Actions to Increase Funding.

2.1 Concept of Funding

Funding is the act of providing resources to finance a need, program or project. While this is usually in the form of money, it can also take the form of effort or time from organization or company. It is the money provided by an organization or government for a particular purpose.

Funding defined by thesaurus dictionary is the supply of money or pecuniary resources, as for some purposes.

Fund in education is the money provided by a government or raised by parents and teachers to finance the running of a school. It includes the financial and in-kind resources available for education. "It is impossible to separate education funding from resources. The level of funding drives not only the quantity but also the quality of resources available to create public educational opportunities. The success or failure of schools is strongly connected to the financial support made available to them through the levying of taxes and the allocation of revenues (Harvey, 1989).

Fund is needed in the school in order to run it to achieve its goals. Funding is central to an effective and efficient education and until government invests adequately in education, education cannot achieve its set goals. According to Nwadiana Mon, there is no amount of money that is enough to fund education in Nigeria. He also added that there is no amount of money that is too much to fund education. Without fund, the school cannot operate effectively as the requirements needed for the school to function as a school will not be met.

Education is considered as an expensive social service. It requires consistent and adequate financial provision from all and sundry as well as the tiers of government for a successful implementation of the educational programs to effectively and efficiently achieve its goals. Coombs (1968: 45) said that money provides the essential purchasing and maintenance

power with which education acquires its human and physical inputs. The Funds generated or allocated are mostly used to pay teachers' salaries, to build classrooms, for training, and other purposes that keep the school going so as to achieve its set goals. When the fund needed to run a school is not available or inadequate, there is going to be a problem because the school will not be able to effectively and efficiently achieve its goals and objectives.

2.2 Primary Education in Nigeria

Section 2C of the National Policy on Education (FRN, 2013) describes primary education as the education given to children aged 6-12 years. It further acknowledged that, since the rest of education system is built upon it, the primary education level is the key to success or failure of the whole system. Primary education is the foundation of our formal education system. It is expected, at this level that every child at the age of six years should be admitted to the primary school which have a six years duration. Primary education does not only lay foundation of other levels of education in Nigeria and other nations but it is the foundation of the socio-political and economic advancement of any nation (Nigeria inclusive) (Amaele, 2006). The truth is that no matter how magnificent a building may seem or how expensive it may be, if it lacks solid foundation, it is doomed to collapse. It may not only collapse, causing economic waste, but may result to the death of its occupants.

The Six cardinal objectives of the Primary education in Nigeria, according to the National Policy on Education (FRN 2013) are to:

- a. Inculcate permanent literacy, numeracy and the ability to communicate effectively.
- b. Lay a sound basis for scientific, critical and reflective thinking.
- c. Promote patriotism, fairness, understanding and national unity.
- d. Instill social, moral norms and values in the child.
- e. Develop in the child the ability to adapt to the changing environment.
- f. Provide opportunities for the child to develop life manipulative skills that will enable the child function effectively in the society within the limits of the child's capability.

2.3 Brief Historical Perspective of Funding Primary Schools in Nigeria

Between 1842 and 1872 the funding of primary education in Nigeria was purely on charity. In other words were funded by the various missions through the Sunday (church) collections and donations from parents (home) churches. This affected the early expansion of education in quantity and quality.

Public interest in the funding of primary education came in gradually in 1872 when the then colonial government released the sum of thirty pounds to the three leading missions; Christian Mission Society (CMS), Wesleyan Methodist and the Roman Catholic Mission. The grant-in-aids was increased to three hundred pounds annually in 1874 and in 1876 it was further increased to six hundred pounds. (Fafunwa, 1974).

From 1882, the colonial government interest in education began to increase, not only in the area of funding (grants) but also in policies, The grants given by the colonial government was specifically for school building and teachers' salaries (Osokoya, 1995).

The period 1901-1952 witnessed more of educational financing by the missionaries and voluntary agencies than the colonial government. The 1926 Education ordinance actually laid the foundation of the Nigerian education system (Adesina 1977) the ordinance differ from the 1882 ordinance in the sense that it allowed for the inspectors of the schools to group schools into A, B, C and D categories according to the level of efficiency and tone of the schools. Although the native administration expended various amount of money on education in the southern province, much money was spent on education by the voluntary agencies. In the Northern Province, some pupils in the elementary schools were exempted from paying school fees on ground of poor parental socio economic background. Majorly this educational development was recorded in the south. In the northern part of the country where Islam culture looks precedence over western culture, it took the diplomacy of Lord Lugard and others to arrange for secular education program there. Therefore, the education was jointly controlled and founded on the colonial government and the emir (Osokoya 1995). Despite the effort made by the various mission bodies, the colonial government, the emir (in the north), organizations and individuals in the establishment of primary education, inadequate funding was still observed as one of its major constraints, hence this resulted in low patronage, acceptance and coverage of this foundation level of the education system In 1951 the colonial government in Nigeria, through Macpherson Constitution empowered

the three region in Nigeria (North, East and West), to make law and regulations on education within their own jurisdiction. The western region then under the Action Group government led by Chief Obafemi Awolowo launched free and compulsory primary education in 1955. A lot of public fund was allocated to education in the region to the point that other sectors began to suffer starvation of fund. Taiwo (1982) observed that primary school enrolment rose from 456,000 in 1954 to 811,432 in 1995 while the regional funding of education increased from 2,223,390 pounds in the 1953/54 to 6,306,495 pounds in the 1955/56 session. The Eastern region launched their own free primary education in 1997, but it was less successful as compared to their western counterpart. Nevertheless, booth the Banjo commission and the Dike commission set up by the western region and the eastern region respectively advised that it would take each region close to their total annual budget to run an effective and efficient universal free compulsory primary education (Osokoya, 1995). The report of the commissions, which was highly advisory, affected public funding of education in the regions and concept of free and compulsory primary education. Public funding of primary education before and after independence became a regional affair. The richer and more visionary the government the more funds are allocated to the region. In 1974, General Yakubu Gowon made an open declaration of his interest in free primary education, but was ousted in 1975. His successor Late General Muritala Mohammed, followed up this dream but could not live to execute it before he was killed in 1976. General Olusegun Obasanjo who succeeded him transformed the ideas to action in 1976. From then, primary education nationwide became “free and compulsory” in principle

Amaele, (2006) asserted, he went further to stress that although the history of universal free primary education in Nigeria has witnessed a lot of expansion and numerical growth of schools at the primary level, the quality has always been issue of concern. There seem not be a balance between increase and adequate funding to make for the desired quality.

2.4 The Influence of Funding on Primary Education

At the onset, it is important to point out that education goes beyond schooling. But schooling at all levels help to achieve the purpose of education. Education is a human right that should be accorded to all human beings solely by reason of being human. Quality education to all citizens is of utmost importance to any nation to advance. Kalusi (2001), argued favorably to this view that a nation which cannot provide good and relevant education for its citizen has no right to expect rapid economic and social development. This view is not far from Obameat's argument that education is the only means an individual can acquire specialized knowledge, skills and character which is a pre-requisite for national development (Obemeata, 1995). Fawehimi (1974) was among the early vocal voice on the reality. He argued that it is education that makes development possible.

As it was earlier noted that no matter how magnificent a building may seem or expensive it may be, if it lacks solid foundation it is doomed to collapse. It may not only collapse, causing economic waste, but may also result to the death of its occupants. So also is the case of primary education as it is the foundation of all levels of education. If its foundation

is not solid, it is bound to collapse. For this foundation to be solid enough for other levels to rely on it needs adequate funding to effectively and efficiently achieve its goal.

There is need for adequate funding in public primary school by the government as this will enable the school to employ qualified and adequate teachers, provide enough infrastructural facilities (classrooms, laboratories, libraries, etc.), make provision for sufficient teaching aids (projectors, textbooks, cardboards, etc.), meet up with the standard of education stated in the NPE (e.g. teacher: pupil ratio) and also make provision for supervision and inspection to make sure that the fund disbursed is used for what it has been budgeted for. When that funding is missing, there will be problems and the school will not be able to function the way it ought to.

2.5 Sources of Funding Public Primary Schools in Nigeria

The sources of funding public primary schools in Nigeria can be classified under two categories which are governmental and non-governmental sources.

2.5.1 Governmental Sources

Education funding comes from different sources. The major one for all levels of government is public revenue from taxation and proceeds from crude oil. Education funds are reported to be distributed among primary, secondary and tertiary educational levels in the proportion of 30%, 30% and 40% respectively (Balani 2003).

The government is the major source of funding public primary schools in Nigeria. The source of income is gotten from the 2% Consolidated Revenue Fund (CRF) fund and primary school education gets 6% from it.

The 2% CRF is disbursed to the states in the following proportions:

- 1) 50% as matching grant (i.e. fund contributed by both Federal and state government, on equal basis). The none-matching grants include;
- 2) 14% fund to address Educational Imbalance among and within states.
- 3) 0.5% incentive to states for good performance
- 4) 2% funds for the education of the physically and mentally challenged children
- 5) 2% funds for monitoring of UBE programmes.
- 6) 10% for teachers' development
- 7) 15% for instructional materials

Earlier than April 2002, the state were not involved in funding primary education when funding meant for primary education was not channeled to states. But since April 2002, states control and fund primary education with funds sent specifically for primary education through UBEC. Local governments are also involved in funding education at the primary school level. Local government revenues come from statutory allocations from Federal Account proceeds from VAT and internally generated funds.

Budgetary Allocation to Education in Nigeria from 2010-2020.

Year	Budget (₦ Trillion)	Educational Allocation (₦ Billion)	Percentage of Budget (%)
2010	5.160	249.09	4.83
2011	4.972	306.30	6.16
2012	4.877	400.15	8.20
2013	4.987	426.53	8.55
2014	4.962	493.00	9.94
2015	5.068	392.20	7.74
2016	6.061	369.60	6.10
2017	7.444	550.00	7.38
2018	8.612	605.80	7.03
2019	8.830	620.50	7.03
2020	10.33	691.07	6.7

Source: Internet

The table above shows that the annual budgetary allocation to education as a whole is very low and that adequate priority attention is not given to education resulting to careless and unrealistic budgetary provisions.

2.5.2 Non-Governmental Sources

Apart from the major sources of funding coming directly from the government, there are also revenues that come from non-governmental sources in financing education. Non-governmental sources include funds generated from private sectors of the economy. The followings are some of the ways school generate funds in financing the activities of the schools towards the attainment of their goals and objectives.

- 1. Education tax:** Public schools is also been funded through education tax which the education decree No of 1993 stipulates that all companies operating in Nigeria with

a minimum of 100 employees are required to contribute 1.5 (which was formerly 2.0) percent of their pre-tax earnings to the Education Tax Fund (ETF) or the purpose of funding Education (Okeke, 2005).

2. **School Activities:** Schools now resort to raising money through special activities such as sales of school uniforms, rental of physical facilities, agricultural ventures, sales of pupils handcrafts, halls and classrooms rentage for conferences, meetings, examinations, wedding receptions, etc. in other to support the school due to inadequate or late disbursement of funds.
3. **Alumni Fund:** This could be described as the process where old students associations or alumni organization provides supplementary funds for schools in Nigeria. Alumni fund is another way where schools get support from to finance education. Some times when pupils of a particular school has make it in life, he can decide to go back to his old school where he passed out from to help them develop it by constructing more classrooms, help in the maintenance of existing facilities or even get the school new ones.
4. **Levies:** levies is another good source of generating funds by parents who have come under the umbrella of Parents-Teachers Association (PTA) .The schools sometimes levy pupils each times they are embarking on outstanding projects in the school. E.g. levy for the maintenance of existing facilities in the school, buying of more tables and chairs, erection of additional classrooms, etc. This sources is commonly used in schools to generate funds for the school development.

5. Grants from Philanthropic Organization: Grant means a sum of money given for a specific purpose by the government or individual. This is another source of fund generation in Nigeria. Philanthropist has in the past and present contributed towards specific school projects or for purchase of certain equipment.

6. Endowment Fund: Endowment fund is a sort of fund which individuals alike donate or contribute for the purpose of re-investment. It is fund given to school to be held in perpetuity. Schools also funds through endowment fund given to them by individuals to solve some minor issues or expenses in the school.

2.6 Effects of Poor Funding in Public Primary Schools in Nigeria

Funding has the role it plays on teaching and learning in schools. Schools need fund to be able to run and give the pupil the proper education that they deserve. Poor funding for education effects the younger generations of people, the same people that will be running our country in the future. Poor funding leads to schools having to cut down on supplies that are needed to give children a proper education. What will happen if this fund is not available or inadequate?

1. Quality Education: Adequate funding brings about high quality of education for the pupils. When there is enough of fund to manage the school, all the necessary things needed to put in place to attain quality education will be done funding, there done as standard will be follow. With adequate will be employment of qualified teachers, adequate facilities, supervision, etc. for the attainment of quality

education. As the case now in public primary schools, there is inadequate fund to run the school as the school is doom to low quality of education because the necessity needed to achieve standardize education cannot be put in place. Most times, we find out that the pupils from the public primary schools are not academically sound. We see that a pupil in primary 2 can barely speak English not to talk of reading and writing simple words in English, they can hardly solve basic mathematics and in most cases, it is because there is lack of measure put in place to achieve a high quality of education. Compare to the private public primary in their studies schools, where most of them (though not all) perform academically well because there are measures put in place to achieve such quality of education.

2. **Qualified Teachers:** When there is provision of qualified teachers, the pupils are in safe hands as the qualified teachers are capable of teaching the pupils. In other to employ these qualified teachers, there is need for fund because it is with this fund that their salaries will be paid. Visiting some public primary schools has shown that some of them lack qualified teacher. We see a teacher who is not fluent in English speaking as a class teacher. What can we say of a teacher in her 60s who ought to have retired is still in the classroom teaching. She is too old for the job and needs to be relief of her duty. But the government failed to do so because they can't afford to pay for a qualified one.
3. **Population:** Adequate funding creates room for adequate population of pupils in the classrooms as there will be provision for adequate classrooms. When there are

adequate classrooms, teacher: pupil ratio will be followed as the number of pupils in the classrooms will not exceed what is required by the regulations (NPE) which will enable the teacher to carry all the pupils along while teaching them, he or she will be able to achieve a good class management, know the pupils one on one (the slow, average and fast learners) and so on. The reverse is the case, inadequate funding has leads to over population of pupils in our classrooms. As the case is in most of the primary schools visited at Egor Local Government Area where there are more than required numbers of pupils in a classroom meant for 35 pupils. Study shows that there are up to 50 and sometimes more pupils in a classroom thereby not giving room for the teacher to attend and interact with the pupils and also carry all of them along to achieve effective teaching and learning.



PIC 1: Overpopulated classroom in one of the schools in Egor Local Government Area of Edo State

4. Infrastructural Facilities and Maintenance: Infrastructural Facilities such as school plants, laboratories, library, toilets, etc. are all needed in the school. When all these are available, teaching and learning will not be strenuous but when they are not available or inadequate, teaching and learning will be difficult for both teachers and pupils. In order to put all these in place, there is need for adequate funding. It is no more a secret that some of our primary school pupils learn under conducive environments like dilapidated classrooms, under trees and other unsafe circumstances. In some of the schools where classroom exits, pupils either squat, stoop or sit on rough floor to learn. As it was found out that most or all schools at the Egor local government lacks adequate infrastructural facilities, not enough classrooms, no laboratories at all for science activities or home economics practical, no proper toilets as some does not even have causing the children to make use of the bush when the need arises which is very unethical. Commenting on education facilities, Denga said that educational facilities have lamentably dwindling and the reading materials in our library have become obsolete. He observed that rush to quick money rather than quality education appears to be main objective. Also there is lack of maintenance of the infrastructural facilities for the effective functioning of the school.

5. Supervision: there is need to supervise the activities of the staffs in the school as these will want them to deliver their duty amicably when they know that are accountable to higher authority. Supervision enables the supervisor to know if the

staffs are doing their jobs. There is lack of supervision in these schools as both the school manager and the staffs do whatever they like since it is a government organization. Study shows that some teachers don't go to the classrooms when due, if they manage to teach, they still don't give notes, mark the pupil's note, give assignments and mark. But when there is proper and adequate supervision, effectiveness and efficiency in the job will not be lacking. So in order to attain this, there is need for funding.

- 6. Planning and Budgeting:** There is need to plan for education and also budget for it in order to achieve its goals and objectives. Research deduce that there is lack of proper planning and low budget allocation in our public primary schools which has leads to mismanagement of funds, wastage of resources, embezzlement etc.
- 7. Training:** Money indeed is needed to train, retrain and develop the primary school teachers. As the world changes, so does education changes with it. The knowledge acquired by teacher's years ago might have change a bit now, so there is need to retrain them so they can be current with the way things are now.
- 8. Remuneration:** X-raying the plight of teachers generally, occasioned by poor funding Denga (1997) observed that the inadequate salary paid to teachers make teachers vulnerable to ridiculous lifestyle. Some of them, he observes they still manage to teach without salary for months, while most of them, cannot do any honest work. They engage, therefore, in low-cost behavior such as negotiating grades with students for financial exchange as well as sale of examination papers,

etc. owing the teachers' salaries is what always makes them go for strike thereby putting the education of the pupils on hold.

2.7 Rectification of Problems Caused By Poor Funding in Public Primary Schools in Nigeria

The followings are some ways which the government and schools can adopt to solve the problems caused by poor funding in public primary schools in Nigeria so as to ensure maximum effectiveness and efficiency.

- 1. Increment in Fund Allocation:** There is poor allocation of fund to the primary school and education sector as a whole compare to that of other sectors. The allocation of fund to the education sector has not been increased by the government for a very long time instead it is decreasing. So government should try to increase the percentage allocation to the education sector when budgeting for it as this will go a long way to solve the problem the school is facing due to poor funding because it will enable them put up the necessary resources such as human, material and time resources needed by the school to function. It will help make provision for adequate facilities, pay teachers' salaries, plan for education, etc.
- 2. Encouragement of External sources:** Though the funding of the primary education is primarily the government duty. Since the government cannot meet up with all the needs of the school for them to effectively and efficiently achieve the school goals, they should encourage and make it easier for external sources (Alumni, NGO, Philanthropists etc.) to participate in the funding of the education.

With this, it can be made assure that there will be a drastic change in the teaching, learning and the school as a whole.

- 3. Accountability:** Most times, the government accuses the school of mismanagement of fund and the school on the other hand accuses the government of underfunding. As we don't know whom to blame, there should be transparency when it comes to planning and budgeting of education. The stakeholders including the teachers, parents, pupils and general public should be aware of the plan made for the school. It shouldn't just be between the government and the headmaster alone. Necessary stakeholders should make account for the job done or needed to do. When there is transparency, it will be hard for anyone to embezzle or mismanage fund since they are going to be accountable for it.
- 4. Planning:** Planning is another solution to the problems of underfunding in education and it is very vital when it comes to management. Government and school managers should make provision for proper planning for education. What to be done, who is going to do it, how will it be done and when will it be done. They shouldn't just plan but also make sure that they execute the plan. Proper planning will help to utilize available fund towards the attainment of school goals thereby eradicating problems caused by poor funding.
- 5. Budgeting:** schools cannot achieve its aims without the input resources with which it intends to achieve it. The channel with which the income will be utilized must be well defined in advance. It should be clear that whatever one is budgeting for must

be backed up with funding. The sources of funding the budget are very important to the success of the school or else nothing will be attained. We must sound a note of caution here for managers to take consideration the legal instrument authorizing their operation. If you are not authorized to collect fund, don't do otherwise. Sources of school revenue are many, so identify those from which your school can authoritatively derive at.

2.8 Factors Limiting Government Funding of Schools

Though the governments do allocate funds to the schools for running it but the funds are always not enough to cater for the affairs of the schools to effectively and efficiently achieve its aims and objectives. The followings are some of the factors limiting government funding of schools.

- 1. Corruption of Officials:** One of the major factors limiting government funding of schools is the corruption of the officials. Official's in charge of planning, budgeting, school managers, school bursars, school accountant, etc. Because of corruption, the fund been directed towards the betterment of the school is been pocket by these officials for personal use. They tends to use little amount of the money involve and Id sometimes, they even did not make any effort in implementing financial plan at all and embezzled all. This has led to the production of a very low quality service to the pupils.

- 2. Economic Recession:** Economic recession periods is when economic output is falling rather than increasing; typically reduce tax revenues, especially income taxes and to a lesser extent sales taxes, while increasing government safety net spending (jobless benefits, health and welfare programs). When there is economic recession, government tends to generate lesser revenue thereby decreasing the budgetary allocation to different sectors of the economy including education in the country. Economic recession has always played a vital role in limiting funding to schools.
- 3. Over Population:** The demand for free education especially at the rural area is very high. Most times, the government plans for education does not meet with the demand of education by the pupils which has always cause the classrooms and school as a whole been overpopulated. For instance, when government planned for 200 pupils in a school at a particular time and at the end the total pupils been enrolled in the school equals 300 pupils, the funds already allocated to the schools will be inadequate (i.e.. limited) to cater for the 300 pupils.
- 4. Poor Record or Data:** Also, poor record or data is another factor limiting government funding to schools. When data is not available or outdated, the actual fund needed cannot be planned for to run the school effectively. Data such as facilities needed, teachers needed, number of teachers in schools, number of pupils in schools, number of pupils in the per classrooms, etc. are all needed when budgeting for education at all levels. When the record for the required number of

tables and chairs needed by the students are not well accounted for (under estimate), then there will be a problem. If the school tells the government that they need 502 tables and chairs while the government supplied them the actual number they requested for and at the end, the school finds out that they actually need 520. With these, some pupils will be left no choice than to sit on the floor since the provision of chairs and tables are not enough. Also, demography data such as birth rate, death rate, migration, census, etc. are also needed when budgeting for education. From the mentioned data, the number of pupils to be enrolled at a can be estimated and planned. But when these data are not available or inaccurate, the actual number of pupils needed in a school cannot be predicted, thereby planned for ahead. With this, the government can just allocate any amount they deem fit to the school which in the long run the fund might not meet with the number of pupils that will later be enrolled.

5. **Inadequate government revenue:** The major sources of income for the government in funding education are public revenue from taxation and proceeds from crude oil. These alone are not enough to fund education in Nigeria. And besides, the allocation of funds to education from the revenue generated is very low since the government does not have multiple sources of income for generating revenue for the funding of education and this has far limited their funding to schools.

2.9 Policy Actions to be taken to Increase Funding

In order to increase the funding being allocated or generated in the school there are some policy actions that are needed to be taken and they include the followings

- 1. Introduce School Fees:** Since government allocation of funds to education is very low and external sources of generating revenue by the school also plays an insignificant role in funding education, government should try to introduce the payment of school fees to the pupils to boost the one they are giving the schools.
- 2. Government to Increase Monthly Subventions:** Subvention refers to of money in aid or support, mostly by the government. Government should try to increase their monthly subvention to public primary schools which can help boost the yearly grant allocation been budgeted to them in funding the school.
- 3. Schools to Increase Farm Services:** Engaging in farm services such as the production of farm produce (maize, cassava, pawpaw, cashew, yam, etc.) by the school has been a good source of income in meeting some minor needs of the schools. So therefore, schools should increase the farm services that yield more returns. They should be versatile with the season farm products in the market and work towards producing more of it in other to generate more revenue.
- 4. Schools to Solicit for External Donations:** Also, school can seek for the contributions of donations from external sources such as the alumni, P.T.A, endowments, etc. towards the financing of the school programs since just

government fund being allocated to the school is not enough to fund the school. These donations can be used to erects more classrooms, maintain existing facilities and even buy more facilities needed in the school.

- 5. Schools to keep Accurate Data:** As we know that data is a very vital aspect of planning and a school cannot be successful without a proper planning. Accurate data should be kept by the schools for reference purposes anytime it is needed. With accurate data, planning can be effective and funds disbursed in the right proportion for its implementation.

Summary of Literature Review

Fund education is the money provided by a government or raised by parents and teachers to finance the running of a school. Fund is needed in the school for it to effectively and efficiently achieve its set goals.

Primary education as the foundation of all levels of education needs to be adequately funded for it to be solid for other levels of education to rely on it. Prior to the 1842 and 1872, funding of primary schools was solely the duty of the missionaries i.e., it was based on charity before government now later take over the schools.

Government sources is the major source of funding primary schools in Nigeria while others sources includes education tax, school activities, alumni fund, levies, grants from philanthropic organization and endowment fund.

When the school is not funded, it leads to low quality of education, lack of qualified teachers, overpopulation, supervision and to mention few. Solutions to solve the problems caused by underfunding was discovered in this research which are: increment in fund allocation, encouragement of external sources, accountability, proper planning and budgeting.

Also, there are some factors that limit government funding to schools. These factors make it hard for schools to receive funds being allocated to them by the government and also reduce the funding allocated by the government as a whole. The factors includes; corruption of officials, economic recession, overpopulation, poor record or data and inadequate government revenue. Policy actions to increase this underfunding was also stated which are; the introduction of school fees, government to increase monthly subventions to schools, schools to solicit for external donations, increase farm produce and also keep accurate data.

CHAPTER THREE

METHODOLOGY OF STUDY

This chapter deals with the various ways in which data was gathered and analyzed for the purpose of this research work and has been outlined under the sub headings such as research design, population of the study, sample and sampling technique, instrument of data collection, method of data collection and method of data analysis.

3.1 Research Design

The study is a descriptive survey research adopting the ex-post facto design because the data used have already occurred and the researcher did not manipulate any variable.

3.2 Population of the Study

The population of the study comprised teachers and head teachers of public primary schools in Egor Local Government Area of Benin, Edo State in the 29 public primary schools at Egor Local Government Area of Benin, Edo State.

3.3 Sample and Sampling Technique

Convenience sampling technique was used to select the 11 accessible schools at Egor Local Government Area of Benin, Edo State which provide presentation of 37.9% (approximately 38%) of the population under study. It is in view of this that the simple random sampling which is a probability sampling is used in selecting the respondents for

this study. It ensures that every respondent (110) in the schools were given equal opportunity to be represented in the study.

3.4 Instrument of Data Collection

Data collection instrument used was the questionnaire since they are made reliable and would give immediate reply or feedback. The questionnaires were structured with the content geared to achieve the objective of the study. It had two sections. Section A sought demographic information, while section B sought information on issues on funding of public primary schools in Egor Local Government Area of Benin, Edo State.

3.5 Validity of the Instrument

This instrument was validated by researcher's supervisor. The identified corrections, opinions, Suggestions and recommendations were used to produce the final instrument, to ensure the content and construct validity of the instrument was guaranteed.

3.6 Method of Data Collection

The instrument was administered to the respondents through personal contact. The questionnaires distributed through personal contact were collected back immediately. 110 questionnaires in total were distributed to the schools and 110 filled questionnaires were returned which amounted to 100% of data retrieval.

3.7 Method of Data Analysis

The data collected for the research questions were analyzed in tabular form using simple percentage method, mean and standard deviation. The response categories were rated 1 to

5. That is:

Very High (VH) – 5

Strongly Agree (SA) – 5

High (H) – 4

Agree (A) – 4

Moderate (M) – 3

Undecided (UD) – 3

Low (L) – 2

Disagree (D) – 2

Very Low (VL) – 1

Strongly Disagree – 1

CHAPTER FOUR

PRESENTATION OF DATA AND ANALYSIS

4.1 Introduction

This chapter states the detailed data gathered from the field in the course of the study and it give a comprehensive interpretation of the results in a tabular form so as to aid easy understanding. The chapter is divided into three main sections. Section A deals with the demographic information, section B deals with the research questions while section C deals with the discussion of results. The simple percentage method, mean and standard deviation are used in this study to analyze the data.

4.2 Presentation of Data and Analysis

Section A: Demographic Information

Table 1: Demographic Characteristics of the Respondents

Demographic Characteristics	Options	Frequency	Percentage (%)
Sex of Respondents	Male	33	30
	Female	77	70
	Total	110	100
Age of Respondents	25 – 30	10	9.1
	31 – 35	25	22.8
	36 – 40	48	43.6
	Above – 40	27	24.5
	Total	110	100
Marital Status	Single	22	20
	Married	88	80
	Total	110	100
Position	Headmaster/Headmistres	11	10

	s		
	Class Teacher	92	83.6
	Asst. Class Teacher	3	2.7
	Cleaner	2	1.8
	Gateman	2	1.8
	Total	110	100
Work Experience	Less than a Year	17	15.5
	1 – 5 years	55	50
	6 – 10 years	20	18.2
	11 years and above	18	16.4
	Total	110	100

Source: Researcher's Field Survey (2021).

Data in Table 1 in terms of sex of respondents showed that out of 110 respondents, 33 (30%) were male while 77 (70%) were female.

With regards to marital status of respondents, out of 110 respondents 22 which represents 20% are singles while 88 represents 80% are married.

With regard to age of respondents, data indicated that out of 110 respondents, those between 25 to 30 years represents 10 (9.1%), 31-35 years represents 25 (22.7), those within the ages of 36-40 represents 48 (43.69%) while those above 40 years represents 27 (24.5%) of the entire population.

With regards to marital status of respondents, out of 110 respondents 22 which represents 20% are singles while 88 which represents 80% are married.

With regards to position of respondents, 11 (10%) are head-master/mistress 92 (83.6%) are class teachers, 3 (2.7%) are assistant class teachers while 2 (1.8%) are both cleaners and gatemen.

With regard to years of experience of respondents, 17 (15.5%) have less than a year experience, 55 (50%) have 1 – 5 years' experience, 20 (18.2%) have 6 – 10 years, while 18 (16.4%) have 11 years and above working experience.

Section B: Answers to the Research Questions.

Question One: What is the level of funding in public primary school at Egor Local Government Area of Edo State?

SCALE: The acceptance mean point for the items was 2.50 and any mean below 2.50 was regarded as low.

High: 2.50- 5.00

Low: 1.00- 2.49

Table 2: Response on the level of funding?

S/N	Items	Responses							
		VH	H	M	ML	VL	Mean	STD	Decision
i.	How would you rate the level of funding in public primary schools in Egor Local Government Area?	3 2.7%	6 5.4%	9 8.3%	23 20.9 %	69 62%	1.65	1.05	Very Low
ii.	Government allocation of fund to the schools in public primary school								
	Aggregate Score	3 2.7%	6 5.4%	9 8.3%	23 20.9 %	69 62%	1.65	1.05	Very Low

Data in table 2 generated a mean score of 1.65 and standard deviation of 1.05 which concludes that the level of funding to public primary schools is very low.

In summary, 62.7 % and 20.9% of the total respondent rated the level of funding to public primary schools as very low and low respectively. 9% were indifferent and also, 9% refuted to the assertion.

Question Two: To what extent has government funding influenced teaching and learning in public primary schools at Egor Local Government Area?

Table 3: Response on how funding has influenced teaching, and learning

S/N	Items	Responses							
		VH	H	M	L	VL	Mean	STD	Decision
i.	Provision of quality education	0 0%	0 0%	5 4.5%	36 32.7%	69 62.7%	1.41	0.33	Very Low
ii.	Stability of teachers	12 10.9%	40 36.4%	39 35.5%	10 9.1%	9 8.2%	3.33	0.67	High
iii.	Adequacy of infrastructural facilities	0 0%	3 2.7%	10 9.1%	28 25.5%	69 62.7%	1.40	0.60	Very Low
iv.	Availability of instructional materials	0 0%	0 0%	5 4.5%	15 13.6%	90 81.8%	1.23	0.21	Very Low
	Aggregate Score						1.84	0.47	Very Low

Data in table 3 generate an aggregate mean score of 1.84 and standard deviation of 0.47 which concludes that the extent to which funding influenced teaching and learning in public primary schools is very low.

Question Three: What are the sources of funding public primary schools at Egor Local Government Area of Edo State?

Table 4: Response on the sources of funding.

S/N	Items	Responses							
		VH	H	M	L	VL	Mean	STD	Decision
i.	Government subventions	85	20	5	0	0	4.72	0.29	High
		77.3%	18.2%	4.6%	0%	0%			
ii.	Sales of farm produce	5	5	5	10	85	1.50	1.16	Low
		4.6%	4.6%	4.6%	9.1%	77.3%			
iii.	Donations from individuals	3	3	20	23	55	1.71	1.02	Low
		2.7%	2.7%	18.2%	20.9 %	50%			
iv.	School levies	0	0	0	18	92	1.16	0.14	Low
		0%	0%	0%	16.4 %	83.6%			
	Aggregate Score						2.39	0.65	Low

Data in table 4 shows that the major sources of funding public primary schools is from the government as it generates a mean of 4.72. The sources of funding from sales of farm produce, donations from individuals and school levies are very low.

Question 4: What are the limitations of funding in public primary schools at Egor Local Government Area of Edo State?

Table 5: Response on the limitations of funding in public primary schools

S/N	Items	Yes	(%)	No	(%)
i.	Corruption of officials	98	89.1	12	10.9
ii.	Economic recession	89	80.9	21	19.1
iii.	Overpopulation	65	59.1	45	40.9
iv.	Poor record of data	67	60.9	43	39.1
v.	Inadequate government revenue	22	20	73	80
Aggregate Mean Percentage				62	38
Decision – All factors					

Data in table 5 shows that corruption of officials, economic recession, overpopulation, poor record and inadequate government revenue are all factors limiting government funding to schools with corruption of officials (89.1%) as the major factor limiting funding to public primary schools while inadequate government revenue (209%) has an insignificant role in the factors limiting government revenue to public primary schools.

Question 5: What measures can be taken by the government to increase the funding of public primary schools at Egor Local Government Area of Edo State through funding?

Table 6: Response on the measures that can be taken by the government to increase funding of public primary schools.

	Policy actions to be taken to increase funding	Frequency	Percentage (%)
i.	Introduce school fee	15	13.6
ii.	Government to increase monthly subvention	110	100
iii.	School to increase farm services	10	9.1
iv.	School to solicit for external donations	10	9.1
	Aggregate Mean Percentage		32.95
	Decision – increment in government subvention		

Data in table 6 shows that the main solution to increase funding to the public primary schools is for the government to increase the monthly subventions being allocated to the school as recommended by all respondents (100%) while other policy of actions were not highly recommended.

4.2.6 Question 6: Has funding in public primary schools at Egor Local Government Area been adequate?

Table 7: Response on the adequacy of funding in public primary schools.

S/N	Items	Responses							
		SA	A	UD	D	SD	Mean	STD	Decision
i.	Government subvention to schools are very adequate	0 0%	0 0%	0 0%	11 10%	99 90%	1.1	0.09	Disagree
ii.	Schools are underfunded	88 80%	11 10%	5 4.5%	3 2.7%	3 2.7%	4.6	0.82	Agree
iii.	Funds are enough to run the schools efficiently	0 0%	0 0%	0 0%	0 0%	110 100%	1	0	Disagree
iv.	Schools do not need more funding	0 0%	0 0%	0 0%	0 0%	110 100%	1	0	Disagree
	Aggregate Score						1.93	0.01	

Data in table 7 generates a mean and standard deviation of 1.93 and 0.01 respectively which means that the adequacy of funding to public primary schools is very low (i.e. inadequate) in meeting up with the plans of the school to achieve their goals.

4.2.7 Question 7: How regular is the fund allocated to the public primary schools at Egor Local Government Area?

Table 8: Response on the regularity of funding to public primary schools.

S/N	Items	Yes	(%)	No	(%)
i.	Allocate funds to schools as at when due	11	10	99	90
ii.	Regular increment in government's annual budget to schools	05	4.5	105	95.5
iii.	Pays staff salaries on monthly basis	54	49.1	56	50.9
	Aggregate percentage mean		21.2		78.8
	Decision – Not regular				

Data in table 8 s shows that the funds allocated to school is not on regular basis 0.8% of the respondents agreed to it. So therefore, it can be concluded that the funding to public primary schools is not regular.

4.2.8 Question 8: Does funding have impact in the provision of infrastructural facilities in public primary schools at Egor Local Government Area?

Table 9: Response on the impartation of funding on the provision of infrastructural facilities to the schools.

S/N	Items	Yes	(%)	No	(%)
i.	Adequacy of classrooms	23	20.9	87	79.1
ii.	Availability of library/libraries	0	0	110	100
iii.	Enough tables and chairs	18	16.4	92	83.6
iv.	Adequacy of toilets	41	37.3	69	62.7
	Aggregate Mean		18.6		81.4
	Decision - Low				

Data in table 9 shows that the impact of funding in the provision of infrastructural facilities is very low as 81.4% of the respondents agreed to him.

Therefore, it is concluded that funding has a low impact on the provision of to public primary schools.

4.3 Discussion of Findings

This finding revealed that the level of funding in public primary school is very low. As the rating of the level of funding to the public primary schools by the government is very low. Also the allocation of funds to the schools is also very low and not adequate for the school to maintain herself to achieve effective teaching and learning.

Government funding has not help the schools to achieve effective teaching and learning because with sufficient funding, stability of teachers, adequate infrastructural facilities and instructional materials, etc. will be available in the right proportion for teaching and learning to go on smoothly and also for the provision of quality education.

Also, this study also revealed the sources of revenue for the public primary schools which the major source in financing the schools comes from the such as sales from farm produce, donations government and other sources from individuals and school levies plays a very minor role in financing the school as the fund generated from these sources is used to settle petty expenses.

This study also takes into consideration the factors that limit government funding to schools. Respondents believe that inadequate government revenue is not an excuse for the government not to allocate adequate fund to education sectors as they do to other sectors.

Corruption of officials, economic recession, overpopulation and poor record among others are other factors that limit government funding of school which corruption of officials took the lead among others.

Furthermore, this research also takes a look on the possible action to be taken to increase funding to public primary schools. Majority of the respondents disagreed with the fact that school fees should be introduced in a public primary school as it is the basis of basic education which should be free, compulsory and universal. Majority of the respondents rather agreed that government should increase their monthly subvention to schools to help run the school effectively and efficiently.

The adequacy of the funding to public primary schools by the government is another aspect which this finding looked into. Result shows that the funds being allocated to the schools and the ones generated by the schools are inadequate. Every organization needs money to achieve its set goals. Without adequate fund, it cannot be achieved. The inadequate funding in the school has lead the school not to function as it ought to.

Results also show that the allocation of fund for the finance of public primary schools is not regular. Government does not disburse funds to the schools as at when due; mostly when needed. They don't increase the allocation of funds to educational sectors even though it's below the standard initially. They tend not to show much interest in it. Also, most staffs salaries are not paid for as at when due. The owe teachers up to 3 months and more sometimes which might eventually lead to strike.

The last concern of this study is the impartation of funding in the provision of infrastructural facilities to the school. Findings show that the impartation of funding, in the provision of infrastructural facilities to the school is very low.

There is no provision for adequate infrastructural facilities for the pupils, no availability of library at all, adequate table and chairs, etc. for ease for both the teachers and the pupils seeking for free education they cannot afford.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The purpose of this study was to investigate the influence of funding in public primary schools at Egor Local Government Area of Edo State, Nigeria. Eight (8) research questions were formulated for the study. This study used descriptive survey research adopting the ex-post facto design. Convenience sampling technique was used to select the sample size for the study. The population consists of 29 public primary schools in Egor Local Government Area. A percentage of 389% percentage was taken as the sample size of the study. The instrument for data collection was a questionnaire. It was constructed, built around the research questions by the researcher and validated by the researcher's supervisor. Data collections were analyzed using frequency count, percentages, mean, and standard deviation.

The summary of findings reviews that:

1. The level of funding in public primary schools by the government is at a very low rate which has made the school not to provide quality education to their pupils compare to that of the private schools.
2. Funding has not positively influence the teaching and learning process in the school as the necessities needed to achieve a smooth and effective teaching and learning cannot be put in place because of lack of funding to the school.

3. The source of funding to the school majorly comes from the government which is always inadequate to run the school as the allocation of fund is just too low and below standard while other sources of revenue have a very low significant part to play in financing the school to achieve its goals and objectives.
4. Corruption of officials is the major factor that limits government funding to public primary schools. Even as these funds allocated to schools is not adequate, most officials still find a way to embezzle the little that the government sends to school thereby leaving the school with just a little amount which is not a significant amount to run its affairs.
5. Government should increase the monthly subventions being provided for the school as it is the likely means to increase funding.
6. The adequacy of funding to public primary schools is very low.
7. There is irregular disbursement of funds to the schools.
8. The impartation of funding in the provision of infrastructural facilities to the public primary schools is insignificant.

5.2 Conclusion

Funding is a very important aspect in the school and any organization as no organization can achieve its goals without adequate funding of it. Primary school is the foundation of all other levels of education. It needs to be solid for all other levels to rest on it. Also, the government needs educated citizens to develop its nation and to achieve a developed

nation, the government should invest more in education and also focus more on the foundation of education (primary school).

More funds should be allocated to the school to run it effectively and efficiently so as to provide quality education to the pupils. When the fund is adequate, there will be adequate provision of classrooms, teachers, equipment's, etc. needed by the school. And also, the funds being allocated to school should be adequately monitored so as to ensure that it used for what it is meant for and not diverted for personal use by the corrupt officials.

5.3 Recommendation

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

1. Government should increase their budgetary allocation to education since education is a means of national development; thereby helping the school to achieve its purpose with adequate funding.
2. Schools should also source for other sources of funding rather than the one from the government in financing the school since the ones provided for by the government which is their major sources is not always adequate and regular.
3. A body should be set up to monitor the funds allocated to schools since corrupt officials will not deceive from embezzling education funds.

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APPENDIX

DEPARTMENT OF EDUCATIONAL MANAGEMENT FACULTY OF EDUCATION UNIVERSITY OF BENIN

Dear Respondent,

This questionnaire is meant to collect information on the Influence of Funding in Public Primary Schools in Egor Local Government Area of Edo State. In this exercise, you are guaranteed anonymity to your responses. Please respond to each item as honestly as you can.

Thanks.

SECTION A

INSTRUCTION: Please fill in the blank spaces provided below as appropriate.

Name of School: _____

Sex: _____

Age: _____

Marital Status: _____

Position: _____

Working Experience: _____

SECTION B

INSTRUCTION: Please, indicate the appropriate response by ticking (✓) in the appropriate column.

Note: **VH = Very High** **H = High** **M = Moderate**
 L = Low **VL = Very Low**

1.	What is the Level of Funding	VH	H	M	L	VL
i.	How would you rate the level of funding in public primary schools in Egor Local Government Area?					
ii.	Government allocation of fund to the schools in public					

2.	How has funding influenced teaching and learning in the following aspects?	VH	H	M	L	VL
i.	Provision of quality education					
ii.	Stability of teachers					
iii.	Adequacy of infrastructural facilities					
iv.	Availability of instructional materials					

Note: **SA = Strongly Disagree** **A = Agree** **UD = Undecided**
 D = Disagree **SD = Strongly Disagree**

3B.	Which of these sources is the most viable in your local government?	SA	A	UD	DA	SA
i.	Government subventions					
ii.	Sales of farm produce					
iii.	Donations from individuals					
iv.	School levies					
3A.	Rate the sources of funding	VH	H	M	L	VL
i.	Government subventions					
ii.	Sales of farm produce					
iii.	Donations from individuals					
iv.	School levies					

4.	The following factors limit government funding of schools	Yes	No
i.	Corruption of officials		
ii.	Economic recession		
iii.	Overpopulation		
iv.	Poor record of data		
v.	Inadequate government revenue		

5.	Policy actions to be taken to increase funding	SA	A	UD	D	SD
i.	Introduce school fee					
ii.	Government to introduce monthly subvention					
iii.	School to increase farm services					
iv.	School to solicit for external donations					

6.	Adequacy of Funding	SA	A	UD	D	SD
i.	Government subvention to schools are very adequate					
ii.	Schools are underfunded					
iii.	Funds are enough to run the schools efficiently					
iv.	Schools do not need more funding					

7.	Regularity of Funding	Yes	No
i.	Allocate funds to schools as at when due		
ii.	Regular increment in government's annual budget to schools		
iii.	Pays staff salaries on monthly basis		

8.	Impartation of funding in the provision of infrastructural facilities	Yes	No
i.	Adequacy of classrooms		
ii.	Availability of library/libraries		
iii.	Enough tables and chairs		
iv.	Availability of toilets		