This paper was an empirical study on the integrative funding of universal basic education (UBE) and effective implementation in Central Senatorial District of Delta State, Nigeria. The researcher adopted a descriptive survey design. Three research questions were posed. The study involved a population of 733 Principals and 1103 Head teachers in the public primary schools and junior secondary schools in the State. A sample size of 182 principals and 274 headmasters were used for the study. The validity of the instrument was based on face and content values. The reliability of the instrument was established through the use of test re-test method and the reliability co-efficient was 0.75. Mean and standard deviation were employed in the analysis of data. The study revealed that government contributed adequate finance towards effective implementation of UBE programme. The study also showed that parent teachers association (P.T.A) contributed immensely to the UBE programme towards its effective implementation. Also, that Non-governmental organizations (NGOs) equally contributed greatly in the provision of instructional materials, sports and health equipment, furniture, classroom blocks to the programme. Based on the findings, it was recommended that government should maintain the policy of making adequate budget for the funding of the UBE and a monitory supervisors be set up to see to the judicious expenditure of such funds. Similarly, that government should ensure that the contributed funds from the various agents are judiciously utilized. Government should also hold routine meetings with the various stakeholders.

Key words: Integrative funding, implementation, universal basic education (UBE), Nigeria.

INTRODUCTION

In Delta State, Nigerian parents, local communities and individuals assist in the funding and implementation of basic education programme. Parents deny themselves a lot of things to keep their children in schools. Local communities also often levied themselves to raise enough funds to provide facilities in both primary and secondary the schools like classroom blocks and dormitories. This is because education has been iden-tified by all in the economy as a dynamic instrument of change, hence developed countries and those aspiring to develop have adopted it as an instrument per excellence for effecting national development (Federal Republic of Nigeria, 2004). Nigeria, as a nation, needs the education of its citizens, in her onward march for technological development. It therefore needs the collective efforts of all concerned to reduce the illiteracy level to the barest minimum. Illiteracy is a dangerous, socially powerless and highly susceptible and vulnerable to exploitation.

However, Agada (2002) noted that education may not do the magic overnight but it would go a long way towards achieving global awareness whereby the populace would know the dynamics of what exists in their societies. This is true because educations has been regarded as the highest generation of democracy dividends. To enhance faithful compliance of the covenant and make the UBE programme relevant to the socio-cultural environment, the UBE has had its objectives defined. The universal basic education is a response to section 19 of 1989 Nigeria constitution which reads:

"Government shall direct its policy towards ensuring
that there are equal and adequate education opportunities at all levels”.

It is pertinent to mention that the said 1989 constitution suffered a “still birth” as it was never put to use. However, that section was replicated as section 18(1) of the current 1999 constitution because the goals of the UBE programme are to universalize access to basic education, engender a conducive learning environment and eradicate illiteracy in Nigeria within the shortest possible time (Babalola, 2000).

In pursuance of these goals, the Ministry of Education organized a three-day mini summit on the implementation of the UBE in Abuja, Nigeria, between November 29th and December 1st, 1999. To enhance these goals and make the implementation of the programme relevant to Nigeria’s socio-cultural background, Obenyà (2000) stated that the UBE had its objectives redefined as follows:

a. Developing in the citizen a strong consciousness for education, a strong commitment to its vigorous promotion.
b. The promoting of free, universal basic education for every Nigerian child of school going age.
c. Reducing drastically the incidence of dropout from the formal school system through improved relevance quality and efficiency.
d. Catering for the learning needs of young persons who for one reason or another have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education.

to ensure that the objectives of the UBE programme are achieved, there are concerted efforts at publicizing it by way of implementing the programme. Ever since, Nigeria has always been convinced that education is a tool for empowering his people and also to the best legacy any nation can bequeath to its citizens. The universal basic education (UBE) programme is in fact, a response to the universal declaration of Human right (1948), which stipulated the rights of every citizen to education. Every member state of the United Nations is signatory to the declaration. In addition, there is a long list of international educational confkikkiki on basic education to which Nigeria is committed. According to Obenyà (2000), it includes amongst others:

a. The Jomtien (1990) declaration and framework for action on basic education for all.
b. The New Delhi (1991) declaration on the E-9 countries (that is, the nine countries with the largest concentration of illiterates of which Nigeria is a member) lately re-affirmed in Rácife – Brazil (January, 2000) calling for a massive reduction of illiteracy within the shortest possible time span.
c. The Ouagadougou (1992) Pan-African declaration of the education of girls and women, and
d. The OAU decade of education in Africa (1997-2006) on Inter-African co-operation on education, with a strong emphasis on the vigorous pursuit of basic education.

In fact, Nigeria, as a predominantly illiterate society, needs a thickly populated educated citizens. For the masses to contribute meaningfully to the development of the country, education is needed as a panacea to eradicate all forms of ignorance likely to hinder effective national development. It is against this backdrop that the Federal Government of Nigeria is committed to the integration of the individual by the provision of equal educational opportunities for all citizens of the nation through the universal basic education scheme (UBE).

The Federal Republic of Nigeria (FRN) thus affirmed that education is the most important instrument for a fundamental change in an intellectual and revolutionary society. Dewey (1966) corroborated this, when he espoused that education itself is growth leading to further growth. This means that for development to take place, the educational process must be a continuous one. It is in consonance with the philosophy that the universal basic education (UBE) was introduced.

In contemporary times, there has been a growing interest in the funding of the universal basic education (UBE) in Nigeria. One of the reasons advanced for this development is the considerable growth in the volume of universal basic education activities and the huge financial expenditure which have become unbearable by the Federal government. This is because education is today one of the largest industries and the chief employer of highly skilled workforce. In sequel, Nwikina (2000) asserted that education is a vital social activity that is capital intensive. To actualize the short and long term plans of action on education, money provides the necessary ingredients for its implementation. Maduewesi (2005) corroborated Nwikina’s assertion (2000) when he opined that money provides the essential power with which education acquires its human and physical inputs. In Central Senatorial District of Delta State, Nigeria, the mode of funding educational programme is expected to be a joint efforts of the Federal, State, local governments.

As a matter of fact, education is an expensive project in which the government alone cannot successfully handle it in the country. This is evidenced in the previous universal primary education (UPE), which collapsed because of poor funding, and it suffered multiple setbacks both under regional government and the federal military government in 1976. In an attempt to achieve the goals of the ill-fated UPE scheme, the present Universal Basic Education Programme was formally launched on the 30th of September 1999 in line with the constitutional provision of section 18 that the government shall as and when practicable provide:

1. Free, compulsory and universal primary education,
2. Free adult literacy programme amongst others to its citizens as a means of eradicating illiteracy in the country, and

The Universal Basic Education therefore, amid providing learners with basic skills within the first nine years of schooling, which includes reading, writing and numerical skills. Through this, they can competently contribute to the overall development of the society (Bassey and Archibong, 2001).

In sequel, there is no definite mode of funding the universal basic education (UBE) programme in Central Senatorial District of Delta State: hence, there is the need to codify an integrative funding system in the State:

The funding of UBE programme in Central Senatorial District of Delta State is a major problem both for the school managers/administrators and the general public. It has suffered a set back of decrees and edicts which have competed with policies to determine the budgetary allocations to the programme (UBE). The parent teachers association (P.T.A.) which should be another major source of funding the UBE programme lacks focus and coherence. PTA in the state has been bedeviled with records of poor management of its funds in project execution. Some executive members have not helped matters by their uncooperative attitude to assist the government to fund the UBE programme. The issue has been resented, as government is believed to have enough money from the gains of international marketers.

Statement of problem

There are many problems in the funding of the previous educational programmes, like the universal basic education (UBE), embarked upon by the Federal Government which now transcend to the UBE programme in Central Senatorial District of Delta State. There is the general outcry in Central Senatorial District of Delta State that her educational programmes have not produced the desired objectives as stipulated in the National Policy on Education due to lack of proper funding. It is on the basis of this, that there is the need for integrative funding of the UBE programme in order to enjoy its effective implementation. Government alone cannot properly fund the UBE programme. In order to avoid the bitter experience of failure in the previous educational programmes, there is the dire need to look into how the present UBE programme can be adequately funded for its effective implementation.

The increase in pupils’ enrolment in schools without the corresponding increase in the needed number of professional teachers, the inadequate supply of instructional materials, the lack of financial commitment from the parent teachers association (PTA), the absence of curriculum development by the government, the poor funding of urban and rural schools, the non-challant attitude of the Non-governmental organizations (NGO’s) and educational philanthropists in funding education have continued to plague the state’s educational planning system. It is on the basis of these enumerated problems that the researcher saw it imperative to carry out this work. The major statement of problem therefore is to what extent does integrative funding affects the effective implementation of the UBE programme in Central Senatorial District of Delta State?

Research questions

The following research questions were raised to guide the study:

1. What are the financial contributions of government to the funding of universal basic education (UBE) programme in Central Senatorial District of Delta State?
2. What are the financial contributions of parents teachers association (P.T.A.) in the effective implementation of the universal basic education (UBE) in Central Senatorial District of Delta State?
3. What are the financial contributions of Non-governmental organizations (NGOs) in the effective implementation of the UBE programme in Central Senatorial District of Delta State?

LITERATURE REVIEW

The UBE is an organization and integrated system of interdependent structures and functions in Nigeria. Also, the three tiers of government and Non-government organizations are related and interdependent. They work in unison towards the attainment of the goals of the programme in relation to the integrative funding and effective implementation of the UBE programme in Central Senatorial District of Delta State. The programme constituted of persons who know what others are doing. It is therefore essential to deal with different levels of insight when one seeks to understand and describe the phenomena. In this regard therefore, the choice of the unique features of the general systems theory aptly suit the integrative funding and effective implementation of the UBE programme in Central Senatorial District of Delta State. It is the responsibility of the different components to ascertain that the integrative funding and effective implementation of the UBE in Central Senatorial District of Delta State is sustained and achieved.

Teachers and the universal basic education programme

The teacher’s position as a central figure in any
educational endeavour is universally recognized and as such it is agreed that "no educational system can rise above the quality of its teachers." Society therefore expects many things from the teachers. Students expect teachers to impact knowledge effectively, parents expect them to ensure discipline and sound moral values among students, development planners expect them to initiate ideas and actions towards community development, curriculum reformers expect them to adopt innovative technique of teaching, and also adult literacy planners expect them to help students imbibe positive attitude towards national unity and respect for the state. Years ago, many laudable educational programme like the universal primary education (UPE) failed mainly because they did not take due account of the teacher factor. Government is committed to ensuring the success of the universal basic education (UBE) programme and teachers are integral part of the process of its conceptualization, planning and execution. To this end, the on-going efforts to raise the level of their initial professional preparation is to be pursued, broadened and intensified (Ohwojeroh, 2010).

Moreso, the crucial issue of career-long professional development of serving teachers in areas of in-service programme like sandwich, weekend programme, seminars and workshops should be properly intensified for the actualization of the universal basic education (UBE) programme. The following accredited bodies such as National Teachers’ Association (NUT), Universities, Colleges of Education, the National Teachers’ Institute (NTI), the National Board for Technical Education (NBTE) are mobilized to develop a more systematic career improvement orientation and programmes for all categories of teachers.

In pursuance of the universal basic education (UBE) programme, the Federal Government has further charged the institute with the production of a large number of qualified teachers in the pivotal teachers training programme (PTTP). This programme prepares the beneficiaries for the specific teaching assignment in the universal basic education (UBE), and it was contracted to the National Teachers Institute, Kaduna. So far the pivotal teachers’ training programme (PTTP) has produced about 30,000 additional teachers for the UBE programme. However, it is envisaged that the products of the PTTP will enter the teaching profession through continuing education programme up to the Nigeria Certificate in Education (NCE) level.

Integrative funding of the universal basic education in schools

The Nigeria National Policy on Education indicates that the financing of education is a joint responsibility of the Federal, State and Local Governments. In other words, education at the primary and junior secondary schools for the purpose of the universal basic education should be jointly funded, and the programme should have concurrent legislative jurisdiction for funding to actualize its objectives.

President Obasanjo (1999) noted that as far as funding of education is concerned the time has come for all Nigerian parents to appreciate the need to contribute to their children’s education particularly at the elementary level. Presenting a financial flow model for education in Nigeria, Nwagwu (2002) stated that three groups of decision – makers are involved in the production of educational services in Nigeria. He listed them to include public sector, private sector and the rest of the world. The public sector includes the Federal, State, and Local Governments. The private sector is made up of companies and other firms that contribute to educational development, and the rest of the world involves international agencies like UNESCO and other bilateral and multi-lateral arrangements for funding of educational activities.

It has been argued that statutory allocation has been inadequate to meet the needs of the UBA programme (Enouch and Okpede, 2000). This calls for integrative funding to actualize its objectives. As noted in previous educational programme in Nigeria like the UPE of other years, government alone bears the burden of its financing and this situation makes such programmes not to succeed. In such situations, the government leaves the structures dilapidated, delay teachers salaries, while the classrooms lack seats and most of the used furnitures need rehabilitation. Also, there is no adequate supply of instructional materials, no development of teachers regarding retraining on the job as well as no proper attention on curriculum development to suit the educational objectives. All these, do not provide a conducive teaching and learning environments in the school system.

In the previous educational programmes in the country, emphasis on development in education is well placed in
the urban schools where the governors (policy markers) have their interest than the rural areas where the citizens have almost drifted away to the urban. Today with the introduction of the UBE programme in the country, the rural schools are more cared for than the urban schools. The rural schools raise fund in various ways in funding the UBE programme. Some of the sources of raising fund for the UBE programme to succeed include launching of endowment fund, encouraging donations, schools engaging in commercial farming, fishing, organizing of sports and games, and support from parent teachers association (PTA). The old students/pupils association also supports the school financially. Local service organizations such as: Rotary Club of Nigeria also gives financial support for school programmes and development in their area of operation in assisting the inhabitants for their living. In the UBE programme local communities support the programme than in the urban areas where people see it as no man’s land.

In addition, the local communities help the rural schools in the areas of land donation, supply of labour and security supply for the school properties as well as organizing themselves in raising fund for the school growth. All these are employed to complement government’s efforts. The urban schools are mainly supported by government but with the integrative funding of the UBE programme, the situation has changed; because private individuals, foreign aids, endowment and religious organizations are now complementary to government’s effort to achieve the goals of the UBE programme as entrenched in the 1999 constitution.

The provision of furniture and equipment is very important in the universal basic education programme. From the view of many scholars, provision of facilities especially in the rural area is far behind the expectation in line with the programme’s determination. There is acute shortage of furniture in form of pupils and students seats and desks, teachers tables and chairs, books, teaching aids and instructional materials.

The supply of furniture in urban schools is fair except in a few cases where the supply is grossly inadequate because of unexpected increase in the school population. A worse situation exists in the rural schools where both furniture and equipment were not provided when the schools were first built. Children have to carry their furniture form school each day. With increase in the enrolment rate in our primary and junior secondary schools today in view of the UBE programme. Government need to put the basic and necessary infrastructural and other facilities in place, with the fund from various stakeholders of the programme especially in the urban areas where majority of the population lived in other for the UBE programme to achieve her desired goals. This will also help to remove the disparity of the rate of infrastructural development in the rural and urban schools in view of the on-going universal basic education (UBE) programme in Central Senatorial District of Delta State.

**Non-governmental organizations in the funding of UBE**

A number of non-governmental groups participated in the funding of the Universal Basic Education in Nigeria. They include business enterprises, particularly the oil companies. Others include: the parents-teachers association, alumni and community development committees.

Nonetheless, the Nigeria government is categorical on a wide range of participation by government and non-governmental bodies in financing education. Thus: Education is an expensive social service and requires adequate financial provision from all tiers of government for a successful implementation of the educational programmes. In this connection, government welcomes and encourages the participation of local communities, individuals and other organizations. (NPE, 2004).

Nwagwu (2002) in his “Can Nigeria Survive” queries the national corporations in the development of the third world, when he stated that there activities are essentially those of underdevelopment. Agada (2002) also noted that these corporations have clandestine activities which are inimical to the interest of the developing world. He cited thanking insurance, construction and manufacturing as examples of the network of intrigue through which these multi-nationals operate. Their contribution he further argued are at best, illusory since they only service not transfer of technology and repatriate rather than reinvest their staggering profits. Essentially we expect business to contribute to the education system. After all, the product of the school system is utilized by the first as clerks, managers, engineers, economic analysis and accountants.

Maduewesi (2005) also asserted that companies could supplement government funding of education by paying the education tax. This is necessary because the business enterprises are also beneficiaries of the education acquired. In addition, community groups need to contribute because they also benefit from the education system. The community development committees as well as alumni of the primary and secondary schools who are gainfully employed can supplement government funding thereby promotion educational development in the area.

Ukeje (2002) argues that in the present circumstances, funds and facilities are very much limited and the school administrator is being asked to achieve maximum results with this limitation. He observed that there is increasing demand by the people for more and better education and the problem of rising cost, and concluded that there was crisis in the education system. Ukeje (2002) therefore argued that the way out of the financial malaise is to seek supplementary sources of funds. Such bodies from which to seek support includes: parent teachers association and alumni as well as community development committees.
and social clubs. Since education is now community based, there is need for considerable level of community support for the education system.

The argument above tends to contradict Okoye (2002), quoting that “school finance is public finance”. Public finance according to Obanya (2006) is the spending on goods and services provided by the government for the generality of the people. The spending may be on wages/salaries, motor vehicles, housing, education, health subsidies and grants.

**Framework for the implementation of universal basic education**

**Recruitment and training of new teachers**

The successful implementation of the universal basic education in Delta State at the primary school level will require the recruitment of additional 7,109 teachers to the existing 10,520. The former figure of 7,109 was obtained based on projected figure of 40 pupils to classroom tied to the 284,332 expected enrolments. The figure of seven thousand, one hundred and nine teachers is quite an enormous one to locate at a stretch. Hence, the present effort of massive training of the would-be teachers through the National Teachers Institute specially designed for this scheme appears to be a viable means of addressing this problem. To actualize this dream, Akhaine (2001) reported that the federal government has mandated the National Teachers’ Institute (NTI) to produce 30,000 teachers yearly for the scheme of which Delta State will be a benefactor. Caution should however be exercised as to the quality of the teachers being selected to participate in the programme. This advice is intended to avert incompetence in service delivery. Writing in support of this view, Harbison (1973) opined that those working in occupation which does not ‘fit’ their qualification are ‘mal-employed’, and therefore show incompetence at work. In another vein, the organizers of the programme should ensure that only competent hands are recruited to teach the would-be teachers. This is intended to alley the fear expressed by Chapman (1994) that poorly prepared teachers find it difficult to face the challenges of the classroom content, maintain classroom discipline and manages flow of class activities.

**Retraining of existing teachers**

The new scheme will entail retraining of existing teachers to acquaint them or create awareness at a general level and to highlight new additions to the various subject areas. On the whole, this programme of action can be attained through frequent seminars, workshops and professional contacts with other educators. This will reduce teachers’ sense of isolation and build high professional morale. Throwing more light on this, Beaty and Schneller (1977), Casio (1978) observed that training and development activities were planned programmes of organizational improvement undertaken to bring about a relatively permanent change in an employee’s knowledge skills, attitude or social behaviour. It is one method of improving performance and stability at the workplace.

**Establishment of new schools**

The present 817 public primary school spread in 25 local governments in Delta State is considerable adequate to cope with the existing number of students in the primary schools. It is in realization of this that the committee set up by the Delta State Government on school system data collection/collation (2000) recommended the establishment of additional 495 primary schools at the rate of 300 pupils per school. These projected schools, if established will go a long way in addressing the problems of school mapping currently in existence in the state, that is to say the existing schools are not evenly distributed.

**Provision of infrastructure and equipment**

Sequel to the establishment of new schools, there will be a need to adequately equip the schools. The existing number of libraries in the state primary schools is only 67 with 37 out of these in bad condition. The total number of benches was given as 44,238 while the number of toilets in usable condition is only 679. In light with the aforementioned data, it is imperative that something urgent should be done to redress the insufficient number these facilities.

**Monitoring and evaluation**

The human and material resources outlay involved in the universal basic education scheme calls for an effective monitoring and evaluation of the programme to ensure regular appraisal of the scheme. This will help to identify the progress made, areas of deficiency and what needs to be done. Ojedele (1998) had noted that the implementation had been a serious handicap to most genuine effort aimed at developing the educational system in Nigeria. He therefore upheld that:

“If the Nigerian educational system is to develop and compare favourably with the advanced countries of the world, there is need to monitor and evaluate each stage of the implementation process so as to ensure that projects are being implemented”.

**Increased enrolment strategies**

The projected figure for the universal basic education
scheme in the state is moderately high and therefore calls for sustainable strategy in ensuring a successful enrolment in the scheme. The entire exercise should not be abandoned at the well-wish level but some defined strategies as a viable publicity committee made up of churches, parent-teachers association, community development associations, village counsels and so on should be put in place to assist in creating awareness about the programme and its attendant benefit.

Insurance of school properties

The cost of rehabilitating existing school facilities, erecting new ones and providing necessary equipment is quite enormous and therefore, calls for an excellent school insurance programme. Commenting in support of this, Jordan (1969 maintained that a time has come when the school insurance programme should: "Instead of being viewed as hedge against losses as a result of fire and other disaster, the insurance programme provides local school authorities with the opportunity to determine the values of school property, provide a plan through which the properties could be replaced or restored in case of loss and also develop an orderly systematic plan for proper care of the properties while they are used by the school".

The overriding importance of the school insurance programme apparently is a suggested new dimension in school facilities management intended to achieve Jordan’s position, and hence save government huge losses incurred as a result of improper facilities management.

METHODOLOGY

Research design

The researcher uses the descriptive survey design. This is aimed at gathering information to describe the integrative funding and effective implementation of the universal basic education programme in Central Senatorial District of Delta State.

Population of the study

The population of the study consists of one thousand one hundred and three public primary schools (1103) with headmasters/headmistresses and seven hundred and thirty-three (733) public secondary schools principals in Delta Central Senatorial District.

Given a total population of one thousand eight hundred and thirty-six (1,836) both public primary and public secondary schools with the same population of principals and headmasters/ headmistresses in Central Senatorial District of Delta State, Nigeria.

Sample and sampling technique

The sample of this study consists of four hundred and 456 representing 24.82% of the population. 182 public junior secondary schools principals and 274 public primary schools headmasters/headmistresses randomly selected by a means of stratified randomly sample technique. Six Local Government Areas in the Senatorial District were used for the study.

Instrumentation

The instrument used for data collection was the questionnaire. Titled: “Integrative funding and effective implementation of the universal basic education programme questionnaire (IFEIQ) in Central Senatorial District of Delta State.

The questionnaire consisted of 36 items distributed to reflect each of the research questions. Items 1-6 were structured to elicit information in relation to research question one. While items 7-13 were structured to elicit information in relation to research question two. Also items 14-20, were necessary to answer research question three. In the same vein, items 21-26 are required to answer research question four. Items 27-31 were also structured to elicit information in relation to research question five. And items 32-36 for research question six. It has four point likert interval scale, “strongly agree” (4 points) “agreed”, (3 points), “disagreed”, (2 points), and "strongly disagreed" (1 point).

Validity of the instrument

Two types of procedures were adopted by the researcher to establish the validity of the instrument. They include the face and content validity.

Reliability of the instrument

The reliability of the instrument was established by using the test-retest method. The questionnaire was administered to twenty (20) respondents not included in the sample size. After an interval of three weeks of the administration, the same sets of instrument were re-administered to the same group of respondents and the resulting test scores were correlated. The Pearson product moments correlation coefficient ‘r’ was used to correlate the responses obtained from the two separate scores. This yielded a reliability coefficient of 0.75 which shows that the research instrument has a high internal consistency, and therefore reliable.

Administration of the Instrument

The researcher administered the instrument personally to the respondents. At the end of the administration, four hundred and fifty-six (456) questionnaire were retrieved from the respondents.

Method of data analysis

Mean and standard deviation were the statistical tools used to answer the three (3) research questions. A mean of 2.50 was taken as the critical value for decision such that a mean response that falls below 2.50 was regarded as disagreed while a mean response on or above 2.50 was regarded as agreed.

PRESENTATION OF RESULTS

Research question 1

What are the financial contributions of government to the
Table 1. Mean and standard deviation of the financial contribution of government to the funding of universal basic education (U.B.E.) programme in Central Senatorial District of Delta State.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Statement</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provides money for payment of staff salaries and allowance regularly.</td>
<td>456</td>
<td>2.54</td>
<td>0.053</td>
<td>Agree</td>
</tr>
<tr>
<td>2.</td>
<td>Provides fund for development of new structures.</td>
<td>456</td>
<td>2.51</td>
<td>0.053</td>
<td>Agree</td>
</tr>
<tr>
<td>3.</td>
<td>Provides fund for Library and Laboratory equipment.</td>
<td>456</td>
<td>2.54</td>
<td>0.053</td>
<td>Agree</td>
</tr>
<tr>
<td>4.</td>
<td>Provides fund for maintenance and repair of building, equipment and furniture.</td>
<td>456</td>
<td>2.59</td>
<td>0.053</td>
<td>Agree</td>
</tr>
<tr>
<td>5.</td>
<td>Provides fund for the day-to-day running of schools.</td>
<td>456</td>
<td>2.54</td>
<td>0.052</td>
<td>Agree</td>
</tr>
<tr>
<td>6.</td>
<td>Provides fund for sports and health facilities.</td>
<td>456</td>
<td>2.52</td>
<td>0.053</td>
<td>Agree</td>
</tr>
</tbody>
</table>

Table 2. Mean and standard deviation of the financial contribution of parent teachers association (P.T.A.) in the provision of school facilities for effective implementation of UBE in Central Senatorial District of Delta State.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Statement</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Renovates dilapidated structures.</td>
<td>4.56</td>
<td>2.48</td>
<td>0.052</td>
<td>Disagree</td>
</tr>
<tr>
<td>2.</td>
<td>Build classrooms.</td>
<td>4.56</td>
<td>2.73</td>
<td>0.051</td>
<td>Agree</td>
</tr>
<tr>
<td>3.</td>
<td>Provides writing desk and benches.</td>
<td>4.56</td>
<td>2.47</td>
<td>0.053</td>
<td>Disagree</td>
</tr>
<tr>
<td>4.</td>
<td>Buy books for the Library.</td>
<td>4.56</td>
<td>2.51</td>
<td>0.051</td>
<td>Agree</td>
</tr>
<tr>
<td>5.</td>
<td>Buy science equipment for the laboratory.</td>
<td>4.56</td>
<td>2.53</td>
<td>0.052</td>
<td>Agree</td>
</tr>
<tr>
<td>6.</td>
<td>Provides fund for toilet facilities.</td>
<td>4.56</td>
<td>4.56</td>
<td>0.052</td>
<td>Disagree</td>
</tr>
<tr>
<td>7.</td>
<td>Provides fund for potable water.</td>
<td>4.56</td>
<td>4.56</td>
<td>0.054</td>
<td>Agree</td>
</tr>
</tbody>
</table>

Table 1, show that both principals and headmasters/headmistresses in public secondary schools and public primary schools agreed to items 1, 2, 3, 4, 5 and 6 with a mean ranging from 7.51 to 2.59 that government provides money for payment of staff salaries and allowances regularly; provides fund for development of new structures; provides fund for library and laboratory equipment; provides fund for maintenance and repair of building, equipment and furniture; provides fund for the day-to-day running of the schools; and provides fund for sports and health facilities to the funding of universal basic education (U.B.E.) Programme in Central Senatorial District of Delta State.

Research question 2

What are the financial contributions of parent teachers association (P.T.A.) in the provision of school facilities for effective implementation of the UBE?

Table 2, shows that both principals and headmaster/headmistresses in public secondary and public primary schools agreed to items 8, 10, 11, and 13 with a mean ranging from 2.51 to 2.73 that parents teachers association do not contributes in renovating of dilapidated structures, provisions of writing desk and benches, and provision of fund for toilet facilities.

Research question 3

What are the contributions of Non-government organization (NGOs) in the provision of instructional materials to schools for the effective implementation of the UBE programme in Central Senatorial District of Delta State?

Table 3, indicates that both principals and headmasters/headmistresses in public secondary schools and public primary schools agreed to items 14, 15, 16, 17 and 19 with mean ranging from 2.50 to 2.71 that non-governmental organization contributes by: Build classrooms blocks for the schools; purchase science and laboratory equipment for the schools, provides furniture, provide books and writing materials and pay allowance to some special subjects teachers. While items 18 and 20 with a mean ranging from 2.03 to 2.49 were disagreed that non-governmental organizations to not provide funds for transportation of staff children and they do not provide fund for Sports/Health equipment for the effective implementation of UBE programme in Central Senatorial District of Delta State.
Table 3. Mean and standard deviation of the contribution of Non-governmental organization (NGOs) in the provision of instructional materials to schools for the effective implementation of UBE programme in Central Senatorial District of Delta State.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Statement</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Build classrooms blocks for the schools</td>
<td>4.56</td>
<td>2.62</td>
<td>0.053</td>
<td>Agree</td>
</tr>
<tr>
<td>2.</td>
<td>Purchase science and laboratory equipment for the schools.</td>
<td>4.56</td>
<td>2.50</td>
<td>0.053</td>
<td>Agree</td>
</tr>
<tr>
<td>3.</td>
<td>Provides furniture</td>
<td>4.56</td>
<td>2.91</td>
<td>0.054</td>
<td>Agree</td>
</tr>
<tr>
<td>4.</td>
<td>Provide books and writing materials.</td>
<td>4.56</td>
<td>2.54</td>
<td>0.053</td>
<td>Agree</td>
</tr>
<tr>
<td>5.</td>
<td>Fund transportation of staff children.</td>
<td>4.56</td>
<td>2.49</td>
<td>0.052</td>
<td>Disagree</td>
</tr>
<tr>
<td>6.</td>
<td>Pay allowance to some special subjects teachers.</td>
<td>4.56</td>
<td>2.50</td>
<td>0.052</td>
<td>Agree</td>
</tr>
<tr>
<td>7.</td>
<td>Provide fund for Sports/Health equipment.</td>
<td>4.56</td>
<td>2.03</td>
<td>0.038</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

District of Delta State.

DISCUSSION OF RESULTS

Financial contribution of government to the funding of universal basic education (U.B.E.) programme

The study in research question one revealed that government played an important role on adequate funding of UBE programme for its effective implementation. The National Policy on Education (2004) indicated that the financing of “education” is a joint responsibility of the Federal, State and Local Government. Also in the words of President Obasanjo (1999) noted that as far as funding of “education” was concerned the time has come for all Nigeria parents to appreciate the need to contribute to their children’s “education” particularly at the elementary level which is the first nine years of school age.

The implication of this finding was that there is integrative funding of UBE in Central Senatorial District of Delta State. That the government, individuals, parents, foreign aids, endowment and corporate bodies should contribute to the adequate funding of education to enhance the effective implementation of the UBE programme in Central Senatorial District of Delta State. This is to say that government alone cannot carry the responsibility of a funding the UBE programme in Central Senatorial District of Delta State.

Financial contributions of parents teachers association (P.T.A.) in the provision of school facilities for effective implementation of UBE

This study had discovered that parent teachers association (P.T.A.) funded UBE for its effective implementation. This is an indication of the various financial contributions made by this body towards the effective implementation of the UBE programme which came in form of provision of classroom buildings, schools halls, toilet facilities, furniture supply and sports equipment to mention but a few. It is also interesting to note that the two categories of respondents namely the principals and headmasters/headmistresses did not differ significantly with regard to the opinions on the financial contributions of PTA and effective implementation of universal basic education (UBE) programme in Central Senatorial District of Delta State.

In support of this finding, Nwikina (2000) opined that education in the urban areas are more emphasis than the rural areas in the previous years. Today, the rural schools raised fund in various ways in funding the universal basic education (UBE) programme. Some of such include: PTA supporting school projects through launching of endowment funds and donations for provision of furniture, building of classroom blocks, halls, toilets, urinaries, potable water etc.

Also, some of the parents provided school buildings sometimes called PTA block of classroom. Be that as it may, some communities do not have interest in the affairs of the school, they saw it as liability to them.

The contribution of Non-governmental organizations (NGOS) in the provision of instructional materials to school for the effective implementation of UBE programme

The study had as well revealed that NGOs financial contributions enhanced effective implementation of UBE programme in Central Senatorial District of Delta State. As disclosed by Nwagwu (2002) that “the era of over dependence on government for the funding of education in Nigeria is becoming over.” In a free enterprise economy, he opined that educational institutions must find alternative means of generating revenue to supplement government budgeting. Thus:

Education is an expensive social service and requires adequate financial provision from all tiers of government for a successful implementation of the educational programme. In this connection, Government welcomes and encourages the participation of local communities, individuals and other organizations (NPE, 2004).

Okoye (2002) in support of this idea also asserted that companies could supplement government funding of
education by paying the education tax (2% of their surplus). He also said that communities need to contribute as well as alumni of both primary and secondary schools who are gainfully employed need to contribute.

Ukeje (2000) was of the view that schools need to seek support from the parent teachers association and alumni association as well as community development committees and social clubs. In light of this, Non-governmental organizations contributed in various measures to the educational sector. These included provisions of charts, slide projectors, potable boards, laboratory equipment, sports equipment etc.

The petroleum trust fund (PTF) the UNESCO, UNICEF, UNDP, the parent teachers association (P.T.A.) made donations in forms of books, furniture, drugs, science equipment, sports and game equipment, organize workshops and seminars to pupils, teachers and students.

Consequently, in schools where these gestures are received, the administrator and teachers are being encouraged to teach and the pupils and students are also encouraged to learn. There is very likelihood that the standard of education would be raised. It should be noted that not all parents make such contributions to the support of schools. Though some consider it a solely government efforts and others are ignorant of it and coupled with poverty.

Conclusion

Based on the findings of the study, the following conclusions were drawn:

1. That adequate funding led to effective implementation of UBE programme in Central Senatorial District of Delta State.
2. Parent teachers association’s (P.T.A.) financial contribution in the provision of facilities of UBE programme enhanced effective implementation in Central Senatorial District of Delta State. And so parents should always strive to contribute their quota to the development of the programme. Similarly, Non-governmental financial contribution to the provision of instructional materials to schools for effective implementation of UBE programme in Central Senatorial District of Delta State need much desire.
3. The development of school curriculum for effective implementation of the UBE programme in Central Senatorial District of Delta State is viewed seriously on the order of the government in achieving the programme objectives.
4. Similarly, Non-governmental financial contribution to the provision of instructional materials to schools for effective implementation of UBE programme in Central Senatorial District of Delta State need much desire.

In line with the issues raided in the study, it could be concluded that integrative funding influenced effective implementation of UBE programme in Central Senatorial District of Delta State Nigeria. For Nigeria to attain the desired 100% national literacy rate, it is imperative that provision be made and actions taken to universalize basic education, enthone a conducive learning environment and improve quality and standards. All these have demands on funding and implementation.

RECOMMENDATIONS

From the findings and conclusion of this study, the researcher made the following recommendations.

1. That the government should maintain the policy of making adequate budget for the funding of the UBE and a monitory supervisory team be set up to see the judicious expenditure of such funds. In the light of this, government should come out with a blue print on punishment to offenders on misappropriation of education fund. The government should intensify effort to over see the integrative funding of the UBE programme by the various educational stakeholders for its effective implementation.
2. The state government also should recruit more teachers into the primary and junior secondary schools in the state in other to enable the pupils to achieve permanent literacy and numeracy and the ability to communicate effectively.
3. Teachers should be allowed to attend seminars and workshop to acquaint themselves of new ideas and methods of teaching for the universal basic education programme.
4. Teachers should be sent for in-service training to enable them acquire more skills and competence in their job performances. The state ministry of education should intensify more efforts in the effective supervision, monitoring and evaluation of the universal basic education programme in the state. The welfare of teachers should be a priority.

REFERENCES


