Influence of Funding on Quality Assurance of Upper Basic Education Basic Technology Curriculum Implementation in River State.

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ABSTRACT

The main purpose of the study was to determine the extent to which funding influences quality assurance of Upper Basic Education Basic Technology Curriculum implementation in Rivers State. The study was guided by one research question and one null hypothesis. A survey research design was adopted for the study. The population used for the study comprised 446 principals in Basic schools in 23 Local Government Area (L.G.A) in River State. Among the population, 306 were public schools and while the remaining 140 were private schools approved by the River State ministry of education. The sample size was 264 principals selected from the population. The instrument used for data collection was 11 item questionnaires grouped into one section according to the research question that guided the study. The items were structured in four point rating scale. The instrument was validated and the reliability of the instrument was determined using Cronbach Alpha which yielded 0.90. Mean, standard deviation and t-test statistics were the statistical tools used. Based on the data analysis, the study identified that funding influences quality assurance of Upper Basic Education Basic Technology Curriculum to a high extent in Rivers State. Based on the findings of the study recommendations were made among which include; government should increase budgetary allocation to education for quality assurance in Basic Technology curriculum implementation.

Keywords: Basic Technology, curriculum, Upper Basic Education and Quality Assurance.

INTRODUCTION

Education activities are usually plan and implemented using a defined plan of instruction called the curriculum. Everyone in education seems to have one's understanding of what the curriculum means since it was used at various levels in education discourse. Curriculum according to Mbah (2016) is a planned series of instructional tasks/activities logically arranged in a sequential order to provide the learner with the required experiences indicative of the competencies. Ibekwe (2014) defined curriculum as a set of guide line relating to content or subject of instruction. Hence, curriculum implementation can be seen as the objective, content, activities and method of what was offered to the learner in the school. Ibekwe further stressed that curriculum was a goal-directed activity that was generated by the school whether they take place in the institution or outside it.

Further, curriculum is a programme of learning that contains the learning experience required by the learners. Olufunwa, Waziri and Olorunmolu (2013) defined curriculum as the planned experience offered by a school. A common denominator was that school curriculum must of necessity include, programme of studies, programme of activities and programme of guidance which was designed to enhanced learning and help in the

appraisal and evaluation of students learning outcome. Curriculum issues have always occupied the center stage in academics discourse in Nigeria, beginning from the colonial period through the independence era. Various opinion and views were expressed over what should constitute a functional and utilitarian school curriculum. The difference in opinions culminated into the 2002 National Curriculum Conference subsequently at which all varying opinions and interest were given consideration (Akubuilo, 2008). The deliberations at the 2003 National Conferences subsequently led to the adoption of are vised National Policy on Education in 2004. The National Policy on education houses the philosophy of every educational programmes at all levels including Upper Basic Education programmes. This study was interested in looking into the policy provision for Upper Basic Education from which a broad curriculum is derived. Within this provision, it was stated that the broad goal of Upper Basic Education shall be to provide career awareness and prepare for senior secondary school or apprenticeship training school (Federal Republic of Nigeria FRN, 2013). Universal Basic Education (UBE) means the type of education, in quality and content that was given in the first level of Education. This practice changes from country to country. In Nigeria, basic education was of nine years duration made up of six primary school and three years of Upper Basic Education, UBE was conceived to embrace formal education up to the age of 15, as well as adult on non-formal education. This provision is contained in 1999 constitution which states that government shall eradicate illiteracy, when she practically provide a free and compulsory Universal Primary education, free secondary education, and free adult literacy programme. In order to achieve the above stated goals, the on going UBE in Nigeria has replaced the former 6-3-3-4 system of Education. The 6-3-3-4 system of education was a type of education

system where the recipients will spend six years in the senior secondary school and four years in the tertiary institutions.

At these stages there were Primary Schools, Secondary schools and tertiary institutions, which could be colleges of Education, polytechnics and Universities respectively. Primary education with respect to 6-3-3-4 system of education was the elementary type of education with children between ages of 6-11. This was the foundation of education upon which all other level of education are built it therefore determines the success or failure of the whole educational system while secondary schools are simply post primary schools. With the ages of 11 and 14 years for Junior Secondary School and 15-17 years of age for Senior Secondary School. According to Eze (2016), basic education reforms have undergone many revisions, resulting into 9-Years basic education Curriculum. This was integrated into 6-3-3-4 system; lower basic (Primary1-3): middle basic (primary4-6) and upper basic (JS1-3).

According to Olaitan in Elemure and Elemure (2016) educational reforms the UBE controls primary education up to the Junior secondary education while, the senior secondary operates based on the broad frame work which the curriculum of Secondary education provides. In all matters concerning Junior Secondary education (Upper Basic Education), the needs, interest; values and aspirations of the society and her citizens are determined in the curriculum.

As an important component of Upper Basic Education, the curriculum provides baseline information for organized learning experiences that are carried out in the schools and it provides the teachers and school principals with guidelines to develop desirable learning activities for the children. Without the curriculum, teachers would teach subjects (including Basic Technology)

without order and the school system would end in confusion. Basic Technology being one of the subjects offered in Upper Basic Education should have well panned curriculum developed out of experience.

In the context of this research, Basic Technology is an integrated subjects comprising of woodwork, Metalwork, Building Technology, Auto-mechanic, Electrical/Electronics and Technical Drawing at their basic level. The subject was formally called introductory Technology and was offered at the Junior Secondary school level. Introductory Technology was introduced into Secondary Schools for the teaching and learning of introductory technology subjects. The subject was introduced in the Junior Secondary School when Nigerians, especially those in educational planning for saw the need to start technological education from the grass root. The trend did not last before the whole system started collapsing due to some challenges of implementation which form the basis of this study. The education system was loaded with loadable objectives that would enhance our technological development it will implemented.

In order to ensure that the educational system did not collapse due to the challenges, currently, a new functional education has emerged; which was the Universal Basic Education UBE system, whose guiding principles uphold the state of Basic technology in Junior secondary school (Upper Basic Education). In the context of this study, quality assurance in Upper Basic Education curriculum seeks to address issues of standard, value and how the products of Upper Basic Education would be able to achieve the goals of Upper Basic Education.

The quality of teaching and learning programme provided to the students in

Upper Basic Education determines that performance of the students at the point of graduation. The value which consumers place on goods and services explains the quality of each goods and services. There are products or services that could be superior or inferior quality depending on the extent to which such services or products are able to satisfy the desire of those who patronize it (Onoh, 2011). The quality of education provided in any society was also subjected to quality assessment.

Thus, the extent to which an educational system was able to achieve the goal which it was set to achieve determines the quality of such system. This implies that the products of the school system should be able to exhibit the desired educational objectives outline in the national policy and as embedded in the school curriculum. Mbah and Elobuike (2016) perceive quality education as the degree of excellence with which an institution provide learning experiences to students. The schools provides educational environment which enable worthwhile learning goal like academic standard and need to be maintained. It must be put in place.

Quality assurance in Upper Basic Education curriculum therefore applies to the production function of Upper Basic Education management, her goods (student), services (teaching) and output stage of production (Onojetah, 2013). The characteristics of an effective quality assurance mechanism as outlined by Ogbodo (2016) include: an effective quality management system to ensure that it meet the changing requirement. There are bodies charged with the responsibilities of setting maintaining and improving standards in all aspects of the school system. These bodies and commissions ensure uniform standard and quality control of instruction activities in school through regular inspection and continuous supervision. It is the function of

these commissions to regulate, accredit and approve any programme of study in all levels of the education system. The bodies or commissions include: National University Commission (NUC): This commission regulates and monitors activities and programmes of the nation's universities. The accreditation and recognition of academic programmes was the commission's responsibilities. National Commission for Colleges of Education (NCCE): this commission regulates, accredits and approves any programme of study in all colleges of Education in Nigeria. National Board for Technical (NBTE), this commission regulates, accredits and approves the programme courses in Technical institutions and offer advice where necessary in order to maintain quality in the institutions. Federal Ministry of Education: is the body responsible for the control of Secondary Education in Nigeria. This was the only educational level without a commission established to regulate their activities. Universal Basic Education Commission (UBEC): this body regulates and controls the programmes level of education in Nigeria (FRN, 2013).

Quality assurance in Upper Basic Education was a holistic process concerned with ensuring the integrity of outcomes (Mbah, 2016). Ogbodo (2016) also reported that the quality of teachers in the school determines to a large extent the quality of those they produce. Furthermore, stakeholders in education also agree that school principals play significant role in quality control in Upper Basic Education and the implementation basic technology curriculum. The implication of this was quite clear, if the schools were to yield the desired result and school principals must be up to their roles in ensuring the quality assurance of every activity in school was sustained. Upper Basic Education stands to benefit a lot if active school principals are put at the helm of affairs, since this would

guarantee effective quality of the curriculum. No matter how good a curriculum was designed, without effective and competent teachers, the goals for which it was designed would not be achieved (Akubuilo, 2008)

Quality assurance of the curriculum was a tedious task for school principals and teachers. Mbah and Elobuike (2016) maintained that the major handicap to development generally was the inability to translate plans in to reality. The author opined that politics were formulated and often with good intentions, but at the implementation stage, the policies tend to be rendered less effective. Good plans may be produced but if they are not carried out to the end, the purpose for which the plan has been made will be defeated. The interpretation and translation of school curriculum into practice were of great importance to the principals. This was because appropriate or adequate interpretation and translation would help to control quality. Amesi and Nnadi (2015) expressed the need for internal supervision of instruction by principals, vice principals and heads of department for effective curriculum control.

In a related development, it is pertinent to note that education was an expensive social service and requires adequate financial provision formalities of government for successful implementation of curriculum contents. The issue of funding of education was vital since education was an important tool to effect national development and progress, (Olufunwa, Waziri and Olurunmole, 2013). Funding is the act of providing resources, usually in form of money (financially), or other values such as effort or time (sweat equity), for a project, a person, a business, or any other private or public institutions (Amesi and Nnadi, 2015). Funding of education would affect the implementation of the secondary school

curriculum since it was a subset of the nation's education (Mbah, Nnadi, Nwachukwu and Onoh, 2017). The budgetary allocations to education are contrary to the UNESCO estimate of 26% of annual budget required for adequate funding of education over the years. Funding of education generally has been poor and this ugly trend has its toll on the implementation of the school curriculum (especially basic technology). Odou and Anietie (2019) expressed disappointment, that inadequate funding constitute a problem in implementing social studies curriculum in junior secondary schools. Funding of education according to Mbah, Nnadi, Nwachukwu and Onoh (2017) is the provision of needed financial resources for smooth running of the educational programm. The authors also maintained that inadequate funding had a negative impact on development, capital mobilization and development for the production progress. Teachers were not motivated with adequate equipment, micro-teaching laboratories, classroom, libraries and other relevant text books.

Furthermore, because of the inadequate funding of the Upper Basic Education, the necessary facilities needed for effective implementation of the curriculum were lacking. Teachers at times abandoned their primary assignment or responsibilities (reaching) and took to alternative means of survival to the detriment of the students who were the recipient of their services. According to Amensi and Nnadi (2015), teachers were stagnated and denied promotions, while some spend nearly eight years without promotion. This situation was highly demoralizing and has negative impact in implementing the curriculum in the junior secondary schools.

Education in Nigeria was associated with inadequate funding from federal, states, and local governments. Funds meant for education were diverted and teacher salaries were not paid as and at when due, infrastructural facilities were in a state of disrepair. Teacher's incessant strikes caused the quality of education to be thrown to the dogs or dust-bins. The conditions of service for teachers in Nigeria appear not to be comparable with their counterparts in other professions. This situation was highly demoralized and has negative impact on quality of education. According to Elemure & Elemure (2016) quality has resources and financial implication. This implies that all the parameters for quality assurance in Nigeria education system would end up in terms of funding, therefore the higher the standard the more the needs for funds. It is against this background that the need arose to determine the extent funding influences quality assurance of Upper Basic Education Basic Technology Curriculum in Rivers State.

Statement of the Problem
The curriculum implementation has become the major indices for promoting quality education. This implementation is carried out with the help of fund when made available to the school administrators. In the present society, the curriculum implementation especially in Basic Technology has become challenging following the high price of technological facilities use in Basic technology workshops. Teachers depend on the use of improvised instructional materials in order to promote teaching and understanding of the curriculum content.

This condition falls short of the acceptable standard needed in the promotion of quality curriculum implementation and has affected the quality of graduates. The researchers are worried that the funding of Basic Technology programme must have negatively impacted the implementation of the curriculum contents. The consequence is low quality of performance and poor

students' interest which would impact the entire system negatively. This needs to be addressed in order to improve quality of Basic Technology curriculum implementation and proper training of the students in technology driven world. The problem of the study is posed as question, what is the extent to which funding influences quality assurance of Upper Basic Education Basic Technology Curriculum in Rivers State

Purpose of the Study
The purpose of the study was to:
1. determine the extent TO WHICH funding influences quality assurance of Upper Basic Education Basic Technology Curriculum implementation in Rivers State.

Research Question
The research question that guided the study was:
1. To what extent do funding influences quality assurance of Upper Basic Education basic technology curriculum implementation in River State.

Hypothesis
The null hypothesis was tested at 0.05 level of significance;
HO_1 There is no significant difference in the mean ratings of principals in public and private secondary schools with regards to the extent at which funding influences quality assurance of Upper Basic Education basic technology curriculum implementation in River State.

Method
This study adopted a survey research design. According to Nworgu (2015) survey research design is one in which a group of people or items are studied by collecting and analyzing data from only a few of them the entire group. This design was adopted by the researchers and considered suitable for the study because, because the opinion of the principals in public and private schools were sought on the influences quality assurance of Upper Basic Education basic technology curriculum implementation in River State. The area of the study was River state. The study was carried out in public and private secondary schools offering Basic Technology in River State.

The population of the study consisted of 446 principals in Basic schools in 23 Local Government Area (L.G.A) in River State. Among the population, 306 were public schools and while the remaining 140 were private schools approved by the River State ministry of education. This information was obtained from River State Ministry of Education statistics (2018). The population of the study was reduced to the sample size of 264 principals of public and private Upper Basic Education using simple random sampling technique. The sample size represented 59 percent of the entire population for the study. A stratified simple random sampling technique was used to select 190 principal from 306 public schools principals and 74 private schools principal out of 140 principals in private schools.

The instrument or data collection was the researchers structured questionnaire with two parts; part1 and part 2. Part 1 contained the demographic data of the respondents, being the principals in public and private UBE schools in River State. Part 2 has only one section that contained the 11 questionnaire items organized to elicit information that provided answers to the research question that guided the study. The items were presented in a four point rating scale and numerical values of Very High Extent (VHE) –4 points, High Extent (HE)– 3points, Low Extent (LE)–2 point and Very Low Extent (VLE)–1 point respectively. The instrument was validated by three experts, one from the field of Measurement and Evaluation, Department of Science and Computer Education while two experts are

from the Department of Technology and Vocation Education, all from Enugu State University of Science and Technology, (ESUT) Enugu. The reliability of the instrument was determined by distributing 20 copies of the questionnaire to 20 principals from Yenagoa Local Government Area of Bayelsa State. Cronbach Alpha statistical tool was used to analyze the data collected to establish the internal consistency of the instrument. The result yielded a relatively index of 0.9 indicating that the result is high enough and therefore reliable and suitable for the study. A total of 264 copies of the questionnaire were administered directly to the respondents by the researchers with the help of three research assistants that were duly guided on how to distribute the questionnaire to the principals of the selected Basic Secondary schools used for the study. The method adopted was immediate distribution and collection of filled questionnaires to ensure that the total number of questionnaires administered were correctly filled and returned back, thus representing 100 percent return date. The same figure, 264 used for data analysis for the study.

The data collected for this study were analyzed using mean with standard deviation. The mean was used to answer the research question that guided the study, while t-test statistical tool was used to test the null hypothesis of the study at 0.05 level of significance. For decisions on mean scores of the items in respect of determining the extent funding influence quality assurance of Basic Technology Curriculum implementation. The upper and lower class (real) limits of the means were adopted as follows

Very High Extent (VHE)–3.50–4.00

High Extent (HE) -1.50–3.49

Low Extent (LE) -1.50–2.49

Very Low Extent (VLE)-1.00–1.49

The t-test statistics of no significance difference was used to test the null hypothesis. The significant value (at 2-tail) was compared with .05 level of significance at the appropriate degree of freedom. The null hypothesis was not rejected where the significant value was less than the .05 level of significance value at appropriate degree of freedom; otherwise the null hypothesis was rejected.

Results
The data analysis and results of this study were presented in the tables below accordingly**.**

Research Question 1
To what extent do funding influences quality assurance of Upper Basic Education Basic Technology Curriculum implementation in Rivers State?

Table 1: Mean ratings and standard deviation of the respondents on the extent do funding influences quality assurance of Upper Basic Education Basic Technology Curriculum implementation in Rivers State

S/N	extent do funding influences quality assurance of Upper Basic Education Basic Technology Curriculum implementation includes;	Overall		Decision
		$\overline{X}_G$	SD_G	
1	Facilities regular payment of salaries and allowances of teachers	2.89	1.21	High Extent
2	Provides for adequacy in the provision of library materials	2.88	1.40	High Extent
3	Provides for adequacy in the number of classroom provision	2.63	1.24	High Extent
4	Facilitates provision of (impress) to school principals	2.72	0.91	High Extent

5	Facilitates for budgetary allocation to Education institution	2.94	1.11	High Extent
6	International agencies encouraged By government	2.96	1.09	High Extent
7	Non-Government agencies Encouraged by government	3.02	1.30	High Extent
8	Parent Teachers Association (PTA) levies or contributions	2.98	1.14	High Extent
9	Education tax funds paid by Corporations and operating at certain Capacity level and registered in Nigeria	3.14	0.94	High Extent
10	Education endowment fund launch organized by government at which wealthy Individuals and co-operates bodies make donations	3.08	1.01	High Extent
11	Funding of Junior Secondary School Education school met by the government alone	3.00	0.89	High Extent
	Cluster Mean/SD	**2.93**	**1.11**	**High Extent**

Note: X =Mean; SD = Standard Deviation

The data presented in Table 1 indicates that the overall item mean ratings ranges from 2.63 to 3.14 depicting high extent. The items have overall cluster mean of 2.93 and standard deviation of 1.11. The low level of standard deviation of 0.67 shows obtained indicates that the respondents have consensus opinion in their responses to the items on the high extent funding influences quality assurance of Upper Basic Education Basic Technology Curriculum implementation in Rivers State.

Hypothesis1:
There is no significant difference in the mean ratings of public and private Upper Basic Education principal on the extent funding influences the quality assurances of Basic Technology curriculum implementation in Rivers State.

Table 2: Summary of t-test analysis of mean ratings of public and private Upper Basic Education principal on the extent funding influences the quality assurances of Basic Technology curriculum implementation in Rivers State

Variables	N	T	Df	Sig. (2tailed)	Mean Difference	Std. Error Differenc e	Decision
Public	190	0.426	262	0.670	0.29310	0.68797	NS
Private	74						

The result of t-test analysis in Table 2 shows that the t-value at 0.05 level of significant and 262 degree of freedom for the 11 items is 0.426 with a significant value of 0.670. Since the significant value of 0.670 is more than the 0.05 level of significance the null hypothesis is not significant. This means that there is no significant difference on the mean ratings of public and private Upper Basic Education principal on the extent funding influences the quality assurances of Basic Technology curriculum implementation in Rivers State.

Discussion of Findings
The Findings of the study revealed that funding influences the quality assurance of Upper Basic Education Basic Technology Curriculum implementation to a high extent. This showed that the issues finding of education were vital since effect national development and progress (Amesi and

Nnadi, 2015)**.** According to Onojetah (2013), Funding of education would affect the implementation of the Secondary Schools Curriculum since it was a subset of the nation's education. Mbah, et-al (2017), in support of the negative effects of poor funding of education in Nigeria, expressed disappointment, that inadequate funding constitute da problem in implementing social studies curriculum which is among the subject offered in Upper basic education. Mbah, et-al maintained that inadequate funding had a negative impact on development Capital mobilization and development for the production progress. Onojetah (2013) still emphasized the indispensability of adequate funding of UBE subjects (Basic Technology including), stressed that trained teachers were not motivated with adequate equipment Micro–Teaching Laboratories and other modern audio–visual structural facilities vital for achieving quality education. The findings further showed that there is no significant difference in the opinions of Public and private secondary schools principals on the extent funding influence the quality assurance of Basic Technology curriculum implementation in River State. This finding was in agreement with the opinions of Mbah et-al who maintained that quality of Funding Influenced curriculum implementation.

Conclusion
The study identified the influence funding influences the quality assurances of Basic Technology curriculum implementation in Rivers State. The result showed that funding to a high extent influence the Basic Technology curriculum implementation. This means that government should improve funding of the schools to address the challenges of quality assurance in Basic Technology curriculum implementation. Alternative funding should be provided to compliment the government provision in order to improve the teaching and learning

and quality assurance in Basic Technology curriculum implementation in River State.

Recommendations
The following recommendations were made;
1. The government should increase budgetary allocation to education for quality assurance in Basic Technology curriculum implementation.
2. The principal should adopt alternative means of funding schools for quality assurance in Basic Technology curriculum implementation.

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