

FINANCING AND CURRICULUM DEVELOPMENT AS GOVERNMENT INTERVENTIONS IN THE MANAGEMENT OF PRIVATE SECONDARY SCHOOLS FOR QUALITY EDUCATION SERVICE DELIVERY IN RIVERS STATE

Adebiyi, Ololade

Department of Educational Management, Faculty of Education,
University of Port Harcourt, Rivers State, Nigeria

&

Dr. S.T. Afangideh

Department of Educational Management, Faculty of Education,
University of Port Harcourt, Rivers State, Nigeria

Abstract

The study investigated financing and curriculum development as government interventions in the management of private secondary schools for quality education service delivery in Rivers State. Two research questions as well as two corresponding hypotheses guided the study. The design adopted for the study was descriptive survey. The population of the study comprised all the 692 educational stakeholders which consisted of 453 government approved private secondary school proprietors in Rivers State as well as 239 inspectors of the Ministry of Education. A sample of 362 education stakeholders comprising 150 inspectors of the ministry of education as well as 212 proprietors of private secondary schools in Rivers State was drawn for the study using proportionate stratified random sampling technique. A 40-item instrument titled Government Interventions in Private Secondary Schools Management for Education Service Delivery Scale was used for data collection. The scale by three experts in Measurement and Evaluation. The reliability of the instrument was determined using Cronbach alpha and each of the cluster of the instrument produced reliability coefficients of 0.79 and 0.82 respectively. The research questions were answered using mean and standard deviation while the hypotheses were tested using z-test at 0.05 level of significance. The findings of the study showed a high extent of government intervention in the area of curriculum development in the management of private secondary schools in Rivers State, while in the area of financing the government intervention is to a low extent. Based on the findings of the study, it was recommended among others that there is need for the government to assist private secondary schools with finance so as to increase their share in the delivery of quality education in Rivers State.

Keywords: *Government Interventions, Financing, and Curriculum Development.*

Introduction

Education has been identified as one of the most essential services that any nation can provide for her citizens. Over the years, the provision of formal education was the exclusive responsibility of the government. It was the duty of the government to determine who is educated, when, where and how such education will be provided.

However, as educational demand continues to rise, there was the need for other stakeholders to support the government in the provision of formal education. This gave birth to the rise in the number of private schools across all levels of education in the nation. Since then, the number of private secondary schools has continued to increase in order to solve the

problem of access to secondary education. Private secondary school refers to that middle level of education that is established and managed by private individuals or groups. It is also known as any education owned by any group of persons aside the government. In this type of school, funding and managerial functions are carried out by the private owners with very little or no input from the government (Ehigiamusoe, 2012). Similarly, these private owners decide how the school will be operated but they rely on the government for policy guideline as well as other mandatory assistance. The management of private secondary schools therefore depends on the ability of its owners to source for essential resources that will be deployed for providing the right quality of educational service delivery.

It has been observed that private secondary schools are faced with diverse managerial issues in their effort to contribute to educational growth and development in the country. These issues arises as a result of their quest to provide quality teaching and learning services to meet global best standards as well as in their effort to satisfy the educational needs of parents, teachers and students. Over time, private secondary schools generate and utilize the resources needed for providing quality education on their own irrespective of their location and socio-economic status. Due to increase in population, increase in the enrollment of children in private schools and the quest for quality education, many are worried about government interventions in the management of private secondary schools. Therein, this study examines financing and

curriculum development as government interventions in the management of private secondary schools for quality education service delivery in Rivers State.

Studies have argued that one way the government may intervene in the management of private secondary schools for quality education service delivery is through financing. For instance, Eimuhi and Ogedegbe (2015), states that since the private sector has volunteered to support the government in providing educational service, it is only reasonable that the government should provide financial incentives to encourage private secondary school owners to continue in providing quality secondary education. He further adds that this will also give the government some leverage in the management of private secondary schools. Funding serves as the life-wire for the management and administration of most sectors of the economy including the educational sector. It is based on this fact that UNESCO recommended that 26% of the annual budget of any nation should be set aside for the administration and management of the educational sector (Odia & Omofonmwan, 2007). However, it is sad to say that the government has not fully implemented this especially as it concerns private secondary schools. Oriakhi and Ameh (2014) observed that government displays a lackadaisical attitude in financing private secondary schools and this directly affects education service delivery of private schools. They further stressed that the lack of government funding of private secondary schools makes it difficult for the implementation and execution of the national education goals in private

secondary schools. Abdullahi (2015) also explains that the government provides little or nothing in terms of financial intervention to private secondary schools and this impact negatively on the quality of education offered by private secondary schools.

Another way the government intervenes in the management of private secondary schools for quality education service delivery is in the area of curriculum development. It is the responsibility of the government to determine the curriculum that will be used in schools within their jurisdiction. The government designs the curriculum to meet global trends and in line with the needs and aspirations of the citizenry. The government determines content of the curriculum and how it should be implemented, specifying areas of nation interest so as to train people who will be functional to the society. No private school or school owner has the power to develop a curriculum of their own as such what is taught in the school is based on the curriculum as developed by the government (Shami & Hussain, 2005). Salviej, Aranes and Espinosa (2014), states that although the government may allow private school owners to make input to the curriculum, it is the sole right of the government to develop the curriculum. They further states that this ensures uniformity in the quality of education service delivery at all levels and signifies government intervention in the management of private secondary schools. It is against this background that this study examines financing and curriculum development as government interventions in the management of private secondary

schools for quality education service delivery in Rivers State.

Aim and Objectives of the Study

The study examined financing and curriculum development as government interventions in the management of private secondary schools for quality education service delivery in Rivers State. Specifically, the study sought to;

1. Ascertain the extent to which government intervenes in financing private secondary schools for education service delivery in Rivers State.
2. Determine the extent to which government intervenes in curriculum development in private secondary schools for education service delivery in Rivers State.

Research Questions

The following research questions guided the study;

1. What is the extent to which government intervenes in financing private secondary schools for education service delivery in Rivers State?
2. To what extent does government intervene in curriculum development in private secondary schools for education service delivery in Rivers State?

Hypotheses

The following hypotheses which were tested at 0.05 level of significance guided the study;

1. There is no significant difference between the mean ratings of school proprietors and ministry of education

staff on the extent to which government intervenes in financing private secondary schools for education service delivery in Rivers State

2. There is no significant difference between the mean ratings of school proprietors and ministry of education staff on the extent to which government intervenes in curriculum development in private secondary schools for education service delivery in Rivers State.

Methodology

The design adopted for the study was descriptive survey. The population of the study comprised all the 692 educational stakeholders which consisted of 453 government approved private secondary school proprietors in Rivers State as well as 239 inspectors of the Ministry of Education. A sample of 362 education stakeholders comprising 150 inspectors of

the ministry of education as well as 212 proprietors of private secondary schools in Rivers State was drawn for the study using proportionate stratified random sampling technique. A 40-item instrument titled Government Interventions in Private Secondary Schools Management for Education Service Delivery Scale (GIPSSMESDS) was used for data collection. The scale was validated by the researcher's supervisor as well as three experts in Measurement and Evaluation from the Department of Educational Psychology, Guidance and Counseling, Faculty of Education, University of Port Harcourt. The reliability of the instrument was determined using Cronbach alpha and each of the cluster of the instrument produced reliability coefficients of 0.79 and 0.82 respectively. The research questions were answered using mean and standard deviation while the hypotheses were tested using z-test at 0.05 level of significance.

Results and Discussion

Research Question 1: What is the extent to which government intervenes in financing private secondary schools for education service delivery in Rivers State?

Table 1: Mean and standard deviation scores on the extent to which government intervenes in financing private secondary schools for education service delivery in Rivers State

S/No	Items	School Proprietors N = 194		Ministry of Education Staff N= 137		Mean Set $\bar{x} \bar{x}$	Remark
		\bar{x}_1	SD ₁	\bar{x}_2	SD ₂		
1	The government gives tax holiday to schools	2.05	1.29	2.21	1.00	2.13	Low Extent
2	There is an arrangement for schools to access low interest loan	2.09	1.16	2.37	1.06	2.23	Low Extent

3	There are laws which authorizes school owners to make profit reasonably	2.11	1.06	2.83	1.05	2.47	Low Extent
4	Government provides opportunity for schools to benefit financially from the private sector	2.22	1.05	2.88	1.10	2.55	High Extent
5	Private schools have opportunity to differ huge financial obligations	2.67	1.03	2.73	1.16	2.70	High Extent
Grand mean and standard deviation		2.23	1.12	2.60	1.07	2.42	LE

Scale: 1.00 – 1.79: Very Low Extent

1.80 – 2.49: Low Extent

2.50 – 3.19: High Extent

3.20 – 4.00: Very High Extent

Data on table 1 show that the responses of school proprietors and ministry of education staff for items 1, 2 and 3 had mean ratings between 1.80 and 2.49 which showed that to a low extent government intervenes in financing private secondary schools for education service delivery in Rivers State. Differently, items 4 and 5 had mean rating of 2.55 and 2.70 respectively within the range of 2.50 and 3.19 indicating that government intervenes

in financing private secondary schools for education service delivery in Rivers State to a high extent. In summary, with an aggregate mean of 2.42 which falls between 1.80 and 2.49 school proprietors and staff of ministry of education responded that to a low extent government intervenes in financing private secondary schools for education service delivery in Rivers State.

Hypothesis One: There is no significant difference between the mean ratings of school proprietors and ministry of education staff on the extent to which government intervene in financing private secondary schools for education service delivery in Rivers State.

Table 2: Summary of z-test analysis on difference between the mean ratings of school proprietors and ministry of education staff on the extent to which government intervene in financing private secondary schools for education service delivery in Rivers State

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
School Proprietors	194	2.23	1.12	329	3.17	1.96	0.05	Significant (Reject)
Ministry of Education Staff	137	2.60	1.07					

Data on table 2, show summary subject, mean, standard deviation and z-test of difference between the mean ratings of school proprietors and ministry of

education staff on the extent to which government intervenes in financing private secondary schools for education service delivery in Rivers State. The z-test value,

calculated and used in testing the hypothesis stood at 3.17 while the z-critical value stood at 1.96, using 329 degree of freedom at 0.05 level of significance. At 0.05 level of significance and 329 degrees of freedom, the calculated value of 3.17 is far greater than the z-critical value of 1.96. Hence, there is a significant difference between the responses of the respondents.

Consequently, the researcher rejected the null hypothesis in favour of the alternative that there is a significant difference between the mean ratings of school proprietors and ministry of education staff on the extent to which government intervene in financing private secondary schools for education service delivery in Rivers State.

Research Question Two: To what extent does government intervene in curriculum development in private secondary schools for education service delivery in Rivers State?

Table 3: Mean and standard deviation scores on the extent government does intervene in curriculum development in private secondary schools for education service delivery in Rivers State

S/No	Items	School Proprietors N = 194 \bar{X}_1	SD ₁	Ministry of Education Staff N= 137 \bar{X}_2	SD ₂	Mean Set $\bar{x} \bar{x}$	Remark
1	The government consult with private schools during curriculum design	2.98	0.76	2.86	0.93	2.92	High Extent
2	Private schools are assisted by the government in accessing local contents for curriculum implementation	2.82	0.92	2.95	0.76	2.89	High Extent
3	Curriculum experts are brought in to orient school owners about new curriculum content	2.93	0.92	2.82	0.81	2.88	High Extent
4	The strength of private schools is considered when designing new curriculum	1.64	1.05	2.94	0.74	2.29	Low Extent
5	Government ensures the curriculum is friendly to the environment of private schools	2.97	0.96	2.94	0.74	2.96	High Extent
	Grand mean and standard deviation	2.67	0.92	2.90	0.80	2.79	HE

The scale for Table 1 applies

Data on Table 3 show that the responses of school proprietors and ministry of education staff for item 4 had mean ratings between 1.80 and 2.49 which showed that to a low extent government intervenes in curriculum development in private secondary schools for education service delivery in Rivers State. Differently, items 1, 2, 3 and 5 had mean ratings of 2.92, 2.89, 2.88 and 2.96 respectively within the range of 2.50 and 3.19 indicating that government intervene in curriculum

development in private secondary schools for education service delivery in Rivers State to a high extent. In summary, with an aggregate mean of 2.79 which falls between 2.50 and 3.19 school proprietors and staff of ministry of education responded that to a high extent government intervenes in curriculum development in private secondary schools for education service delivery in Rivers State.

Hypothesis Two: There is no significant difference between the mean ratings of school proprietors and ministry of education staff on the extent to which government intervene in curriculum development in private secondary schools for education service delivery in Rivers State.

Table 4: Summary of z-test analysis on the difference between the mean ratings of school proprietors and ministry of education staff on the extent to which government intervene in curriculum development in private secondary schools for education service delivery in Rivers State

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
School Proprietors	194	2.67	0.92	329	2.67	1.96	0.05	Reject
Ministry of Education Staff	137	2.90	0.80					

Data on table 4, show summary subject, mean, standard deviation and z-test of difference between the mean ratings of school proprietors and ministry of education staff on the extent to which government intervenes in curriculum development in private secondary schools for education service delivery in Rivers State. The z-test value, calculated and used in testing the hypothesis stood at 2.67 while the z-critical value stood at 1.96, using 329 degree of freedom at 0.05 level of significance. At 0.05 level of significance and 329 degrees of freedom,

the calculated value of 2.67 is far greater than the z-critical value of 1.96. Hence, there is a significant difference between the responses of the respondents. Consequently, the researcher rejected the null hypothesis in favour of the alternative that there is a significant difference between the mean ratings of school proprietors and ministry of education staff on the extent to which government intervene in curriculum development in private secondary schools for education service delivery in Rivers State.

Summary of the Findings

The results obtained after data analysis are summarized below;

1. School proprietors and staff of ministry of education responded that to a low extent government intervenes in financing private secondary schools for education service delivery in Rivers State.
2. School proprietors and staff of ministry of education responded that to a high extent government intervenes in curriculum development in private secondary schools for education service delivery in Rivers State.
3. There is a significant difference between the mean ratings of school proprietors and ministry of education staff on the extent to which government intervene in financing private secondary schools for education service delivery in Rivers State.
4. There is a significant difference between the mean ratings of school proprietors and ministry of education staff on the extent to which government intervene in curriculum development in private secondary schools for education service delivery in Rivers State.

Discussion of Findings

Government interventions in financing private secondary schools for education service delivery

The result of the study for research question one showed that school proprietors and staff of ministry of education responded that to a low extent government intervenes in financing private

secondary schools for education service delivery in Rivers State. Furthermore, the test for hypothesis one reveal that there is a significant difference between the mean ratings of school proprietors and ministry of education staff on the extent to which government intervene in financing private secondary schools for education service delivery in Rivers State. Therefore, the null hypothesis of no significant difference between the mean ratings of school proprietors and ministry of education staff on the extent to which government intervene in financing private secondary schools for education service delivery in Rivers State was rejected in favour of the alternative that there is a significant difference between the mean ratings of school proprietors and ministry of education staff on the extent to which government intervene in financing private secondary schools for education service delivery in Rivers State. The finding of the present study is in agreement with an earlier study by Oriakhi and Ameh (2014), who found out that government intervention in financing private secondary schools is minimal and this directly affects education service delivery. They further stressed that the lack of government funding of private secondary schools makes it difficult for the issues of corruption and planning to be properly addressed private secondary schools. Abdullahi (2015) also found out that provides little or nothing in terms of financial intervention to private secondary schools which impacts negatively on the quality of education offered by private secondary schools.

The reason why the finding of the present study stands to be correct is based

on the fact that finance the issue of finance has been a huge challenge to private secondary schools just as it is the case in public secondary schools. However, it is expected that through the assistance of the government, the financial problems that some private secondary schools can be adequately managed, thus this would go a long way to positively affect the delivery of quality education in Rivers State.

Government interventions in curriculum development in private secondary schools for education service delivery

The finding of the study for research question three reveal that school proprietors and staff of ministry of education responded that to a high extent government intervenes in curriculum development in private secondary schools for education service delivery in Rivers State. Furthermore, the test for hypothesis three show that there is a significant difference between the mean ratings of school proprietors and ministry of education staff on the extent to which government intervene in curriculum development in private secondary schools for education service delivery in Rivers State. Therefore, the null hypothesis was rejected. The finding of the present study is in agreement with an earlier study by Ogbiyi and Ogboyi (2014) found out that the government as the major planner of education significantly intervenes in curriculum development in private secondary schools. They further stress that private secondary schools depend on the government to plan and prepare the curriculum in line with national goals and needs of the learners for sustainable

development. Koskei (2015) also found out that the government is actively involved in curriculum development and there is minimal stakeholder involvement in curriculum development process in both public and private secondary schools.

The reason why the finding of the present study stands correct is based on the fact that the government as the custodian of education of any nation, it is saddled with the responsibility of developing, planning and organizing the content of the school curriculum. However, if curriculum development is left only in the hands of the government without involving the teachers in both private and public schools who are responsible for implementing the content of the curriculum to be part of the curriculum development process, the curriculum may not reflect needs of the learners. If the government allows teachers in both private and public schools to contribute to curriculum development, quality education service delivery will be realized.

Conclusion

Based on the findings of the study, it is concluded that government participation in the management of private secondary schools in areas such as financing and curriculum development is inevitable if quality education service must be delivered to the target stakeholders. Through this will the society gain from the private sector, as they contribute to education service delivery.

Recommendations

Based on the findings of this study, the researcher recommended the following;

1. There is need for the government to assist private secondary schools with finance so as to increase their share in the delivery of quality education in Rivers State.
2. Curriculum development as well as implementation should be carried out by the government with proper consultation and involvement of necessary stakeholders such as private school owners as this will ensure that education meets needs of the learners and the society at large.
3. The government should ensure that periodic supervision and inspections are carry out in private secondary schools in order to show its level of intervention in managing private secondary school for quality education service delivery.

References

- Abdullahi, B. (2015). Funding on provision and maintenance of school facilities in senior secondary schools in Bauchi State of Nigeria: *Journal of Research and Method in Education*, 5(2), 16-20.
- Ehigiamusoe, U. K. (2012). Private sector participation in secondary education in Nigeria: Implications for national development. *International Journal of Development and Sustainability*, 1(3), 1062-1074.
- Eimuhi, J. O. & Ogedegbe, B. G. (2015). Fundamental issues in the management of secondary education in Nigeria: *Journal of Emerging Trends in Educational Research and Policy Studies*, 6(7), 265-270.
- Koskei, K. K. (2015). Assessment of stakeholders' influence on curriculum development process in secondary schools in Kericho County: *Journal of Humanities and Social Science*, 20(3), 79-87.
- Odia, L. O. & Omofonmwan, S. I. (2007). Educational system in Nigeria: Problems and prospects. *Journal of Social Sciences* 14(1); 81-86.
- Ogbiji, J. E. & Ogbiji, S. A. (2014). A boom in private secondary education in Cross River State, Nigeria: Causes and consequences on the education system. *Journal of Educational and Social Research*, 4(6), 485-492
- Oriakhi, D. E. & Ameh, G. (2014). Government expenditure and the development of the education sector in Nigeria: An evaluation. *Review of Public Administration and Management*, 3(5), 147-160.
- Salviej, E. I., Aranes, F. Q. & Espinosa, A. A. (2014). Strategic intervention material-based instruction, learning approach and students' performance in Chemistry: *International Journal of Learning, Teaching and Educational Research*, 2(1), 91-123.
- Shami, P. A., & Hussain, K. S. (2005). Quality of education. Islamabad: Ministry of Education, Academy of Education Planning and Management.