

Private Sector Participation in Universal Basic Education Implementation in Rivers State

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Abstract

This study examined private sector participation in Universal Basic Education (UBE) implementation in Rivers State. Three objectives with corresponding research questions and null hypotheses guided the study. Descriptive survey research design was adopted for the study. The population of this study comprised of 9,064 academic staff in 321 public junior secondary schools (UBE) in the 23 Local Government Areas of Rivers State. A proportionate stratified random sampling technique was adopted to select a sample size of 906 academic staff representing 10% of the entire population. Questionnaire was the instrument for this study, and it was titled: Private Sector Participation in Universal Basic Education Implementation Scale (PSPUBEIS). Cronbach alpha reliability test was conducted to ascertain the reliability of the instruments, of which the reliability coefficients of 0.86 was obtained. Research questions 1-3 were answered with the use of mean and standard deviation, while z-test was used to test the corresponding hypotheses at 0.05 significance level. The findings of the study revealed that, private sector participation in teacher development programmes, and in funding UBE programme in Rivers State to a low extent, while they participate in the provision of infrastructural facilities for UBE programme implementation in Rivers State to a moderate extent. Based on these findings, the study recommended among others that government should encourage private sector participation in funding of UBE programme by granting them tax rebate or tax holiday. Also, principal should always make effort to solicit the help of private sectors to sponsor the teachers for development programmes in order to be equipped for the task of implementing UBE programmes.

Keywords: Private, sector, participation, Universal Basic Education, development.

Introduction

Education is a vital tool needed for growth and development. Development is simply an advancement in the quantity and quality of life which provides comfort for all individuals. Basic education therefore empowers individual members of the public to attain this level of comfort. When the level of education acquired makes maximum impact for a long period of time, then the development is said to be sustainable. Sustainable development is development that satisfies the needs of the present populace without jeopardizing the means of livelihood of the future generation. International Institute of Sustainable Development (2013) pointed out that sustainable development is development that strikes a balance between present and future needs of people living in an environment. This kind of development can only be achieved when the citizens are properly educated through an encompassing education such as the Universal Basic Education.

Nwankwo (2010) stated that the Rio conference specifically identified four major shoves of education for sustainable development as: “promotion and improvement of basic education, reorienting existing education at all levels to address national development, developing public understanding and awareness of sustainability and training”. This feat can only be achieved when the education system puts all individuals both young and old, boys and girls, present and future into consideration. The place of Universal Basic Education as a medium for achieving sustainable development goal four depends on the active desire, contribution and participation of private sectors to achieve this end. Private sectors have their expectations from the implementation of the Universal Basic Education programmes. The expectations of this sector differ depending on their perceived benefits from the programme. It is therefore appropriate to state that the expectations of these private sectors will determine the kind of support that they will give towards the sustenance of the programme.

The role played by private sectors is indispensable for the success of the UBE scheme. Yamma and Izom (2018) revealed that if the UBE programme must succeed, private sector must play their role effectively. The success or failure of the scheme depends actively on the role played by the various private sectors. Private sectors who are affected by the outcome of the Universal Basic Education are therefore expected to perform their various duties more effectively to contribute to the success of the educational programme. There is no exaggeration in saying that the UBE programme is of importance to all private sectors and as such these stakeholders should rise up to the duty of protecting the programme. The contribution of the UBE programme to the development of Nigeria is an issue that cannot be over accentuated. There is no nation that can achieve meaningful development without a viable and productive education system. The contribution of the UBE scheme to national development cuts across the various sectors or spectrum of the nation. The UBE scheme no doubt has been instrumental to the increase in the literacy level of the Nigerian nation. Similarly, no nation can be said to have developed when there is no change in the attitude of the citizens. There are different subjects enshrined in the UBE scheme that are designed to equip the citizens with civic values. This has in no measure enhanced the developmental mindset of the citizens.

The UBE scheme cannot be said to have meaningfully contributed to development in Nigeria and Rivers State in particular. This is because so many factors have hindered the prospects of the programme just like many other educational programmes in Nigeria. There is no doubt that the inadequacy of human, financial and material resources in its various forms has been an interference to the developmental drive of this programme right from inauguration. It is therefore imperative that adequate actions should be taken for the programme to achieve its aim of bringing about sustainable development. This is to ensure that the Sustainable Development Goals (SDGs) does not become a failed programme like the Millennium Development Goals (MDGs). All hands must therefore be on deck for the UBE scheme to be able to achieve its sustainable development goals in the long run just as it has done in other countries where the programme has been introduced and sustained magnificently.

The Nigeria government at the federal, state and local level has aligned with the government of other developed countries that believe that the UBE is very beneficial for the nation to achieve the recent sustainable development goals. These goals have been carefully designed to contribute to the development of persons and societies and also to assist in the liberation of individuals and the entire society from a state of economic crunch and underdevelopment. Consequently, it is essential that all hands must be on deck especially among private sectors to ensure that the UBE achieves these important developmental goals. It is based on this premise that this study sought to examine the extent private sector participate in Universal Basic Education (UBE) implementation in Rivers State.

Statement of the Problem

The Universal Basic Education no doubt has a lot to contribute to the sustenance of development in the state and nation at large. The targets of sustainable development goal four outlined by the United Nations seem unattainable except a viable educational programme is put in place. However, it appears these targets of sustainable development goal four may not be achieved without adequate participation of private sectors to strengthen the Universal Basic Education programme. Development goals such as the Millennium Development Goals were not achieved because the Universal Basic Education scheme was not given adequate support by the government and other educational stakeholders for the actualization of these goals. The apparent failure of the Universal Basic Education programme can be attributed to the attitude of complacency among the various education stakeholders. Students, teachers, school administrators, school board members, parents, alumni among others have failed to be active participants to ensure that this educational programme achieves its intended objectives towards enhancing the sustainable development. The failure of these participants to partake and contribute in enforcing the UBE has led to students' lopsided performance over the years. There is the problem of inadequate funding, lack of teachers' development programmes and inadequate infrastructures in the schools for the actualization of the UBE programme to meet the targets of SDG4. This and many other problems appear to be responsible for the inability of the UBE programme to assist in the attainment of the sustainable development goal four. Thus, it is imperative to find out the extent private sector participate in Universal Basic Education (UBE) implementation in Rivers State.

Aim and Objectives of the Study

The aim of the study was to examine the extent of private sector participation in Universal Basic Education (UBE) implementation in Rivers State. Specifically, the objectives of the study sought to:

1. Ascertain the extent private sector participate in funding Universal Basic Education (UBE) implementation in Rivers State.
2. Examine the extent private sector participate in teacher development programmes in Universal Basic Education (UBE) implementation in Rivers State.
3. Determine the extent private sector participate in the provision of infrastructural facilities in Universal Basic Education (UBE) implementation in Rivers State.

Research Questions

The following research questions guided the study:

1. To what extent does private sector participate in funding Universal Basic Education (UBE) implementation in Rivers State?
2. To what extent does private sector participate in teacher development programmes in Universal Basic Education (UBE) implementation in Rivers State?
3. To what extent does private sector participate in the provision of infrastructural facilities in Universal Basic Education (UBE) implementation in Rivers State?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

- Ho₁. There is no significant difference in the mean ratings of principals and teachers on the extent private sector participate in funding Universal Basic Education (UBE) implementation in Rivers State.
- Ho₂. There is no significant difference in the mean ratings of principals and teachers on the extent private sector participate in teacher development programmes in Universal Basic Education (UBE) implementation in Rivers State.
- Ho₃. There is no significant difference in the mean ratings of principals and teachers on the extent private sector participate in teacher development programmes in Universal Basic Education (UBE) implementation in Rivers State.

Private Sector Participation

Private sector participation is a concept based on economic components. Consequently, a good understanding of the construct cannot be made without explaining the individual words that make up the construct private sector participation. The term private is seen as kept secret or restricted, secluded, personal, not public, non-governmental (Encarta Dictionary, 2013). Private sector refers to that sector of the economy that are not owned and controlled by the government. They include the wealthy private individuals, non-governmental organizations (NGOs), such as UNESCO, Age grade, private schools, religious societies, Market women, World Bank, International Monetary Fund (IMF), Parent Teachers' Association (PTA), Alumnus of schools, Community Based Organizations (CBOs), oil companies etc. In this work, therefore, private connotes that which belongs to an individual, group of persons or organization. Such a person, organizations or groups by implication can place their goods and services for general or public consumption for a fee.

Also, Business Dictionary (2013) sees it as that part of the national economy that is made up of private enterprise. However, the Provisional Act on Private Enterprises of the People's Republic of China (PRC), opined that a private sector is a profit-making unit invested in and established by natural persons or controlled by natural persons using employed labor (Kanamori, 2004). This definition includes private limited liability corporations, private shareholding corporations, private

partnership enterprises and sole private-funded enterprise registered in accordance with the corporation law, partnership enterprise law and interim regulation on enterprises. For Bella, et al (2013), private sector refers to organizations that have a core strategy and mission to engage in profit seeking activities, whether by production of goods, provision of services, and/or commercialization. This includes financial institutions and intermediaries, small and medium-sized enterprises (SMEs), individual entrepreneurs, farmers, co-operatives, and large corporations, which operate in the formal and informal sectors.

However, the Business Dictionary (2013), explains participation as a joint consultation in decision making, goal setting, profit sharing, teamwork, and other such measures through which a firm attempts to foster or increase its employees' commitment to collective objectives. Hornby (2010) defines it as the action of taking part in something. Some other schools of thought have expressed their opinions on the concept of participation. For instance, Paul in Olatunbosun and Bayode (2014) define participation as the active process whereby beneficiaries influence the direction and execution of developments rather than merely receiving a share of the project benefits. Simmons in Olatunbosun and Bayode (2014) describes it as the ability to control and manage resources not only in a sustainable way, but also in a manner that meets people's social, cultural and economic needs.

Private sectors participation, therefore, in this study refer to the involvement, intervention or participation of individuals, groups, organizations, communities, non-governmental organizations and so on in the areas of economic life in which government welcomes its involvement in the production of goods and services for individuals, groups and general consumption. This could be in the area of education, information dissemination, water, power supply, security, Agriculture and healthcare delivery. This position agrees with the World Bank (2013), which sees private sector participation to mean the introduction of private sector in a particular area of the economy. Consequently, private sector participation in education suggest an active involvement of the private sectors in the development of education. The concept as used here do not only connote privatizing our schools especially the UBE but finding ways of involving private hands in handling some aspects of the UBE projects such as ensuring adequate funding, training of teachers and provision infrastructural facilities.

Universal Basic Education (UBE)

The Universal Basic Education is a term that cannot be explained since it means different things to different people. However, it is clear that the UBE is an educational programme provided freely and compulsorily to all deserving citizens. It is an educational programme provided to educate all citizens within the specified age limit. Amuchie and Kukwl (2013:1) stated that "Universal Basic Education is the transmission of fundamental knowledge to all facets of the Nigerian society from generation to generation". The UBE programme as designed by the government is scheduled to provide free education for students for first nine years comprising six years in primary and three years in junior secondary. Furthermore, Amuchie and Kukwl (2013:1) opined that "It has three main components - Universal, Basic and Education. Universal connotes a programme that is meant for all facets of the society - the rich; poor, the physically fit and the disabled, the brilliant fit, the dull the

regular students and the dropouts including every other individual that is ready to acquire knowledge”.

Similarly, Amuchie and Kukwl (2013:1-2) revealed that “the term “basic” relates to the base, take off point, fundamental essential, spring board, bottom line, they required and of course expected it therefore shows that basic education is the starting point in the acquisition of knowledge. “Education” connotes transmission of knowledge from general to generation”. The UBE is therefore governments educational intervention scheme provided universally and fundamentally for all deserving students. There are certain objectives which the government expects from the UBE programme. Universal Basic Education as cited in Edho (2009:184) stated that the objectives of the UBE include:

- i. Ensuring unaltered access to 9 years of formal basic education;
- ii. Provision of free, universal education for every Nigerian child of school going age;
- iii. Reducing drastically the incidence of dropout from the formal school system through improved relevance, quality and efficiency;
- iv. Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulation, communication and life skills as well as the ethical, moral and civic values needful for laying a solid foundation form lifelong learning.

Methodology

This study adopted a descriptive survey design. The descriptive survey design was considered appropriate for investigating an existing phenomenon in order to explain the situation in its real form. The population of this study was comprised of 9,064 academic staff (321 principals and 8,743 teachers) in 321 public junior secondary schools (UBE) in the 23 Local Government Areas of Rivers State (Source: Rivers State Universal Basic Schools Board, 2022). The sample size for this study was 906 respondents representing 10% of the entire population was drawn using the proportionate stratified sampling technique in 6 local government areas from 3 Senatorial District in Rivers State (Rivers South-East, Rivers West and Rivers East). The sample size was drawn from the entire population using the proportionate stratified random sampling technique. Questionnaire was the research instrument for this study, and it was titled: Private Sector Participation in Universal Basic Education Implementation Scale (PSPUBEIS). The instruments have two sections (A and B). Section A elicited demographic information from the respondents, while section B elicited information on PSPUBEIS. The instrument was coded in line with the modified four-point Likert rating scale as follows; Very High Extent (VHE) = 4 Points, High Extent (HE) = 3 Points, Low Extent (LE) = 2 Points, Very Low Extent (VLE) = 1 Point respectively. Cronbach Alpha reliability statistics was used to test the reliability of the instrument, which yielded an index of 0.86. For the data that were analyzed, research question 1 to 3 were answered using mean and standard deviation, while same z-test was used to test the corresponding hypotheses at 0.05 significance level. The researcher designed and distributed 906 copies of the questionnaire to the respondents. Eight

hundred and seventy-nine (879) copies were retrieved and found suitable for analysis resulting in 97% retrieval rate.

Results and Discussion

Research Question 6: To what extent does private sector participate in funding Universal Basic Education (UBE) implementation in Rivers State?

Table 1: Mean (\bar{x}) and standard deviation of respondents (principals and teachers) on the extent alumni as private sector participate in funding Universal Basic Education (UBE) implementation in Rivers State.

SN	Items	Teachers n = 795		Principals n = 84		Mean Set $\frac{x_1x_2}{2}$	Decision
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
1.	Financial donations are made by private sectors to enable the completion of school projects and programmes.	2.32	0.61	2.17	0.45	2.25	Low Extent
2.	Private sectors make efforts to ensure that funds are raised for the UBE programme to meet global standard.	1.84	0.57	1.76	0.42	1.80	Low Extent
3.	Sales of school crafts/agricultural produce and launching programmes are organized by private individuals to contribute to the educational activities of schools.	1.69	0.39	1.63	0.29	1.66	Very Low Extent
4.	Private sectors advocate for public-private partnership to fund school programmes and activities.	1.69	0.37	1.61	0.27	1.65	Very Low Extent
5.	Scholarship, grants and other financial aids are given to deserving students from time to time by private sectors.	1.79	0.63	1.91	0.43	1.85	Low Extent
	Average Mean/Standard Deviation	1.87	0.51	1.82	0.37	1.84	Low Extent

Source: Researcher's SPSS Computed Data, 2023.

Decision Rule: 1.00– 1.79 = Very Low Extent (VLE), 1.80 – 2.49 = Low Extent (LE), 2.50 –3.19 = Moderate Extent (HE), 3.20 – 4.00 = High Extent (HE), 4.00 – 5.00 = Very High Extent (VHE)

From Table 1 above, data reveal that all the items 3 and 4 had a mean score between the range of 1.00 and 1.79 showing a very low extent of private sector participation in funding Universal Basic Education (UBE) implementation in Rivers State, especially in the area of organization of sales of school crafts/agricultural produce and launching programmes to contribute to the educational activities of schools, and advocating for public-private partnership to fund school programmes and activities. Contrarily, items 1, 2 and 5, had mean scores of between 1.80 and 2.49, showing that for

those respondents, private sector participate in funding Universal Basic Education (UBE) implementation in Rivers State to a low extent.

In summary, with an average mean of 1.84 (which falls within the range of 1.80 to 2.49), principals and teachers as agree that private sector participate in funding Universal Basic Education (UBE) implementation in Rivers State to a low extent.

Research Question 2: To what extent does private sector participate in teacher development programmes in Universal Basic Education (UBE) implementation in Rivers State?

Table 2: Mean (\bar{x}) and standard deviation of respondents (principals and teachers) on the extent private sector participate in teacher development programmes in Universal Basic Education (UBE) implementation in Rivers State.

SN	Items	Teachers		Principals		Mean	Decision
		n = 795		n = 84		Set	
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂	$\frac{x_1x_2}{2}$	
6.	Private sectors sponsor teachers for developmental programmes.	2.69	0.62	2.34	0.49	2.52	Moderate Extent
7.	Teachers are given opportunity to attend conferences, workshops and seminars organized by private sectors.	2.67	0.48	2.42	0.45	2.55	Moderate Extent
8.	Private sectors sponsor field trips are provided for teachers to equip them updated knowledge and skills.	2.31	0.44	2.31	0.31	2.31	Low Extent
9.	Private sectors ensure that teachers are provided with modern teaching materials to match up with international best practices.	1.40	0.48	2.11	0.35	1.76	Very Low Extent
10.	Private sectors make sure mentorship programmes are provided for teachers for improved service delivery in school.	2.04	0.60	2.04	0.42	2.04	Low Extent
Average Mean/Standard Deviation		2.22	0.52	2.24	0.40	2.23	Low Extent

Source: Researcher's SPSS Computed Data, 2023.

Decision Rule: 1.00– 1.79 = Very Low Extent (VLE), 1.80 – 2.49 = Low Extent (LE), 2.50 –3.19 = Moderate Extent (HE), 3.20 – 4.00 = High Extent (HE), 4.00 – 5.00 = Very High Extent (VHE)

From Table 2, data show that item 6 and 7 had a mean score between the range of 2.50 and 3.19 showing a moderate extent. Contrarily, items 8, 9 and 10, had mean scores of between 1.80 and 2.49, showing that, for those respondents, private sector participate in teacher development programmes in Universal Basic Education (UBE) implementation in Rivers State to a low extent, especially in the aspect of sponsoring field trips for teachers to be equipped and updated with knowledge and skills,

ensuring provision of modern teaching materials for teachers to match up with international best practices, and provision of mentorship programmes for teachers for improved service delivery.

In summary, with an average mean of 2.23 (which falls within the range of 1.80 to 2.49), principals and teachers agree that private sector participate in teacher development programmes in Universal Basic Education (UBE) implementation in Rivers State to a low extent.

Research Question 3: To what extent does private sector participate in the provision of infrastructural facilities in Universal Basic Education (UBE) implementation in Rivers State?

Table 3: Mean (\bar{x}) and standard deviation of respondents (principals and teachers) on the extent private sector participate in the provision of infrastructural facilities in Universal Basic Education (UBE) implementation in Rivers State.

SN	Items	Teachers		Principals		Mean Set	Decision
		n = 795		n = 84			
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
11.	Donation of textbooks and other writing materials to the school for teaching and learning.	2.74	0.52	2.77	0.34	2.76	Moderate Extent
12.	The construction of classroom blocks and offices for students and teachers to enhance school operation.	2.31	0.44	2.37	0.32	2.34	Low Extent
13.	Equipping of the school laboratory and workshops to aid students practical works.	2.87	0.46	2.90	0.33	2.88	Moderate Extent
14.	Provision of ICT facilities to encourage the use of e-learning in schools.	2.67	0.48	2.58	0.35	2.63	Moderate Extent
15.	Provision of sporting/recreational facilities to cater for the social needs of students and teachers.	1.82	0.87	2.09	0.61	1.96	Low Extent
Average Mean/Standard Deviation		2.48	0.55	2.54	0.39	2.51	Moderate Extent

Source: Researcher's SPSS Computed Data, 2023.

Decision Rule: 1.00– 1.79 = Very Low Extent (VLE), 1.80 – 2.49 = Low Extent (LE), 2.50 – 3.19 = Moderate Extent (HE), 3.20 – 4.00 = High Extent (HE), 4.00 – 5.00 = Very High Extent (VHE)

From Table 3 above, data reveal that item 11, 13 and 14 had a mean score between the range of 2.50 and 3.19 showing a moderate extent of private sector participation in the provision of infrastructural facilities in Universal Basic Education (UBE) implementation in Rivers State. Contrarily, items 12 and 15, had mean scores of between 1.80 and 2.49, showing that, for those respondents, private sector participate in the provision of infrastructural facilities in Universal Basic Education (UBE) implementation in Rivers State to a low extent. This is in the area of construction of classroom blocks and offices for students and teachers to enhance school operation, and provision of sporting/recreational facilities to cater for the social needs of students and teachers.

In summary, with an average mean of 2.51 (which falls within the range of 2.50 to 3.19), principals and teachers agree that private sector participate in the provision of infrastructural facilities in Universal Basic Education (UBE) implementation in Rivers State to a moderate extent.

Test of Hypotheses

H₀₁: There is no significant difference in the mean ratings of principals and teachers on the extent private sector participate in funding Universal Basic Education (UBE) implementation in Rivers State.

Table 4.12: z-test Analysis on the difference between the mean ratings of principals and teachers on the extent private sector participate in funding Universal Basic Education (UBE) implementation in Rivers State.

Population	n	\bar{X}	SD	df	z-cal	z-crit.	Remarks
Teachers	795	1.87	0.51	877	1.34	± 1.96	Not significant Accept H ₀₁ (z-cal. < z-crit.)
Principals	84	1.82	0.37				

Table 4 reveals that teachers have mean and standard deviation scores of 1.87 and 0.51, while principals have mean and standard deviation scores of 1.82 and 0.37 respectively. With a level of flexibility (degree of freedom) of 877 at an alpha noteworthy level of 0.05; the figured z-estimation of 1.34 is less than the z-critical of 1.96. Along these lines the null hypothesis is accepted. By implication, there is no significant difference in the mean ratings of principals and teachers on the extent private sector participate in funding Universal Basic Education (UBE) implementation in Rivers State.

H₀₂: There is no significant difference in the mean ratings of principals and teachers on the extent private sector participate in teacher development programmes in Universal Basic Education (UBE) implementation in Rivers State.

Table 5: z-test Analysis on the difference between the mean ratings of principals and teachers on the extent private sector participate in teacher development programmes in Universal Basic Education (UBE) implementation in Rivers State.

Population	n	\bar{X}	SD	df	z-cal	z-crit.	Remarks
Teachers	795	2.22	0.52	877	-0.52	± 1.96	No significant Accept H ₀₂ (z-cal. < z-crit.)
Principals	84	2.24	0.40				

Table 5 reveals that teachers have mean and standard deviation scores of 2.22 and 0.52, while principals have mean and standard deviation scores of 2.24 and 0.40 respectively. With a level of flexibility (degree of freedom) of 877 at an alpha noteworthy level of 0.05; the figured z-estimation of -0.52 is less than the z-critical of -1.96. Along these lines the null hypothesis is accepted. By implication, there is no significant difference in the mean ratings of principals and teachers on the

extent private sector participate in teacher development programmes in Universal Basic Education (UBE) implementation in Rivers State.

H₀₅: There is no significant difference in the mean ratings of principals and teachers on the extent private sector participate in teacher development programmes in Universal Basic Education (UBE) implementation in Rivers State.

Table 6: z-test Analysis on the difference between the mean ratings of principals and teachers on the extent private sector participate in teacher development programmes in Universal Basic Education (UBE) implementation in Rivers State.

Population	n	\bar{X}	SD	df	z-cal	z-crit.	Remarks
Teachers	795	2.48	0.55	877	-1.55	± 1.96	Not significant
Principals	84	2.54	0.39				Accept H ₀₃ (z-cal. < z-crit.)

Table 6 shows that teachers have mean and standard deviation scores of 2.48 and 0.55, while principals have mean and standard deviation scores of 2.54 and 0.39 respectively. With a level of flexibility (degree of freedom) of 877 at an alpha noteworthy level of 0.05; the figured z-estimation of -1.55 is less than the z-critical of -1.96. Along these lines the null hypothesis is accepted. By implication, there is no significant difference in the mean ratings of principals and teachers on the extent private sector participate in teacher development programmes in Universal Basic Education (UBE) implementation in Rivers State.

Discussion of Findings

The first finding of the study revealed that private sector participates in funding Universal Basic Education (UBE) implementation in Rivers State to a low extent. This implies that the inadequacy or low funding of UBE scheme has great implications as it will limit the quality and quantity of educational resources that can be provided for the programme. This position relates with the findings from the study conducted by Onele and Aja-Okorie (2013) and Abutu (2015) where it was revealed that the government and private individuals/donors contributed insignificantly to the UBE scheme and this is why the goals of the education scheme appear unrealistic. Also, findings from studies showed that the problem of inadequacy of funding in the UBE programme has hindered the procurement of essential materials such as instructional materials and infrastructures. The lack of funding therefore affects the UBE scheme negatively and makes it difficult for the objectives of the scheme to be achieved in Rivers State. This is evident in the hypothesis tested which revealed that there is no significant difference in the mean ratings of principals and teachers on the extent private sector participate in funding Universal Basic Education (UBE) implementation in Rivers State.

The second finding of the study revealed that private sector participates in teacher development programmes in Universal Basic Education (UBE) implementation in Rivers State to a low extent. In other words, this implies that private sector participates in teacher development programmes but to a

low extent which is not adequate enough for the implementation of UBE programme in Rivers State. This finding is tandem with Iliyasu (2009) and Major (2015) who conducted a study where it was pointed out that there is a loose collaboration between the government and private organizations in the training of teachers. This implies that teachers lack the needed support for development programmes and this may explain why this study pointed out that there is no significant difference in the mean ratings of principals and teachers on the extent private sector participate in teacher development programmes in Universal Basic Education (UBE) implementation in Rivers State. This has a great implication on school administration and student's performance as lack of adequate training for teachers can adversely affect their contribution to the education sector.

Lastly, the third finding of the study revealed that private sector participates in the provision of infrastructural facilities in Universal Basic Education (UBE) implementation in Rivers State to a moderate extent. This study is in consonance with from the findings of the study conducted by Ugwuanyi (2008) who pointed out that facilities in most UBE schools in Nigeria has only been moderately provided and as such has affected the quality of output from the free education programme. The study exposed the fact that private sectors contribute mainly in the area of provision of laboratory and workshops facilities. This supports in this area therefore have great influence on the ability of students to contribute to the development of their environment. This is related to the hypothesis tested which revealed that there is no significant difference in the mean ratings of principals and teachers on the extent private sector participate in teacher development programmes in Universal Basic Education (UBE) implementation in Rivers State.

Conclusion

From the finding of the study, it is concluded that private sector participate in teacher development programmes, and in funding UBE programme in Rivers State to a low extent, while they participate in the provision of infrastructural facilities for UBE programme implementation in Rivers State to a moderate extent.

Recommendations

Based on the findings and conclusion of the study the following are hereby recommended:

1. Government should encourage private sector participation in funding UBE programme by granting them tax rebate or tax holiday.
2. Principal should always make effort to solicit the help of government to sponsor the teachers for development programmes in order to be equipped for the task of implementing UBE programmes.
3. Government should encourage public-private sector partnership in order to complement government's effort in the provision of infrastructural facilities by using the media to create awareness among the populace on the sensitive role adequate infrastructural facilities play in students' academic achievement.

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