

EXTENT TO WHICH EFFICIENCY IN NIGERIA EDUCATION SYSTEM HAVE AFFECTED EDUCATION DELIVERY IN NIGERIA

REV. FR. OKIGBO, FRANCIS SUNDAY

Department of Education Foundations

Faculty of Education

Federal College of Education

Eha Amufu, Enugu State, Nigeria.

Abstract

This study investigated the extent to which efficiency in Nigeria education system have affected education delivery in Nigeria. The researcher adopted a census survey research design for this study. Two research questions guided this study while two hypotheses were tested at 0.05 level of significance. The study was carried out in the public secondary schools in Enugu Education Zone of Enugu State. The population for the study was 584. It comprised all the 31 principals and the 553 teachers. The population for the study was manageable hence, there was no sampling. Self developed questionnaire titled “efficiency in Nigeria education system delivery questionnaire (ENESDQ)”. The instrument was face validated by three experts in which two were from Department of Educational Management and one from Measurement and Evaluation Unit of Department of Science and Computer Education all in the Faculty of Education, Enugu State University of Science and Technology (ESUT). The instrument “ENESDQ” consisted of 10 items based on the stated research questions. Cronbach Alpha method was used to determine the reliability of the instrument. 0.81 was gotten for cluster 1 and 0.78 for cluster 2. The overall reliability index was 0.80. The researcher made use of a 4 point response scale of Very Great Extent (VGE) = 4, Great Extent (GE) = 3, Low Extent (LE) = 2 and Very Low Extent (VLE) = 1. The instrument was administered by the researcher with the help of 2 research assistants in the administration and collection of data. The researcher was able to retrieve 519 copies (26 for principals and 493 for teachers respectively) out of the 584 instrument administered. The retrieval rate achieved was 88.87%. Mean and standard deviation were used for analysing the data, while t-test statistics was used to test the null hypotheses at 0.05 level of significance. The study found that the efficiency in Nigeria education system have affected education delivery in Nigeria in terms of funding and curriculum implementation to a low extent. Based on the findings, the researcher recommended that, the government at all levels with the help of well meaning individuals should fund the education sector. Experience teachers should be employed in the system in order to implement the requisite curriculum.

Keywords: Extent, Education System, Efficiency, Service Delivery, Nigeria.

Introduction

Education is an investment in human capital which has become a matter of priority for both government and individuals. The importance of education to any society, state, or country cannot be overemphasized. Education is the catalyst that propels both individual and national

development. The general belief is that, education helps to enhance the well being of the individual and the society at large. With this socio-economic satisfaction, education in Nigeria is seen as a big industry with large investment. According to Onuselogu (2007), education is referred to as a means of enlightenment and a process of training and preparation for useful life. Bamisaye (2014) defined education as a sound investment that is expected to enhance the economic growth of individuals in Nigeria. According to Marinho (2009), education is an agent of social change as well as reflecting the dynamic process of nation building.

Also, education was meant to foster the frontier of knowledge, or store house of knowledge, formulate ideas for youth empowerment, train and develop manpower in man and various institutions of society (Jaja, 2007), and to inculcate national values, morals and character necessary for national unity and development (Emeh & Agba, 2010). Education at all levels is regarded as a major factor in empowering people for development and building of a nation. No country can expect to successfully integrate in and benefit from future Nigeria economy without a well educated and empowered workforce (Ojedele and Fadokun, 2009).

Education occupies a very unique position in the national development of any nation. It is acknowledged as the bedrock of socio-economic and political advancement of countries (National Bureau of Statistics-NBS, 2009). This is because education empowers people to take advantage of development opportunities. Thus, educated individuals are seen to be crucial catalyst for any economy through driving technological diffusion and utilisation, among others (Osabuohien and Efobi, 2012). Educational system can be regarded as the hierarchical structure of the individualized activities, which are organized in the various institution such as primary, post primary (secondary) and tertiary institutions (Aremu, 2010). The three levels of education in Nigeria are primary, secondary and tertiary.

Primary education begins at the age of six for the majority of Nigerians and lasts for six years. Graduating students from primary school had to sit the Primary School-Leaving Certificate examination, this examination has been abolished and the Primary School Leaving Certificate is now awarded on the basis of continuous assessment. The next level of education after the primary is the secondary education.

Secondary education is generally the final stage of compulsory education. Webster (2009) defined secondary education as a school intermediate between elementary school and tertiary institutions usually offering general technical and vocational courses. As for the National Policy on Education, Federal Republic of Nigeria, (FRN) 2013) secondary education is the form of education children receive after primary education and before the tertiary stage. Tertiary education, also referred to as third stage, third level and post-secondary education is the educational level following the completion of a school providing a secondary education. The education system in Nigeria has been inconsistent.

The inconsistency of the education system in Nigeria in the last 50 years has brought the system into a state of confusion. The 6:5:2:3 system of education which was termed too "bookish" was replaced by the 6:3:3:4 system to accommodate vocational subjects especially for those students who may not be academically inclined; this no doubt was a reflection of the flexible nature of a good curriculum. Implementation of this latter system was a complete failure before it metamorphosed into the latest one-the 9:3:4. As the nation was trying to adjust

to this new system, there is a new one, the 1:6:3:3:4 though not yet implemented. It has been observed however that these changes have not translated into quality education delivery in Nigeria public schools as it were, an indication that operational factors are defective (Olayemi, 2015).

A major factor is poor funding which has culminated in lack of basic infrastructure and instructional materials that can enhance teachers' competence and students' performance. Another one is curriculum implementation which is the pivot for the achievement of education goals and it deserves utmost priority. It is no longer a matter for debate though a debacle that the education sector suffers from gross underfunding when compared with other sectors of the Nigerian economy in spite of government's affirmation that "Education is an instrument for national development" (Federal Republic of Nigeria (FRN), 2013). To Duze (2011), Nigeria has not invested heavily in education in recent years, despite massive expansion in this sector. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) (2007) recommendation of at least 26% of budgetary allocation to education by member nations has not seen the light of day in Nigeria.

Records have shown that the highest committal to education between 1999 and 2010 was 13%. Inadequate funding is evident in the infrastructural decay plaguing public schools and institutions in Nigeria. How effective are policies in the absence of adequate funding? Citing Ivowi (2004) in Onyeachu (2009), to ensure that curriculum is effectively implemented, infrastructural facilities, equipment, tools, and materials must be provided in adequate quantities. Furthermore, teachers must be adequately informed and prepared through training and retraining to effectively interpret the curriculum because they will to a larger extent determine the way of the tide that blows the entire education structure. Education as an expensive enterprise must be well-funded by government, public schools adequately equipped with the requisite quality infrastructure, only then can the desired change be realized and the goals of education achieved. Leslie (2015) was of the opinion that stability within the education sector can only be attained through efficiency.

Efficiency refers to a comparison of inputs and their related outputs. A more efficient system obtains more output for a given set of resource inputs, or achieves comparable levels of output for fewer inputs, other things being equal. Leslie (2015) posited that efficiency requires reducing the number of unnecessary resources used to produce a given output including personal time and energy. Ojedeke (2008) defined efficiency as a situation in which the educational administrator is able to satisfy the needs of the human elements within the system, (the learners, the staff, the community and other agencies that are involved in the business of education), and achieve maximum output with input or effort. It is a measurable concept that can be determined using the ratio of useful output to total input.

Efficiency in educational institutions defines the level and extent of meeting the goal of educational system resulting from economic and social policy. Efficiency requires not only versatility and relevance but also prudent and visionary resource management within the education system. According to Ajayi (2009), efficiency in education is a relationship between output and input in an educational system. Nations all over the world have developed and are still developing strategies, philosophies, policies, programmes and projects to ensure optimal efficiency in their educational system. Policies are formulated and huge resources are

committed towards the execution of the policies in a bid to achieving their 'efficiency mission' (Padmanghan, 2012). The two types of efficiency in education are internal and external efficiency.

Internal efficiency refers to the number of students who pass from one grade to the other and complete that cycle within the stipulated period of time. It shows the relationship between input and output at a given educational level. Gupta (2001) noted that the question of internal efficiency is ultimately linked to the issue of resources allocation and utilization in the quest for education delivery. External efficiency in education refers to the extent, to which education takes care of the broad, social, economic and political goals of the society or community (Akangbou, 2007). Based on the above review, the researcher sought the extent to which efficiency in Nigeria education system have affected education delivery in Nigeria.

Statement of the Problem

The woeful performance of Nigerian secondary school students in West African Examination Council (WAEC) has been a source of worry to many parents and other stakeholders in the sector. Following the release of WAEC November/December 2017 results, the statistics showed that over 70% of students who sat for the examination failed. They failed to make five credits, Mathematics and English language inclusive, according to the examination body, the cause is based on the general level of efficiency Nigerian education system delivery. Unfortunately, this important sector is faced with myriad of problems, ranging from poor funding to curriculum delivery. It has also been observed that the numerous changes to the educational system over the years have not translated into quality education delivery in Nigeria public schools as it were, an indication that operational factors for policy implementation are either in shortfall, defective or unavailable. The system has become rather clumsy and confusing to Nigerians; a situation where Nigerians and particularly teachers are unsure of what happens next. It is based on this that the researcher embarked on this study. The problem of this study is, therefore, put in a question form, "what is the extent to which efficiency in Nigeria education system have affected education delivery in Nigeria?"

Purpose of the Study

The purpose of this study was to ascertain the extent to which efficiency in Nigeria education system have affected education delivery in Nigeria. Specifically, the study sought to:

1. determine the extent to which efficiency in Nigeria education system have affected education delivery in Nigeria in terms of funding;
2. Investigate the extent to which efficiency in Nigeria education system have affected education delivery in Nigeria in terms of curriculum implementation.

Research Questions

The following research questions guided this study:

1. What is the extent to which efficiency in Nigeria education system have affected education delivery in Nigeria in terms of funding?
2. What is the extent to which efficiency in Nigeria education system have affected education delivery in Nigeria in terms of curriculum implementation?

Research Hypotheses

The following hypotheses were tested at .05 level of significance:

H₀₁: There is no significant difference between the mean ratings of principals and teachers on the extent to which efficiency in Nigeria education system have affected education delivery in Nigeria in terms of funding.

H₀₂: There is no significant difference between the mean ratings of principals and teachers on the extent to which efficiency in Nigeria education system have affected education delivery in Nigeria in terms of curriculum implementation.

Method

The researcher adopted a census survey research design. According to Nworgu (2015), a census survey research design is one in which a group of people or items are studied by collecting and analyzing data or information from every member of the population. The study was specifically conducted in the secondary schools in Enugu Education Zone of Enugu State. The population for the study was 584. It comprised all the 31 principals and the 553 teachers. The population for the study was manageable hence, there was no sampling. Self developed questionnaire titled "efficiency in Nigeria education system delivery questionnaire (ENESDQ)". The instrument was face validated by three experts in which two were from Department of Educational Management and one from Measurement and Evaluation Unit of Department of Science and Computer Education all in the Faculty of Education, Enugu State University of Science and Technology (ESUT). The instrument "ENESDQ" consisted of 10 items based on the stated research questions. Cronbach Alpha method was used to determine the reliability of the instrument. 0.81 was gotten for cluster 1 and 0.78 for cluster 2. The overall reliability index was 0.80. The researcher made use of a 4 point response scale of Very Great Extent (VGE) =4, Great Extent (GE) = 3, Low Extent (LE) = 2 and Very Low Extent (VLE) = 1. The instrument was administered by the researcher with the help of 2 research assistants in the administration and collection of data. The researcher was able to retrieve 519 copies (26 for principals and 493 for teachers respectively) out of the 584 instrument administered. The retrieval rate achieved was 88.87%. Mean and standard deviation were used for analysing the data, while t-test statistics was used to test the null hypotheses at 0.05 level of significance.

The benchmark set for the mean score was, any mean score more than or equal to 2.50 was to a great extent while any mean below 2.50 was to a low extent. The benchmark of 2.50 was gotten by summing up the weighted options (4+3+2+1=10) and dividing it by total number of response options (4) as follows; $10/4=2.50$. The t-test statistics was used to test the null hypotheses at 0.05 level of significant. The decision rule for the hypotheses was, hypothesis was not rejected when the t-calculated value was less than the critical table value, but rejected when the t-calculated value was greater than or equal to the critical table value.

Research Question 1: What is the extent to which efficiency in Nigeria education system have affected education delivery in Nigeria in terms of funding?

Table 1: Mean ratings of principals and teachers on the extent to which efficiency in Nigeria education system have affected education delivery in Nigeria in terms of funding

ITEMS		Principals 26			Teachers 493		
S/N	Extent funding affect education delivery include:	$\bar{x}$	SD	Dec	$\bar{x}$	SD	Dec
1.	for equipping the school library with current learning materials	2.39	0.88	LE	2.53	0.99	GE
2.	for the provision of recreational facilities for the school.	2.52	0.91	GE	2.29	0.78	LE
3.	for building of structures such as classrooms.	2.50	0.89	GE	2.43	1.00	LE
4.	for the purchase of office furniture for the school.	2.28	1.02	LE	2.54	0.86	GE
5.	for installation and maintenance of technical workshops.	2.41	0.96	LE	2.38	0.93	LE
Cluster Mean		2.41	0.96	LE	2.43	0.91	LE

Table 1 presents the mean ratings of principals and teachers on the extent to which efficiency in Nigeria education system have affected education delivery in Nigeria in terms of funding. Data on the table indicated that the responses by the respondents were to a great extent as well as low extent. The table revealed that, the principals' mean ranged from 2.28 to 2.52 while the teachers mean ranged from 2.29 to 2.54. The principals have cluster mean of 2.41 and a standard deviation of 0.96 while the teachers have cluster mean of 2.43 and a standard deviation of 0.91. Thus, the principals and teachers responded that the efficiency in Nigeria education system have affected education delivery in Nigeria in terms of funding to low extent.

H₀₁: There is no significant difference between the mean ratings of principals and teachers on the extent to which efficiency in Nigeria education system have affected education delivery in Nigeria in terms of funding.

Table 2: summary of t-test analysis on the mean ratings of principals and teachers on the extent to which efficiency in Nigeria education system have affected education delivery in Nigeria in terms of funding

Group	N	Mean	SD	df	t-cal	t-crit	Decision
Principals	26	2.42	0.93	517	0.06	1.96	Not Significant
Teachers	493	2.43	0.91				

The null hypothesis tested on table 2 showed that, the t-cal is 0.06 while the table value is 1.96. It signifies that the table value is greater than the calculated value which made the null

hypothesis not significant. Thus, there is no significant difference between the mean ratings of principals and teachers on the extent to which efficiency in Nigeria education system have affected education delivery in Nigeria in terms of funding.

Research Question 2: What is the extent to which efficiency in Nigeria education system have affected education delivery in Nigeria in terms of curriculum implementation?

Table 3: Mean ratings of principals and teachers on the extent to which efficiency in Nigeria education system have affected education delivery in Nigeria in terms of curriculum delivery

ITEMS		Principals 26			Teachers 493		
S/N	Extent curriculum implementation affect education delivery include:	$\bar{X}$	SD	Dec	$\bar{x}$	SD	Dec
6.	applying appropriate multiple assessment tools and strategies to evaluate and promote the students	2.36	1.06	LE	2.44	0.87	LE
7.	evaluating students' performance in an objective, fair and timely manner	2.59	0.97	GE	2.62	0.93	GE
8.	Adhering to the curriculum stipulated for each class.	2.43	0.79	LE	2.41	0.84	LE
9.	covering the syllabus at the appropriate time.	2.29	0.85	LE	2.31	0.79	LE
10.	Making use of the necessary instructional materials for teaching and learning process.	2.58	0.91	GE	2.39	0.86	LE
Cluster Mean		2.45	0.90	LE	2.43	0.86	LE

Table 3 presents the mean ratings of principals and teachers on the extent to which efficiency in Nigeria education system have affected education delivery in Nigeria in terms of curriculum delivery. Data on the table indicated that the responses by the respondents were to a great extent as well as low extent. The table revealed that, the principals' mean ranged from 2.29 to 2.59 while the teachers mean ranged from 2.31 to 2.62. The principals have cluster mean of 2.45 and a standard deviation of 0.90 while the teachers have cluster mean of 2.43 and a standard deviation of 0.86. Hence, the principals and teachers responded that the efficiency in Nigeria education system have affected education delivery in Nigeria in terms of curriculum delivery to low extent.

H₀₂: There is no significant difference between the mean ratings of principals and teachers on the extent to which efficiency in Nigeria education system have affected education delivery in Nigeria in terms of curriculum implementation.

Table 4: summary of t-test analysis on the mean ratings of principals and teachers on the extent to which efficiency in Nigeria education system have affected education delivery in Nigeria in terms of curriculum delivery

Group	N	Mean	SD	df	t-cal	t-crit	Decision
Principals	26	2.45	0.90	517	0.11	1.96	Not Significant
Teachers	493	2.43	0.86				

The null hypothesis tested on table 4 showed that, the t-cal is 0.11 while the table value is 1.96. It signifies that the table value is greater than the calculated value which made the null hypothesis not significant. Thus, there is no significant difference between the mean ratings of principals and teachers on the extent to which efficiency in Nigeria education system have affected education delivery in Nigeria in terms of curriculum delivery.

Discussion of Findings

It was revealed in the data analyzed that, the principals and teachers responded to a low extent as regards funding of secondary schools in Enugu Education Zone. This is based on the negative mean scores derived from both groups. Hypothesis tested showed that there is no significant difference between the mean ratings of principals and teachers on the extent to which efficiency in Nigeria education system have affected education delivery in Nigeria in terms of funding. The above result contradicts with the idea of Ogbonnaya (2005) who posited that funding is very key in any educational development. This finding is worrisome because funding of the education sector has to be an important agenda for any well meaning government.

Conclusion

The study centred on the extent to which efficiency in Nigeria education system have affected education delivery in Nigeria with particular reference to secondary school education level. It was concluded that funding as well as curriculum implementation is very important in order to have an efficient education system in Nigeria. However, in the secondary school education level especially in Enugu Education Zone, funding and curriculum implementation are to a low extent. Hence, there was no significant difference between the mean ratings of principals and teachers in the extent to which efficiency in Nigeria education system have affected education delivery in Nigeria in terms of funding and curriculum implementation.

Recommendations

The researcher recommended the following based on the outcome of the study:

1. Government should adequately fund education at all levels. In order to achieve maximum input and output (i.e. efficiency), the annual budgetary allocation for education should not be less than 20%.
2. Experience teachers should be employed in the system in order to implement the requisite curriculum.

3. Government should provide both tangible and intangible as strategies to address the challenges for possible opportunities for educational system efficiency.
4. There is need for good governance, when a stabled government produces a stabled educational policy, although with minor changes because educational programmes are not static.

References

- Ajayi, I. A. (2006), Achieving Universal Basic Education (UBE) in Nigerian Strategies for improved Funding and cost Effectiveness. *Being a paper presented at the African Conference on Primary/ Basic Education held at University of Botswana, Gaborone 16th – 19th October.*
- Akangbou, S. D. (2007). *The Economics of Education: An introduction.* Ibadan, Shaneson C. I.
- Aremu, O. A. (2010). *A Multi-causal Evaluation of Academic Performance of Nigerian learners.* Issues and Implications for National Development. Department of Guidance and Counseling, University of Ibadan, Nigeria.
- Bamisaye, E. A. (2014). Qualitative Education. *Senior Secondary School Journal of Education*, 5(2), 2336.
- Emeh, J. U. & Agba, A.M.O (2010). Professionalizing Teaching in Nigeria for Effective Service Delivery and National Development. *European Journal of Social Sciences*, 17(3), 352-359.
- Federal Republic of Nigeria, (2013). *National Policy on Education.* (Revised), Lagos, Federal Ministry of Education.
- Jaja, M. I. (2007). Refocusing Citizenship Education for Sustainable National Development. *A paper presented at the 9th Annual National Conference of the National Association for the Advancement of Knowledge.* Held at College of Education, Port Harcourt, River State, March 14, 2007.
- Leslie, D. (2015). Legitimizing University Governance: Theory and Practice," *Higher Education*, Vol .4 no2 (May) pp243
- Marinho, S. (2009). An Analysis of Curriculum Development and Content Delivery in Nigeria. Online available at: <http://quanesis.com/Nigcurriculum.pdf> Retrieved 2/1/11
- National Bureau of Statistics-NBS (2009). *Annual Abstract of Statistics*, Abuja: FGN.
- Ogbonnaya, N. I. (2005). *Social and political context of educational administration*, Chuka Educational Publishers Nsukka Nigeria.
- Ojede, P. K. (2008). *Maintaining School plant for educational effectiveness and efficiency in a depressed Economy* in A. A. Olagbaye and J. O. Fadipe (Eds.) *Management of Nigerian Education; Project Monitoring and School Plant Maintenance*, Ibadan NIEPA.
- Ojede, P. K. & Fadokun, K. (2009). *Maintaining School plant for educational effectiveness and efficiency in a depressed Economy* in A. A. Olagbaye and J. O. Fadipe (Eds.) *Management of Nigerian Education; Project Monitoring and School Plant Maintenance*, Ibadan NIEPA.